

Los Angeles Unified School District

Office of the Associate Superintendent, Support Services

School Design Options

Local Options Oversight Committee

333 S. Beaudry Avenue, 11th Floor

Los Angeles, CA 90017

RFP Release Date: March 1, 2018

2018–2019
Local Initiative School (LIS)
Request for Proposal

Table of Contents

<u>SECTION</u>	<u>PAGE</u>
Introduction	2
District Expectations	
2	
Local Initiative School Model	
Information	
3	
Proposal Review	
Process 7	
Request for Proposal	
Timeline 7	
Proposal Guidelines and	
Requirements	
8	

APPENDIX: APPLICATION MATERIALS AND ATTACHMENTS

Letter of Intent	10
Request for Proposal: General	
Questions	13
LIS Instructional Program/Waivers	
	15
LIS Implementation Plan	20
LIS Implementation Template	21

INTRODUCTION

In keeping with its commitment to provide high-quality education to all students, the Los Angeles Unified School District (LAUSD) is pleased to present the 2018-2019 Autonomous School Models Request for Proposal (RFP). The Autonomous School Model process, which is a major tenet of the District's Creating and Supporting Quality Schools strategy, is based on the core belief that school-based professionals and parents are best positioned to assess and address the varying needs and challenges facing their students, and was designed to promote continued improvement in student learning, achievement and quality of instruction in all District schools.

The Autonomous School Model process encourages local school empowerment and increased decision-making authority over various aspects of a school's educational program and policies. School communities are invited to submit locally-developed proposals outlining the areas over which they desire greater flexibility. The information that follows details the process for requesting this flexibility through the Local Initiative School Model.

DISTRICT EXPECTATIONS

All applicants interested in becoming an autonomous school in 2019-2020 must be approved through the 2018-2019 Request for Proposal (RFP) process detailed in this document. In addition, the District will consider the school's fiscal sustainability as a factor in determining final approvals for opening new autonomous schools.

Proposals will be reviewed and evaluated on the quality of the proposed instructional program and programmatic elements, and the capacities required to successfully operate the school. The following additional important elements will be considered. (See Proposal Review Process section for specific model review details.)

SCHOOL STAFF ENGAGEMENT AND COMMUNITY OUTREACH

The input of communities in the conversion to a Local Initiative School is a critical component in the RFP process to ensure that the needs of students and families are equitably represented and served. An important tenet shared by all autonomous schools is that decision-making should start at the school level with all school stakeholders (staff, students, parents, community) providing input. Autonomous schools believe that these people are in the best position to address the needs and challenges facing their students. Design Teams are expected to engage families, parents, school faculty and staff, and students in the development and writing of the proposal. The District will consider the depth and level of engagement with the school stakeholders as part of the overall review process.

STUDENT ENROLLMENT AND ATTENDANCE AREAS

Autonomous schools are created to serve all students that reside in the identified attendance areas. Innovative instructional programs are expected to attract students that have left or are not enrolled in LAUSD. Discrimination against any particular sub-group of students is prohibited.

All autonomous schools' student enrollment practices shall support the District's goal to increase high quality options available to students and families in Los Angeles. The District may allow the creation of new Zones of Choice¹ to ensure students have access to such options or determine whether specific attendance areas are necessary for identified school sites and will be responsible for establishing related boundaries.

SUSTAINABILITY AND FISCAL RESPONSIBILITY

LAUSD seeks to ensure that autonomous schools are sustainable and fiscally viable. Funding for Local Initiative Schools is based on the District's Norm Based Funding Model, the General Fund School Program, which is based on projected enrollment through E-CAST. Final allocations for schools may include adjustments based on the actual enrollment on Norm day. Schools use their allocation to develop a budget that meet the needs of the schools instructional and operational programs within the constraints of State and Federal Laws, court orders and consent decrees, collective bargaining agreements, as well as Personnel Commission and Human Resources rules. The adoption of local initiatives shall not require additional cost or risk liability exposure to the District.

OVERSIGHT AND SUPPORT

ESBMM, Pilot, and Local Initiative Schools are District schools and continue to receive services from the District, including Special Education. Instructional and operational supports are provided by the appropriate geographical Area Superintendent Local Initiative Schools Employees working at these schools; both certificated and classified, remain LAUSD employees and are represented by their respective unions.

LOCAL INITIATIVE SCHOOL MODEL INFORMATION

The Local School Stabilization and Empowerment Initiative (LSSEI) Memorandum of Understanding (MOU) was entered into by the District and UTLA, December 2011, based on their belief that the teaching professionals and parents at each school are usually in the best position to assess and address many of the varying needs and challenges facing their students. This agreement is also based on the parties' commitment to continued improvement in student learning, achievement and quality of instruction in all District schools. In May 2012, LAUSD and Associated Administrators of Los Angeles (AALA) signed an aligned agreement, indicating AALA's ongoing support of their members should they choose to work with their schools on one of these autonomy models.

One result of the LSSEI agreement is the Local Initiative School (LIS) model, which is now a third autonomy option in LAUSD. LIS offers schools a set of autonomy options that school design teams can use to develop their autonomy plan. These options include autonomies that are similar to both Pilot and ESBMM. LIS includes waivers from District policies and it allows teachers the option of an alternate process for assigning staff and choosing individuals for out-of-classroom positions that differs from the LAUSD/UTLA Collective Bargaining Agreement.

¹ Zones of Choice are geographic areas comprised of multiple high school options. The small school options in each Zone are open to all resident students and represent the demographics of the local area.

The LIS process can also be used to allow schools to adapt the ESBMM, Pilot, Public School Choice, Partnership, SBM, LEARN or any other existing models to meet the needs of their particular school site. (LSSEI MOU Section I C.1.)

LIS offers schools the ability to be deliberate and specific about the autonomies they are going to incorporate into their Single Plan for Student Achievement including specifically how the additional leadership responsibilities will be distributed. Schools that are interested in autonomy but may not be ready or interested in taking on all the autonomies at once may choose LIS. Schools can take greater ownership of their site-based decision-making on many different matters ranging from professional development, curriculum, and assessment to staffing, scheduling, and budget.

The LSSEI agreement outlines the process for adopting the LIS model. The approval process involves both a petition and a subsequent vote. The petition and the vote involve only the full-time UTLA represented certificated staff, although LIS also requires the concurrence of the principal and parent and community involvement and support in the plan writing process. The plan will be implemented and administered by the school administration along with all matters of District policy.

A school seeking to have a single governance council may request an SBM waiver or for other areas not included in the LIS model. If additional autonomies are needed they may also be requested through the existing waiver request process. The majority of the waivers can be requested through the School Based Management waivers. See Memorandum 6680.1, available at [MyLAUSD](#) or [School Waivers](#).

The LIS process asks the design team members at the school to review their School Plan and review any recent data to engage all staff, parents and community members in the review and plan writing process. Through this review process, the specific teaching and learning focus areas are identified and the design team, with input from all stake holders, identifies goals, strategies and the autonomies needed for implementation.

AUTONOMIES

A Local Initiative School shall have the authority and option to determine local policy with respect to any or all matters listed below, without the need for waivers of policy or contract (unless otherwise indicated below) from the District or UTLA:

INSTRUCTIONAL PROGRAM AUTONOMY AREAS

LIS schools have four options from which to choose when deciding to exercise autonomy over curriculum, instruction and/or assessment. The options include:

- **Methods of Improving Pedagogy:** School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).

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- **Curriculum:** Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).
- **Assessments:** Local interim benchmark assessments, test and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.
- **Professional Development:** LIS Schools have the autonomy to design professional development aligned with the school’s Instructional Plan/Single Plan for Student Achievement (SPSA), except as to training relating to legal/compliance mandates.

INTERNAL ORGANIZATION AND OPERATIONS AUTONOMY AREAS

LIS schools have seven options from which to choose when deciding to exercise autonomy over internal organization and operations. The options include:

- **Schedule:** Local instructional schedules and strategies, including modified daily instructional days/minutes, the school’s schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).
- **Internal Organization:** School’s internal organization plan, such as division into academies, small learning communities, houses, etc. within the assigned student population.
- **Budgeting Control:** LIS schools are funded through the General Fund School Program. LIS schools have the autonomy to determine how the funds received are spent.
- **Discipline and Codes of Conduct:** School’s student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.
- **Health and Safety:** School’s health/safety matters are aligned with District-wide health/safety mandates.
- **Re-adoption in the Local Initiative School Program:** Re-adoption of any current special conditions/waivers that are already applicable to the school such as School Based Management (SBM), ESBMM, Pilot or other arrangements.

- **School's Adoption of Separate Waiver Plans:** Schools may adopt other programs such as the Pilot or ESBMM model (both subject to that model's RFP, review process, and voting requirements.)

STAFFING

LIS schools have three options from which to choose when deciding to exercise autonomy over staffing. The options include:

- **Mutual Consent:** A requirement for “mutual consent” by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, which means no District-mandated priority placements (subject to restraints of collective bargaining agreements and district staffing policies and procedures). It is important to note that schools must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.
- **Teacher assignments:** Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes, (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms, etc.).
- **Staff appointments:** Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

ADDITIONAL WAIVERS

A school may request local authority waivers in addition to those described above; such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective.

ACCOUNTABILITY

School Accountability Data Monitoring. The progress of every Local Initiative School will be tracked longitudinally using student achievement metrics and the school's annual performance using the District's performance metrics. The Local Options Oversight Committee (LOOC) will review data of all LIS schools and may intervene as needed to provide greater oversight to a struggling school.

PROPOSAL REVIEW PROCESS

The Local Options Oversight Committee will review the proposals immediately after the proposal deadline for compliance with the RFP and the process delineated in the LSSEI agreement.

REQUEST FOR PROPOSAL TIMELINE

Activity	LIS Schools
Workshops	February – March, 2018
Letters of Intent (due by 5 PM)	September 6, 2018
Final day to distribute proposal in preparation for the final vote (LIS Schools only)	October 5, 2018
Proposals due to the Local Options Oversight Committee by Noon (12 PM)	October 19, 2018
Proposals reviewed to ensure compliance with RFP and LSSEI	October 22 – 26, 2018 (for compliance only)
Proposals Posted on LIS and LOOC Website	Beginning Spring Semester

PROPOSAL GUIDELINES AND REQUIREMENTS

1. Submit your **Letter of Intent** via email to LOOC@lausd.net no later than **5:00 p.m. on Thursday, September 6, 2018**. 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 19, 2018.
2. Review LSSEI Section I-E “Petitions and Elections to Establish Local Initiative School and Adopt Local Initiatives”. Also review sample documentation. Proposal should be single-spaced, at least 11-point Times New Roman font with 1 inch margins on all sides and **no longer than 30 pages**. Neither the aforementioned rules nor the page limit apply to the attachments.
3. Completed **Proposals** are due no later than **noon on Friday, October 19, 2018 and should be submitted via email to LOOC@lausd.net**. You will receive an email from a representative of the Local Options Oversight Committee confirming receipt of your application.
4. The proposal and attachments should be submitted as **two separate PDF documents**. Do not submit Word files. The proposal should be submitted using the following naming convention:
 SchoolName_SchoolModel
 Example: BeaudryHighSchool_LIS1 (Proposal), and BeaudryHighSchool_LIS2 (Attachments)
5. Include a Table of Contents and clearly label all pages with page numbers and appendix labels where applicable.
6. Please refer to the chart below for more details.

	Local Initiative Schools
Proposal Sections	I - General Questions II - LIS Instructional Program III - Implementation
Attachments	<ul style="list-style-type: none"> ● Letter of Intent ● Petition with Signatures ● Documentation of Parent and Community Engagement and Support ● Written Consent of Principal ● Voting Results ● Relevant Attachments Agendas, Sign-Ins, and notes from the meetings documenting engagement of all stakeholder groups. LIS Petition and Faculty voting records, including number of votes cast and number voting in the affirmative.

APPENDIX:
APPLICATION MATERIALS
AND ATTACHMENTS FOR
LOCAL INITIATIVE SCHOOLS (LIS) RFP

● LETTER OF INTENT

2018-2019 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 2018-2019 does not obligate a school team to submit a proposal in response to the Request for Proposal (RFP).

Attendance at the two Autonomy Workshop sessions is mandatory. 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 no later than 5:00 p.m. on Thursday, September 6, 2018.

Applicant Information

Existing Schools (please answer all questions)

Name of the Primary Contact:	1. Current school site/SLC for which your team is submitting a Letter of Intent: John Marshall Senior High School
Signature of Primary Contact:	2. Grade configuration of your school: <input type="checkbox"/> K-5 <input type="checkbox"/> K-6 <input type="checkbox"/> K-8 <input type="checkbox"/> 6-8 <input type="checkbox"/> 6-12 <input checked="" type="radio"/> 9-12 <input type="checkbox"/> Other _____
Current Work Location:	3. School Model for which you are applying: <input type="checkbox"/> ESBMM <input checked="" type="radio"/> LIS <input type="checkbox"/> Pilot <input type="checkbox"/> Undecided
Current Work Address: 3939 Tracy Street, Los Angeles, CA 90027	
Phone Number: 323-671-1401	Email Address: gary.p.garcia@lausd.net

If proposing a Start-up Pilot School (please answer all questions)

1. Are you requesting space to open a new school? <input type="checkbox"/> Yes <input checked="" type="radio"/> 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 does the school 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: <input type="checkbox"/> K-5 <input type="checkbox"/> K-6 <input type="checkbox"/> K-8 <input type="checkbox"/> 6-8 <input type="checkbox"/> 6-12 <input checked="" type="checkbox"/> 9-12 <input type="checkbox"/> Other _____

Should you have any questions, please contact a LOOC Member at (213) 241-8700 or at LOOC@lausd.net

LOI – Page 2

If proposing to CONVERT an existing school, SLC, etc. to a Pilot School (please answer all questions)

1. If you are converting an SLC, etc., are you requesting space at your current location? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. If yes, is the Principal of your current location aware of this request? <input type="checkbox"/> Yes <input type="checkbox"/> No
3. List the school(s) interested in sharing their campus with you or the community you intend to serve.
4. How many students does the school intend to enroll the first operating year?
5. What is your projected enrollment by the third operating year?
6. Proposed grade configuration of your school: <input type="checkbox"/> K-5 <input type="checkbox"/> K-6 <input type="checkbox"/> K-8 <input type="checkbox"/> 6-8 <input type="checkbox"/> 6-12 <input type="checkbox"/> 9-12 <input type="checkbox"/> Other _____
7. Are proposing to convert a Magnet Center to a Pilot School? <input type="checkbox"/> Yes <input type="checkbox"/> No
8. If yes, have you contacted Student Integration Services? <input type="checkbox"/> Yes <input type="checkbox"/> No Spoke to Keith Abrahams III, Executive Director, Student Integration Services on _____ Date

Should you have any questions, please contact a LOOC Member at (213) 241-8700 or at LOOC@lausd.net.

The school principal and UTLA chapter chairperson acknowledge this Letter of Intent:

_____	_____	_____	_____
School Principal	Date	UTLA Chairperson	Date

The school team has met with the Local District Superintendent or his/her designee. The Local District acknowledges this Letter of Intent:

LD Supt. Or Designee

Date

REQUEST FOR PROPOSAL

GENERAL QUESTIONS

1. Vision and Mission:

- a. **Vision:** What is the vision of the school? The vision statement should provide readers with an image of the future the Design Team wishes to create. It should align with your mission statement and should be meaningful and measurable. The vision statement should serve as a vivid organizing principle that helps all stakeholders focus on the desired target outcomes. The vision is a rallying point that all staff members recognize as a common direction of growth and something that inspires them to be better. An effective vision also announces to parents and students where the school is heading and why they should take part on the journey.

John Marshall High School will provide high quality, creative and rigorous instruction to serve the needs of every student in our diverse population. JMHS students will graduate with the social, academic, technical, performing, and literacy skills required for college and the 21st century workplace, prepared to contribute responsibly and productively as citizens of their community.

Please note that the Marshall vision statement was developed by the Instructional Leadership Team (ILT) and approved by the Shared Decision Making Council. In addition, Single Plan for Student Achievement is aligned with the school's Action Plan. The School Site Council approved the SPSA and vision and mission statements below:

- b. **Mission:** What is the mission of the school? The mission statement should be a clear and concise statement of the school's purpose and function. It is a vision for the school's future direction and provides a basis for decision making. The mission should state what you do, why you exist and who you exist for. Your mission should align with the LAUSD mission. It should be brief (one or two) precise and clear statements. It is achievement oriented and a rallying point.

Graduates from John Marshall High School will be globally aware individuals who are able to use 21st Century skills to be successful in college and careers.

2. School Data Profile/Analysis:

- a. **What is the current state of your school?**

This section of the proposal should illustrate your knowledge and understanding of qualitative and quantitative data as well as empirical and anecdotal data to tell the story of the school community. Consider using demographic, performance, outcome and school culture data; data from classroom observations, focus groups and school surveys as part of your overall analysis. This section of the proposal should convey a clear understanding of the data analyzed. At a minimum, your analysis should discuss:

- Areas of strength and areas of concern
- Trends observed over a period of years (positive and negative)
- Underlying root cause(s) of persistent trends
- How the school's actions relate back to the mission and vision of the school
- How the results of this analysis ties into the school's implementation plan

Areas of strength:

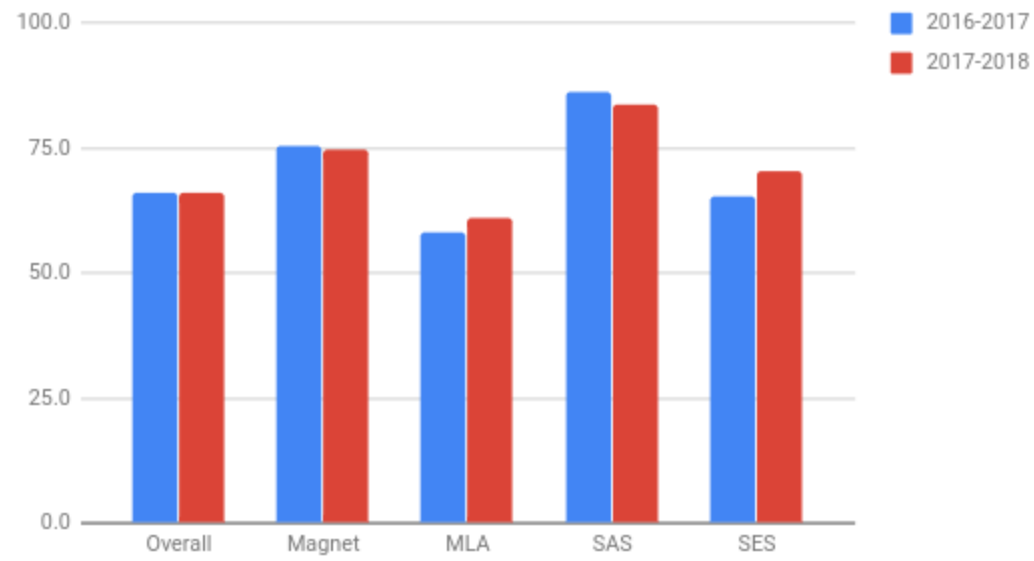
- Overall, Marshall students are well behaved and the atmosphere in the vast majority of classes is conducive to learning. During Learning Walks in the 2017-2018 school year, the Local District Central director and coordinators confirmed this general assessment of our students.
- The faculty is stable in that no teachers have left the school in the past two years to teach at a different LAUSD school.
- Teachers initiated a unique professional development schedule that allows for consecutive PD meeting dates. This results in a PLC meeting 4 to 5 times in a row.
- In the 2018-2019 school-year, the school implemented a new Advisory Period.

Trends observed over a period of years (positive and negative):

There are two major conclusions drawn when analyzing performance data over the past two years:

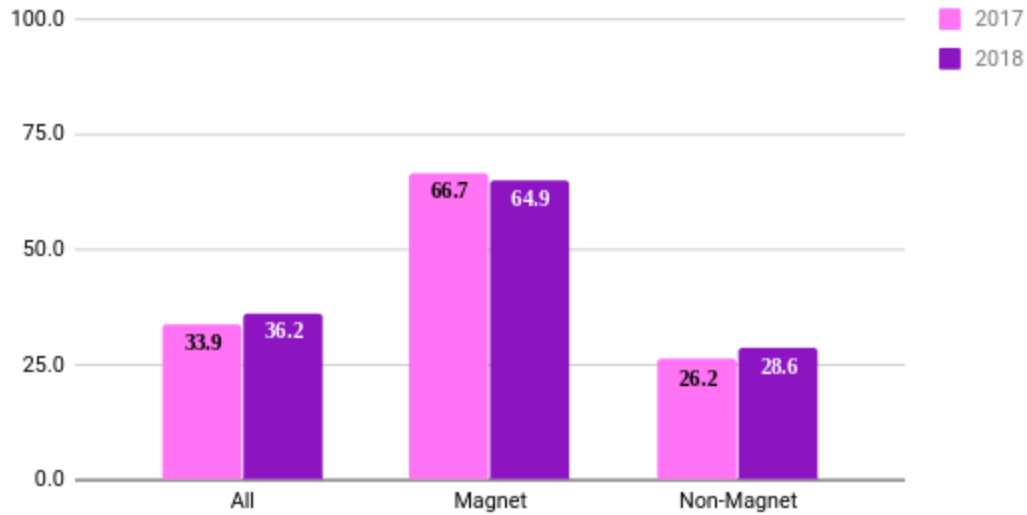
- Significant disparities or achievement gaps are evident between the Gifted Magnet and the School for Advanced Studies when compared to the students not in those two programs.
- Performance data has not improved or declined significantly in all performance markers.

Marshall High School Attendance Proficient Band



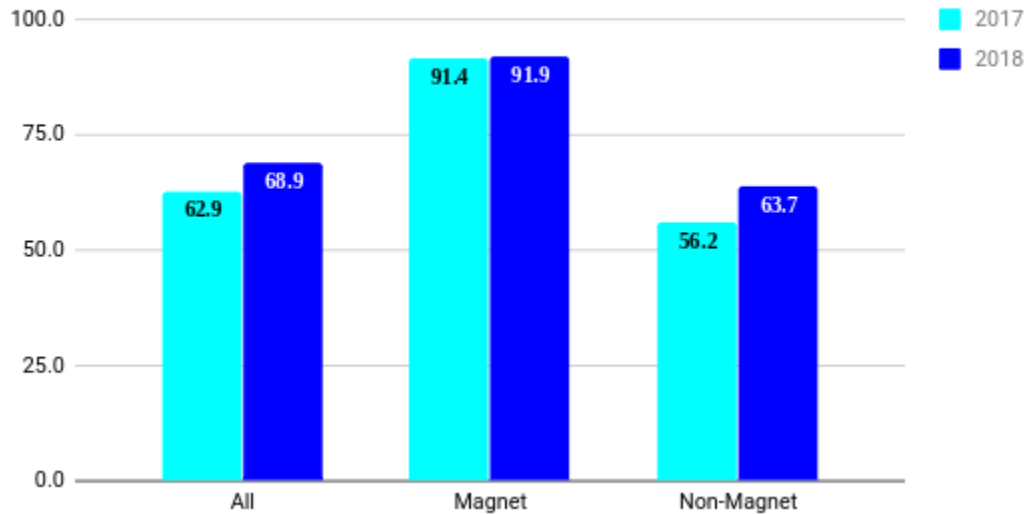
Smarter Balanced Summative Assessment-Math (Grade 11)

% Exceeded or Met Standards (2017 & 2018)



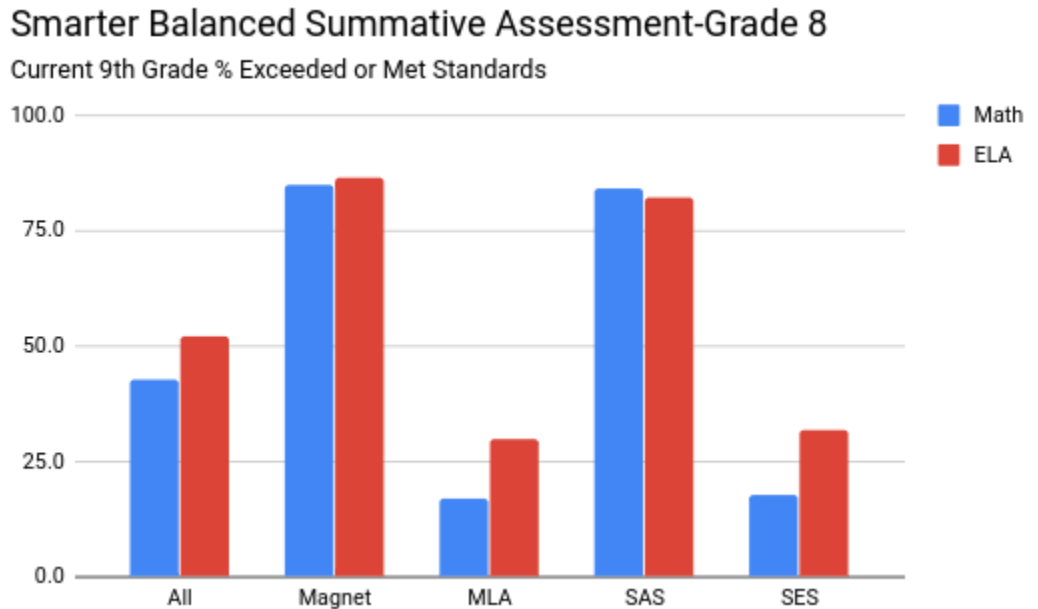
Smarter Balanced Summative Assessment-ELA (Grade 11)

% Exceeded or Met Standards (2017 & 2018)



Underlying root cause(s) of persistent trends

- The achievement gap exists at Marshall as students enter from middle schools around the district. The gaps are evident for multiple achievement markers. Below is one example of the gap as evidenced by incoming 8th grade SBAC scores:



How the school's actions relate back to the mission and vision of the school

- The main goal of this LIS application is for the school to assume responsibility for hiring teachers and administrators, including the principal, rather than have the District place employees at the school. This will better enable the school to achieve its mission and vision.

How the results of this analysis ties into the school's implementation plan

- Because our analysis of the data reveal an achievement gap between gifted and non-gifted students at Marshall, the school would like to ensure that the most highly qualified and committed teachers and administrators are hired to work with our students.

b. Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment.

Building on the analysis above, this section should identify 3 to 5 issues that must be addressed for the school's efforts to be successful, including instructional as well as behavioral and operational needs. The issues identified should be key to helping the school achieve its vision of the successful future graduate and the overall vision of the school. It is also important to provide a sound rationale, supported by evidence that leads you to identify these as the school's highest priorities to address.

Applicants can review the data sheet ([California Dashboard](#)) and the report card ([School Report Cards](#)) for their current school but should not confine themselves to these resources alone.

According to the data shown above, we need to improve:

- performance of non-gifted students in areas: e.g. attendance, A-G attainment, FAFSA application rate, college going rate, SBAC ELA scores, etc.
- math performance as measured by SBAC scores and course passing rates for all students, *including* gifted students.
- parent engagement as measured by parent responses to key engagement questions on the School Experience Survey. Anecdotal data show that, in general, parents of non-gifted students participate in events like Back-to-School-Night, Parent/Teacher Conferences, and Open House in lower percentages than do parents of gifted students. There is abundant research that shows a direct correlation between parent engagement in schools and student achievement.

3. Family and Community Engagement: Families and community organizations are expected to participate as partners in expanding learning opportunities and support services for students. Describe what family and community engagement will look like at the school. Explain how families will be meaningfully involved in their child's education.

Parent engagement will be equal for all School Programs in forums such as Parent Symposium (a Saturday conference of over 12 workshops for parents held each fall), Destination College (a Saturday conference of multiple college related workshops), Parent Workshops, and Coffee with the Principal.

4. School Culture and Climate

- a. Academic Culture:** Describe the academic culture that must be in place at your school, including how teachers and students will build strong relationships together and work/learn in a safe environment. Describe what academic achievement, student motivation to succeed, personalization, and safety would look like. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the collaborative culture and climate envisioned, and how they will be introduced to teachers, students, and parents.

John Marshall High School will provide high quality, creative, and rigorous instruction to serve the needs of every student in our diverse population by cultivating and nurturing growth mindset with access to rigorous academic programs. All staff will focus on developing well rounded students by exposing them to diverse pathways for graduation and beyond. Socio Emotional Learning will provide for all students the skills to manage stress, establish positive relationships, and make responsible decisions so that a safe learning environment can be maintained. John Marshall High School will expand programs such as *Best Buddies* and *Say Hey Day* that teach students about embracing the diversity on campus.

All students will take courses to meet the A-G requirements and have choices in Career Technology Education (CTE) pathways. All teachers will provide instruction in high levels as defined by Depth of Knowledge (DOK). Student led projects that are DOK levels 3 and 4 will enrich learning by giving students opportunity to hone their 21st century skills: communicate, collaborate, create, and think critically.

To achieve the academic culture and climate, the following structures would have to be in place:

- Cohorted student community through Advisory Classes
- Regular communication with parents about the CTE pathways and A-G courses

- School Program (School for Environmental Studies, School for Advanced Studies, Sound & Stage, and Sports Medicine) events that bring teachers, students, and parents together

Elements outlined above are also cited in the SPSA on pages 44-47.

- b. Professional Culture:** Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program and discuss how you plan to develop and sustain the envisioned culture throughout the school.

Teachers will collaborate across School Programs and departments to provide creative, relevant, and rigorous instruction to meet the needs of the diverse student population. Co-planning will ensure that students see the interconnectedness of various disciplines, making learning more meaningful. Teachers and paraprofessionals will work closely together to ensure that students receive the necessary supports to participate in the learning activities. Teachers and staff will actively participate and lead in professional development activities to cultivate their 21st century skills. For example, teachers will be engaged in Professional Learning Communities (PLC), where they will engage in a learning cycle of identifying problem of practice by analyzing data, identify strategies to mitigate problems of practice, implement the strategy, and reflect on the findings.

- 5. Design Team Capacity:** Describe the process used to select the Design Team members. List the members and their current position. Describe each member's experience and qualifications. Explain the role of the different stakeholder groups including parents and community members in the development of the proposal.

The Design Team was chaired by the UTLA Chapter Chair and the principal. The writing team was comprised of Mr. Finn, a veteran teacher who represented the Special Education and Music Departments, Ms. Jin, a veteran administrator and Marshall assistant principal who oversees the Science and Special Education Departments, Mr. Banks, a veteran teacher of English and Co-UTLA Co-Chair. The principal, Dr. Garcia, a veteran of 33 years as a secondary educator, including 12 years as a high school principal. Aspects of the plan were developed in consultation with the Marshall Instructional Leadership Team (ILT). In addition, Mr. Banks and Dr. Garcia briefed and received feedback on the LIS Plan from the School Decision Making Council during the spring and fall 2018 semesters.

Furthermore, Mr. Banks has brief and received feedback from teachers during faculty meetings in the spring and fall 2018 semesters. Finally, Dr. Garcia has reviewed the proposal with parents at his monthly Coffee with the Principal meetings.

LOCAL INITIATIVE SCHOOL INSTRUCTIONAL PROGRAM

The Plan should clearly outline the school’s educational philosophy and reflect the School Plan’s mission and vision throughout this section. For each waiver include a brief statement as to how the waiver is aligned to and will advance the school plan. Mark the specific waivers requested. If you do not request a waiver you do not need to respond to the prompt.

Applicants interested in the Local Initiative School model should review the LAUSD-UTLA Local School Stabilization and Empowerment Initiative as part of their preparation in writing their plan. Additional resources are also available at [Office of School Design Options LIS Resources](#) page.

LIS Waiver #	Description	Selection Status	
1	Re-adoption in the Local Initiative School program of any current special conditions and/or waivers already applicable to the school such as School Based Management (SBM).	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input checked="" type="radio"/>
If you have selected yes, please address the following prompts: Describe the special conditions/waivers that are applicable to your school because it was a LEARN, SBM, iDesign etc., or other reform initiative.			
2	Methods to improve pedagogy and student achievement Local initiative Schools have the flexibility to choose and/or develop methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs.	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input checked="" type="radio"/>
How will the school use instruction autonomy? <ul style="list-style-type: none"> Your response should address the following: Describe the proposed instructional program and the strategies that will be implemented. Explain why these instructional methods are well-suited to address the needs of the student population served by the school. Describe how the education program will meet the needs of all students. Explain how this connects to the current levels of student achievement as described in the data analysis section and how it aligns with the school’s vision and mission. Discuss any special academic/curricular themes the school will feature. 			

	<ul style="list-style-type: none"> Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the pedagogy.
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3	Locally determined curriculum (aligned to Common Core State Standards and District minimum curriculum standards) Local initiative Schools have the flexibility to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the student population. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	We are selecting this waiver:	
		Yes	No
	<input type="radio"/>	<input checked="" type="radio"/>	
	How will the school use curriculum autonomy? Your response should address the following: <ul style="list-style-type: none"> Alternative Curriculum, Programs and Resources (include this section, if applicable): Identify the curriculum, theme, program and resources that will be used instead of the District adopted/approved materials. Explain why a change is necessary and provide evidence that the proposed alternative curriculum is standards based and supported by research. Discuss any special academic/curricular themes the school will feature. Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the selected curriculum. 		

4	Assessment Local Initiative Schools have the flexibility to choose and/or develop local interim benchmark assessments, tests, and pacing plans, aligned with and equivalent to District requirements (e.g., Gifted and Talented Education (GATE), algebra placement) and complying with any State and Federal requirement.	We are selecting this waiver:	
		Yes	No
	<input type="radio"/>	<input checked="" type="radio"/>	
	How will the school use assessment autonomy? Your response should: <ul style="list-style-type: none"> Describe the school-wide assessment plan that will be used to monitor progress toward the identified instructional goals and to make instructional decisions. If you are planning to develop your own assessment, describe the process of development and explain what type of assessments you will use (formative and/or summative). Include a timeline that outlines your plans to develop assessments for the school in the implementation plan. Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the school's assessment plan. 		

5	Local Schedule and Strategies Local Initiative Schools have the authority and option to set their own school schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers. All of the above are subject to District-mandated annual number of school days and minimum annual	We are selecting this waiver:	
		Yes	No
	<input checked="" type="radio"/>	<input type="radio"/>	

instructional minutes, calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction. All State and Federal mandates remain applicable, as well as court orders and consent decrees.

How will the school use schedule autonomy? Your response should:

- Describe how the schedule will be used to maximize time focused on instruction and student learning. Please be specific in describing these items and assure that your schedule meets the California State requirements on minimum number of school days and instructional minutes.
- You may attach the proposed schedule.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the new schedule and the selected strategies.

Marshall is currently using a special schedule for PD on a waiver. It does not affect instructional minutes or school day minimums. We request this autonomy to continue this plan.

Prior to the 2016-2017 school year, JMHS had 14 shortened Tuesdays scattered throughout the school year. Teachers and parents were never sure whether a given Tuesday had a PD or a regular schedule. In spring of 2016, teachers took three days from the PDD schedule and completed its first PLC cycle. The feedback from faculty was overwhelmingly positive. As a result, the ILT requested that SDM change the PD schedule for 2016-2017. Instead of fourteen 90 minute long PDDs irregularly calendared, JMHS adopted a 21-session PD schedule that runs from the end of September to the beginning of April. Thus, every Tuesday has a PD schedule, making the calendar easier to manage for parents and students. The ILT determines which Tuesdays will be given to department or program meetings, and when a PLC cycle will begin.

The growth of the PLC culture at JMHS has already produced numerous benefits, from members of the English Department analyzing and reporting back to the department the features of the new language arts textbooks, to teachers in the Special Day Program adopting a common lexicon and delivery for the teaching of expository compositions, to the Math Department adopting common tests and testing different brands of graphing calculators before selecting the one to purchase in school-wide numbers.

The special schedule also provides room for both programs and departments to meet. Providing enough time for both to meet has been a constant issue from back when the district mandated the creation of SLCs, so the 21-session schedule helps ameliorate this issue.

The effectiveness of PLCs and the 21-session schedule is evaluated on an ongoing basis by faculty survey. Additional references to evaluation are included in the "Implementation" section below.

References to how PLCs are used at Marshall are included on pages 26, 28, 39 and 56 of the SPSA.

6	School Internal Organization Plan Local Initiative Schools have the freedom to organize their school’s internal organizational plan, such as division into academies, small learning communities, houses, etc., within the assigned population according to the needs of the students and faculty of the school. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input checked="" type="radio"/>
If you have selected yes, please address the following prompts: <ul style="list-style-type: none"> • Please detail the new organizational structure that you propose for your school along with the rationale that supports the new structure. • Discuss the impact on student learning and achievement that you expect to see as a result of transitioning to this new structure. • Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the new organizational structure. 			
7	Professional Development Local Initiative Schools have the authority and option to design local professional development plans aligned with the school’s Instructional Plan/Single Plan for Student Achievement to meet the needs of the students and faculty of the school, except as to training related to legal/compliance mandates. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input checked="" type="radio"/>
How will the school use professional development autonomy? Your response should: <ul style="list-style-type: none"> • Describe the school’s plan to provide high-quality professional development and support/resources to its administrators, teachers, and staff to assist in the implementation of the proposed plan. You can include a PD calendar that outlines the overall structure of PD at your school. • Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the professional development plan. 			
8	Budget Local Initiative Schools have general fund budget control pursuant to the District’s evolving site-based budgeting which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries and subject to other applicable related District requirements such as those governing “guided purchases”. (All State and Federal mandates remain applicable, as well as court orders and consent decrees.)	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input checked="" type="radio"/>

How will the school use budget autonomy? Your response should:

- Identify specific priority areas and the reasons they are necessary for the school to achieve its mission.
- Describe any plans for additional fundraising and what areas will be supplemented or supported by these funds.

A Requirement for “mutual consent”

Local Initiative Schools may have a requirement for “mutual consent” by school and applying employees with respect to filling of UTLA-represented and AALA-represented site-based openings at the school. This means no District-mandated priority placements but the school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection, subject to the independent consent of the Superintendent or designee. All State and Federal mandates remain applicable, as well as court orders and consent decrees. (Review Section I-G in the LSSEI agreement which gives detail regarding the local selection process)

We are selecting this waiver:

Yes

No

How will the school use staffing autonomy? Your response should

Discuss the academic and non-academic staffing necessary to achieve the vision and mission. Describe how the proposed staffing plan will ensure adequate instruction and services to all students. Explain how the proposed staffing structure is necessary for the school to achieve its mission. Describe the criteria and process for principal and teacher selection. Explain how the criterion provided aligns with your school’s vision and mission.

9

Academic and non-academic staffing at Marshall must be consistent with our mission to develop and implement a “high-quality, creative, and rigorous” program that serves the needs of diverse students. This places demands upon our staff that requires us to select candidates personally and carefully. For example, when our gifted Magnet teachers teach inside their program, they are serving students—and parents—with high expectations for academic content and creative instruction. When those same teachers teach classes outside their program, as they do and must do, they will be serving many students who are part of our large special ed population, or our ELL population, and the large numbers of students in the regular school who qualify for free lunch. Neither these students, nor their parents, are as likely to advocate for their own instruction. They instead stand in need of teachers who will advocate for them, and seek out ways to meet their needs. This experience of diversity is hardly restricted to Magnet teachers, but is a universal experience. Marshall teachers and administrators believe that we must work as one school to bridge these gaps and provide a quality education for all students. Appropriate staffing is a key method by which we can maintain and improve that school culture. Each time we have an opportunity to select a teacher or administrator, we consider how the applicant might work both with students in the particular program for which the applicant is being considered, and how he or she might work with students in the other programs.

In addition to maintaining the strength of programs and their ability to serve all students across the campus, our departments have specific needs. As an example of this, although we were not LIS and had no formal right to do so,

parents and teachers demanded and received an invitation to participate in the hiring of recent assistant principals. This resulted in the hiring of an assistant principal specializing in math instruction, and a more recently hired assistant principal highly qualified in science. The Math Department has made considerable strides in the years since, and the Science Department has committed to NGSS in part due to their confidence in the new AP.

The school will form interview committees that include teachers and administrators. The interview committees will draft specific criteria for each selection. Underlying this criteria based on needs of students in specific departments and programs, all selections will seek teachers and administrators who will help Marshall deliver high quality, creative and rigorous instruction to a diverse student body. The interview committees are structured to promote the harmonious contributions of both departments and programs.

When filling the **Principal** position, the committee will include representatives from various stakeholder groups. The composition of the hiring committee will be:

- 1 Local District representative
- 1 administrator selected by the principal
- 1 student selected by the Student Congress
- 1 parent selected by SDM
- 4 teachers selected by a school-wide teacher election supervised by the UTLA Chairperson
- 1 UTLA Chapter Chair or representative
- 1 classified representative selected by an election of classified personnel supervised by the SAA

When filling an **Assistant Principal** position, the following structure will be used:

- Department Chair from the department the Assistant Principal will oversee or appointee
- UTLA Chapter Chair or appointee
- Parent selected by SDM
- Principal
- Teacher rep from the program the Assistant Principal will oversee or appointee

When filling a **teacher or counselor** position, the following structure will be used:

The department chair or appointee
 UTLA Chapter Chair or appointee
 Parent selected by SDM
 Administrator selected by the principal
 Teacher representative from the program

The structure for teachers and counselors is smaller due to the short timelines and many selections that must be made. In the case that a member is unable to attend all interviews, the selection process will have to proceed without that team member. If the teacher or counselor committee is unable to reach consensus, they will report their preferences and findings to the principal, who will make the decision.

10	Process for determining teacher assignments Local Initiative Schools may adopt local processes/methods for determining teacher assignments to grade levels, departments, subjects and classes, (looping, team-teaching, ungraded instruction, multi-age classrooms, etc.). All State and Federal mandates remain applicable, as well as court orders and consent decrees.	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input checked="" type="checkbox"/>
How will the school use staffing autonomy? Your response should: Describe the alternative process that will be used for determining teacher assignments.			

11	Process for determining Appointed Positions Local Initiative Schools may adopt local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input checked="" type="checkbox"/>
Your response should: Describe the alternative process that will be used for selecting teachers to grade levels, subjects, classes, etc.			

12	School Discipline Guidelines School's student discipline guidelines and code of student conduct, aligned with District-wide standards and rules governing student conduct, suspension, expulsions and transfers.	We are selecting this waiver:	
		Yes	No
		<input type="radio"/>	<input type="checkbox"/>
If you have selected this waiver, please address: How you will implement this waiver and what it will look like in practice?			

13	Health and Safety Matters	We are selecting this waiver:	
		Yes	No

	Local Initiative Schools have the freedom to create alternate approaches to school health and safety matters.	○	✘
If you have selected yes, please address: Explain what alternate approaches you plan to use and how they will lead to improved student achievement.			

14	Separate Waiver Plans Local Initiative School's adoption of separate waiver plans such as Pilot program (but subject to that program's RFP, Pilot Steering Committee review/approval process, and Pilot voting requirements), or ESBMM Program (but subject to that program's requirements)—in both cases subject to the dispute resolution process in Section V below, regarding denials of program approvals or other disputes.	We are selecting this waiver:	
		Yes	No
		○	✘
<ul style="list-style-type: none"> • If you have selected yes, please address the following prompt: • Describe how the school will implement this waiver and what it will look like in practice. 			

15	Additional Waivers Local Initiative Schools may request local authority waivers in addition to those described above. Such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective. Identify the additional waivers necessary to support and ensure the successful implementation of the school plan. Please contact LOOC at (213) 241-8700 if selecting additional waivers.	We are selecting this waiver:	
		Yes	No
		○	✘
<ul style="list-style-type: none"> • How will the school use the additional waivers? Each waiver should be addressed separately. Your response should: Describe how the school will use each of the additional waivers selected to advance your school's Mission and Vision. How will this waiver support other aspects of your plan? 			

• RATIONALE FOR THE AUTONOMOUS MODEL CHOSEN

Autonomous schools are to be established for the purpose of improving school performance and student achievement by utilizing increased autonomy and flexibility. These autonomies are used to create the conditions necessary to provide students with a variety of innovative learning options and an improved educational learning environment. Explain how the selected model addresses the specific issues, challenges, or needs identified in the School Data Profile/Analysis response. Explain how your choice aligns with your stated vision and mission.

The Marshall High School Design Team firmly believes that continuing our unique PD schedule allows for more consistent meetings, including our Professional Learning Communities, than the District's schedule of 14 1:30 dismissal days that are randomly spread throughout the school year. In addition, it is clear to the team that the school will improve if its staff members are chosen by interview and hiring committees comprised of Marshall stakeholders.

LIS IMPLEMENTATION PLAN

It is important that Design Teams have a thorough plan for the implementation of the school. Design Teams should provide an implementation plan for the school that includes a timeline of major activities to be conducted from year one to year three. The timeline should address such aspects listed below ensuring that all are in place by the time the school opens.

- A. staff selection (teachers and principal, when applicable)
- B. student recruitment and enrollment
- C. curriculum and assessment development (when applicable)
- D. student support
- E. family and community engagement
- F. facility operations
 - Design Teams should ensure that their budget aligns with all programming, staffing plans, student enrollment projections, etc.
 - Teams may choose to respond in narrative form or use the attached template pages not to exceed the 30 page total

● IMPLEMENTATION TEMPLATE

Marshall High School will implement the plan by forming interview and hiring committees, as they are needed immediately after the plan has been approved by the District. The professional development schedule with the twenty 2:04 dismissal days is currently in effect and will continue after the plan is approved by the District.

YEAR ONE TIMELINE:				
	PROPOSAL ELEMENT:	PROPOSAL ELEMENT:	PROPOSAL ELEMENT:	PROPOSAL ELEMENT:
RESPONSIBILITY Who will lead the implementation of this element?	The principal (or designee) and the UTLA Chairperson are responsible for setting up the interview and hiring committees	The PD and modified school day schedule is the responsibility of the School Decision Making (SDM) Council to approve and the principal to implement. Department chairs are responsible for leading teachers in developing the PLCs. Developing other PD is the responsibility of the Instructional Leadership Team (ILT) and the school administration. See below for additional	N/A	N/A

		information about leading PLCs.		
RESOURCES What resources are needed for successful implementation?	Marshall High School will use the District HR guides for hiring committees. No additional resources are needed.	ILT meetings and PLC leader meetings are funded by the general fund. Members of SDM are volunteers. All other resources that are necessary for PD are funded by the school's general fund, Title I funds or the Film Account. See below for specific resources used for PLCs.	N/A	N/A
EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	The evidence will be that teachers and administrators will be have been hired by school committees, rather than being assigned/placed by the District.	The modified PD schedule will be in effect. Regarding the Professional Learning Communities (PLC) component of the PD plan, the administration has implemented a PLC Leaders PD series that includes facilitation skills to	N/A	N/A

		<p>make PLCs effective. We are using as our guide, <i>Facilitating Teacher Teams and Authentic PLCs (D. Venables)</i> Each PLC must post on a Marshall Google Drive page that includes PLC goals. At the end of the PLC cycle, each PLC posts a report regarding meeting the goals. In addition, PLCs make a presentation regarding the results of their PLC work to their colleagues in their departments and to the entire staff during Faculty meetings.</p>		
<p>EVALUATION PROCESS</p> <p>What mechanisms will you use to measure progress?</p>	N/A	<p>The principal conducts annual surveys of the faculty regarding the effectiveness of the PLCs and how to improve the process. A goal of the PD qualitative survey is to</p>	N/A	N/A

		determine how PD and PLCs have influenced the objectives of the school's Action Plan.		
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● IMPLEMENTATION TEMPLATE

The Marshall High School LIS Proposal only includes two components: a waiver in order to hire certificated staff and a continuation of the PD schedule that has been in place for three years. In years two and three after the plan has been approved Marshall High School will continue as it would in the first year of implementation.

YEARS TWO AND THREE TIMELINE:				
	PROPOSAL ELEMENT:	PROPOSAL ELEMENT:	PROPOSAL ELEMENT:	PROPOSAL ELEMENT:
RESPONSIBILITY Who will lead the implementation of this element?	The principal (or designee) and the UTLA Chairperson are responsible for setting up the interview and hiring committees	The individuals and school groups that are responsible in Year One will continue to be responsible in Years Two and Three.		
RESOURCES What resources are needed for successful implementation?	The same resources necessary in Year One will apply to Years Two and Three	The PLC leaders committee will continue to meet in Years Two and Three. The goal is to build the capacity of PLC leaders. In Year Three, the school administration will choose another guide/book for use with PLC leaders. As noted		

		above, any resources necessary to support other PD will be funded by the school's general fund, Title I funds or the Film Account		
EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?		The same markers/goals outlined above for Year One will apply to Year Two and Three. See below for a comment on Year Three.		
EVALUATION PROCESS What mechanisms will you use to measure progress?		The same mechanisms outlined above for Years One will apply to Years Two and Three. However, in Year Three, the School's Action Plan will be updated per the WASC Self-Study process (the Action Plan is aligned with the SPSA). Therefore, the goals of the Action Plan may change.		

*** Include as many columns/pages as necessary to address the various elements of the proposal.**

Attachment A: Action Plan/SPSA

The school's Action Plan is aligned to the Single Plan for Student Achievement. The areas of the Action Plan, including goals and objectives that are used to determine success of the PD bell schedule waiver have been highlighted in yellow. The column labeled, "Professional Development Activities show some of the specific steps that are taken during the 2:00 to 3:10 p.m weekly PD time that is the request of the LIS application.

The following Action Plan addresses goals that are directly connected to the JMHS critical needs.

Goal 1: To increase the number of students who are on track to graduate with A-G requirements.

Goal 2: To increase the number of English Language Learner students who reclassify each year.

Goal 3: To improve the number of students who score "meet" or "exceeds" on the Smarter Balanced Assessment Consortium (SBAC) math test.

Goal 4: To increase parent and community involvement in order to increase student achievement.

Goal 5: To increase student and teacher proficiency using instructional technology effectively.

Goal 6: To improve the social and emotional health of students.

Goal 7: To expand the number of students who enter into appropriate post-high school options.

Goal 1: Increase the number of students who are on track to graduate with A-G requirements (Aligned with LAUSD LCAP goal).

Rationale/Critical Need:

Historic trend data show significant gaps between JMHS programs regarding A-G attainment.

Supporting Data: JMHS A-G on track data disaggregated by program.

Growth Targets:

Year 2018-2021:

Increase the A-G on track to graduate (D grades) and A-G CSU/UC eligible (C grade or better) rates for students in SAS and Gifted Magnet by at least three percentage points each year and in SES and MLA by at least five percentage points each year.

Action Steps	Targeted Populations	Responsible Person(s) Involved	Professional Development Activities	Progress Monitoring	Timeline
Annually collect and analyze A-G on track data for graduation with a D and CSU/UC eligibility	Faculty	Administration	The administration will collect and lead a review of the data with the faculty	LAUSD A-G Dashboard data	Annually
Build the capacity of teachers in the teaching of reading informational text	All teachers	ILT	Develop and implement PD that includes strategies to teach students to be independent readers of informational text.	LAUSD A-G Dashboard data	August 2018 - June 2021
Use attendance data to identify and assist students with excessive absences and tardies	Students	Administration PSA Counselor	Implement PD to teachers regarding how to address students with excessive absences and tardies	LAUSD Dashboard Attendance Data	August 2017 - June 2021
Continue additional strategies to address excessive absences and tardies:	Students	Administration PSA Counselor	Implement PD to out-of-classroom staff and teacher volunteers regarding how to conduct home visits	Data on targeted students	August 2017 - June 2021

<ul style="list-style-type: none"> • Positive behavior campaign • Outreach to parents • Conduct home visits 					
Implement the JMHS School-wide Student Support Progress Team (SSPT) that was developed in fall 2017	Students	Administration SSPT Members	The personnel involved with the SSPT will be trained in all aspects of the SSPT process. Faculty will be trained in SSPT and how to respond to student needs.	Grade data Referrals	February 2018 - June 2021
Build capacity of the faculty regarding the teaching of writing in all subjects	Teachers	ILT English Department	Develop and implement PD on the teaching of writing, including: <ul style="list-style-type: none"> • common writing terms, formats (APA/MLA), genre, etc. • writing process • writing demands of other disciplines including math, science, and history 	PD surveys	August 2018 - June 2021
Continue expansion of credit recovery and grade boost (from a D to C or higher) programs and other academic assistance such as expanded tutoring opportunities	Students Teachers	Administration LAUSD central office personnel	PD will be provided to teachers teaching in JMHS programs. This training will be available to teachers of STAR 17 and PASS programs for grade boost/credit recovery. PD will be provided to teachers about the tutoring program.	PD records Tutoring program records	December 2017 – June 2021
Conduct a Gap Analysis to study/identify causes for low performance that are	Students	ILT Administration	The administration will be responsible for creating a committee to review the data and to identify the main factors that contribute to low	Committee records	March 2018 – June 2021

not currently being addressed			performance and to develop means to address them		
LACC Dual Enrollment courses offered to students afterschool	Students	Administration Counselors	N/A	Enrollment Data	August 2017 - June 2021

Goal 2: Increase the number of English Language Learner (ELL) students who reclassify each year so that the LAUSD Local Control Accountability Plan (LCAP) target (22 %) is met or exceeded annually.

Rationale/Critical Need:

The October 2016 reclassification rate was 17.3 % and the October 2017 rate is 16 %

Supporting Data: Reclassification criteria: English Learner Proficiency Assessment for California (ELPAC for 2018-2021); California English Language Development Test (CELDT for 2017-2018); Reading Inventory (or SBAC for grade 11 students); ELA or ELD course passing data.

Growth Targets:

At the reclassification deadline each October, JMHS will meet or exceed the LAUSD LCAP target.

Action Steps	Targeted Population	Responsible Person(s) Involved	Professional Development Activities	Progress Monitoring	Timeline
<p>Implement the JMHS EL Student Support Progress Team (SSPT) that was developed in fall 2017 – <i>please note: the SSPT is the LAUSD version of Multi-tiered System of Support (MTSS).</i></p> <p>Recruit EL students for the Language in Action program, an after-school program for ESL 1-4 students, with the objective of providing English language focused activities to strengthen language skills, improve self-confidence, and increase involvement with school participation.</p>	All EL students	<p>Administrators</p> <p>TSP Coordinator</p> <p>Title III Coordinator</p> <p>Counselors</p> <p>PSA Counselor</p> <p>A-G Counselor</p> <p>Psychiatric Social Worker</p>	<p>Personnel involved with the SSPT will be trained in all aspects of the SSPT process.</p> <p>Faculty will be trained in SSPT and how to respond to student needs.</p>	<ul style="list-style-type: none"> • ELPAC • Reading Inventory • Teacher behavior referrals to the dean and social-emotional referrals to counselors • attendance data • Progress reports/Final report cards • reclassification data 	<p>January 2018- June 2021</p>

<p>The SSPT program will also include a revival of the JMHS EL Newcomer Support program</p>		<p>Heath Start Coordinator</p>		<ul style="list-style-type: none"> • Observation of students • Student interviews and surveys 	
<p>JMHS administrators, in conjunction with the Instructional Leadership Team (ILT) will develop and implement professional development (PD) that will lead to the improvement in the performance of all EL students.</p> <p>Build capacity of faculty regarding the new ELPAC.</p>	<p>JMHS faculty, staff and administration</p>	<p>Administrators Title III Coordinator TSP Coordinator ILT</p>	<p>JMHS will conduct professional development on multiple areas, including:</p> <ul style="list-style-type: none"> • Focus on the strategies to achieve EL student success as identified in the JMHS Instructional Priorities and incorporates Common Core Standards and ELD Framework and the LAUSD English Learner Master Plan. • Staff understanding of reclassification requirements and student categories (RFEP, LTEL, etc.). • Instructional Elements of the ELA/ELD Framework Speaking and listening skills emphasized. Continue PD on the new ELPAC. 	<p>PD attendance records Staff PD survey results Classroom Observations Coaching Cycle</p>	<p>October 2017- June 2021</p>
<p>In order to meet the unique needs of LTELs, PD will be developed that will include a</p>	<p>JMHS faculty, staff and administration</p>	<p>Administrators Title III Coach</p>	<p>PD provided to teachers.</p>	<p>PD attendance records</p>	<p>August 2018 – June 2021</p>

focus on the social-emotional and academic supports.		TSP Coordinator ILT		Staff survey Results	
Build capacity of teachers of EL regarding the new textbook, Edge, and the new ELA/ELD State Framework	EL teachers	Title III Coordinator Administrators	Continue PD on the new Edge curriculum. Analyze student work to inform instruction.	Post PD evaluations Classroom observations	January 2018 - June 2021

Goal 3: To improve the number of students in each program (SES, SAS, MLA and Magnet) who score “meet” or “exceeds” on the Smarter Balanced Assessment Consortium (SBAC) math test.

Rationale/Critical Need:

School-wide Math SBAC scores for gifted students in 2017 was 63% Met or Exceeded Standards, while the District gifted Math SBAC score was 66% Met or Exceeded Standards.

School-wide Math SBAC scores for non-gifted students in 2017 was 11% Met or Exceeded Standards, while the District non-gifted Math SBAC score was 13% Met or Exceeded Standards.

Supporting Data: Report card grades, SBAC, interim assessments.

Growth Targets:

Annually, school-wide SBAC scores for gifted students will meet or exceed the District average for gifted students in each *JMHS program. After the District average is met, scores will increase in each subsequent year.

Annually, school-wide SBAC scores for non-gifted students will meet or exceed the District average for non-gifted students in each JMHS program. After the District average is met, scores will increase in each subsequent year.

*15.6 % of MLA and SES students are identified as gifted (2017).

Action Steps	Targeted Populations	Responsible Person(s) Involved	Professional Development Activities	Progress Monitoring	Timeline
Familiarize teachers and students with the Smarter Balanced Assessment Consortium (SBAC) and analyze student progress towards math proficiency on the SBAC test.	All students Teachers of math	Math Department Administrator Math Department Chair	Align math assessments (individual teacher developed and department wide) and curriculum with SBAC exam. Introduce, give and analyze the SBAC online practice tests from Digital Library (CAASP website). Use TI Nspire CX CAS graphic calculators and the SBAC on-line	Interim Assessments Common Final Exams My Data	October 2017- June 2021

		Math teachers	calculator tool to prepare for computer based and calculator-supported SBAC testing.	Progress Reports	
Build capacity and understanding of the Common Core Math curriculum	All teachers of math	Math Department Administrator Math Dept. Chair Math and Special Education Teachers	Review the Common Core Math Standards for grades 6 – 8 Review and analyze Common Core Math Standards for: <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • Pre-Calculus • Statistics Review revised LAUSD curriculum maps	Interim Assessments Common Final Exams	October 2017- June 2021
Expand teacher practice regarding CC Algebra 1, CC Geometry, and CC Algebra 2 teaching and learning strategies, including the Standards of Math Practice	All teachers	Math Department Administrator Math teachers Special Education teachers	Create, administer, and analyze a variety of lessons in CC Algebra 1, CC Algebra 2, and CC Geometry. Lesson study PD will include: <ul style="list-style-type: none"> • Protocols to review student work department wide • 4 Depth of Knowledge (DOK) levels and high-level questioning techniques (DOK levels 3 and 4) • Standards of Math Practice • Check for understanding 	Interim Assessments Common Final Exams Review of department developed and identified lessons	January 2018- June 2021

				PD surveys	
Special education teachers collaborate with general education teachers in the design and implementation of effective instructional strategies to increase academic performance by special education students and to improve team-teaching effectiveness	All teachers	Math Department Administrator Math Department Chair Math Teachers Special Education Teachers	Using CORE Waiver funds, send teams of general and special education teachers to visit other schools to observe the best practices in co-teaching mathematics. Access district PD.	PD surveys	November 2017- June 2021
Intervention	See Goal # 3	See Goal # 3	See Goal # 3	See Goal # 3	See Goal 3

Goal 4: To increase parent and community involvement in order to increase student achievement.

Rationale/Critical Need:

In 2016, on the parent School Experience Survey, 19 % of JMHS parents took the survey, while 36 % of Local District Central and 46 % of District-wide parents took the survey.

In 2016, in all questions regarding customer service, JMHS parents reported a lower level of satisfaction than did parents in Local District Central and District-Wide as follows:

- This school informs parents about school activities in a timely fashion: JMHS 81%, LAUSD 88%.
- School staff provide translation and interpretation services when I need them: JMHS 66%, LAUSD 79%.
- This school encourages me to participate in organized parent groups (councils/committees/parent organizations, etc.) this year: JMHS 74%, LAUSD 81%.

Supporting Data: District School Experience Survey; JMHS developed surveys; attendance at parent events.

Growth Targets:

2018-2019:

Meet or exceed the Local District Central percentage of parents who take the School Experience survey.

Meet or exceed the Local District Central and District-wide percentage of parents on three key customer service related questions.

2019-2021

Meet or exceed the District-wide percentage of parents who take the School Experience survey.

Meet or exceed the Local District Central and District-wide percentage of parents on three key customer service related questions.

Action Steps	Targeted Populations	Responsible Person(s) Involved	Professional Development Activities	Means to Assess	Timeline
Continue to give the new JMHS Parent Interest Survey	Parents	Administrators	N/A	Survey Results	August 2017 – August 2020

<p>Continue opportunities for parents to participate in school:</p> <ul style="list-style-type: none"> • Coffee with the Principal • Parent workshops on a variety of topics at night, during the school day and on Saturdays • Parent/teacher conferences, Back-to-School Night and Open House Fair • ELAC, SDM, SSC, Parent Organizations 	<p>Parents</p>	<p>Administrators</p> <p>Parent representatives</p> <p>Support Staff</p> <p>Teachers</p>	<p>N/A</p>	<p>Parent post-workshop surveys</p>	<p>August 2017 - June 2021</p>
<p>Continue communication via multiple methods with parents including:</p> <ul style="list-style-type: none"> • New practice of an August information packet and 4 newsletters mailed home • Use of Blackboard Connect twice a week (including text and e-mail option) • Posting information on the JMHS website • Increase teacher and parent use of PASSport (Schoology) 	<p>Parents</p> <p>Teachers</p>	<p>Administration</p> <p>ILT</p> <p>Parent representatives</p>	<p>PD provided to teachers regarding the use of Schoology</p> <p>Training to parents on how to use Schoology</p>	<p>Blackboard Connect records</p> <p>Website newsletters</p>	<p>August 2017 - June 2021</p>

Goal 5: To increase student and teacher proficiency using instructional technology effectively.

Rationale/Critical Need:

In the 2017-2018 school-year, JMHS High School is engaged in a \$ 400,000 technology upgrade.

Supporting Data: Teacher and student surveys and classroom observations

Growth Targets:

Spring 2018: Determine baseline data to determine teacher capacity to use technology in the classroom. Determine student understanding of digital citizenship.

Year 2018-2021: Improve teacher capacity to use technology in the classroom. Improve student understanding of digital citizenship.

Action Steps	Targeted Populations	Responsible Person(s) Involved	Professional Development Activities	Means to Assess	Timeline
Develop a 3 year technology use plan that includes: <ul style="list-style-type: none"> • PD • service/repair process • establish goals (International Society of Technology Educators – Standards) benchmarks and monitoring process 	Teachers Support staff	Administration ILT Technology committee LD Central staff	Provide PD to teachers that includes: <ul style="list-style-type: none"> • student digital citizenship • the use of the technology • integration of the technology into teaching and learning • understanding and applying the ISTE Standards for teachers and students • all aspects of the Technology Use Plan 	Post PD surveys Classroom observations Teacher baseline survey and subsequent annual surveys Student surveys	February 2018 - June 2021

<p>The JMHS Technology Use Plan will include an implementation component to teach students digital citizenship and information literacy skills</p>	<p>Teachers Students</p>	<p>Administration ILT Technology Committee Local District staff</p>	<p>PD provided to teachers on digital citizenship and information literacy skills</p>	<p>Post PD surveys Student surveys Classroom observations</p>	<p>February 2018 - June 2021</p>
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Goal 6: Improve the social and emotional health of students

Rationale/Critical Need:

JMHS has the highest percentage of students with suicidal ideation in Local District Central.

JMHS has experienced isolated examples of racial intolerance the past two school years.

JMHS has experienced an increase in student drug use related incidents and in documented student violence related incidents in the 2017-2018 school year.

Supporting Data: Teacher and student surveys, MiSiS (student information system), and iSTAR (District on-line incident reporting).

Growth Targets:

Year 2018-21: JMHS will lower its incidents of suicidal ideation, racial intolerance, and drug use incidents to be lower than LASUD averages.

1. We will use selected questions from the LAUSD School Experience Survey as markers to determine our student responses compared to students district-wide and to progress monitor

Action Steps	Targeted Populations	Responsible Person(s) Involved	Professional Development Activities	Means to Assess	Timeline
Continue PD regarding student mental health issues	Teachers	Administration Support staff Local District Central staff	Provide PD to teachers that includes: • Identifying suicidal ideation and how to respond	Post PD surveys MiSiS and incident reporting data	August 2017 - June 2021
Develop a plan to address intolerance based on race, gender, sexual identity	All stakeholders Parents	Administration Support staff	Provide PD once it is developed.	Post PD surveys	March 2018 - June 2021

and/or orientation, or religion	Teachers Students Support staff	District support staff ILT		Student surveys MiSiS and incident reporting data	
Provide assistance to teachers in self-care in order to improve capacity to teach these skills to students.	Teachers	Administration Support Staff	Offer PD on self-care. Offer PD on Mindfulness.	Post PD surveys	February 2018 - June 2021

Goal 7: To expand the number of students who enter into appropriate post-high school options.

Rationale/Critical Need:

The completion rate for FAFSA/CADAA in 2017 was 73 %, which was well below the rate for most Local District Central high schools.

Significantly more SAS and Gifted Magnet students are accepted to four-year college and universities than are MLA students.

Supporting Data: Senior surveys, Naviance records and FAFSA/CADAA records.

Growth Targets:

Year 2018-21: JMHS will increase the rates of student completion of FAFSA for all students.

Action Steps	Targeted Populations	Responsible Person(s) Involved	Professional Development Activities	Means to Assess	Timeline
Provide multiple college campus visit field trips for students in all Marshall programs	All students	College/Career Counselor Administration	N/A	Student participant lists	October – April annually
Provide on campus opportunities for four-year college/university and community college recruiters	All students	College/Career Counselor Administration	N/A	Recruiter meeting records/sign-ins	October – April annually
Build capacity for teachers, support staff, students, and parents on the newly District purchased Naviance on-line program	All stakeholders	College/Career Counselor Administration Faculty counselors	Provide PD to teachers on Naviance Inform parents and students about Naviance via multiple methods	Post PD surveys Naviance records	August – June annually

Provide multiple opportunities for assistance to students: <ul style="list-style-type: none"> • College application essays • Financial aid • College applications 	All seniors	College/Career Counselor Administration CollegePath LA	PD to teachers about FAFSA/CADAA Parent and student workshops	FAFSA/CADAA completion rates	October – March annually
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Attachment B: Sample monitoring form that we use with our PLCs.

MARSHALL HIGH SCHOOL
Professional Learning Communities (PLC)
Initial Planning Form
Spring 2019

PLC leader: please inform Ms. Danielyan (rxd9958@lausd.net) that you are a PLC leader and she will invite you to be a part of a Google Drive group where you may upload a completed Initial Planning form as well as the weekly progress form.

PLC department and/or PLC sub-group: _____

1. What is the problem of practice for your PLC group?

Choose one of following:

- A. identify a skill or knowledge (linked to a standard) that students have difficulty mastering (based on teacher experience)**
- B. analyze test data and identify area(s) of weakness to address based on either formative assessment or summative SBAC data**
- C. focus on understanding the curriculum map**
- D. focus on understanding framework**
- E. develop a different focus (approved by the principal)**

Please note that the departments may break their PLC into smaller groups such as by subject matter, e.g. biology, chemistry, U.S. History, etc.

2. **What is the rationale/evidence/data for choosing this as your group's focus?**

3. **What do you expect to have accomplished when the PLC cycle is completed this semester?**

4. **The group will complete a meeting summary after each of the following PLC dates:**
February 26, 2019

March 5, 2019

March 12, 2019

March 26, 2019

Please note that the fall semester cycle can be extended into the spring semester PLC.

Responsibilities of the PLC leader:

1. Attend after school PLC leader meetings once a month. Leaders will be paid at their hourly rate. The PLC leader meetings are:
February 12
February 25
March 12
April 23

2. Turn in to Ms. Danielyan the monitoring forms by the Monday after the Tuesday meeting. Leaders will be paid at their hourly rate one hour for facilitating the meeting and turning in the form.
3. Facilitate the PLC meetings