Los Angeles Unified School District

Local Options Oversight Committee

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| REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | |
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| 1. How does your school plan to use the Staff Selection autonomy? (See ESBMM Manual pp. 9 - 12 for guidance).  **General Staffing Guidelines**  1. The staffing plan will be reviewed annually and based on student needs.  2. Staff will be selected to support the vision and mission of the school.  3. Teachers shall maintain their full status as UTLA members and as employees  of the District.  4. Staffing decisions shall be made in compliance with all applicable laws, regulations and collective bargaining agreements and will adhere to Personnel Commission rules pertaining to classified employees.  **Recruitment and Selection of Personnel**  The School Leadership Council shall establish a committee comprised of the school principal, chapter chair, teachers, parents/community, and classified staff for the purpose of selecting personnel in accordance with District Staffing Policies and Procedures. All members of the committee shall sign a nondisclosure agreement regarding applicant information. As positions become vacant, the hiring committee will screen, interview and hire teachers, administrators, and classified staff and shall select personnel by consensus.  For the purposes of selecting the school principal, if possible, the Superintendent/designee shall appoint a representative to serve on the committee. The Local School Leadership Council shall make recommendations to the Superintendent regarding the filling of the position for Principal by forwarding their nominee for the position. Should the nominee not be approved by the Superintendent, the Committee may put forth their next candidate or conduct a new search. Final approval for the selection of Principal shall be approved by the superintendent.  It is not in the best interest of the school to accept “must place” teachers or administrators. Candidates must display characteristics that will support the educational program, show commitment to serving the students and families of Los Angeles High School, are willing to promote and align professional practice with the mission and vision of the school and are willing to take responsibility for student achievement and commitment to contribute to the school community. (See Appendix X for Commitment Form).  **Instructional Rounds**  Los Angeles High School will utilize non-evaluative structured observations that contribute to informing the staff of instructional trends throughout all departments. Participants will be guided in the preplanned protocols, which will be required when taking part in observations of teachers that have agreed to be observed. All observations will be based on low-inference data and remain anonymous. Information gathered will only be utilized for the purpose of addressing instructional needs in order to support the academic growth of all our students. | | | | |
| 2. How does your school plan to use the Budget autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).  **General Fund School Program**  Los Angeles High School will operate under the General Fund School Program wherein the District allocates most of the General Fund resources under program 13027. LAHS will develop a budget that meets the needs of the local instructional and operational programs within the constraints of State and Federal laws, court orders and consent decrees, collective bargaining agreements, Personnel Commission Rules, and the Human Resources Division. These funds will be used to support core positions such as administrators, teachers, and clerical staff.  **Targeted Student Population (TSP)**  TSP funding that is received will go to provide additional support for **Low-Income** (Free and Reduced Price Meal - FRPM - eligible students), **English Learners**, and **Foster Youth** students under Program 10183. Resources will be specifically directed toward: 1) improving student achievement; 2) building student engagement; 3) increasing parental involvement. Although the decisions about how to use these funds do not require a vote of existing councils and/or committees, the Principal will share the TSP budget with school stakeholders and seek their input.  Utilizing TSP funding, LAHS will adhere to the English learner mandates outlined in the District's agreement with the Office for Civil Rights (OCR) and operationalized in the 2012 Master Plan for English Learners. These mandates include, but are not limited to, English language development instructional services, intervention, monitoring student’s academic and English language proficiency and building teacher capacity. LAHS may purchase an out of classroom position to ensure compliance with above mentioned agreements.  **Categorical Funds**  It is understood that categorical funds may be grants or special funding coming from the state and/or federal governments that are targeted for particular categories of students, special programs, or special purposes and therefore have restrictions as to how they may be spent. The intent of supplementary categorical programs funding is to provide direct instructional support to students beyond the core educational program provided by the district. The LAHS Single Plan for Student Achievement (SPSA) will be used as a guide for allocating categorical funds. All expenses will be clearly identified and justified as supporting student achievement in alignment with the school’s Single Plan for Student Achievement (SPSA). As plans are adjusted during the year, budget allocations may need to be adjusted as well.  **Miscellaneous Funding and Resources**  The Harrison Trust will provide and actively seek donations, grants and additional resources to help support the instructional and extracurricular programs at Los Angeles High School.  **Budget Process**  To ensure transparency and equity, Los Angeles High School will involve all stakeholders in the development of the school budget. The Budget Committee of the School Site Council will convene to analyze data, and discuss options that best support the school’s SPSA. Through the Budget Committee, Stakeholders will engage in a process where priorities are identified and funds are allocated to meet the need. Priorities will be based on student need and the identified needs that will support the implementation of the instructional program with staffing and professional development playing key roles. Recommendations will then be made to the SSC and LC for their approval.  While the School Leadership Council approves the annual budget, the School principal is the final budget manager and assumes responsibility for ensuring that the budget is available to support staffing request and all other costs for a fiscal year. | | | | |
| 3. How does your school plan to use the Curriculum and Assessment autonomy? (See ESBMM Manual pp. 16 - 23 for guidance).  The emphasis that the educational philosophy of Los Angeles High School will place on the “New Three R’s” will be supported by our use of the Rigor/Relevance Framework that was developed by the International Center for Leadership in Education to enhance curriculum, instruction and assessment (leadered.com). The framework is based on the six levels of Bloom’s Taxonomy to enhance higher standards and student achievement in education. The six levels of Bloom’s Taxonomy increase with student mastery of content:  1) Knowledge: Students exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers. Teachers teach vocabulary, terminology, specific facts,  classifications/categories, and introduce principles and generalizations, theories and structures, etc.  2) Comprehension: Students demonstrate understanding of facts and ideas by organizing,  comparing, translating, interpreting, giving descriptions, and stating main ideas.  3) Application: Students use new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way  4) Analysis: Students examine and break information into parts by identifying motives or causes. Teachers guide students make inferences and find evidence to support generalizations. Students analyze elements, relationships and organizational principles  5) Synthesis: Students accumulate information together in a different way by combining elements in a new pattern or proposing alternative solutions. As a cumulative activity, students are able to produce a plan or proposed set of operations and derive to a set of abstract relations  6) Evaluation: Students are able to present and defend opinions by making judgments about  information, validity of ideas or quality of work based on a set of internal evidence and external criteria. According to Bloom’s Taxonomy, learning starts with just acquiring knowledge and being able to recall that knowledge in a simple manner. The most advanced and desirable level of mastery involves the ability to combine acquired knowledge and use it in logical and creative ways to solve multistep problems, develop unique solutions and produce culminating projects. The Rigor/Relevance framework will be used in the development of instruction and assessment.  According to the International Center for Leadership in Education, teachers can use it to measure their progress in adding rigor and relevance to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals. Starting with 9th grade, Los Angeles High School students will learn how to advance their learning habits and move from basic memorization to understanding/analyzing/evaluating/creating and putting their knowledge into practical applications (leadered.com).  Teachers at Los Angeles High School will use the following chart from the Rigor/Relevance Framework to put into practice efficient learning, comprehension and critical thinking of specific standards-based topics.  Screen Shot 2016-04-27 at 10.11.39 AM.png  Screen Shot 2016-04-27 at 10.12.41 AM.png  The educational framework at Los Angeles High School will be based on four instructional pillars, all of which are interwoven with a common thread of relevance: linked learning, cognitive apprenticeships, authentic intellectual work and advisories. Utilizing these instructional pillars and choosing a new bell schedule will allow us to focus on the following areas of the teaching and learning process: instructional planning (linked learning), scaffolded learning experiences (cognitive apprenticeships), assessment of learning (authentic intellectual work) and intervention/re-teaching/enrichment (advisories).  Screen Shot 2016-04-27 at 11.23.35 AM.png  **Instructional Pillar #1 – Linked Learning**  The first instructional pillar, linked learning, is a term that has many connotations. To some, linked learning is a way to connect classroom learning to student interests as well as their personal and cultural backgrounds. Others think of linked learning as an interdisciplinary approach where the instruction and learning that takes place in one classroom has cognitive resonance in other classrooms and in other disciplines. Still others do not view linked learning as either an interdisciplinary approach nor as a way to connect to student interests, but as a way to link together strong academics, demanding career and technical education and real world experience through projects, service and work-based opportunities. In the instructional program at Los Angeles High School, linked learning will assume all of the  aforementioned roles.  The first place where learning will be linked at Los Angeles High School is in instructional planning. We recognize that great classroom instruction begins with great lesson planning. The planning phase is the very foundation on which instruction and learning are developed. It is the place where rigor is calibrated to levels that are appropriate for each individual student and where the interests, cultures and backgrounds of students are taken into account to ensure that instruction is relevant. This is why linked learning will play such an integral role in the instructional program at Los Angeles High. Linked learning begins in the planning phase as educational experiences are crafted that will challenge students and connect to their lives’ in meaningful ways.  To create this level of personalization, teachers must really get to know their students. This process will begin before teachers are even introduced to students. Before the school year starts, teachers in our Professional Learning Communities will work in teams to analyze attendance, grade, assessment and anecdotal data about students that they will share. This will allow teachers to become knowledgeable about important parts of the educational history of each student and then take that knowledge into account as lesson planning begins.  Once students arrive on campus, the effort to create a personalized learning experience will be aided by a second instructional pillar, advisories. Although not currently a part of the LAHS schedule, advisories remain an important option of future academic support. It is hoped that advisories will serve multiple functions in the instructional plan at LAHS (see below), this space is devoted to explaining how they will help teachers get to know their students better and thereby support the concept of linked learning.  The advisory class will enroll a cohort of 15-20 students who will stay together, along with their advisory teacher, during their all four years at LAHS. The advisory class will increase personalization by helping students set goals for academic and personal growth, giving them opportunities and a space to talk about academic and personal issues that may impact their success in school and by providing them with an adult on campus who knows them personally and can serve as a mentor and liaison for them.  Advisories have been shown to increase graduation rates and decrease dropout rates because student anonymity is lessened and is especially beneficial for disadvantaged students (Balfanz & Legters, 2006; Darling-Hammond, 2007), which makes it well-suited for the student population at Los Angeles High School, of which 67% are economically disadvantaged (according to the Performance Meter Data Summary Sheet for LAHS).  Effective, school-wide communication is the key to making advisories function as a support to linked learning. If an advisory teacher is going to be able to share information with content teachers about students, then it is imperative to have a system in place that will allow this to happen in an efficient manner. One way that we will address this concern at Los Angeles High School is through the effective use of technology and data collection systems (email, MyData) to access and share information (more on that in Section B3). Effective communication will also be aided by restructuring our professional development to place more emphasis on teacher collaboration (more on that in Section B2). A new bell schedule, which will allow teachers in small learning communities to have common planning time, will also supplement our efforts to make communication on campus more effective (see appendix). All of these will support our commitment to link classroom learning to the interests and backgrounds of our  students by allowing teachers to more effectively communicate about students.  The concept of linked learning will benefit in more than one way from enhanced communication. The first link, to student interests and backgrounds, is dependent on effective communication. So to, is the second link, from classroom to classroom. At LAHS, linked learning will involve an interdisciplinary approach to teaching.  This interdisciplinary approach will be based on the career themes of each of the four small learning communities that will exist at LAHS. These communities will include career-based academies focused on environmental studies, medicine and technology (Global TEAM), public service (HERO), arts, media and design (REACH) and a Math and Science Magnet (a more full description of each community is provided later in this section). The theme and career pathway development for each small learning community will be assisted through our partnership with the Los Angeles Education Partnership (LAEP). LAEP will conduct two week sessions with each community to help them crystallize their themes, follow up with each community throughout the school year and provide professional development designed to increase teacher collaboration. In each small learning community, grade level teams of teachers will collaborate to design units and projects that will emphasize its career themes. Teachers will collaborate in grade level teams as well as vertical/department level teams through our professional development program and during the common planning time that will be created through our new bell schedule.  Interdisciplinary teaching and learning will benefit students at Los Angeles High School in several ways. Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). This will help us improve graduation rates and college preparation as outlined in our mission statement. Another benefit of interdisciplinary teaching is cognitive resonance. The ideas and topics discussed in one classroom should echo off the walls of other classrooms. When instruction is linked from classroom to classroom, students experience an increase in background knowledge and learning becomes more relevant. For these reasons, cognitive resonance has been shown to have a positive impact on student confidence and knowledge (Aschbacher, 1992).  As we work to build a more relevant educational experience for the students at LAHS, we will not only link learning to student interests and from classroom to classroom, but also to real world applications that expand beyond the walls of our school. When students see the relevance of what they are learning in a real world context, motivation increases. This approach is especially effective with at-risk male students (Kemble, 2008), which makes up a significant proportion of LAHS’ student population. As students explore the aforementioned career pathways that are associated with each small learning community, the relevance of their education will become more evident. Students will apply their learning in the community through service learning projects. They will participate in job shadowing and internship opportunities that are related to the career pathways that are associated with their small  learning community.  Another link between classroom learning and job industries will be provided through LAHS’ partnership with the Encorps Teaching Program. This program will place transitioning professionals from science, technology, engineering, arts and math industries (STEAM) on the LAHS campus to serve as interns and student-teachers. These transitioning professionals will provide an additional source of expertise. The STEAM professionals on our campus and will help to reinforce relevance. They will serve as tangible examples of careers that are possible in math and science. They will also create connections between their former companies/industries and LAHS. Through these connections, we hope to create additional  opportunities for students to apply and enrich their learning in real world contexts.  **Instructional Pillar #2 – Cognitive Apprenticeships**  While the first instructional pillar, linked learning, focuses on lesson planning, it is the second pillar, cognitive apprenticeships that will have the most direct impact on the student learning process at LAHS. The cognitive apprenticeships learning model seeks to maximize the impact that collaboration has on student achievement. Collaboration is emphasized as students (apprentices) learn and acquire skills from those who have already mastered the knowledge or skill (peers, teachers, industry professionals). This collaboration is a form of intellectual scaffolding that attempts to provide assistance to the apprentice at a skill level that is just beyond what the apprentice could do on their own. This approach is what Lev Vygotsky (1978) referred to as zone of proximal development. Collaborating with students in their own individual zone is one of the most effective techniques for fostering development.  At LAHS, cognitive apprenticeships will be supported by several instructional strategies. These include: modeling, coaching, scaffolding, articulation, reflection and exploration. Because cognitive apprenticeships involve working with each student within their own zone of proximal development, additional instructional strategies will be required to help tailor instruction to each individual student. These will include: differentiated instruction, writing across the curriculum (articulation), good first teaching (RtI2), academic vocabulary development, graphic organizers, instructional conversations (articulation), cooperative learning, SDAIE and Culturally Relevant and Responsive Education (CRRE).  Teachers at LAHS will receive professional development in some of these instructional strategies through lesson design seminars that will be conducted by another of our key partners, the Institute for Standards Curriculum and Assessment (ISCA). These seminars will involve cohorts of 5-6 teachers developing interdisciplinary lessons that utilize selected instructional strategies and will serve to enhance the impact of cognitive apprenticeships on the instructional program at LAHS.  Cognitive apprenticeships will emphasize the importance of context and relevance within the learning process. In 1989, a study conducted by John Brown, Allan Collins and Paul Duguid found that skills and concepts that are taught independent of their real-world are less likely to be retained. This is where linked learning and cognitive apprenticeships will work in tandem to increase the relevance of the educational experiences at LAHS. As we link learning to our surrounding community and to work-related opportunities, learning will take place in a real world context. It will also bring more experts into the developmental zones of our students and increase the positive impact that they will get out of the apprenticeship experience.  **Instructional Pillar #3 – Authentic Intellectual Work**  Just as cognitive apprenticeships place an emphasis on the importance of context to the learning process, so to, does the third instructional pillar, authentic intellectual work (AIW). AIW takes into account the assertion that the context in which learning takes place is critically important to the quality of the learning that takes place (Godden and Baddeley, 1975). Thus, one goal of AIW is to make classroom learning more authentic and linked to the real world. A second goal is to require students to extensively think about and use basic knowledge and skills as they develop towards higher skill and thought levels. The two goals of AIW make it a perfect fit for the educational framework at LAHS, which is based on the rigor/relevance framework.  At LAHS, authentic intellectual work will be incorporated through the use of project – based learning (PBL). Based on our small learning community themes; projects completed by our students will use inquiry to address a complex issue, problem or challenge. Projects will require students to utilize the knowledge and skills that are associated with two or more of their classes to create a product that will include a written component and be presented at parent receptions and community fairs. The projects will require students to think critically, solve problems, communicate and work as a team. All of these are skills that are increasingly in demand in the 21st century job market (Newmann, 2000).  The most important aspect of the projects is that they will be a part of authentic intellectual work and will provide teachers opportunities to assess the learning of their students through multiple modalities. Given that project-based learning has been shown to increase engagement, motivation and confidence in students (Belland, Glazewsk, & Ertmer, 2009), using PBL to assess student learning increases the probability that assessments will catch the very best that students have to offer. In addition to this, PBL has been shown to be very effective with English language learners, students with disabilities and gifted students (Hertzog, 2005), which are three significant subgroups in terms of LAHS’ performance.  **Instructional Pillar #4 – Advisories**  At LAHS, it is hoped that advisories will have multiple functions in the instructional program. Advisories will eventually support the efforts of teachers to link learning to the interests and cultural backgrounds of students. They will also function as a point of cohesion for the interdisciplinary lessons and projects that will take place in the small learning communities. Perhaps the most important function of advisories will be to support the primary lines of intervention. As advisory teachers will know students best, they will, in many cases, be the person who can provide critical information to content teachers about students. More information about advisories will be provided in the curriculum section of the plan.  **Core Academic Curriculum**  Along with the curricular emphasis on instructional pillars for success and the Rigor and Relevance framework, Los Angeles High School will implement the following structural changes to our curriculum:  • a new imbedded intervention/enrichment-friendly schedule  • further thematic development of the small learning communities  • merging of the 9th Grade House into four thematic SLCs  • an advisory (currently not in the schedule) – SLC thematic elective class to provide intervention and enrichment  • emphasis on project-based learning and community involvement  • weekly collaboration/planning time for teachers  The existing Magnet program puts emphasis on Math/ Science and college culture.  **Academic Curriculum in Regards to Teaching and Learning**  1. LAHS teaching is based on CA Content Standards:  **•** We prepare students for the standardized testing and enforce learning the prerequisite  • Teachers follow pacing plans in classes such as Algebra 1, Geometry, Biology, World History  • At the end of each month, teachers reflect on efficacy of the pacing plans during  • Teachers in Language Arts departments collaborate closely on choice of novels, projects and activities to ensure students achieve proficiency in reading comprehension and writing skills.  2. Teachers do not limit their instruction to the standards only:  • Teachers emphasize ideas and skills that are significant to the subject;  • They build an in-depth understanding and allow students to explore ideas in different  • Teachers emphasize culturally relevant experiences such as projects and curricular fieldtrips;  • Teachers provide data-driven ongoing intervention to ensure understanding.  3. The entire faculty reinforces career readiness projects:  • The projects aligned with SLC themes and the CTE framework, see the following website for project description at Career Technical Education Framework for CA Public Schools at http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf  • Teachers of English, Social Studies, Art, Computer/ Life Skills/ Theme-related electives classes create and implement interdisciplinary projects starting with reading theme related literature and conducting research on the assigned topic. As a culminating task, students create a project involving writing an essay, creating a poster, a PowerPoint presentation, a video clip or other multimedia presentation. Department chairs, Lead teachers and the administration ensure there is at least one large project per semester in all the above-mentioned classes.   * Math and Science teachers provide support for the above-mentioned projects and   implement real-life mini projects related to the SCL themes.  • Teachers and counselors make sure that all students including English Learners,  Standard English Learners, Gifted, and Special Education students are involved in  theme projects with high levels of expectations and the grade level appropriate  culminating task such as a project, a fieldtrip, or a service learning project. We ensure equity in practice, not just in theory.  4. The entire faculty reinforces college awareness:  • We prepare our students for admission to four-year colleges and universities by  ensuring their success in completion of the A-G curriculum;  • Teachers and counselors make sure that all students including English Learners,  Standard English Learners, and Special Education students have opportunities to take  college preparation A-G classes;  • All elective A-G classes emphasize the specific themes through projects and  culmination tasks. See CTE framework for references.  5. All teachers demonstrate:  • Thorough subject matter knowledge and working knowledge of the California Standards for the Teaching Profession, see CA Department of Education at  http://www.cde.ca.gov/pd/ps/te/ for references;  • Proven passion for teaching and dedication to make a difference;  • Commitment to create and implement the interdisciplinary, theme relates projects in core and elective classes;  • Commitment to rigorous instruction at all levels including ESL and special education  classes;  • Willingness to pursue ongoing professional training including preparation to teach  Advisories, Honors and AP classes;  • Expertise in teaching techniques such as differentiation or SDAIE strategies;  • All teachers make interdisciplinary connections and present content standards through theme-base projects: Interdisciplinary curricular planning enables our teachers to combine interesting ideas in making content standards relevant and create real-life  connections;  • Theme-based service learning projects are offered  • Advisory teachers assist students in completion of these service learning projects in  grades 10 -12;  • At the end of each month, teachers reflect on efficacy of the pacing plans during  department meetings with the support of the department chairs.  6. Track Record of Proposed Curriculum:  Over the period of four years LAHS learning outcomes will be reflected in the following measurable and attainable categories:   * Increased graduation rates as a result of improved matriculation from one grade level to the next one;   • Improved attendance as a result of improved school climate and enhanced students’  motivation;  • Increased CAHSEE passing rates: CAHSEE preparation in advisories help most 10th grades pass the exit exam;  • Improved CST scores: test-taking strategies taught in advisories help to increase the  number of students passing standardized tests with proficiency;  • District assessment – weekly teacher collaboration will improve participation and  students test scores;  • Improved passing rates for Advanced Placement Tests as a result of implementing Rigor and Relevance and enhanced students’ knowledge, skills and attitudes;  • Increased percentage of students accepted to four-year universities and to community colleges as a result of college related portfolios completed in advisory classes:  • Increased collaboration among students reflected in culminating projects in advisories and participation service learning activities.  **WASC Accreditation**  Los Angeles High School’s College Board Code/Federal School Code: 051680  Los Angeles High School successfully underwent its sixth year self–study WASC Accreditation process. As part of the process we engaged in the collaborative process of monitoring the progress of the school wide action plan sections, analyzing, and using the WASC criteria to involve shareholders through Focus and Home groups in the examination of the program using the information from the past years about student achievement and program changes. Through the completion of the self-study process the school accomplished: the involvement and collaboration of all staff and other shareholders to support student achievement, the clarification and measurement of what all students should know and the ability of examining the expected schoolwide learning results and the academic standards, the gathering and analyzing of data about students and their achievement, the assessments of the entire school program and its impact on student learning in relation to expected school-wide learning results, academic standards, the alignment of long-range action plan to the school’s areas of need and the development/implementation of an accountability system for monitoring the accomplishment of the plan.  **Addressing the Needs of All Students**  Los Angeles High School’s instructional program will include a variety of ways to present information to students to enable them to succeed. For example, project based learning will reinforce the notion of differentiated instruction and effectively improve the achievement of English learners, Standard English Learners, Students With Disabilities, Gifted Students and those who are economically disadvantaged. An interdisciplinary curriculum and collaborative projects support cooperative learning and will be highly beneficial to the diverse learners on our campus. The use of project based learning supports the educational success of all students by accessing prior knowledge, providing hands on learning activities, enabling students to achieve proficiency, providing student to student interaction and allowing for  reflection. Furthermore, our 2x8 schedule allows for additional embedded intervention and enrichment opportunities including electives for all students. This schedule also encourages the development of community partnerships including internships, job shadowing and other real life experiences that will help prepare all students for life after high school.  Los Angeles High School and its cooperating members will provide English as a Second Language (ESL) classes for students who need intensive support in acquiring English Language skill. All students will take classes within their SLCs as available. Students who are English Language Learners (ELL) and Standard English Learners (SEL) will be supported by Specially Designed Academic Instruction in English (SDAIE) strategies and scaffolding in the general education classrooms. Los Angeles High School will also make sure that students are tested annually for reclassification. In the 2010-11 school year, 44 % of the student population were Reclassified English Learners (RFEP), 28% of students on campus were classified as English Language Learners, of these 8.8% of students were reclassified as fluent during the  school year.  Students with disabilities will continue to take classes and receive a free, appropriate public education (FAPE) in the Least Restrictive Environment (LRE) as specified by their Individual Education Plans (IEP). Los Angeles High School will offer a full range of Special Day Programs (Specific Learning Disabilities/SLD), Mentally Retarded Mild (MRM), Community Based Instruction (CBI) and Resource Specialist Programs (RSP). In all settings, teachers and other faculty members (including Special Education Teacher Assistants) will use strategies including SDAIE and scaffolding to ensure all students have access to the general education to the greatest extent possible. Resource teachers and aides will continue to support RSP students in their general education English and Math classes, with additional support in other core classes through the learning center and additional tutoring/monitoring. Special Day and Resource teachers will be responsible for monitoring the progress of students on their SESACs in all classes to ensure that they are benefitting from the educational experience in line with their IEPS. In the 2010-11 school year, 13% of the student  population at Los Angeles High School were classified as Students with Disabilities and had an active, fully implemented IEP.  In 2010-11 school year, 7% of the student population was classified as gifted and talented. Students at Los Angeles High School who are classified as gifted at Los Angeles High School will have opportunities for enrichment and Advanced Placement classes. The GATE coordinator will continue to ensure that the gifted and talented students will have honors, AP and other classes to provide challenging learning opportunities.  **ASSESSMENTS AND SCHOOL-WIDE DATA**  Student Assessment Plan:  Instructional Philosophy--“A teacher, who is attempting to teach without inspiring the pupil with a desire to learn, is hammering on cold iron.” This quote, by the great champion for universal public education, Horace Mann, speaks to the core of the educational philosophy at Los Angeles High School (LAHS). This philosophy is rooted in the fact that academic achievement is inextricably linked to student motivation (Leo, 2011). It could be argued that motivation is the very root from which student achievement emanates.  Our assessment and data plan will be aligned with our instructional philosophy and the school’s curriculum. The purpose of the assessment plan is to support high academic standards and to improve performance on state-mandated testing. School-wide learning outcomes underlying the curriculum of rigor, relevance and relationship should create graduates who are college and career ready.  Content Knowledge: All students will be expected to attain high levels of proficiency and accuracy in coursework offered at Los Angeles High School.  Collaboration Skills: These skills include teamwork, relationship management, conflict resolution, peer evaluations, and other essential group dynamics.  Oral Communication Skills: These skills include a student’s ability to communicate appropriately during presentations (eye contact, awareness of audience, articulation, volume, posture, etc.).  Written Communication Skills: These skills include a student’s written mechanics, spelling, grammar, content, and organizational skills.  Critical Thinking, Logical Reasoning and Creativity: These skills include a student’s ability to articulate questions, develop a hypothesis, examine a problem, test a solution, use evidence to support a conclusion as well as develop creative approaches to problem-solving and expression.  Technology Skills: These skills include computer literacy, internet skills, retrieving and managing information via technology, as well as effective use of various technological mediums.  Work Ethic and Professionalism: These include submitting work on time, being on task during class, completeness of work, and other workplace related skills.  **DATA TEAM**  Our efforts to improve student achievement must be guided by ongoing data analysis. The Data Team, under the leadership of the Testing Coordinator, must lead efforts to transform the culture of the school into a data-driven environment that establishes a culture of continued school improvement and accountability for student learning.  The Data Team will analyze data from many different sources, including MyData sets, and suggest goals, targets, and activities to help students achieve these goals. The Data Team, a subcommittee of the Leadership Council, will be composed of at least one representative of each SLC, counselors, administrators, students, community, parents and any other stakeholder that may impact the process of assessing student need. They will meet once a month or more as necessary to analyze broad patterns in the data and to make appropriate recommendations. Their findings (areas of student need) will inform bi-weekly department and Professional Learning Community meetings and will support teachers in their work  of designing and revising lessons in each core content area. The Data Team’s findings will help the school community prioritize and focus on attainable academic and social goals, and acknowledge and build on successes. Further, the Data Team’s findings will inform professional development initiatives.  MyData allows us to assess the effectiveness of our efforts by multiple indicators, -- including equity and access to A-G classes, attendance and habitual truancy rates, suspension rates, academic class grades, and standardized test scores. The school report card allows us to monitor four-year graduation rate, progress towards graduation, proficiency rates, college preparedness, and academic proficiency by subgroup.  The Data Team will analyze these multiple data sets for evidence of improvement and progress towards goals and identify gaps in student achievement that must be addressed. We understand clearly that transformation of curriculum and instruction, scheduling, leadership and teacher professional development, collaboration, evaluation, systems of accountability, as well as increased community involvement must be aligned towards supporting student learning. Therefore, we will study the data for evidence of success in implementation of our plan, and utilize the results to revise our efforts as we strive to continually improve our functioning as a learning community.  **DEPARTMENT: FORMATIVE ASSESSMENTS**  Formative assessments will be designed to provide information needed to adjust teaching and learning while they are still occurring. Teachers will share best practices in formative assessment including observation, exit tickets, questioning techniques, writing prompts, projects, and homework, to determine how students are learning on a daily basis. Traditional methods of quizzes and tests will be used to measure student mastery; reviewing students’ test corrections will provide insight into how students are learning from their mistakes.  Teachers will also learn to break down each learning task into manageable parts and track student mastery of each part as they progress. This data will be made visible for students so they too can track their learning and develop pride in their growth and progress. Teaching effectiveness will be measured by self-reflection, peer observation with debriefing, examination of student work, parent and student surveys, and teacher leader mentoring.  In the analogy to learning to drive a car, formative assessments include observing the student driver’s process in learning the required skills during practice sessions, and providing feedback so the student can improve their performance.  **DATA TEAM: SUMMATIVE ASSESSMENT**  Summative assessments can be likened to the driving test, which determines whether the student has earned the right to be issued a license. These assessments will start in the classroom. Each unit within each core class will have a final accountability measure that establishes whether or not students have mastered the content being taught. Teachers will develop a common pacing plan within their subject and department. This will promote collaboration and sharing of best practices, and lead to the development of common  assessments.  External to the classroom are district-assessments, which are used by departments to evaluate the effectiveness of instruction and identify strands that teachers may need to rethink their methods of instruction. As teachers analyze these, they can also gain information about what may need to be retaught before the final summative assessment.  State-mandated tests, which help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific areas, will also be administered as directed. They will be administered by the Testing Coordinator. The Data Team will work towards changing the culture so that teachers can recognize these tests as a tool teachers can use to identify gaps. | | | | |
| 4. How does your school plan to use the Professional Development autonomy? (See ESBMM Manual pp. 24 - 25 for guidance).  Ensuring that teachers feel their Professional Development is beneficial to both themselves and their students will only help to improve and sustain a culture of learning at Los Angeles High School. The notion that teachers are constantly learning and education is constantly changing will encourage students to see themselves as lifelong learners and instill this idea into the overall culture of the school.  Teachers’ professional needs will be met and overall improvements surrounding instruction, collaboration and communication will continue to develop. Professional Development (PD) at Los Angeles High School will provide teachers and staff with the strategies, techniques and time necessary to ensure collaboration is more than just a buzzword and becomes an essential part of everyday teaching and learning.  We endeavor to implement an open door policy and encourage all staff and teachers to feel welcome in all classrooms; so that observing instruction is no longer an anomaly but a regular occurrence. This will provide multiple and constant opportunities for dialogue and accountability for the individual and for student learning, primarily through departmental and SLC rounds, throughout the school year.  Teachers will discuss the progress of students in their departments and SLCs and discuss best practices for achieving and maintaining successes. This regular dialogue will ensure that all teachers are held accountable for collaborative pacing, planning and professionalism that continually develops throughout the school year and does so for years to come.  Professional Development at Los Angeles High School will focus on three key areas. According to M. Kennedy (‘Defining Optimal Knowledge for Teaching Science and Mathematics,’ 1997), “professional development can influence teachers’ classroom practices significantly and lead to improved student achievement, when it focuses on:  (1) how students learn particular subject matter,  (2) instructional practices that are specifically related to the subject matter and how students understand it; and  (3) strengthening teachers’ knowledge of specific subject-matter content.” In order to achieve this focus, the ‘rounds’ system will be implemented both departmentally and within Small Learning Communities.  In Fall 2016, teachers will work in Departmental Rounds teams, to observe, comment, reflect and evaluate teaching and learning in the classrooms and how this affects student learning. In Spring 2016, the focus will be on Professional Learning Community and Community of Practice Rounds, when the process will be repeated, giving teachers a well-rounded view of teaching and learning at Los Angeles High School. The intention of this process, is to encourage and intervene as necessary to ensure that all students are receiving the highest quality of education possible. As City, Elmore et al 2009 state, “Our work in schools is about bridging this knowledge gap between educators and their practice.  The rounds process is an explicit practice that is designed to bring discussions of instruction directly into the process of school improvement. The practice works because it creates a common discipline and focus among practitioners, with a common purpose and set of problems.”  The vision of Los Angeles High School is to promote collaboration and a sense of community and by facilitating the presence of teachers in other classrooms; this will demonstrate the notion that learning is a lifelong experience and will highlight the importance of this to our students. To ensure that this process is effective and produces the highest quality reflection, it is necessary for a master schedule that allows for collaboration and common planning time, both departmentally and by **Small Learning Community** to be effectively created. There will be time built into the schedule to allow for this to take place at least once per week, with scheduled Professional Development (banked time) once a month.  The Professional Development plan at Los Angeles High School will be an ongoing process and will continue to adjust to accommodate the needs of our teachers, faculty and also our students. Throughout the year, analysis of data will allow for our PD focus to change if necessary to ensure that all students are receiving a relevant education. For example if data shows that students are unsuccessful in meeting a particular standard on periodic assessments, then professional development will be put in place to allow teachers to focus on best practices. In order to ensure that these changes take place and can be implemented without difficulty, the process will begin in the Spring 2012 semester, by focusing PD on collaboration and enabling teachers to feel more at ease with each other.  This will encourage communication through both departments and SLCs and ensure that as the new school year (2012-13) begins, teachers and staff understand the expectations and are able to participate fully in the professional development process. In the summer 2012, an institute will be held to further develop and maintain the notion that Los Angeles High School promotes continuous learning and ensure that Small Learning Communities are collaborating to provide structure to the students on the first day of the new school year. Additional to this, during both the Spring and Summer of 2012, teachers will be provided with Professional Development opportunities in the areas essential to the successful implementation of our instructional plan. Teachers and all faculty members will receive professional development in  teaching block schedules and how to plan for extended class periods; they will have opportunities to do this both in departments and Professional Learning Communities.  Once the school year begins, Professional Development will be held on a weekly basis (taking advantage of the proposed bell schedule which allows for PD time every Friday morning); teachers and staff will be placed into Professional Learning Communities and meet on a regular basis both during the assigned PD time and as needed. Throughout the school year, teachers will work in their PLCs in ‘ROUNDS’ firstly by department (in Fall 2012) and then by SLC in Spring 2013.  Monthly observations will take place and feedback given in relation to the rubric, outlined in the teacher evaluation portion. Teachers will be expected to primarily focus on one of the key domains (with chairs, leads and administrators focusing on the remaining three domains). This will allow for a more well-rounded evaluation and enhance the PD opportunities as they focus on the strengths and needs of the individual teacher. Fishman et al (2003) found in their study that teachers learn best through observing, being observed, teaching, planning for implementation, sharing ideas and reviewing student work.”  Simultaneously, teachers will also participate in PD by Specialty area and Department focusing on different topics essential to the pillars of learning, including Rti, differentiation, project-based learning and how to manage this in the classroom, analyzing student work and data effectively and tracking professional growth.  Professional development will encourage, nurture and sustain collaboration established during the summer 2012 institute; teachers will develop assessments, lesson plans and thematic units as members of Small Learning Communities and Departments to ensure that all students are able to achieve success. Through these structured professional development meetings, teachers will have the opportunity to focus on data analysis including student assessment scores (both statewide and local) and ensure that lesson planning is altered accordingly to meet the changing needs of our students and that instruction is data driven.  Furthermore, teacher evaluations will be included in this process to ensure that teachers work to their strengths but also build on and develop their areas of greatest need; analyzing data to see exactly what the students know and how this could be taught effectively to ensure success. (See Appendix V for Professional Development Calendar Overview)  **PROFESSIONAL DEVELOPMENT SUB-COMMITTEE: PROFESSIONAL DEVELOPMENT**  The Data Team will analyze data received from the 360 Degree Feedback process and from teacher self-assessment and peer observation. This will be used to identify Professional Development needs. Professional development will be targeted and may vary from department to department. The allocation of resources, therefore, must also be data-driven.  Professional development needs will be communicated to the Professional Development committee within the Leadership Council so they can plan professional development. | | | | |
| 5. How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance).  Our school schedule meets the daily and annual instructional minutes as required by the District. The current school schedule allows for flexibility to increase planning and professional development for faculty and to organize the school schedule in ways to maximize learning time for our students. This schedule includes serving breakfast at the beginning of the student’s school day and a lunch break in the middle of the day to comply with state and federal law and regulations [*Federal Regulations(7CFR), Section 22.2(b) and CFR Section 210.10(f)(1)*].  The LAHS schedule allows us to focus on the following areas of the teaching and learning process:   * instructional planning, * scaffolded learning experiences, * assessment of learning, and * intervention/re-teaching/enrichment.   Our school schedule allows teachers to have common planning time, which will supplement our efforts to make communication on campus more effective. Our commitment to link classroom learning to the interests and backgrounds of our students allows teachers to be more effective in communicating with our students.  Our goal with our school schedule is to provide the opportunity to our students to satisfy graduation credit requirements and to complete the A through G requirements to prepare them to be college bound and career ready. We offer many AP courses as well as college credit courses in their junior and senior years. Partnerships with West LA College and USC has been established in their Upward Bound Programs in order to increase the interest of our students to prepare themselves to move forward to higher education opportunities.  **School Calendar and Schedule**  We aim to implement a Balanced Calendar. At Los Angeles High School we use the autonomy of ESBMM to do the following with our schedule and calendar:  o Align with articulated vision/mission and instructional plan of the school  o Meet state requirements  o Maximize student learning  o Address the needs of all students as well as provide extra support to ensure that all  students are able to meet and exceed academic goals  o Allow sufficient time for core subjects  o Include non-academic programming  o Support and promote teacher collaboration  **Features of our Schedule:**  o On Monday mornings, students will have a late start schedule while teachers will have a  75 minute professional development.  o Students will have access to various resource areas (libraries, computer labs, homework  center, Champions) to work on assignments and projects, receive tutoring, study, or  participate in extracurricular activities.  o Students who are ready for enrichment will be able to take electives.  **Priorities with School Schedule**  Our school schedule has built in priorities that we focused on when the school schedule was created, as referenced below:  Priority #1: 100% graduation rate  Our school schedule will allow all students to take 6 classes per semester. Our school schedule not only holds benefits for earning credits toward graduation, but it will benefit instruction as well. Classes will be taught using the 56 minutes schedule model.  Priority #2: Proficiency for all.  The design of the instructional program at LAHS emphasizes the impact of relevance on student achievement. We assert that increased relevance will lead to increased student achievement and thereby proficiency.  Priority #3: 100% Attendance  As alluded to in our mission statement, student's’ attendance record often reflects their level of motivation and engagement in their educational experience. As a way of addressing the motivation and engagement levels of our students, LAHS will implement an instructional program that places an emphasis on linking the classroom and the community together in order to motivate our students to want to learn and come to school.  Priority # 4: Increased parent and community engagement  Through the partnerships that have been established with groups such as the Alumni, the Community and Parents, LAHS is beginning to grow its level of community engagement.  In order to tap the true potential that increased parent and community engagement possesses a new Parent Teacher Organization is being formed, a Harrison Trust Alumni Advisory Council is in the planning stages and community events and involvement are emerging.  Projects based on themes, career pathways and project-based learning including projects that involve learning and dealing with issues and challenges that are relevant not only in the community but in our school. Community partners can come together to share and find resolution that will bring harmony and balance to all which will increase positive impact on student motivation.  Working closely with community members to complete these projects will enable students to develop communication skills and also make them aware of the connection between themselves and the community.  Once projects are completed, parents and community members will then become the  audience to which students will display and communicate their findings. These are but a few of the ways that LAHS increase its parent and community engagement.  Priority 5: School Safety  At Los Angeles High School, one of our priorities is to ensure that all stakeholders feel safe and welcome on our campus. Homeroom provides our students with opportunities to develop characteristics cohesive with the overall mission, vision and culture of the school. The Homeroom will focus on many aspects of collaboration and social skills needed to develop as contributing individuals in society; it will also allow students to build self-confidence, self awareness and the importance of being part of a changing high school community. LAHS was chosen as a model school to roll out Restorative Justice and is committed to fully training our staff and implementing the strategies in the classroom.  There are discussions of considering refreshing the school schedule to align better with student’s needs, to allow more opportunities for intervention in an effort to increase the graduation rate, student attendance and motivation.  With the current schedule, we have found the need to add a period 0 in the early morning and a Saturday credit recovery opportunity. Our aim will be to incorporate these needs into the school schedule to allow students the opportunity to catch up or to advance in their studies.  We will conduct surveys with our students, teachers and parents and analyze our student data (grades, attendance, goals) to establish the needs and wants of the school and have these findings guide us to create a school schedule that will align and meet student needs and give teachers time for planning and intervention practices in the classroom. Parent input is important so that we can get a sense of what is going on in the home, after school to determine if more tutoring is needed, extra curricular activities etc.  Our school schedule for the year **2016-2017** is as follows:  **MONDAY PROFESSIONAL DEVELOPMENT**   |  |  |  |  | | --- | --- | --- | --- | | **Description / Period** | **Start Time** | **End Time** | **Length** | | Professional Dev | 8:00 AM | 9:15 AM | 75 min | | Period 1 | 9:22 AM | 10:02 AM | 40 min | | Homeroom (BIC) | 10:08 AM | 10:32 AM | 24 min | | Break | 10:32 AM | 10:47 AM | 15 min | | Period 2 | 10:53 AM | 11:33 AM | 40 min | | Period 3 | 11:39 AM | 12:19 PM | 40 min | | Lunch | 12:19 PM | 12:49 PM | 30 min | | Period 4 | 12:55 PM | 1:35 PM | 40 min | | Period 5 | 1:41 PM | 2:21 PM | 40 min | | Period 6 | 2:27 PM | 3:07 PM | 40 min |   **TUESDAY - FRIDAY SCHEDULE**   |  |  |  |  | | --- | --- | --- | --- | | **Description / Period** | **Start Time** | **End Time** | **Length** | | Period 1 w/ BIC | 8:00 AM | 9:12 AM | 72 min | | Period 2 | 9:18 AM | 10:14 AM | 56 min | | Break | 10:14 AM | 10:29 AM | 15 min | | Period 3 | 10:35 AM | 11:31 AM | 56 min | | Period 4 | 11:37 AM | 12:33 PM | 56 min | | Lunch | 12:33 PM | 1:03 PM | 30 min | | Period 5 | 1:09 PM | 2:05 PM | 56 min | | Period 6 | 2:11 PM | 3:07 PM | 56 min |  |  |  |  |  | | --- | --- | --- | --- | | **SHORTENED DAY SCHEDULE** | | | | | **Description / Period** | **Start Time** | **End Time** | **Length** | | Period 1 | 8:00 AM | 9:02 AM | 62 min | | Period 2 | 9:08 AM | 9:52 AM | 44 min | | Break | 9:52 AM | 10:07 AM | 15 min | | Period 3 | 10:13 AM | 10:57 AM | 44 min | | Period 4 | 11:03 AM | 11:47 AM | 44 min | | Lunch | 11:47 AM | 12:17 PM | 30 min | | Period 5 | 12:23 PM | 1:07 PM | 44 min | | Period 6 | 1:13 PM | 1:57 PM | 44 min | | | | | |
| 6. How does your school plan to use the Governance autonomy? (See ESBMM Manual pp. 25 - 28 for guidance).  Our school Governance system is charged with keeping the vision of the school and ensuring that our school is performing at its highest levels. This enables all stakeholders an opportunity to have a voice and representation in the development of the school.  Our school governance consists of the following stakeholder groups:   * Administration * Faculty * Classified Staff * Parents * Community Representatives * Student Representatives   Our school governance applies the ESBMM model as follows:  **School Type:**  We believe that the Expanded School Based Management Governance Model (ESBMM) is the best model for Los Angeles High School in order to carry out the mission and vision of the school.  This model will provide the school with flexibilities, accountability and local control to promote academic excellence and full engagement of the school community.  Under this model, responsibility and decision-making over school operations and the educational program is transferred to the administrator, teachers, parents, students and community members through the School Leadership Council.  The ESBMM governance model adheres to all legal requirements including setting the school vision, approving annual budgets, and the selection of the school leader.  Input is received from Committees and Councils (including the School Site Council), which are collectively led by the School Leadership council, which to the extent permitted by applicable laws, regulations, and collective bargaining agreements, members of the School Leadership Council will be actively involved in selection of personnel, evaluations of teacher and administrator performance, design and implementation of professional development, development and approval of annual budgets.  **How autonomies will be used**  • Greater flexibility in funding allows us to use the resources available to meet the needs of  students. The Leadership Council ensures that resources are allocated based on student needs as determined by achievement data and needs assessments. The Leadership council will enforce fiscal responsibility and the transparency of the budget development  Process.  • Control over curriculum will allow us to make instruction more relevant and engaging that will enhance and promote the development of essential skills that students will need to be college and career ready.  • Control over Professional Development (PD) allows us to make all decisions regarding  Professional Development at the school site. This autonomy allows us to tailor the professional development and implement data driven and researched based professional development activities.  This autonomy allows us to determine what education and training the staff needs in order to implement the school strategic goals as part of the on-going implementation of evaluation and improvement systems.  • In accordance with district policy regulating instructional minutes, we will use the control over  bell schedule autonomy to create a bell schedule designed to maximize student learning  according to the mission, vision, and goals of the school. All relevant state laws and regulations  apply.  • Hiring Autonomy will be used in the hiring of all vacant positions including certificated, classified and administrative positions. A hiring sub-committee of the leadership council will be responsible for implementation of the hiring process.  **School Level Committees**  School Leadership Council  The School Leadership Council under the ESBMM governance model will have representation from all stakeholder groups (teachers, parents/community, students, non-certificated staff, administrators) and will ensure that the school’s mission, vision, and school wide systems support a high performance school focused on student achievement.  The School Leadership Council will promote the embedded beliefs and behaviors found in the culture of a high performing school. The Leadership council is a decision making council and its members are elected.  Leadership Council subcommittees will be formed to build leadership capacity in the decision  making process. All stakeholders will be able to join subcommittees. Additional subcommittees will be formed as needed.  Leadership Council Sub-committees:  **Hiring**  As positions become vacant, a hiring subcommittee of the Leadership Council will screen, interview and hire teachers, administrators, and classified staff. All vacant positions will be subject to a hiring process that will include all stakeholders, including parents. This autonomy will allow us to select ideal candidates and not accept “must place” candidates without undergoing a hiring process.  Candidates must display characteristics that will support the educational program, show commitment to serving the students and families of Los Angeles High School, and are willing to promote and align professional practice with the mission and vision of the school.  **Discipline**  The discipline subcommittee will collaborate with support staff in the implementation of the schoolwide Positive Behavior Support Plan and Restorative Justice. This subcommittee will monitor attendance and suspension rates and the overall implementation of the school safety plan. The subcommittee will make recommendations to the Leadership Council on ongoing campus safety and student behavior issues.  **Data Team**  The data team will be responsible for implementing the school-wide data analysis system that will allow us to make decisions that are data driven. The data team will be responsible for analyzing and disseminating data to the different stakeholders.  Data will drive decisions, and will inform ongoing discussion about improvement in areas such as attendance, student discipline, curriculum and instruction, bell schedule, assessment, intervention and professional development.  **Curriculum/Professional Development/Bell Schedule**  This committee will continuously review curriculum to see that it meets the needs of our students and allows flexibility for new developments in technology and teaching practices. They will also be responsible for ensuring that professional development is data driven and implemented to support the curriculum and our student needs. The bell schedule will be part of this teams responsibility as well in order to assure that we offer the best schedule possible to support our curriculum, student needs, professional development and collaboration needs. This subcommittee will work closely with the budget and data subcommittees in order to align student and staff needs with funding and resources and will make recommendations to the Leadership Council.  **Budget**  The budget subcommittee will be responsible for evaluating and identifying funding sources to support the educational program. The budget subcommittee will collaborate with the professional development and data team to ensure that resources are aligned to student and staff needs.  The budget subcommittee in collaboration with all stakeholders will annually develop a budget based on student need and will assist in the identification of supplemental funding sources.  **Calendar**  The Calendar subcommittee meets to organize the schedule for the many events that occur on campus throughout the year to assure there are no conflicts with utilization of space or testing windows. The goal is to assure that events (both school and community), performances, testing, meetings, athletics, minimum days, shortened days, senior activities, etc. are all scheduled in advance and at the most beneficial times.  **School Site Council (SSC)**  The School Site Council is the decision-making body for Consolidated Application Programs operated at the school to improve student achievement (Ed Code 64001)  The SSC responsibilities are to develop, monitor, and modify the Single Plan for Student Achievement and the Categorical Budgets. The content of the Single Plan for Student Achievement will be directly aligned with school improvement goals and will be based on a careful analysis of the data in order to ensure that the needs of the student population are being met.  The SSC will develop and approve the Single Plan for Student Achievement in consultation with all stakeholders with the Compensatory Education Advisory Committee, the English Learners Advisory Committee, the Gifted and Talented Advisory Committee, and the Special Education Advisory Committee. The SSC will update and revise the Single Plan for Student Achievement annually, including proposed expenditures of funds allocated to schools that receive categorical funding.  The composition of the council is as follows: the principal; representatives of classroom teachers elected by teachers at the school; other school personnel at the school; parents of students attending the school and community members elected by such parents. All members will have equal voting rights.  LAHS is currently considering combining the LC and SSC (as allowed in the ESBMM) in order to provide continuity and a seamless process for making decisions. This would help cut down on the number of meetings being required of Council members and assure that budget decisions truly align with the plan established by the Leadership Council. This would also help ensure that all the various plans (ESBMM; SPSA; EL Master Plan; etc.) are aligned and allow Council members a better view of the “Big Picture” as they make the important decisions needed to best serve our students. | | | | |