Los Angeles Unified School District

Local Options Oversight Committee

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| REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | |
| Name of School:  Cochran Middle School | Primary Contact Person:  Gilberto Samuel, Principal | Phone Number:  323-730-4300 | Email Address:  gilberto.samuel@lausd.net | Date:  5/17/16 |
| 1. How does your school plan to use the Staff Selection autonomy? (See ESBMM Manual pp. 9 - 12 for guidance).  Currently we have given ourselves a score of three in this category because while we are implementing sound strategies, we have not formalized the composition of the hiring committee. (The committee consists of the Principal, at least one A.P., the UTLA Chapter Chair, and the lead teacher – PLC lead – in the content area for the position being filled.) Our next step will be to formalize this structure and put it in the SPSA. Process can be formalized by voting on the composition of the committee during your Local School Leadership Council meeting or writing it into your bylaws. According to the PSC plan, the LC will submit the info to the SSC for a vote.  Complicating this situation is the fact that the District has given us three positions in the last year but did not let us make the staff selections (Librarian, Title III Coach, Art Teacher). While in some cases the people in those positions have been quite wonderful, for us to have full autonomy we would need to determine those positions ourselves. | | | | |
| 2. How does your school plan to use the Budget autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).  Not surprisingly, we have looked at data relevant to student performance and seen where we need to improve, and we have spent money in those areas (what additional resources have been added). We have also been mindful of areas where specific data is more difficult to acquire – how precisely does one gauge improvements in school climate, in addressing students’ emotional and social needs, and the benefit of certain extra-curricular activities? Measuring these areas requires student and staff surveys and examining such data as suspension and referral rates, but those can be misleading; frank discussions among staff can result in a more holistic approach to campus climate, which results in setting aside money for field trips, homework assistance labs, events at back to school nights, visiting artists and performers, and motivational assemblies, as well as in-kind partnerships with local businesses.  Identify your process: Are you conducting a needs assessment and what factors are taken into consideration when making decisions? How are financial resources spent to support the needs of the students at the school? Who (which committee) decides how the funds are spent and which committee ensures the allocation is used appropriately. | | | | |
| 3. How does your school plan to use the Curriculum and Assessment autonomy? (See ESBMM Manual pp. 16 - 23 for guidance).  Clarify what type of assessments are being used. What is the procedure for the assessments: Are they per grade level or per subject matter. How are you guaranteeing that your current assessments are more effective than the District’s assessments?  What does REED program require for PD? (Eduardo)  The autonomy has allowed us to adjust assessments to use more authentic and appropriate approaches that give more insightful data. These assessments are adjusted and often created by content PLCs so they more carefully assess students’ achievement in the PLCs’ guaranteed curriculum – teachers can measure whether students are learning what teachers are actually teaching; teachers do not have to administer assessments which may not apply to the curriculum that teachers have seen closely matches students’ needs.  Curriculum autonomy includes not only choosing to emphasize the most appropriate content standards but also includes choosing and designing electives that will stimulate students and match their social and emotional needs and interests. Current and future electives include a coding class, MESA classes, an art class, Spanish classes (designed to give our students who are fluent speakers a grounding in full literacy skills), Creative Writing classes, Yearbook, Youth and Law classes, a debate class, and a Leadership class. | | | | |
| 4. How does your school plan to use the Professional Development autonomy? (See ESBMM Manual pp. 24 - 25 for guidance).  Our PD is designed and run through our PLCs, which allows teachers to design PD that directly and explicitly addresses students’ needs. Teachers have the freedom to choose strategies and techniques and review their success; teachers observe each other implementing the chosen strategies, (explain how peer observation is done; monthly, quarterly, etc.) and that sharing of ideas and approaches creates a rich environment that focuses on student outcomes.  Our autonomy also allows teachers to recognize a common need that crosses content areas (Is there thematic PD taking place throughout the year? and use funds to bring in experts to inform teachers on the newest research in important areas. For example, last year teachers identified meeting students’ social and emotional needs as a primary focus, and as a result we were able to bring in the Los Angeles Educational Partners to introduce staff to the concept of trauma-informed practices that directly applies to many of our students. (Is this REED Habits of Mind program? PD this year has also included ITI sessions designed to make teachers fluent in Schoology and Chromebook. | | | | |
| 5. How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance).  Are schedules voted on in Leadership Council?  The autonomy has allowed us to design a rotating schedule so that teachers don’t see the same group of students at the same time every day. This has proven vital in giving classes a sense of vitality and energy that might be lost if the same class met every day after lunch, for example.  It has also allowed us to tweak and adjust bell schedules when changes are needed – such as the recent move to abandon second homeroom after the one-to-one Chromebook program ends near the end of the year; because there is no longer a need for a second homeroom to collect Chromebooks, that instructional time can be allocated to the other periods in the day, resulting in improvement in student performance. | | | | |
| 6. How does your school plan to use the Governance autonomy? (See ESBMM Manual pp. 25 - 28 for guidance).  What is the composition of the PLC lead committee and their function?  Governance at Cochran consists of the School Site Council, the Leadership Council, and the PLC lead committee. This gives an array of teachers the chance to contribute to school leadership and prevents a small group of teachers from doing all the work and facing an overload of responsibility. Because the SSC and the LC are chosen by teachers, teachers’ needs and wants are directly reflected by the actions of the governing bodies. (Are all stakeholders a part of the SSC and voted in every year? | | | | |
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