

**EXPANDED SCHOOL-BASED MANAGEMENT MODEL PROPOSAL
VERDUGO HILLS HIGH SCHOOL**

TABLE OF CONTENTS

PART I: REQUEST FOR PROPOSAL QUESTIONS

<u>VISION AND MISSION</u>	<u>1</u>
Verdugo Hills HS Vision Statement	1
Verdugo Hills HS Mission Statement	1
<u>SCHOOL DATA AND ANALYSIS PROFILE</u>	<u>1</u>
Demographics	1
Academic Performance Index (API)	1
Adequate Yearly Progress (AYP) and Program Improvement (PI)	2
California Standards Tests (CST)/All Content Areas	2
California Standards Tests (CST)/English-Language Arts	3
English Learner Accountabilities	3
English Learner Progress	3
California Standards Tests (CST)/Mathematics	4
California High School Exit Exam (CAHSEE)	4
Additional Relevant Data/ Baselines and Annual Targets	4
<u>AREAS OF STRENGTHS AND CONCERNS</u>	<u>5</u>
Areas of Strength	5
Areas of Concern	5
Central Needs and Challenges	6
<u>PARENT AND COMMUNITY INVOLVEMENT</u>	<u>7</u>
Parent and Community Involvement	7
<u>SCHOOL CULTURE AND CLIMATE</u>	<u>8</u>
Academic Culture	8
Professional Culture	9
<u>DESIGN TEAM CAPACITY/TIMELINE</u>	<u>9</u>
Design Team Members and Credentials	10
Reform Timeline	10

PART II: ESBMM INSTRUCTIONAL PROGRAM

<u>CURRICULUM AND INSTRUCTION</u>	<u>12</u>
General Principles	12
Maximizing Student Learning	12
The Verdugo Student	13
Graduation Requirements	13
Community, Business, and Service Learning	13
Electives	13
Diverse Learners (SE, SWD, and EL students)	14
Closing The Achievement Gap	14

ASSESSMENT	14
General Principles	14
Maximizing Student Learning	15
Assessment Beyond Standardized Testing	15
Use of Data	15
Assessment and Graduation	16
PROFESSIONAL DEVELOPMENT	16
General Principles	16
Maximizing Student Learning	16
SCHOOL AND BELL SCHEDULES	16
General Principles	16
VHHS Instructional Calendar	17
Goals of the VHHS Calendar	17
STAFFING	18
General Principles	18
Staffing for A Culture of Optimal Learning	18
Staffing Plan	18
Evaluation	18
Recruitment and Selection of Staff	18
BUDGET AND FINANCIAL RESOURCES	19
General Principles	19
Maximizing Student Performance	19
Annual Budget Development	19
GOVERNANCE	19
General Principles	19
Decision-Making Focus	19
Governance Structure	20
The Governance Council	20
Decision-Making Bodies	20
Committees	21
RATIONALE FOR ESBMM	22
WAIVER REQUESTS	22

PART V: ESBMM IMPLEMENTATION

IMPLEMENTATION	23
Implementation Chart 2014-15	23

ATTACHMENTS

**PART ONE: REQUEST FOR PROPOSAL QUESTIONS
EXPANDED SCHOOL-BASED MANAGEMENT MODEL
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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:

Grade	2009 -10	2010-11	2011-12	2012-13	2013-2014
9th grade	623	620	495	437	429
10th grade	578	462	493	411	387
11th grade	485	474	376	432	399
12th grade	416	449	408	356	419
Total	2102	2005	1772	1636	1634

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.

Academic Performance Index (API)						
	Base	Growth	Chg.	Met All	Statewide Rank	Similar Schools Rank
2007-08	655	669	14	No	3	2
2008-09	669	704	35	Yes	3	2
2009-10	703	712	9	No	4	4
2010-11	710	741	31	Yes	4	3
2011-12	741	747	6	No	5	5
2012-13	747	746	-1	No	5	5

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.

CSTs 2009-12	Change in Prof/Adv.				Change in BB/FBB			
	2009-10	2010-11	2011-12	Chg.	2009-10	2010-11	2011-12	Chg.
ELA Gr. 9	43	49.6	47	+4	32	17.7	23.2	-8.8
ELA Gr. 10	43	44.2	45.3	+2.3	26	22	22.8	-3.2
ELA Gr. 11	44	51.7	47.2	+3.2	23	20.1	21.2	-1.8
Algebra I	17	21.3	27.7	+10.7	60	49.9	40.6	-19.4
Geometry	24	26.2	21	-3	42	41.7	46.5	4.8
Algebra II	48	52.8	66.5	+18.8	27	19.1	12	-15
HS Math	72	82.5	79.4	+7.4	7	3.5	0	-7
World Hist.	30	34.9	34.8	-.1	44	40.6	31	-13
US Hist.	43	49.4	50.6	+1.2	28	24.6	23.6	-4.4
Life Science	37	42.4	41.7	+4.7	30	25.6	25.8	-4.2

Biology	32	39.9	32.8	+8	31	25.5	30.8	-.2
Chemistry	28	25.2	29.6	+1.6	29	30.5	27.2	-1.8
Earth Science	24	19.6	16.7	-7.3	49	49.1	33.4	-15.6
Physics	37	33.8	23.1	-13.9	19	19.2	23.6	4.6
Int. Science	2	12.1	4.5	+2.5	45	44.4	47.7	2.7

2A. (5) CST Trends-English/Language Arts

Subgroup	% Proficient and Advanced					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	39.8	42.2	43.2	48.6	46.4	56
African American	34.5	27.9	31.7	41.7	35	44
Asian	58	66.7	58	53	64	66
Latino	31.4	35.1	34.5	43	39	46.3
White	47.4	46.6	53.8	56.9	57.5	64.6
EL	3.4	6	4.7	7.3	2.2	6
SWD	3	4.5	9.4	11.7	7.3	13.3
Socio-Econ. Dis.	37.8	38.9	40.2	46.5	42.9	51.6

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.

English Learner Progress			
Goal	2009-10	2010-11	2011-12
Scoring Proficient on CELDT		30.3%	33%
Scoring Basic/Above on CST ELA		41.6%	30.1%
Passing English/Adv. ESL with C or Above		49.1%	46.4%
Reclassification Rate Trend	9.7%	12.3%	10.6%

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.

Subgroup	Students Tested-CST Math					% Proficient and Advanced				
	2007-08	2008-09	2009-10	2010-11	2011-12	2007-08	2008-09	2009-10	2010-11	2011-12
All Students	1630	1616	1502	1343	1212	15.2	22.2	27.4	32.3	36.6
African Amer.	57	60	40	34	38	7	10	12.5	14.7	5.3
Asian	118	108	81	62	49	53.4	53.7	61.7	64.5	61.2
Latino	843	848	826	779	711	9	15	21.1	27.1	34.2
White	518	507	458	409	365	15.3	25.6	32.3	36.4	39.7
EL	263	234	211	170	127	6.8	7.3	8.1	12.4	11
SWD	157	154	155	127	116	.6	2.6	7.1	7.9	9.5
Soci-Econ. Dis	1063	1090	1057	964	841	16.1	21.4	25.9	31.7	35.4

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.

California High School Exit Exam (CAHSEE) March, 2013 Results-Verdugo Hills HS							
Tested or Passing	Subject	All Students	Special Ed Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	431	73	59	117	313	65
Passing	Math	342 (79%)	23 (32%)	21 (36%)	106 (91%)	246 (79%)	57 (88%)
# Tested	English/LA	433	74	66	121	313	65
Passing	English/LA	316 (73%)	19 (26%)	11 (17%)	106 (88%)	226 (72%)	54 (83%)

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.

GOAL 1: 100% GRADUATION	School Baseline				LAUSD Annual Targets		
	2010-11	2011-12	2012-13		2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	64	76	80		60	68	70
B. Students On-Track for Meeting A-G Requirements	31	33	36		38	50	75
GOAL 2: PROFICIENCY FOR ALL	School Baseline				LAUSD Annual Targets		
	2010-11	2011-12	2012-13		2011-12	2012-13	2013-14
B. English Language Arts, Secondary: Proficient & Advanced	49	46	53		45	50	NA
D. Mathematics, Secondary: Proficient & Advanced	32	37	39		36	41	NA

F. Proficiency in Algebra	21	28	27		38	47	NA
G. ELs on Track for English Proficiency	47	56	59		NA	58	59
GOAL 3: 100% ATTENDANCE	School Baseline				LAUSD Annual Targets		
	2011-12	2012-13	2013-14		2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	55	62	66		66	71	76
B. Percentage of staff with 96% or higher attendance	59	59	69		69	74	79
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline				School Annual Targets		
		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		NA	23	50	30	34	40
B. Parent participation on School Experience Surveys		NA	8	13	36	42	52
GOAL 5: SCHOOL SAFETY	School Baseline				School Annual Targets		
		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension		232	147	74	43,506	25,000	22,000
B. Percentage of students who feel safe on school grounds (agree or strongly agree)		NA	87	73	86	88	90

2.A (10) AREAS OF STRENGTHS AND CONCERNS

Areas of Strength

- 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?"
- 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.
- 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.
- 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.
- 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

- 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.

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

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

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

PARENT REPRESENTATIVES

Aghakian, Evelyn	Case, Ramie
Cuddihy, Julie	Deukmejian, Karen
Duhon, Ginger	Ghauimi, Farzaneh
Duron, Lourdes	Gregoire, Rhonda
Gregore, Rhonda	Lizarraga, Estela
Solis, Sandra	Lizarraga, Robert
Tamez, Evelyn	

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-today 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).

Governance 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.

EXPANDED SCHOOL-BASED MANAGEMENT MODEL PROPOSAL

VERDUGO HILLS HIGH SCHOOL

IMPLEMENTATION PLAN 2014-2015

ELEMENT	ACTION ITEM	TIMELINE RESPONSIBILITY	RESOURCES	EVIDENCE OF SUCCESS	EVALUATION PROCESS
Curriculum and Instruction	Set up committee; Create departmental approaches to curriculum reflecting Common Core; begin creating common assessments and rubrics	Curriculum and Instruction Committee Fall: introduce and explore departmental development of CCSS curriculum; Spring: Begin rollout of CCSS curricula	Focused professional development; CCSS guidelines and trainings; capacity building	PD agendas reflecting Common Core focus; prevalence of Common Core in departmental assessments	Evidence of Common Core principles and strategies evident in lesson planning, assessment reviewed by committee
Assessment	Form committee; Transition from CST to CCSS Create content area rubrics for common assessments	Assessment Committee Fall: collaborate with C & I to develop rubrics; identify members of DAT Spring: index by April; Data ongoing	Timely accurate student assessment data; PD focus on Common Core transition	Rubrics available and in use Ongoing analysis of data including report card grades, EL reclassification, CAHSEE results, etc.	Observation/inquiry by committee Report on data
Professional Development	Form committee; Determine faculty interests and needs for PD topics; focus on common core; Reassess PD meeting times/dates	PD Committee Fall: survey faculty about PD interests and needs Spring: implement PD schedule	Allocation of funds to weekly PD; Common Core resources such as printed matter, workshops, conferences, retreats	Year-end survey of faculty satisfaction with PD; observable prevalence of Common Core concepts and principles in the classroom	Committee will carefully construct, administer, and review year-end staff survey as well as teacher evaluation forms for each PD session
School Calendar and Bell Schedules	VHHS will continue the Copernican Block Schedule; Form committee to review Instructional and event calendars to maximize instructional minutes	School Calendar Committee and AP Fall: Establish Terms A&B events calendar, grading periods, extracurricular scheduling policies Spring: Establish Terms C&D events calendar, grading periods, extracurricular scheduling policies	Committee meetings, monthly calendar of events, deadlines, etc.	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	Committee and AP will carefully construct, administer, and review year-end staff survey

**EXPANDED SCHOOL-BASED MANAGEMENT MODEL PROPOSAL
VERDUGO HILLS HIGH SCHOOL**

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	open and transparent access to budgetary information; financial consultant role established and position filled	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	Regular meetings are conducted, records kept, decisions made and enacted; establishment of policies that support student achievement	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 "Road-show," 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.

RECEIVED
DESIGN SCHOOLS DIVISION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Intensive Support and Intervention

2013 JUN -4 AM 7:48

BUL-6029.0
April 2, 2013

ATTACHMENT A

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 CHASEE 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

(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 Chairperson's Signature

5/1/13
Date

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.

[Signature]
Classified Representative

5/1/13
Date

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.

Loured Cabral
Leadership Council Parent/Community Member's Signature

5/1/13
Date

4. Signature of the Principal.

Edward A. Triny
Principal

5/1/13
Date

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
Date

June 30, 2014
Waiver Expiration

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

Capernican

Verdugo Hills High School
Attachment for Waiver Request 1

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.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Intensive Support and Intervention

BUL-6029.0
April 2, 2013

ATTACHMENT A

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 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

(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 Chairperson's Signature

5/1/13
Date

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.

[Signature]
Classified Representative

5/1/13
Date

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.

James Cabral
Leadership Council Parent/Community Member's Signature

5/1/13
Date

4. Signature of the Principal.

Edward A. Trudy
Principal

5/1/13
Date

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
Date

June 30, 2014
Waiver Expiration

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

Verdugo Hills High School API

Year	Base	Growth	Statewide Rank	Similar Schools Rank
1998-99	528	528	?	5
1999-00	553	553	3	4
2000-01	579	583	4	5
2001-02	561	541	2	3
2002-03	596	596	3	3
2003-04	631	635	4	5
2004-05	665	665	4	4
2005-06	658	675	4	3
2006-07	658	655	4	3
2007-08	655	669	3	2
2008-09	669	704	3	2
2009-10	703	712	4	4
2010-11	710	741	4	3
2011-12	741	748	5	5

- 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.

Current Bell Schedule

Per. 1	8:00	9:30	90
Per. 2	9:36	11:06	90
Lunch	11:06	11:36	90
Per. 3	11:42	1:12	90
Break	1:12	1:30	18
Per. 4	1:36	3:06	90

PD/Banked Time Day (T)

PD	8:00	9:00	60
Per. 1	9:10	10:26	76
Per. 2	10:32	11:48	76
Lunch	11:48	12:18	30
Per. 3	12:24	1:40	76
Per. 4	1:46	3:02	76

LOS ANGELES UNIFIED SCHOOL DISTRICT
Intensive Support and Intervention

BUL-6029.0
April 2, 2013

ATTACHMENT A

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:

Merge SBM and SSC Councils.

B. Current Procedures:

Briefly describe LAUSD District policy or LAUSD/UTLA CBA provision for which waiver is requested (attach supporting documentation):

Councils were merged in 2012-13.

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 in 2012-13 having successfully met with the council and reached consensus and developed plans to resolve on several issues.

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 while continuing to build systems and make decisions based on school and student need.

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?

GST 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

(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:

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

Holly Campbell UTLA Chapter Chairperson's Signature 5/1/13 Date

- 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.

W. Seckman Classified Representative 5/1/13 Date

- 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.

Louise Cubral Leadership Council Parent/Community Member's Signature 5/1/13 Date

- Signature of the Principal.

Edward A. Timms Principal 5/1/13 Date

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

Mr. B. Math Instructional Area Superintendent 5/14/13 Date June 30, 2014 Waiver Expiration

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

Meggy Solkowitz 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

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.

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

Printed Name	Signature	Phone	Email Address	School/Affiliation
Holly Campbell		626-221-5607	hollyhawk4@gmail.com hcampbel@lausd.net	UTLA Representative
Susan Turner-McMullen		310-283-3511	smt92061@lausd.net ; snmyturner@sbcglobal.net	VHHS/UTLA
Melody Archer		818-951-5400	m1a5927@lausd.net	VHHS, Spec Ed Aide
Cordell Bowman		818-951-5400	cfb93182@lausd.net	VHHS, SCIENCE
Mary Gerdwagen		818-951-5400	mgerdwag@lausd.net	VHHS, Classified
John Hallowtiz		818-951-5400	jhallowi@lausd.net	VHHS, ENGLISH
Daniel Kam		818-951-5400	daniel.kam@lausd.net	VHHS, Special Ed
Elva Lewis		818-951-5400	elg9802@lausd.net	VHHS, MATH
Paul McGlothlin		818-951-5400	paulm@lausd.net	VHHS, MAGNET
Jere Mendelsohn		818-951-5400	jsm3454@lausd.net	VHHS, ENGLISH
Will Reinhart		818-951-5400	wreinh1@lausd.net	VHHS, S. STUDIES
Marcel VanBaal		818-951-5400	mvanbaal@lausd.net	VHHS, ELECTIVES

MEMBERS OF THE BOARD

MONICA GARCIA, PRESIDENT
MARLENE CANTER
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RICHARD A. VLADOVIC



LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

RAMON C. CORTINES
SUPERINTENDENT OF SCHOOLS

☆ |

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:**

- o 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.
- o 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:**

- o 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.
- o We will provide you with the same discretionary amounts as the other pilot high schools.
- o 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.
- o Currently, you can carryover 25% of your budget into the next year. Please provide me with a detailed plan on why you would need to carryover anything above this amount.

- **Curriculum and Assessment:**

- o 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:**

- o 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

*2

To: *Jere, Lisa,
Solly, John* Date: *9/9/09*

From: *Diane Klewitz*

PRINCIPAL

at Lisa's request, I
have set up an
appt. at the Woodland Hills
Academy for June
Sept. 14th at 8 A.M.
This is the ESBMM
(really I Design) school
that VTRA recommended.
Let me know if
you're available. I
will go too.

Diane

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

September 10, 2009

★3

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

HC, UTLA Chair, VHHS, 10625 Plainview Avenue, Tujunga, Ca 91042

#4

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.

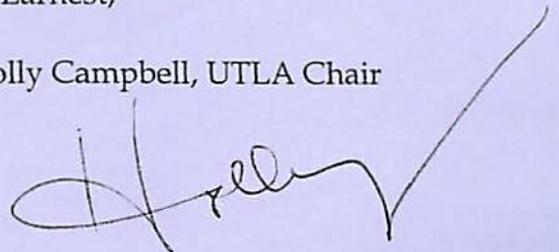
I will share each of your concerns/suggestions with the entire faculty, and will do my best to provide answers/responses that are factual and unbiased.

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



LOS ANGELES UNIFIED SCHOOL DISTRICT

Verdugo Hills High School

10625 PLAINVIEW AVENUE
TJUNGA, CALIFORNIA 91042

TELEPHONE: (818) 951-5400 FAX: (818) 352-3577

★5
RAMON C. CORTINES
Superintendent of Schools

ALMA PEÑA-SANCHEZ
Local District Superintendent
Local District 2

DIANE KLEWITZ
Principal

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

October 12, 2009

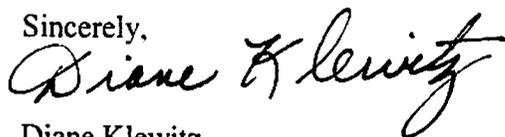
Dear Mr. Cortines,

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.

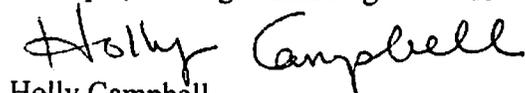
After our meetings this summer, you recognized our successes by granting us one of the five core autonomies of the Pilot School program, Curriculum (including Assessment). At the same time, you asked us to submit an action plan regarding this autonomy. We decided to concentrate on our five core departments, 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

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

Math

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

Science

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

Social Studies

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

Foreign Language

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

VERDUGO HILLS HIGH SCHOOL

SCHOOL REFORM OPTIONS SURVEY



*6

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 |||| | |||| |||| ||||

11/5/09

(invalid 1-blank)

Holby Campbell

Nancy Perrier

MANAWAO

John Perrier

Sam Weller

VERDUGO HILLS HIGH SCHOOL

SCHOOL REFORM OPTIONS SURVEY

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

 Reply
  Reply to all
  Forward
 

 Close
  Help



 You forwarded this message on 11/6/2009 2:29 PM.

From: Campbell, Holly

Sent: Fri 11/6/2009 2:22 PM

Driscoll, Timothy; Mc Crary, Daren; David, Romuald; Manaka, Lauri; Rennett, Marjorie; Karahalios, Lisa; Holguin, Alvaro; Revel, Tamiko; Talbott, Anne; Stirpe, Dino; Runnels, Chad; Crawford, Kathleen; Smith, Richard; Parsons, Laura; Kampmeyer, Laura; madler822@yahoo.com; Mojica, Salvador; Buchanan, Karyn; Trevino Swanson, Christina; Lopez, Nicole; Lever, Scott; Delaney, Louise; Canny, Thomas; Duran, Lisette; Arreguin, Leticia; Wallace, John; Murray, Hardy; Carbone, Michelle; Brittain, Renee; Roth-Daniels, Michelle; Masterton, Melanie; Peterson, Aaron; Campbell, Holly; McBride, Wesley; Solomon, Patricia; Lee, John; Rauh, Joshua; Krein, Richard; Lewis, Elva; Henry, Kevin; Gentry, Gregg; tigerlizmom@aol.com; Camacho, Daryell; Bowman, Cordell; jev@lausd.net; Stringer, Candace; De La Cruz, Mary; Yip, Kevin; John F. Lawler; Reinhart, William; Fiorentino, Grace; Smith, Gary; Nazaretta, Nancy; Finch, Steven; Riemer, David; Maschler, Anne; Morrison, Katherine; Saavedra, Felipe; Gordon, Ronald; Churchill, Patricia; Benitez, Julio; Mojica, Yvonne; Long, Julianne; Fitzgerald, Darren; Lopez, Victoria; Gibson, Gregory; Ortiz, J; Mendez, Viridiana; Hall, Emilia; Franco, Raquel; Olson, Ellen; Mc Glothlin, Paul; Hallowitz, John; Silva, Everardo; Olson, Raymond; Scott, Rodney; Navarro, Miguel; Greenwood, Cathy; Conant, Allison; Akman, Rachel; Kemple, Charles; Van Baal, Marcel; Mendelsohn, Jere; Parker, Sonya; Sermeno, Daniel; kks99520@lausd.net; Warren, David

Cc:

Subject: School Reform Vote on Monday, 11/9/09

Attachments:

[View As Web Page](#)

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

* 8

VERDUGO HILLS HIGH SCHOOL
SCHOOL REFORM OPTIONS
BALLOT

Choose one only:

_____ Our Own Plan

_____ Pilot-like School Model

VERDUGO HILLS HIGH SCHOOL
SCHOOL REFORM OPTIONS
BALLOT

Choose one only:

_____ Our Own Plan

_____ Pilot-like School Model

VERDUGO HILLS HIGH SCHOOL

TO: Various Teachers

DATE: November 9, 2009

FROM: Diane Klewitz, Principal



* 9

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

Organization Information	
Name of applicant (for profit entities may not apply)	Verdugo Hills High School (possible name change for school site to be included in proposal)
Address	10625 Plainview Avenue Tujunga, CA 91042
Phone	818-951-5400
Website (if applicable)	www.verdugohs.org
Main contact name and phone number	Diane Klewitz, Principal 818-951-5400
Basic Proposed School Information and Description	
Proposed neighborhood school/site name (must agree to serve all students in that community)	Verdugo Hills High School
Brief description of community engagement activities planned or completed	In 2008, Verdugo Hills High School initiated a movement to reform its educational model and provide a richer educational experience for our students. A leadership team began a series of fact-finding visits with schools employing a variety of innovative design models. Our visits included Granada Hills High School (charter), Woodland Hills Academy (ESBMM), and several Pilot schools in the Roybal and Contreras complex. The information we

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.

Brief description of proposed vision, mission, education plan, and partnerships

Proposed Vision

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.

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.

☆ 11

VERDUGO HILLS HIGH SCHOOL

TO: Various Teachers

DATE: November 16, 2009

FROM: Diane Klewitz, Principal



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.

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

E. Silva
D. Camacho
K. Buchanan
K. Trevino- Swanson
C. Stringer
L. Karahalios
M. Martin
D. DeBoer

R. Akman
J. Mendelsohn
S. Kemple
K. Crawford
H. Campbell
J. Lawler
T. Driscoll
M. Navarro

★12

Klewitz, Diane

From: Bonkovsky, Rachel
To: Klewitz, Diane
Cc: Hill, Matt; Cortines, Ramon
Subject: Our Meeting
Attachments:

Sent: Thu 11/19/2009 10:53 AM

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

DATE: November 20, 2009

FROM: Diane Klewitz, Principal



SUBJECT: FOLLOW UP ON THURSDAY MEETING

First of all, thank you all for attending the School Reform meeting yesterday in our library with Rachel Bonkovsky. 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
A. Barcenas
F. Saavedra
C. Minke
M. Gerdwagen
D. Riemer

E. Silva
D. Camacho
K. Buchanan
K. Trevino- Swanson
C. Stringer
L. Karahalios
M. Martin
D. DeBoer

R. Akman
J. Mendelsohn
S. Kemple
K. Crawford
H. Campbell
J. Lawler
T. Driscoll
M. Navarro

GH
A14

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.

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Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

15
★

RAMON C. CORTINES
SUPERINTENDENT OF SCHOOLS

March 19, 2010

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

→
(both sides)

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?

D. Klewitz re: Verdugo Hills

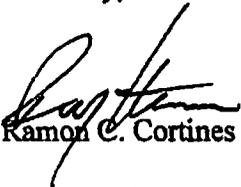
March 19, 2010

Page 2

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,



Ramon C. Cortines

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: D. DeBoer J. Mendelsohn
C. Minke
H. Campbell B. Piemer
From: **Diane Klewitz**

Date: 4/9/10

*17

PRINCIPAL

We report to them

Tranter schools

Director - 11 Desom Schools

Next Wed., April 14th, I scheduled a meeting with Parker Gudnut. He is the person charged with over-seeing our reform plan. He will meet with Parker, and Monique Epps (his asst.) on Wed, April 14, at 1:30 in the College Center. He's coming to answer our questions.

Diane

Get Martina know if you need a class coverage.

★ 18

Reply Reply to all Forward Close Help

From: Campbell, Holly
To: Klewitz, Diane
Cc: De Boer, Diane
Subject: Staffing Committee Report - Tuesday, 2/8/11
Attachments:

Sent: Wed 2/9/2011 2:43 PM

[View As Web Page](#)

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.

NOTES

6/29/11

Dr. Deasy
Michelle King

VHHS
- meeting
with
Design Team

LAUSD +

19

Deasy's Denial of Plan

- D.
- Given copy of plan - didn't pay much attn.
 - meet w/ people to come to home with finalists; D makes final decision!
 - received emails - not process here
 - agreement - pointed out lang. would reform plan / agreement - Rejects Plan

3 ISSUES

- 1. BofE / AALA / VTLA not aware of this agree
- 2. vacant prin
- 3. how to go forward to solve prin of school we agree with

②
- Specific point - deal with most

p. 15

- labor org. did not sign off
on this: / AALA

- pieces are spec - function of
govern. body - final authority
on discipline

- state statute → board of edvc.
has final authority

- levels of discipline - gov. body
does not 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 this school

3

The district cannot unilaterally
place - no must-place / no
forced-place

- This must be agreed by union
- general membership did not
authorize this as a pilot

- Selection of admin - sole review

of Gov. Council - under of
sup. approval -

Deasy will never give up the right
to have final approval.

(11)

don't have time

Solve principal selection 1st

4 options

1.	pilot	ESBM	affil.	traditional	reg. sel. of principal
----	-------	------	--------	-------------	------------------------

~~by~~

ESBM - less ref. in hands of teachers than Pilot

Pilot - has most affil. centers - more than

- is a huge prop - of pilot

- Pilot school agree - Board + Duffy signed

Reply Reply to all Forward Close Help

From: Mendelsohn, Jere

Sent: Mon 8/8/2011 8:24 AM

Campbell, Holly; Mc Crary, Daren; David, Romuald; john.hallowitz@gmail.com; Manaka, Lauri; Rennett, Marjorie; Karahalios, Lisa; Holguin, Alvaro; Revel, Tamiko; Talbott, Anne; Stirpe, Dino; Rannels, Chad; Crawford, Kathleen; Smith, Richard; Parsons, Laura; madler822@yahoo.com; Mojica, Salvador; Buchanan, Karyn; Trevino Swanson, Christina; Lopez, Nicole; Delaney, Louise; Canny, Thomas; Duran, Lisette; Wallace, John; Murray, Hardy; Carbone, Michelle; Brittain, Renee; Roth-Daniels, Michelle; Peterson, Aaron; Downey, Marilyn; McBride, Wesley; Lee, John; Lewis, Elva; Henry, Kevin; Gentry, Gregg; De Boer, Diane; tigerlizmom@aol.com; Camacho, Daryell; Bowman, Cordell; jev@lausd.net; Stringer, Candace; De La Cruz, Mary; Yip, Kevin; Reinhart, William; Fiorentino, Grace; Smith, Gary; Nazaretta, Nancy; Finch, Steven; Riemer, David; Saavedra, Felipe; Churchill, Patricia; Benitez, Julio; Mojica, Yvonne; Long, Julianne; Fitzgerald, Darren; Lopez, Victoria; Gibson, Gregory; Ortiz, J; Mendez, Viridiana; Hall, Emilia; Franco, Raquel; Mc Glothlin, Paul; Hallowitz, John; Silva, Everardo; Scott, Rodney; Greenwood, Cathy; Conant, Allison; Akman, Rachel; Kemple, Charles; Van Baal, Marcel; Sermeno, Daniel; kks99520@lausd.net; Warren, David

[Redacted] 19A

Cc: Staff Letter to Dr. Deasy Regarding Principal Selection

Attachments:

View As Web Page

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 Peña-Sanchez- not you- will appoint the next principal only after the next round of test scores and other data become available. In addition, no mention whatsoever is made of our Staffing Committee's selection of Mr. Hector Ornelas, a choice made twice in two separate and extensive rounds 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 staffs. How is this current approach good for our students?

During your visit to Verdugo on June 29, 2011, we acceded 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 next 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 Peña-Sanchez from the Principal selection process based on her personal ties to our process 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. Mendelsohn, M.Ed.
Verdugo Hills Multimedia Magnet High School
10625 Plainview Ave.
Tujunga, CA 91042
Email: misterm@charter.net
Phone: 818.951.5400
Fax: 818.352.3577
<http://www.verdugohs.org>



Los Angeles Unified School District
Verdugo Hills High School



From: *Edward Trimis*
Edward Trimis, Principal

Date: March 19, 2012

To: Verdugo Hills High School Staff

RE: **OPENING MEMO-TERM D, 2011-12**

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

* 20

(both sides)

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.

Ed



Professional Development

Agenda

August 21, 2012

8:00-9:30 am

*21

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

<u>Late Start Days</u>	
2012	2013
August 21, 2012	February 26, 2013
August 28, 2012	March 5, 2013
September 11, 2012	March 26, 2013
September 25, 2012	April 9, 2013
October 23, 2012	April 23, 2013
October 9, 2012	June 4, 2013
November 13, 2012	
December 4, 2012	

- | |
|---|
| 1 st Monday-Instructional Cabinet & PD Committee |
| 1 st Tuesday-Governance |
| 2 nd Tuesday-Staff Meeting |
| As Determined-PD Cays |

*

[August 3, 2012]

★
22

TIMELINE FOR ESBMM SCHOOLS OPENING 2013-2014

Dates*	Activity
2012	
<u>Friday, August 3rd</u>	Release of ESBMM Request for Proposals, Timeline
August - September	Information Sessions
Friday, September 14	DUE DATE: Letter of Intent due by 5:00 pm via e-mail to esbmm@lausd.net
August - December	Workshops (Schedule TBA)
Wednesday, December 12th	DUE DATE: Final ESBMM Proposal in Response to RFP due by 12:00 Noon via e-mail to esbmm@lausd.net
2013	
January 7	Proposal Review Panel Convenes
January 31 - February 15	Review Panel Gives Recommendations to Superintendent
February - August	Participate in Implementation Workshops

*Please contact esbmm@lausd.net for any questions related to the dates listed above.



★ 23

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

 Reply  Reply to all  Forward    Close  Help

 You replied on 3/20/2013 1:55 PM.

From: Trimis, Edward

Sent: Wed 3/20/2013 1:03 PM

To: Campbell, Holly

Cc:

Subject: RE: Autonomies

Attachments:

A24

[View As Web Page](#)

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.

Ed

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.

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

★ 25

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.	2 nd Generation workshop 1 (South location) OR
Monday, April 8, 4-6:30 p.m.	2 nd Generation workshop 1 (North location)
Thursday, April 11, 4 -6:30 p.m.	2 nd Generation workshop 2 (South location) OR
Monday, April 22, 4 – 6:30 p.m.	2 nd Generation workshop 2 (North location)
Monday April 29, 4 – 6:30 p.m.	2 nd Generation workshop 3 (North location) OR
Thursday, May 2, 4 – 6:30 p.m.	2 nd Generation workshop 3 (South location)
Monday, May 20, 4 – 6:30 p.m.	2 nd Generation workshop 4 (North location) OR
Thursday, May 23, 4 – 6:30 p.m.	2 nd Generation workshop 4 (South location)

Specific workshop session content and registration information coming soon!

<http://lausdisi.wufoo.com/forms/2nd-generation-autonomy-training/>



Trimis, Edward

From: Trimis, Edward
Sent: Wednesday, May 29, 2013 5:54 PM
To: Campbell, Holly
Subject: UTLA Meeting Monday, June 3
Attachments: 2013-14 Autonomous Schools Request for Proposals 051713- FINAL.pdf

☆
25A

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.

Ed

★ 25B

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.

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, Gricelda; 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

★ 26

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:

<ul style="list-style-type: none">• Budget and Finance• Staff and Administration selection• Curriculum and Assessment	<ul style="list-style-type: none">• 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:

<ul style="list-style-type: none">• Budget and Finance• Staff and Administration selection• Curriculum and Assessment	<ul style="list-style-type: none">• Professional Development• Bell Schedule and Calendar• Waive parts of the Contract and (EWA)• 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:

<ul style="list-style-type: none">• Budget and Finance• Staff and Administration selection• Curriculum and Assessment	<ul style="list-style-type: none">• 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.
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http://www.lausd.k12.ca.us/lausd/offices/singleplan/index_files/Page740.html
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Los Angeles Unified School District
Verdugo Hills High School



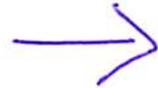
From: Verdugo Hills High School Staff

Date: June 5, 2013

To: *Edward Trimis*
Edward Trimis, Principal

RE: SUMMER MEMO

26A



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 Keltner Glen and music area upgrade and the campus is looking beautiful even with a reduced maintenance staff!

☆ 27

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 for and with our students on a daily basis. Take care of yourselves.

Ed

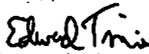


Los Angeles Unified School District
Verdugo Hills High School



From: Verdugo Hills High School Staff

Date: June 5, 2013

To: 
Edward Trimis, Principal

RE: SUMMER MEMO

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Local Autonomy Options Community Meeting

★28

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

29

Reply Reply to all Forward Close Help

You forwarded this message on 8/14/2013 11:02 AM.

Sent: Wed 8/14/2013 11:01 AM

From: Campbell, Holly

Mc Crary, Daren; David, Romuald; Manaka, Lauri; Rennett, Marjorie; Karahalios, Lisa; Revel, Tamiko; Manners, Christopher; Talbott, Anne; Stirpe, Dino; Runnels, Chad; Crawford, Kathleen; 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; 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, Gricelda; 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

Cc:

Subject: Important Dates/Deadlines

Attachments:

[View As Web Page](#)

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

30A★

- | | |
|---|---|
| 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 |

Parent
→
Karla Silva



Verdugo Hills High School
 Parent/Community Opening Calendar
 2013-14

★ 31A

★
 parents
 parents

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

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Follow us on Twitter!
Sign-up for E-mail and Text Message Notifications!



Local Autonomy Options Community Meeting

31B

Agenda
August 15, 2013

- | | |
|---|---|
| 1. Welcome | Dr. Edward Trimis, Principal |
| 2. Brief History | Ms. Holly Campbell, UTLA Chair
Edward Trimis |
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| 8. Discussion/Questions | All |
| 9. Closing | Edward Trimis
Holly Campbell
Susan Turner |

Parents

1. Tom Wescott
2. Ramie Case
3. Bill Martiney
4. Robert Lizeragga
5. Estella Lizeragga

 Reply  Reply to all  Forward   X   Close  Help

From: Turner, Susan
To: Trimis, Edward; Campbell, Holly
Cc:
Subject: Fwd: Letter of Intent Verdugo Hills High School
Attachments:

Sent: Fri 8/30/2013 11:24 AM

★ 32

[View As Web Page](#)

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,

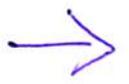
This email confirms the receipt of your Letter of Intent to become an autonomous model. We are looking forward to receiving your proposal on or before October 15, 2013.

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	Chairperson
Holly Campbell	Secretary
Candace Stringer	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**

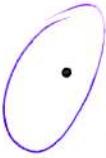
8 districts – no more PI status (waiver from NCLB)
A new tiered system – VHHS in top two levels
Testing this year – CAHSEE – no CST
Next year – Common Core Exam – 11th grade

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

Reply Reply to all Forward X Close Help

★ 34

You replied on 9/11/2013 2:46 PM.

This message was sent with high importance.

From: Trimis, Edward

Sent: Wed 9/11/2013 1:14 PM

To: Campbell, Holly

Cc:

Subject: FW: Revised 2013-2014 Autonomous Schools Request for Proposal Process
Timeline

Attachments:

[View As Web Page](#)

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:

Lisette; Kam, Daniel; Kemple, Charles; Lewis, Elva; Mc Keown Frost, Kevin; Minke, Cheryl; Mojica, Yvonne; Peterson, Aaron; Revel, Tamiko; Talbott, Anne; Trevino Swanson, Christina; Trimis, Edward; Turner, Susan; Van Baal, Marcel; Brittain, Renee; Guinn-Young, Jessica; Montano, Susan; Denne, Jennifer; Gale, Theresa; hlj22258@lausd.net; Metson, Adria; Potter, Corinne; jody@teachtopia.com; Yoo, J. Jennifer; tmangoian@lausd.net; Buenrostro, Gloria; Ferguson, Tansy; maf0374@gmail.com; Rodriguez, Mary; Rodriguez, Narciso; Salazar, Lorena; Ochoa, Margarita; Crowe, Kathy; Rosner, Michael; Kampschroer, Jaque; Williams, Kristen; rjfs88@aol.com; gracy111@yahoo.com
Cc: Epps, Monique; Kinoshita, Elaine
Subject: Revised 2013-2014 Autonomous Schools Request for Proposal Process Timeline
Importance: High

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), 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 22nd 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.

Activity	Due Dates – ESBMM Schools	Due Dates – LIS Schools	Due Dates – Pilot Schools
Letters of Intent Due (due by 5:00PM)	September 24, 2013	September 24, 2013	September 24, 2013
Final day to distribute proposal in preparation for the final vote (LIS Schools only)		October 8, 2013	
Proposals Due to the Local Options Oversight Committee by 12:00PM (noon)	October 22, 2013	October 22, 2013	October 22, 2013

Committee Reviews Proposals Individually	October 23, 2013 – November 6, 2013	October 23, 2013 – November 6, 2013
Reading Teams Convene to Discuss Proposals	November 7, 2013 – November 13, 2013	November 7, 2013 – November 13, 2013
Committee Meets to Discuss Proposals	November 14-15, 2013	November 14-15, 2013
Optional School Visits and Capacity Interviews	November 18-22, 2013; December 2-6, 2013	November 18-22, 2013; December 2-6, 2013
Re-write Period	December 9, 2013 – January 17, 2014	December 9, 2013 – January 17, 2014
Draft Board Report		December 11-13, 2013
Circulate Board Report for Signatures		December 16-19, 2013
Board Materials Due	December 20, 2013	December 20, 2013
Superintendent Releases Decisions		
Board Meeting	January 14, 2014	January 14, 2014 January 14, 2014
Committee Meets to Discuss Re-written Proposals		January 15-31, 2014
Draft Board Report		February 3-7, 2014
Circulate Board Report for Signatures		February 10-14, 2014
Board Materials Due		February 14, 2014

Board Meeting

March 4, 2014

March 4, 2014

March 4, 2014



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; Spoor, Lisa; Whitt, Deborah; zeeksters5@msn.com; Galarze, Raymond; Alexander, Karyn; Curry, Debra; Freeman, La Donna; cmomh@yahoo.com; ctrip1025@gmail.com; sbswingskirt@gmail.com; debra@n-tonic.com; oonahanson@gmail.com; Martinez, Joseph; Matthews, Hope; maryodson@gmail.com; Sanchez, Mary; albysandy@yahoo.com; findasilvas@gmail.com; julie.k.stein@gmail.com; tonkins@roadrunner.com; Davis, Amy; Polk, Kim; bjp2696@lausd.com; Hirsch, Debra; Garcia Huth, Joni; Spero, Marti; Adams, Amy; skh92652@lasud.net; Kovnat, Corinne; Maxey, Eric; drhym1@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; Ritenour, Tim; Christine, 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, Iffat; 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; monroeutla@aol.com; Rosas, Christopher; Mills, Mary; Leary, Riley; Mackendrick, 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; vxv0552@lausd.net; Saunders, Amira; amira2011@gmail.com; Song, Henry; Vanderbok, Judith; Wilken, Charles; Zekofsky, Evan; Bleser, Brian; Davis, Sharon; Gruen, Tina; Kroskity, Jaclynne; Lloyd, Midsanon; Valerio, Richard; ehm0819@lausd.net; Barcenas, Arturo; Bowman, Cordell; Campbell, Holly; Cheby, Lisa; Duran,

Reply Reply to all Forward Close Help

You forwarded this message on 10/4/2013 2:58 PM.

From: Campbell, Holly
To: Carlos A. Santoyo
Cc: Trimis, Edward
Subject: Autonomy Proposal Presentation to Classified Staff
Attachments:

Sent: Fri 10/4/2013 2:57 PM

☆ 35

[View As Web Page](#)

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. Mendelsohn to send you a copy of the proposal via email before the meeting.

Thank you.

Holly Campbell
UTLA Chapter Chair Verdugo Hills HS

A36

Reply Reply to all Forward X Close Help

You forwarded this message on 10/7/2013 11:03 AM.

From: Campbell, Holly
To: juliecuddihy@ca.rr.com
Cc: Trimis, Edward
Subject: Parent Autonomy Meeting Tuesday, October 8, 2PM
Attachments:

Sent: Mon 10/7/2013 11:02 AM

[View As Web Page](#)

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
UTLA Chapter Chair
Verdugo Hills High School

10/8/13

* 36A
Parent Sign In

- 1- Lourdes DURON
- 2 Julie Cullinhy
- 3 GINGER DUNN
- 4 Rhoda J
5. Evelyn J Jamz

10/15/13

★ 37

Parent Sign-in

Rhonda Gregoire

Evelyn J. Tamez

Sandra Solis

Julie Cuddihy
Loudes Dvorak

~~Rhonda Gregoire~~

Evelyn J. Tamez

Sandra Solis

Julie Cuddihy
Loudes Dvorak

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 ||

10/18/13

Counted by
Holly Campbell
Daren McCrory

**EXPANDED SCHOOL-BASED MANAGEMENT MODEL PROPOSAL
VERDUGO HILLS HIGH SCHOOL**

ADDENDUM TO APPLICATION SUBMITTED OCTOBER 2013

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 limited autonomies 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.
- Identify 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.