

**2012-
2013**

LOS ANGELES UNIFIED
SCHOOL DISTRICT

LOCAL INITIATIVE SCHOOLS REQUEST FOR PROPOSAL

ARLETA HIGH SCHOOL

LOCAL INITIATIVE SCHOOL PLAN

A. MISSION STATEMENT

Arleta High School was designed with this mission in mind: to challenge every student to attain academic and personal success through a rigorous and relevant curriculum that is supported by positive relationships. The four R's of rigor, relevance, relationships, and reflection are the guiding principles at Arleta High School. As a result, Arleta High School is a reform-minded, teaching and learning community that is characterized by respect, collaboration, mutual accountability, and professionalism, and is dedicated to continual improvement of student achievement.

B. VISION STATEMENT (1-2 pages, includes Section A)

Arleta High School (AHS), home of the Mustangs, is located in the community of Arleta, Los Angeles, California. AHS is a newly constructed school which opened in October 2006. The school was built as a part of the Los Angeles Unified School District (LAUSD) building program to relieve school overcrowding. In particular, Arleta High School was sited and built to relieve James Monroe, Francis Polytechnic, and San Fernando Senior High Schools, all of which were overcrowded Title I schools on Multi-track year-round calendars.

Arleta High School houses three small learning communities (SLCs): Science, Math and Related Technologies (SMART), Social Justice (SJ), and Visual and Performing Arts (VAPA). Arleta High School opened in October 2006 to 9th and 10th grade students and received initial accreditation from the Western Association of Schools and Colleges (WASC.) Over the following two years the instructional program and student body grew including new 9th grade classes becoming a comprehensive high school serving students in grades 9 through 12. In June 2009, the inaugural graduating class received diplomas on the Mustang Field. In 2011 Arleta High School was granted a six-year accreditation from WASC.

Arleta High School was designed with this vision in mind: to challenge every student to attain academic and personal success through a rigorous and relevant curriculum that is supported by positive relationships. The school's vision, design, curriculum and programs were collaboratively developed. Stakeholder decision making, guided by educational research, resulted in the following reforms: physical design for personalization, small learning communities, an innovative bell schedule, four-by-four block schedule, the Advisory program and professional dress.

Prior to the school's opening, a series of collaborative professional development activities including faculty, staff, students and parents, stakeholders were held to identify the school's expected school-wide learning results, ESLRs. The following learning results are revisited and refined annually.

Arleta High School students will become:

Community contributors who:

- Donate their time and individual talents to improve the quality of life within their community.

- Demonstrate an awareness that fosters acceptance of individual and cultural differences.
- Understand how local and global issues impact their community.

Critical thinkers who:

- Identify and solve problems effectively.
- Read with comprehension, discerning relevance and reliability of information.
- Interpret, evaluate, and reflect on learning.

Effective communicators who:

- Write skillfully with meaning and clarity.
- Speak with confidence to an audience.
- Present organized information using technology.

Self-directed learners who:

- Set and accomplish personal, academic, and social goals.
- Exercise honest self-evaluation.
- Demonstrate motivation and discipline.

Each Small Learning Community (SLC) has further identified a success indicator that is relevant to the focus of the SLC for each ESLR.

The school's vision and identified learning results are actualized by the school community. Arleta High School's vision is made real by a quality instructional program and genuine positive relationships among stakeholders. The vision continually guides the multi-faceted work of stakeholders in the AHS teaching and learning community. The Expected Learning Results are revisited and confirmed annually during professional development. Actualizing the vision and ESLRs guides the collaboration at community meetings, in professional collaboration, and in classrooms. Students regularly reflect on their own learning in the context of the ESLRs and maintain a portfolio that documents their development in the areas of effective communication, critical thinking, community contribution, and self-directed learning. The portfolio is an integral part of the learning experience at AHS and successful completion of the portfolio process is required to participate in graduation ceremonies. Students believe that the process of reflecting upon their work and developing, presenting and defending their portfolio helps prepare them for the world of work and higher learning.

Stakeholders' dedication to this mission has demonstrated continual growth in student achievement and has earned the school a reputation as a safe, clean and respectful community of teaching and learning.

C. SCHOOL DATA PROFILE/ANALYSIS (2-3 pages)***1. Where is the school now? What do the data / information collected and analyzed tell you about the school?***

Arleta High School is a community characterized by trust, pride, professionalism and a shared vision of student achievement. Faced with the reality of need, innovation, collaboration and dedicated effort have resulted in continuous improvement in student learning outcomes. However, the gap between student achievement outcomes and our goal of proficiency for all, while decreasing, continues to be unacceptable. The school community continues to face the need for improvement in student achievement.

The challenges are many. The larger community that the school serves suffers from high rates of crime and poverty. The families we serve face many difficulties as well. In these troubled economic times, they struggle to make ends meet. Many were not born in the United States, many did not finish high school; few finished college. Class size, counseling and administrative norms have been increased. In addition to these challenges, the students continue to face their own unique academic challenges. Most of Arleta's students are English learners and are not proficient in core subjects.

Bearing the weight of these realities, many would give up. However, the data paint a picture of realistic optimism at Arleta High School. Stakeholders agree that the school offers a clean, well-equipped, and orderly place of learning. Data is used to identify needs and direct resources. The professional diverse staff collaborates to support student success. Students are actively engaged in the learning community inside and beyond the classroom through activities and athletics. They strive to be community contributors. Students are improving in their ability to be effective communicators and critical thinkers. Their achievement scores on CST and CAHSEE are improving. Students are directing their own learning by setting goals for CST, CAHSEE, graduation and college. They are increasingly finding success as scores rise and enrollment in college and university increases.

Arleta High School is committed to ongoing school improvement. As a school community, AHS has focused its professional development and school resources on identified student needs. Research-driven staff development efforts and teacher and student effort have resulted in significant improvements in student performance. The school continues to use student performance data to direct research-driven, campus-wide efforts to improve student learning.

The areas of critical need that the school has identified through the review of the data are:

1. Increase student achievement for all students as measured by CAHSEE, CST and course marks.
2. Specifically, improve student achievement for English learners as measured by CAHSEE, CST and course marks.
3. Increase education, communication and collaboration with parents and community members to increase student achievement.

In June 2011 Arleta was granted a six-year term of accreditation by WASC.

Our many data-driven, research-based reforms and programs have yielded positive results. Areas of strength identified by the WASC Accreditation Team:

1. The collaborative professional culture and strong professional development program support student success.
2. The school provides a strong A-G curricular program for all students.
3. Data-based interventions are developed based on student need.
4. There are high expectations for all students.
5. A broad range of support is coordinated for student success.
6. The school's Advisory program and portfolio process are an integral part of the curricular program.

Areas of strength as measured on the Performance Meter:

1. Four-Year Cohort Graduation Rate: The graduation rate for 2011-2012 was 82%. The graduation rate has grown from 54% in 2008-09.
2. First Time CAHSEE Pass Rate: The first time CAHSEE pass rate for 2011-2012 was 74%. This pass rate is an increase of 8% points over the 2010-2011 rate.
3. English Language Arts Proficiency and Advanced: The English Language Arts Proficiency and Advanced rate has grown from 24% in 2007-2008 to 37% in 2011-2012.
4. English Language Arts Below Basic and Far Below Basic: The percentage of students who scored Far Below Basic and Below Basic declined from 36% in 2009-2010 to 25% in 2011-2012.
5. Percentage of Students with 96% or Higher Attendance: The percentage of students who have 96% or better attendance has improved from 48% in 2007-08 to 59% in 2011-12.

Areas of strength as measured by API:

1. API Growth: The school's API has grown from 578 in 2006-07 to 688 in 2011-12. The school has grown 110 points in 6 years.
2. API Subgroup Growth: All subgroups for the school have met API growth targets for four of the five reporting years.
2. ***Based on your analysis and current available resources, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?***

The stakeholders at Arleta High School share the goal of 100% graduation rate, proficiency for all, 100% attendance, parent and community engagement; and school safety. While Arleta High School has demonstrated growth in most areas measured by the Performance Meter, continued improvement is needed to actualize success for all students.

Overall, increasing levels of proficiency in all content areas is identified as the greatest need area by the Single Plan for Student Achievement and the WASC Focus on Learning Self-Study process.

In particular, achievement in mathematics is identified as the highest priority. While there has been a slight increase in the percentage of students scoring proficient and advanced (3% in 2007-08 to 8% in 2011-12) and a slight decrease in the percentage of students scoring far below basic and below basic (74% in 2009-10 to 72% in 2011-12), student achievement is not at acceptable levels. In response to the above data, the school has implemented the “no D” policy, immediate remediation, and preparatory courses listed above.

D. RATIONALE FOR CHOOSING THE LOCAL INITIATIVE SCHOOL MODEL (1-2 pages)

Arleta High School is a reform-minded teaching and learning community that is characterized by respect, collaboration, mutual accountability, and professionalism, and is dedicated to continual improvement of student achievement. The school was designed with reform in mind: small learning communities, a personalized learning environment, a four-by-four block schedule, weekly professional development, and the Advisory program have supported student achievement.

In the spirit of reflection and innovation, the Arleta High School community continued to pursue options to improve student achievement. In 2009 the school began piloting a pure per-pupil funding model which allowed the school to dedicate additional resources targeting student needs. In 2010 the school was granted additional autonomies by Superintendent Cortines (identified and explained in section E.)

Hoping to explore all options for improving student achievement models, in the 2011-12 school year stakeholders began an exploration of reform models including Pilot and Charter. The Local Initiative School Model was introduced by Superintendent Deasy at a Principals’ meeting in the spring of 2012 and at that time the school added LIS to the list of possible options for Arleta High School.

During the 2012-13 school year the exploration of reform models continued. After comparing all available options, the school’s stakeholders decided to pursue LIS for the following reasons:

- Continue pure per pupil funding (See attachment confirming that we can remain on pure per pupil funding model as a LIS school.)
- Validate all current reforms including those in place when the school opened
- Validate autonomies granted by Superintendent Cortines
- Implement the “Mutual Consent” staffing waiver as identified by LIS

Stakeholders believe that adoption of the LIS model is the best way to continue student achievement gains and the best hope of improving proficiency for all students. The petition to become an LIS school was signed by 100% of the UTLA represented employees.

E. LOCAL INITIATIVE SCHOOL WAIVER & RATIONALE (1-12pages)

Please indicate which waivers you are seeking through your Local Initiative Schools proposal. Build on the priority areas identified above as central to transforming your school. As you are writing this section, please indicate if implementation of the waiver is cost-neutral and if not, identify funding needed for successful implementation.

- i. ***Readoption in the Local Initiative School program of any current special conditions/waivers that are already applicable to the school such as School Based Management (SBM).***

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

☐ ***No, we are not selecting this waiver***

If you have selected no, please proceed to number 2. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

The areas of concern in Section C that this waiver will help our school to improve are the ability to maintain our current autonomies, funding models, schedule, curricula and intervention strategies in order to support high levels of student achievement. Through the Local Initiative School Waiver, Arleta High School wishes to formalize all reforms that were implemented from inception and the additional autonomies that were granted to the school by Superintendent Cortines in 2010. These autonomies are described briefly below and are explained more fully in the appropriate LIS waiver section.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The implementation of this waiver will not affect the day-to-day operations of the school. Implementation will formalize the agreement between the school and the district to maintain current reforms and streamline the adoption of future reform efforts (i.e. intervention programs). All of these systems are currently in place. No change to the contract language is necessary. The implementation of the waiver will be cost-neutral, as it merely retains autonomies and funding models which are currently in place.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from programs that put students first, with an emphasis on pedagogy, intervention, remediation and scheduling to ensure that our students achieve grade level proficiency and graduate college-prepared and career-ready.

Autonomies that are currently in place are:

- School Calendar
 - Affirmed Arleta High School Reforms
 - Arleta High School operates on a 4 by 4 block schedule
 - The school banks additional minutes each day in order to hold professional develop activities weekly rather than only on the 14 District-identified Tuesday afternoons
- Staffing
 - Affirmed Arleta High School Reforms
 - Arleta opened as a new school that implemented many innovative teaching and learning practices. The faculty, who voluntarily applied to the school, are committed to the school's vision and practices
 - The administration currently seeks the most qualified candidates who embrace the school's vision and practices for all job classifications
- Budget
 - Affirmed Arleta High School Reforms
 - Arleta High School participated in the pilot of Pure Per-Pupil funding in 2009-2010. This, combined with categorical funding, allowed for the continuation of services including teachers, counselors and clerical
 - Granted Enhancements for Improved Achievement
 - The ability to purchase identified discretionary District services, or not, and include them in the school's lump sum per-pupil budget (e.g. gardening services, maintenance services)
 - The ability to approve and purchase items or services from other suppliers or distributors based on identified student need (e.g. College Summit, technology)
- Curriculum and Assessment
 - Affirmed Arleta High School Reforms
 - School site intervention classes including year-long English and year-long math
 - Teacher-developed curricular maps
 - Advisory program with specific grade-level curriculum designed to improve student achievement and college readiness
 - Graduation Portfolio requirement
 - Year-long ESL (Beginning and Intermediate), based on student need
 - Partnered with Keep Youth Doing Something (KYDS) offering intervention and enrichment programs
 - Partnered with Pacoima Skills Center offering on-site credit recovery through the II Lab
 - Due to identified areas of misalignment between Periodic Assessments, Concept Lessons, CSTs, and student growth, the school adjusts the Periodic Assessment schedule to best support student learning and uses department benchmark assessments in lieu of LAUSD Periodic Assessments.
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- Granted Enhancements for Improved Achievement
 - Ability to determine graduation requirements if adjustments would benefit the instructional program. (Examination of Life Skills, Computer Competence, ICS, service learning, etc.)
 - Ability to determine intervention models based on student need
 - Ability to require students to attend intervention during intersession
 - Ability to create and offer a “Transition Program” for incoming 9th grade students
- Professional Development
 - Affirmed Arleta High School Reforms
 - Developed and implemented a weekly professional development program that rotates among content, Small Learning Community, School-wide and Advisory needs
 - Core content institutes developed curricular maps for the 4 by 4 model
 - Developed curriculum for the Advisory program
 - Successfully implemented an annual faculty retreat model to promote teaching and learning in service of the Arleta High School mission.
 - Granted Enhancements for Improved Achievement
 - Freedom to continue an autonomous professional development program
 - The ability to develop or procure professional development services to support the instructional program based on student need
- Governance
 - Affirmed Arleta High School Reforms
 - The governance structure of the School Site Council has successfully represented all stakeholder groups and has served to approve school budgets and school policies
 - Small Learning Communities meet regularly to review school policies and provide feedback to the administration and the School Site Council
 - Current School Site Council structure historically has include student representatives serving as council president
 - Granted Enhancements for Improved Achievement
 - Continued governance of School Site Council to review budget and school policies

1. Methods to improve pedagogy and student achievement

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 3. If you have selected yes, please address the following prompts:

- i. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The implementation of this waiver will formalize current pedagogical methods and interventions to improve teaching and learning at Arleta High School. Current programs in place include:

- Common Classroom Strategies:
 - High quality student engagement is the goal for the teaching staff. Professional development has been devoted to teacher practice using Doug Lemov's, *Teach Like a Champion* and *Classroom Instruction that Works* by Robert Marzano, Debra Pickering and Jane Pollock.
 - Instructional strategies to support English Learners are a focus of the school's professional development. Thinking Maps and the vocabulary instruction strategies of Kate Kinsella have been supported by professional development.
 - Best practices are identified and shared during professional development. Peer observation is used to enhance professional development.
- Tiered Strategies for Increased Student Achievement:
 - CST support:
 - Student education and empowerment: CST scores are reviewed in Advisory class with each student. Students identify goals and an action plan for themselves. Students are awarded for Advanced or Proficient or for improving a performance band on the CST.
 - Teachers in all core content groups include CST release questions and CST style questions in class as warm-ups, review and discussion questions.
 - Targeted re-teaching of questions that are "most missed" on class and periodic assessments.
 - A school-wide review is conducted through Advisory for the four weeks prior to the CST administration. Content teachers lead student groups through a week-long review in Advisory class.
 - The History/Social Science department developed a grade-level assembly (a. k. a. the History Fandango) to review content standards in a presentation and game show format.
 - CAHSEE support:
 - Student education and empowerment: projected CAHSEE scores are reviewed in Advisory class with each student. Students identify goals and an action plan for themselves. Students awards are given for Advanced or Proficient scores and for Advisory classes with the highest pass rates in each SLC.
 - Teachers in Math and English classes use CAHSEE style questions in class as warm-ups, review and discussion questions.
 - Targeted re-teaching of questions that are "most missed" on class and periodic assessments.
 - All 10th grade students will take a CAHSEE preparation class for mathematics during Mester 3.
 - A school-wide review is conducted through Advisory for the four weeks prior to the CAHSEE administration.
 - 11th and 12th Grade students who have not yet passed CAHSEE are scheduled into CAHSEE preparation classes.

- Mustang Academy is offered on Saturdays prior to the March administration of the CAHSEE for targeted students.

ii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from programs that put students first, with an emphasis on pedagogy, intervention and remediation to ensure that our students achieve grade level proficiency. Staff will continue to refine their teaching practices through professional development and collaboration designed specifically, through the analysis of student performance data, to increase the level of student achievement.

2. Locally determined curriculum, instructional standards, objectives, and special emphasis supplanting District standards (subject to State and District minimum curriculum standards)

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 4. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

The areas of concern in Section C that this waiver will help our school to improve are the ability to maintain our current curricular and grading reforms. We believe that the ability to maintain these reforms will enable Arleta High School to continue on our steady path of improving student achievement outcomes.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

This waiver will not require a change in contract language or policy. All courses will continue to be based on California State Standards and will eventually transition to the Common Core Standards. The implementation of this waiver will formalize current curricular and grading reforms that are already in place at our school. Current reforms include:

- Course Offering Reforms:
 - Mathematics
 - Using the four-by-four block schedule, course offering were expanded to include preparation courses (Pre-Algebra 1, Pre-Geometry and Pre-Algebra 2.) These courses were specifically identified to build the skills required for success in core courses.
 - These courses were successfully offered Mester 1.
 - All 10th grade students will take an elective mathematics CAHSEE preparation class during Mester 3.

- English Language Arts
 - English electives were developed and implemented to support year-long English Language Arts instruction in 9th and 10th grade.
- Science
 - Inter-coordinated Science (ICS) is no longer being offered.
 - 9th grade students take Biology
 - 10th grade students take Advanced Biology
 - Physical Geology is now being offered to 11th grade students who need additional support for Chemistry in 12th grade. Chemistry is offered to 11th grade students who have the prerequisite mathematics skills for success.
 - AP Biology is now being offered. AP Chemistry will be offered next year.
- History/Social Science
 - Life Skills is offered in 9th grade and the course of study supports History/Social Science skills.
- Programming/Remediation Reforms:
 - Mathematics
 - Programming procedures were changed so that if a student does not earn a passing grade in a math class at the end of the mester, they repeat the course immediately the next mester.
 - This immediate remediation ensures that students are more closely monitored for success and are programmed appropriately.
 - Remediation opportunities
 - Opportunities to recover classes during the school day have been created for Mathematics, English Language Arts classes, and Science classes.
 - Opportunities to recover English Language Arts, Health, and History/Social Science classes have been developed through the Independent Instruction Lab (IILab) which meets before and after school on campus.
 - These measures ensure access to classes given the environment of diminishing resources and improve A-G completion rates.
- Curricular Reforms:
 - Teacher teams studied periodic assessment, CST and class assessments and identified challenge areas. Common curricular maps were developed for the core courses. These curricular maps are continually refined based on student data.
 - Curriculum for the preparation courses was developed by teacher teams with the support of the Instructional Coaches. The curriculum was specifically designed to target necessary skills and standard sets identified by student achievement data.

iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from curricular and grading reforms which emphasize student achievement and mastery of the standards.

3. Assessment

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 5. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

Due to our four-by-four block schedule, teachers in each of the four core content areas have been forced to alter the District's Periodic Assessment schedule to meet the needs of students. The ability to administer the assessments on our own schedule is key to being able to accurately assess student mastery of the content.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

This waiver will not require a change in contract language or policy. All state-required assessments (CST, CAHSEE) will continue to be administered as required. District Periodic Assessments will continue to be administered for the time being. Teacher teams are developing common formative assessments to supplement the Periodic Assessments. Current reforms already in place include:

- Grading Policy Reforms:
 - Mathematics
 - The elimination of “D” as a grade.
 - Implementation of a common grading scale. 68% is necessary to earn a “C.”
 - These policies have been fully implemented.
 - Common finals were developed and are being implemented.
 - English Language Arts, Science, and History
 - Common assessments and/or department formative assessments are in development
- Assessment Reforms:
 - In each of the Core Content departments, teachers have adjusted the Periodic Assessment schedule to meet the instructional needs of students and to coordinate with the school’s four-by-four block schedule.
 - Teacher teams are developing common and formative assessments to enhance, supplement or in some cases replace the LAUSD period assessments.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from assessment reforms which promote testing at the appropriate time within the curricular maps. Additionally, the elimination of the

"D" grade for Mathematics and a common grading scale formalizes the expectation that all students can achieve mastery of the subject matter.

4. Local Schedule and Strategies

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 6. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

Continuation of our four-by-four block schedule is key to maintaining the opportunities for year-long classes in Mathematics and English/Language arts, remediation, intervention and credit recovery within the school day. This schedule increases the successful completion of A-G courses. This schedule also allows us to bank additional instructional minutes each day in order to hold weekly professional development on Tuesday mornings rather than only on the 14 District-identified Tuesday afternoons.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

This waiver will not require a change in contract language or policy. The four-by-four block schedule has been in place since the school's inception.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from a schedule that has been thoughtfully designed and implemented to maximize intervention opportunities and optimize student learning. Staff will continue to benefit from weekly opportunities for professional development and collaboration.

5. Internal Organization Plan

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 7. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

The current organizational structure of the school has been directly responsible for implementing the reforms that have enabled Arleta High School to improve student achievement steadily since the school was founded. The current governance model of the School Site Council serves the school well.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The intent of this waiver is to maintain the current organizational plan of the school. No amendments to the contract language or policy will be required.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

By maintaining consistency in the school structure, students, staff and parents will continue to benefit from a school that is safe, orderly, clean and dedicated to promoting student learning.

6. Professional Development

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 8. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

All professional development at Arleta High School is developed, delivered, and reflected upon with the express intent of using our resources to improve student achievement. Current professional development practices include:

- Common Classroom Strategies:
 - High quality student engagement is the goal for the teaching staff. Professional development has been devoted to teacher practice using Doug Lemov's, *Teach Like a Champion* and *Classroom Instruction that Works* by Robert Marzano, Debra Pickering and Jane Pollock
 - Instructional strategies to support English learners are a major focus of the school's professional development. Thinking Maps and vocabulary instruction strategies of Kate Kinsella have been supported by professional development
 - Best practices are identified and shared during professional development. Peer observation is used to enhance professional development
- Current Professional Development Activities
 - Developed and implemented a weekly professional development program that rotates between content, Small Learning Community, School-wide and Advisory needs.
 - Successfully implemented content institutes for the core content in which curricular maps have been developed for the 4 by 4 model.

- Successfully implemented Advisory institutes in which the curriculum for the Advisory program has been developed, implemented, evaluated and refined.
 - Successfully implemented an annual faculty retreat model that provides team-building and professional development activities to promote teaching and learning in service of the Arleta High School mission: “to enable students to reach their personal and academic goals through a rigorous and relevant curriculum that is supported by positive relationships.”
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

The intent of this waiver is to maintain the current organizational plan of the school. No amendments to the contract language or policy will be required. The implementation will be cost-neutral.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from teaching and learning practices that are data-driven and research-based to optimize student learning. Staff will continue to benefit from weekly opportunities for professional development and collaboration. Because professional development is implemented not only for best teaching practices, but also for Advisory and Small Learning Communities, the opportunity for teachers to collaborate about what will work best for students across a wide spectrum is created.

7. Budget

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 9. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

Improved student achievement is always the goal at Arleta High School. Through our ability to creatively utilize resources under the Pure Per-pupil funding model, we have been able to retain valued certificated and classified staff to meet the educational needs of all students. Due to the resources generated by our high attendance rate for both students and staff, we have been able to continue to provide quality educational experiences for our students.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contact language or policy you are waiving.

Arleta High School currently operates under the Pure Per-pupil funding model. No alternative contract language will be required. Implementation of the waiver will be cost-neutral.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from the flexibilities and additional resources afforded the school by Pure Per-pupil funding combined with categorical funding.

8. A Requirement for “mutual consent”

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 10. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

Because Arleta High School opened as a new school that implemented many innovative teaching and learning practices, the faculty, who voluntarily applied to the school, was committed to the school’s vision and practices from the inception. The gains in student achievement were possible only because of the commitment of the unified school staff. The Administration currently seeks the most qualified candidates who embrace the school’s vision and practices for all job classifications. This will continue to foster a collaborative environment that will lead to improved student achievement.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

Arleta High school seeks to implement the Mutual Consent provision. This waiver, while cost-neutral, will require changes to the language of the contract and a Memorandum of Understanding. No teachers who are currently employed at Arleta High School will be affected by the provisions of this waiver. “Mutual Consent” shall apply to new hires only.

When certificated openings for teachers, assistant principals or principal occur, Arleta High School will convene a Personnel Team designated to participate in the selection of full-time certificated staff for the school. It shall consist of:

1. Four teachers (two elected for that purpose, plus the Chapter Chair and a representative from the appropriate department for the opening being filled);
2. The Principal or designated administrator;
3. A classified employee selected by the school’s classified staff;
4. Two parents selected by the parents on the School Site Council; and
5. The student body president.

Decisions of the Personnel Team, to become final, are subject to the independent concurrence of the Principal. The Personnel Team (but with administration represented by an administrator other than the Principal) shall also participate in the selection of the school's Principal, subject to the independent concurrence/consent of the Superintendent or designee.

iii. How will it affect students? How will it affect staff? How will it affect parents?

Current staff will not be affected by "mutual consent" except to the extent that they participate on the Personnel Team. Students and parents will continue to benefit from instruction from highly-qualified, dedicated teachers who are committed to the mission and vision of Arleta High School. It should be noted that 100% of UTLA-represented staff voted to pursue the LIS model for Arleta High School.

9. Process for determining teacher assignments

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 11. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

Teacher assignments are always made based upon student need. Since improving student achievement, especially for English learners, is our priority, teachers are assigned based on their qualifications to meet the needs of students. The master schedule is developed with student need, not adult convenience, as the priority. Teachers complete a preference form annually with the knowledge that their preferences will be met only if they coincide with the needs of the student body at that time. Class assignments are made based on student need with consideration to teacher preference. Out of classroom assignments are determined based on student need and teacher preference. Teacher preference is honored whenever possible.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

As this waiver meets the criteria set forward for staffing in the current contract, no alternative language will be required. Implementation will be cost neutral.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

This waiver will continue current practice. There will be no net impact on students, staff or parents.

10. Process for assigning teachers to grade levels, subjects, classes, etc.

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 12. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

Teacher assignments are always made based upon student need. Since improving student achievement, especially for English learners, is our priority, teachers are assigned based on their qualifications to meet the needs of students. The master schedule is developed with student need, not adult convenience, as the priority. Teachers complete a preference form annually with the knowledge that their preferences will be met only if they coincide with the needs of the student body at that time. Class assignments are made based on student need with consideration to teacher preference. Out of classroom assignments are determined based on student need and teacher preference. Teacher preference is honored whenever possible.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

As this waiver meets the criteria set forward for staffing in the current contract, no alternative language will be required. Implementation will be cost neutral.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

This waiver will continue current practice. There will be no net impact on students, staff or parents.

11. School student discipline guidelines and code of conduct

- ☒ **Yes, we are selecting this waiver**
☐ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 13. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

It is our firm belief that no real student achievement can occur unless students are in a safe, clean environment that encourages student learning and accountability. Most discipline issues are prevented or addressed in the classroom. Effective discipline at Arleta High School takes place in the following ways:

- Published progressive discipline policy with steps and consequences
 - Two deans and a referral room for in-school suspension and discipline
 - Effective campus supervision before, during and after school
 - School Resource Officer on campus
 - In an attempt to help prepare Arleta High School students for the culture of career and the world of work, the school instituted the expectation of professional dress days. During Advisory students learn about appropriate dress standards for a business environment. Students are expected to dress professionally each Tuesday. Professional dress is encouraged through staff modeling and incentives
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

Implementation of this waiver will entail continuing current practices. Implementation will be cost-neutral.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from a safe, clean campus that encourages student achievement in an atmosphere of accountability and high expectations.

12. School health and safety matters

- ☐ **Yes, we are selecting this waiver**
☒ **No, we are not selecting this waiver**

If you have selected no, please proceed to number 14. If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?
- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.
- iii. How will it affect students? How will it affect staff? How will it affect parents?

14. Additional waivers

- ☒ Yes, we are selecting this waiver

In order to maintain a continuous and effective instructional environment and to perpetuate the exemplary culture of teaching and learning at Arleta High School, the school seeks an additional waiver. This additional waiver allows Arleta High School to determine, based on available space, the number of open enrollment seats available and to require that any colocation decisions be made with the concurrence of the school site governance. We would like the autonomy to determine our own open enrollment numbers in order to better serve the students of Arleta

and surrounding areas and to maintain a continuous culture of student success. If space becomes available at Arleta High School, co-location space may then be offered to local Charter schools as determined by law with the concurrence of the school site governance.

If you have selected yes, please address the following prompts:

- i. What areas of concern identified in Section C do you believe this waiver will help your school impact?

The areas of concern in Section C that this waiver will help our school to improve are the ability to maintain our current curricular and grading reforms. Additionally, students, staff and parents will continue to benefit from programs that put students first, with an emphasis on pedagogy, intervention and remediation to ensure that our students achieve grade level proficiency. We believe that the ability to maintain these reforms and offer them to more incoming students will enable Arleta High School to continue on our steady path of improving student achievement outcomes in our area.

- ii. Describe how you will implement this waiver and the alternative language you will substitute for the contract language or policy you are waiving.

Implementation of this waiver will entail continuing current practices. Implementation will be cost-neutral as additional students will generate additional funding to pay for the increased number of faculty and staff needed.

- iii. How will it affect students? How will it affect staff? How will it affect parents?

Students, staff and parents will continue to benefit from teaching and learning practices that are data-driven and research-based to optimize student learning. The inclusion of additional students from our area into the Arleta "Mustang" family will strengthen the school's ties to the community and provide opportunities for those students to fully engage in the academic, athletic, and artistic opportunities available on our campus.

G. FAMILY AND COMMUNITY ENGAGEMENT

AHS is a collaborative environment where parents are partners in their child's education. According to the School Experience Survey for Parents, parents agreed or strongly agreed that Arleta HS teachers and staff members respect them and make them feel welcome on campus. Additionally, they are confident that if their child has a problem, it will be handled quickly and professionally. The neighboring community including the Arleta Neighborhood Council and the "Looky Loos" have been partners since the planning of the school. The supportive community relationship was recognized by the WASC visiting committee as a strength for Arleta High School's success.

School staff and leadership provide opportunities for parents and community members to become involved in the teaching and learning process at Arleta High School. Teachers, parents, and students meet four times per year for students to lead conferences regarding their teaching and learning. Student-led conferencing is the norm for Back to School Night, Open House, and two PHBAO (Predominantly Hispanic, Black, and Other Minority) conference mornings. Data suggests that participation in these events has increased steadily each year from 2006 to the present.

The School Site Council provides site-based management meetings with parents, teachers, administrators, and students in order to collaborate on decisions affecting the school, including budgeting and discipline and ELAC (English Learners Advisory Committee) meets monthly to discuss the progress of the school's English Learners. All student information is easily accessible by administrators, counselors, and office staff through ISIS.

According to the School Experience Surveys for Parents, most agreed or strongly agreed that they feel welcome at the school and that there are opportunities for involvement in the teaching and learning process. Various informational meetings and educational opportunities are offered to parents. Most of the parents also agreed or strongly agreed that the school informs them about academic services available and about the training and workshops they can use to help their child. Classes for parents include: the Parent Institute, Parenting, and Computer Studies. Workshops for parents include the College-Going Culture Institute and the AHS Website (Student-led workshop). Parent meetings include: Orientation, the Senior Class Parent Meeting and Attendance Intervention. Over half of the Arleta students speak Spanish in their homes so AHS provides bilingual communication for Spanish speaking parents in many forms including the Blackboard Connect phone message system that communicates school information in English and Spanish. All school announcements, permission slips, and notices are also printed in English and Spanish and many teachers, as well as aides, are English-Spanish bilingual and are able to communicate directly with parents, or facilitate communication for colleagues.

H. SCHOOL PLANNING TEAM (2-3 pages)

1. Who are the members of your planning team?

Arleta High School is a reform-minded, teaching and learning community that is characterized by respect, collaboration, mutual accountability, and professionalism, and is dedicated to continual improvement of student achievement. In the spirit of reflection and innovation, the Arleta High School community continually pursues options to improve student achievement. The process of exploring these options is a natural extension of existing campus work groups: content groups, SLC groups, leadership groups, governance councils. In the 2011-2012 school year a group of volunteers from the school community including teachers, counselors, coaches

and administrators formed a committee to explore reform options. Open committee meetings were announced and minutes were distributed to the school community.

During the 2012-13 school year the exploration of reform models continued. This exploration included attending trainings offered by the Local Options and Oversight Committee. Information about reform options was shared at leadership and professional development meetings. Additional committee meetings for autonomies were announced and open to all interested volunteers. As a result, committee membership was fluid. Meeting minutes were distributed to the school community. Meetings were facilitated by Dr. Pamela Good, UTLA Chapter Chair and Sandra Gephart, Assistant Principal.

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

- Continue pure per pupil funding (See attachment confirming that we can remain on pure per pupil funding model as a LIS school.)
- Validate all current reforms including those in place when the school opened
- Validate autonomies granted by Superintendent Cortines
- Implement the "Mutual Consent" staffing waiver as identified by LIS

Additional specific parent meetings were held during the fall of 2012 to inform them of the LIS option, raise questions and to solicit input. The consensus of stakeholders identified the LIS model as the best way to continue student achievement gains and the best hope of improving proficiency for all students.

The petition to become an LIS school was signed by 100% of the UTLA represented employees.

The LIS plan was drafted collaboratively with input and review from committee members by Sandra Gephart, Assistant Principal and Dr. Pamela Good, English Teacher and UTLA Chapter Chair.

2. How were parents and the community engaged in the development of the plan?

Parents and the community were engaged in the development and review of the plan. Meetings were held during the fall of 2012 to inform them of the LIS option, raise questions and to solicit input. Arleta High School parents recognized that the LIS plan confirms reforms and autonomies that are already in place. Parent concerns mirrored those of the teaching community. Concerns that were raised in the meetings and addressed in the plan are:

- The need to continue pure per pupil funding
- Implementation of the Consent to Work agreement and the creation of the Personnel Team, especially with regard to Principal selection

Parents and community members continue to be partners in the school's mission of student success for all and see the expansion of autonomies through the Local Initiative Schools model as a part of that process.

I. IMPLEMENTATION

As the majority of requested waivers for Arleta High school are already in place, implementation of the LIS waivers at Arleta High School would be immediate and seamless. Arleta High School personnel will work with the Local Options and Oversight Committee to identify and address any training needs for the implementation of LIS waivers and will seek the assistance and guidance of the committee to address unforeseen circumstances of LIS implementation.

J. REQUIRED ATTACHMENTS

The following attachments are required and should be included in the Table of Contents. They do not count toward the page limit. These attachments should be part of the entire proposal package that will be voted on by the staff.

- ☐ Attachment A1-2 (Letter of Interest/List of Waivers)
- ☐ Support of Petition (signatures of UTLA-represented certificated staff and documentation of parent and community engagement)
- ☐ Written consent of Principal

Additional Attachments:

- ☐ Pure Per Pupil Funding Confirmation

ATTACHMENT A-1

If you are interested in applying to become a Local Initiative School, you are asked to submit this Letter of Interest Form, along with the List of LIS Flexibility/Autonomy you are interested in by **5:00 PM on Friday, September 14, 2012** via e-mail to LIS@lausd.net. The Letter of Interest does not obligate the applicant(s) to submit a proposal nor does it bind them to the list of flexibilities/autonomies they have checked off. However, in order to submit a full proposal, a Letter of Interest must be submitted by the due date specified above.

Attachments A-1 and A-2 must be submitted again with your full proposal.

LETTER OF INTEREST

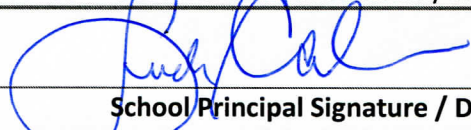
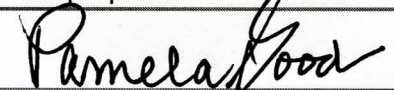
School Site Name:	Arleta High School	LESC:	North
School Address:	14200 Van Nuys Boulevard Arleta, CA 91331		
Principal:	Dr. Linda Calvo		
UTLA Chapter Chair:	Dr. Pamela Good		
Primary Contact Name:	Dr. Linda Calvo		
Primary Contact Phone No:	(818) 686-4100		
Primary Contact E-mail Add:	Linda.calvo@lausd.net		
Proposed School Name (if planning to change current school name):			
Proposed Grade Level Configuration for 2013 – 2014:	9-12		
Proposed Thematic Units or Areas of Focus (if applicable):			

ATTACHMENT A-2








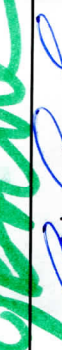







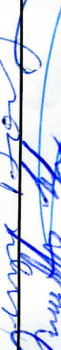




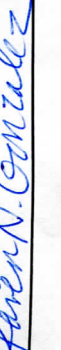

Please check each flexibility/autonomy you are interested in (review pages 2 & 3 of the RFP for a more detailed description of each flexibility/autonomy):

Check Box	LIS Flexibility/Autonomy we are interested in:
X	Methods of improving pedagogy
X	Curriculum
X	Assessments
X	Scheduling
X	Internal Organization (e.g., SLCs)
X	Professional Development
X	Budgeting Control
X	Mutual Consent
X	Assignment of Teachers
X	Selecting Teachers for Grade Level or Department Chairs, Coordinators, Deans, Instructional Coaches, etc.
x	Student Discipline & Codes of Conduct
X	Health/Safety
X	Re-adopt current special conditions/waivers already applicable to the school (Please provide copy of current special conditions/waivers)
	Additional waivers, as listed below (<i>we understand that additional waivers would require separate consideration and approval from both the District and UTLA before becoming effective</i>):

The signatures below indicate acknowledgement of intent to submit a proposal for the Local Initiative School model and do not necessarily indicate approval of the proposal.

	 9/14/12
School Principal Signature / Date	UTLA Chapter Chair Signature / Date

Need 50% + 1

LAST	FIRST	#	SIGN - IN
ABRAMYAN	ALLA	958816	
ARREDONDO	MARIA	509182	
BELLO	WANDA	713565	
BERG	CARL	604252	
BERRIMAN	LLOYD	596747	
BETZ	TROY	557570	
BEZERRA	TERESA	788771	
BOCHE	JORGE	986906	
CANDELARIA	VICKI	732314	
CEBALLOS	MARCO	782283	
CHUNG	MINA	757697	
COLLINS	JEAN	720613	
COOPER	SCOTT	689383	
DAN - CALIN	CHRISTINA	773301	
DIAZ	ERIC	639105	
DORBRITZ	MARIA	799964	
DORRET	TERYNE	597536	
EDGE	JONATHAN	726883	
ESPI	CARMEN	695451	
FERNANDEZ	MARY ANN	511252	
GALDAMEZ	DAVID	725604	
GARCIA	JONATHAN	959387	
GONZALEZ	KAREN	731761	

LAST	FIRST	#	SIGN - IN
GOOD	PAMELA	789740	<i>Pamela Good</i>
GUIJARRO	AMANDA	995435	<i>Amanda</i>
GUIJARRO	ERIKI	991085	<i>Erika</i>
GUIWA	MENERVA	987520	<i>Menerva</i>
HARRIGAN	LYNELLE	612884	<i>Lynelle Harrigan</i>
HEILWEIL	JEFFREY	760405	<i>Jeffrey Heilweil</i>
HERNANDEZ	JOSE	736438	<i>Jose Hernandez</i>
JARAMILLO	LISA	993581	<i>Lisa Jaramillo</i>
JUNIO	BEVERLY	755954	<i>Beverly Junio</i>
KELLEY	DANNY	655861	<i>Danny Kelley</i>
KIM	PATRICIA	800255	<i>Patricia Kim</i>
KOSKELA	SAM	747652	<i>Sam Koskela</i>
KUHL	MARIA	606440	<i>Maria Kuhl</i>
KUMAR	RAKESH	789721	<i>Rakesh Kumar</i>
LAW	LISA	958540	<i>Lisa Law</i>
LOPEZ	ROCIO	669929	<i>Rocio Lopez</i>
MAGEARY	LAURA	734936	<i>Laura Mageary</i>
MAGEE	JAMES	706894	<i>James Magee</i>
MALDONADO	VICTORIA	707008	<i>Victoria Maldonado</i>
MARTINEZ	STEVE	740904	<i>Steve Martinez</i>
MCGILLEN	EJ	767325	<i>EJ McGillen</i>
MONTIEL	FRANKLIN	702040	<i>Franklin Montiel</i>
MYERS	THOMAS	789586	<i>Thomas Myers</i>

LAST	FIRST	#	SIGN - IN
NICOLAI	ALEXEI	739202	<i>Alex Nicolai</i>
OROZCO	CRUZ	714342	<i>Ang Orosco</i>
PADILLA	MONICA	1042305	<i>RESIGNED</i>
PATIN	NICOLE	772393	<i>Nicole Patin</i>
PERES	CARRIE	771060	<i>Carrie Peres</i>
PEREZ-ROMAN	HECTOR	676745	<i>Hector Perez-Roman</i>
REVEL	ALEX	683938	<i>Alex Revel</i>
REYES	GLADIS	684766	<i>Gladis Reyes</i>
RICHARD	DAVE	600928	<i>Dave Richard</i>
RIVERA	ELIAS	776941	<i>Elias Rivera</i>
RUTAN	WILLIAM	800819	<i>William Rutan</i>
SAUCEDO	ANA	704604	<i>Ana Saucedo</i>
SCHOENTHAL	HEATHER	986087	<i>Heather Schoenthal</i>
SCOTT	DONALD	583985	<i>Donald Scott</i>
SOLIZ	CHRISTINA	640018	<i>Christina Soliz</i>
SOLLARS	WILLIAM	751361	<i>William Sollars</i>
SOUSANI	DAVID	954507	<i>David Sousani</i>
STAMBOLIS	VERONICA	773309	<i>Veronica Stambolis</i>
VANEGAS	ANGELICA	645273	<i>Angelica Vanegas</i>
VASQUEZ	CELIA	799747	<i>Celia Vasquez</i>
VAZQUEZ	ALICIA	711910	<i>Alicia Vazquez</i>
VAZQUEZ	YOLANDA	732308	<i>Yolanda Vazquez</i>
VILLAFANA	CYNTHIA	662033	<i>Cynthia Villafana</i>

[illegible]

Arleta High School

Home of the Mustangs

Current Cortines' Autonomies Listed as LIS Waivers

Current Cortines' Autonomy at Arleta High School	LIS Waiver Language	Change?
	1. Re-adoption of current special conditions	
Curriculum and Assessment 4 by 4 block schedule Advisory Class Graduation Portfolio	2. Methods to improve pedagogy and student achievement	No change.
Curriculum and Assessment Advisory Class: <ul style="list-style-type: none"> • Graduation Portfolio • College Summit • Teacher-created, Grade-level Curriculum Math Curriculum: <ul style="list-style-type: none"> • Creation of elective classes to support readiness for Algebra, Geometry, Algebra 2 • CAHSEE preparation for all 10th Grade students English Curriculum: <ul style="list-style-type: none"> • Expanded year-long offering for 9th and 10th grade students Science Curriculum: <ul style="list-style-type: none"> • Biology • Advanced Biology • Advanced Placement Biology • Physical Geology • Chemistry • Physics 	3. Curriculum	No change.
Curriculum and Assessment Combination of LAUSD district and school-created assessments. Schedule determined by school site to coordinate with 4x4 block schedule.	4. Assessment	No change.
School Calendar Professional Development Tuesdays: School begins at 10:00 am each Tuesday to allow for professional development. The school day is from 8:30 to 3:26 each day except Tuesdays. On Tuesday the schedule is 10:00 to 3:26.	5. Local Schedule and Strategies	No change.

Arleta High School

Home of the Mustangs

Governance Small Learning Communities: SMART, SJ, VAPA Each SLC has an administrator, counselor and clerk. The SLC office serves students' attendance and counseling needs.	6. Internal Organization Plan	No change.
Professional Development Each Tuesday morning. Rotates to satisfy needs of all groups: school-wide, SLC, Content, Advisory grade level. Agendas determined based on needs assessment and student achievement data.	7. Professional Development	No change.
Budget Pure Per Pupil Funding: Allows for purchase of additional teachers and student services: teachers, College Summit, deans, coordinators, counselors, PSA, school psychologist, nurse, Library Media teachers, administrators	8. Budget	No change.
Staffing Positions are determined with consideration to teacher preference, based on student need.	10. Process for determining teacher assignments (out of classroom positions)	No change.
Staffing Faculty preference is solicited and classes are assigned based on student need with consideration given to teacher preference.	11. Process for assigning teachers to subjects	No change.
Governance Progressive discipline policy in effect. Referral room and Saturday School used as an alternative to suspension. Senior Attendance policy in effect. Dress code including Professional Dress Tuesday and Spirit Friday.	12. School student discipline guidelines and code of conduct	No change.
Staffing Allows for school site selection of teachers and administrators, ensuring that faculty and staff share the commitment to the AHS vision.	9. Requirement for "Mutual Consent" Mutual Consent is not an Elect to Work Agreement; it is a process of hiring that includes a school-site Personnel Committee and prevents "must place" assignments	Change: Development of Personnel Committee to prevent "must place" teachers and to allow for site-based administrator selection.

Arleta High School

Home of the Mustangs

The following remains the same under LIS:

Full status as a UTLA member and LAUSD employee

LIS Adoption Timeline:

Informational Meeting	October 16, 2012
Informational Meeting	October 30, 2012
Parent Meeting	October 30, 2012
Informational Meeting : Proposal Draft Review	November 13, 2012
Presentation to School Site Committees	November 13, 2012
Informational Meeting: Proposal Draft Review	November 27, 2012
Petition Due	December 14, 2012
Proposal Review	January 14 – 25, 2013
Faculty Vote	January 29 – 30, 2013
Submit Results to LAUSD	February 4, 2013



Arleta High School
Home of the Mustangs

Helping students to become:
Community Contributors, Critical Thinkers, Effective Communicators, Self-Directed Learners

School Name: Arleta High School
Address: 14200 Van Nuys Boulevard, Arleta CA, 91331
School Phone Number: (818) 686-4100
Principal: Dr. Linda Calvo
Chapter Chair: Dr. Pamela Good

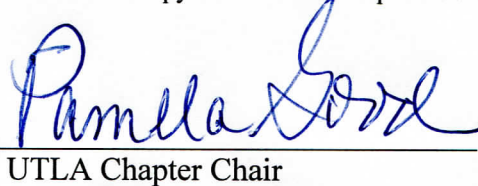
- I. Attach a copy of the staff roster from the month the petition was circulated.
- II. A copy of this form and the petitions are submitted with the proposal. Document originals are on file at the school.
- III. Both the chapter chair and the principal sign below affirming the following protocols were followed:
 1. Before or during the current school year staff meetings were held to discuss and review the school's Instructional Plan/ Single Plan for Student Achievement, local policy development matters to develop the LIS plan and determine the appropriate LIS waivers to support that plan.
 2. Parent and Community Meetings were held to gather information from parents about their school improvement ideas and to share and discuss the ideas developed by staff. Parents have provided both input and feedback on the proposed waivers and the ideas for the overall plan. (Reminder: Copies of the Evidence of parent and community engagement collected through this process will be sent with the LIS Proposal to the Local Options Oversight Committee (LOOC) and the originals will be maintained at the school site.
 3. Following this initial phase, before December 14th of the current school year, at least 50%+1 of the UTLA represented current staff assigned to the school 50% or more of the time has signed the petition.

Signature indicates all protocols were followed.

(Maintain this form with other LIS Proposal records and submit a copy with the LIS Proposal sent to LOOC.)


Principal

12-12-12
Date


UTLA Chapter Chair

12/12/12
Date

Gephart, Sandra

From: Simpson, Cheryl
To: Calvo, Linda
Cc: Bonkovsky, Rachel; Atienza, Tony; Iya, Chris; Gephart, Sandra
Subject: RE: Autonomies Questions
Attachments:

Sent: Wed 10/10/2012 8:48 AM

You will remain Pure under the Local Initiative School model.

Cheryl R. Simpson

Budget Services & Financial Planning Division

cheryl.simpson@lausd.net

(213) 241-3964 (office)

(213) 241-6818 (fax)

To learn more about the District's budget situation, please visit <http://budgetrealities.lausd.net>

From: Calvo, Linda [mailto:linda.calvo@lausd.net]
Sent: Thursday, October 04, 2012 9:11 AM
To: Simpson, Cheryl
Cc: Bonkovsky, Rachel; Atienza, Tony; Iya, Chris; Gephart, Sandra
Subject: Fwd: Autonomies Questions

Hi Cheryl,

Arleta HS is exploring the adoption of the Local Initiative Schools model. One of our questions revolves around our current Pure PPF status. Please see our first question below to Rachel Bonkovsky, and her response. She suggested that we confirm her response with you. Is her response accurate? Would we remain a Pure PPF school if we choose to?

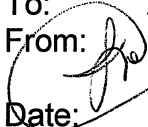
Thank you,

Linda Calvo



Arleta High School
Home of the Mustangs

Helping students to become:
Community Contributors, Critical Thinkers, Effective Communicators, Self-Directed Learners

To: All Arleta High School Stakeholders
From:  Dr. Linda Calvo, Principal
Date: February 1, 2013

RE: LIS Proposal Voting Results

On Tuesday, January 29 and Wednesday, January 30, 2013 UTLA-represented faculty members voted on the Arleta High School Local Initiative School Proposal.

The proposal was adopted with a 98% approval rating.

The approved plan is being submitted to the LAUSD Local Oversight Committee. We look forward to implementing our plan.