

**PROPOSED EAGLE ROCK HIGH SCHOOL
SCHOOL BASED MANAGEMENT PLAN
MAY 2001**

OVERVIEW

Eagle Rock Junior/Senior High School is an urban neighborhood school located between the cities of Pasadena and Glendale in the northeastern tip of Los Angeles. It is one of 53 high schools in the Los Angeles Unified School District, and the only one with a 7-12 configuration. The site houses both a comprehensive junior and senior high school, and a junior high magnet serving Gifted, High Ability and Highly Gifted students.

The 40-acre facility was established in 1927. The current main buildings and gymnasium facilities were built in the 1960's to house 1700 students. In 1999, 2600 were enrolled in Eagle Rock Junior/Senior High School, with an additional 162 in the Eagle Rock Gifted, Highly Gifted and High Ability Magnet. While this number is lower than the previous two years, due to the increased sections of classes caused by class size reduction and the need for additional classrooms, for the third consecutive year students were bused from Eagle Rock High School to less crowded high schools.

The passage of Proposition BB two years ago is bringing much-needed capital improvement to the school, such as additional wiring for computers and internet access, upgrades in heating and air conditioning, and cosmetic upgrades like new flooring. While in the long run the improvements will contribute to a more positive and enriched learning environment, in the interim students and teachers have been inconvenienced by the disruptions of noise, intrusion of construction workers, constant ringing of fire alarms, decreased parking spaces, and malfunctioning phone, air conditioning and heating systems.

Since the last accreditation, the District has been reorganized into cluster/complex configurations. Our cluster includes neighboring Franklin High School and Marshall High School, along with their feeder middle and elementary schools. The Eagle Rock complex includes our feeder middle and elementary schools. This configuration greatly facilitates vertical articulation with our feeder schools, enhancing opportunities for discussions on curricular and community concerns.

Community

Unlike many urban high schools, Eagle Rock has maintained a strong sense of community involvement throughout its history, despite changing demographics and neighborhood populations. Generations of families maintain an interest in the school and long-standing traditions and rituals are maintained through strong identification within the community and through an active alumni association. While the community remains close-knit, easy access to nearby Pasadena and Glendale and downtown Los Angeles affords students the opportunity to visit museums, fine arts and sports events, as well as the large central library.

In recent years, the surrounding neighborhood has increased in population density, but the area still consists mainly of single-family residential units and small apartment complexes. The socioeconomic status of the Eagle Rock community has declined somewhat over the past few years as evidenced by a growing number of students eligible for the federal meal program; currently forty-eight percent are eligible for free or reduced-price meals.

Staff

Of the 133 certificated teachers, almost half of our faculty has been at this school between one and five years, approximately 18% have been here from six to ten years, 18% have been here between ten and twenty years, and 7% more than twenty years. While these statistics show a faculty relatively new to Eagle Rock, more than 50% of our faculty has been with the District more than ten years. Fifty-one teachers have an advanced degree beyond a BA or BS. Although Eagle Rock has had a fairly stable faculty, over the past few years due to retirements, transfers and growth we have a number of new teachers. A status breakdown of the current faculty shows that eighty-nine teachers have Permanent status, sixteen have Probationary status, twenty-four have status listed as "Other" (included District interns, emergency credential), and eight are listed as Substitute.

The site administrative team consists of the Principal, two Assistant Principals, the Assistant Principal Secondary Student Services, and the Assistant Principal Student Counseling Services, in addition to a support team of two student deans, seven counselors, a school nurse, a school psychologist, the School Improvement Program coordinator, a school police officer, the cafeteria manager and the plant manager.

MISSION/VISION/BELIEFS

Mission Statement

The mission of Eagle Rock Junior/Senior High School is to create a learning environment in which students grow academically, creatively, ethically, physically and socially.

Vision Statement

The Eagle Rock Junior/Senior High School educational community is accountable for:

- Challenging and stimulating courses of study;
- A safe, well-maintained physical environment;
- A well-informed population;
- A climate of respect for diversity;
- And the building of self-esteem based on genuine achievement which prepares students to think, solve problems, make informed decisions, and achieve success in the 21st century.

We believe

- In mutual respect for everyone
- In open communication
- In the value of education
- In giving students the tools to make decisions for today and for the future
- In ongoing discussions about teaching and learning
- That every student has the potential to be a productive member of society
- That education is a cooperative process utilizing teachers, students, parents and the community
- That all students should be prepared for a post-secondary education

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

With Indicators

Students will be able to:

1. Communicate effectively, using multiple modes of communication.

Indicators:

- Language Arts/Senior Portfolio

- Stanford 9 assessment test
- Classroom performance (includes Visual and Performing Arts performances)
- Proficiency in computer technology

2. Demonstrate ethical behavior and civic responsibility.

Indicators:

- Volunteer hours in the community/Service learning projects through classes
- Service club membership
- Participation in Leadership class/Leadership positions
- Scholar-Athlete awards
- Classroom observation/Counselor and Deans' office referrals
- Clean Campus
- Decrease in crimes reported
- Increase in voter registration

3. Utilize critical, logical and creative thinking skills to comprehend, analyze and solve problems.

Indicators:

- Standardized testing
- Portfolio assessment of student work
- Multimedia project-based instruction
- Classroom performance observation

4. Apply acquired knowledge and skills to real-life situations.

Indicators:

- Service learning projects
- Employment/Enrollment in work experience
- Mentoring/Job shadowing
- Classroom activities
- Post-secondary placement
- Field trips
- Senior portfolios

PERFORMANCE AND ACCOUNTABILITY

Enrollment Data

Racial / Ethnic Composition (School Accountability Report)

Year	Am. Ind.	Asian	Black	Filipino	Latino	Pac. Isl.	White	Total Enrollment
1996-97	0.3	9.2	2.4	14.9	60.4	0.1	12.7	2606
1997-98	0.4	8.3	1.9	15.9	60.5	0.1	13.0	2688
1998-99	0.8	7.2	2.2	16.5	61.0	0.1	12.2	2648
1999-00	0.6	6.8	2.5	16.6	61.4	0.3	11.8	2600

Special Populations

(Fall 1999 Survey)

Gifted	416
LEP	439
Special Education	116

Attendance Data

Eagle Rock consistently ranks among the highest in in-seat attendance in the District as well as in the cluster, and has consistently improved in the last four years.

Percent of Student In-Seat Attendance (District Benchmark Indicators–Progress Report)

Year	Eagle Rock HS	ER/F/M Cluster	LAUSD
1996-97	90.23	91.94	91.50
1997-98	91.45	92.27	91.81
1998-99	94.30	94.08	93.84

Completion Rates

Dropout Rate (District Benchmark Indicators – Progress Report)

Year	Eagle Rock HS	ER/F/M Cluster	LAUSD
1996-97	6.14	13.77	13.93
1997-98	4.43	09.40	07.84
1998-99	5.09	14.33	11.69

Dropouts-through the tenth month (School Accountability Report)

Year	Grade 7	Grade 8	Grade 9	Grade 10	Total
1995-96	7	11	31	43	147
1996-97	5	7	47	41	147
1997-98	5	4	19	26	98

Language Proficiency

Redesignation Rate (District Benchmark Indicators – Progress Report)

Year	ER HS	ER/F/M	Cluster	LAUSD	Num. LEP	Num. Rdsgn	Per. Rdsgn	Num. LEP	Num. Rdsgn	Per. Rdsgn	Num. LEP	Num. Rdsgn	Per. Rdsgn
96-97	534	59	11.05	15,730	1,540	9.79	307,245	24,751	8.06				
97-98	529	73	13.80	15,889	1,754	11.04	309,892	33,340	10.76				
98-99	495	138	19.47	15,889	422	2.66	309,892	9,001	2.90				
**??													

Public School Accountability Act - 1999 Academic Performance Index

1999 Percent Tested	1999 Number Tested	1999 API Rank	1999 Statewide School Rank	1999 Similar
99	2133	611	5	8

Student Performance in Academic Subjects (School Accountability Report)

Department	#Classes Spring 1999	A	B	C	D	F
English	109	20%	25%	25%	17%	13%
Mathematics	82	11%	20%	31%	23%	16%
Science	72	15%	24%	30%	18%	13%
Social Studies	72	20%	24%	32%	14%	9%

SAT9 Stanford Achievement Test, Ninth Edition

School Mean Percentile (District Benchmark Indicators – Progress Report)

Year	Eagle Rock HS	ER/F/M Cluster	LAUSD
1996-97	39	30	30
1997-98	43	33	32

Spring 1999 SAT9 - Scoring at or above grade level:

Reading 41%
Math 37%

Stanford 9 Disaggregated Data (School Accountability Report)

	GR9		GR10		GR11	
	Sp98	Sp99	Sp98	Sp99	Sp98	Sp99
Reading						
All Students	28	28	31	32	35	34
Language Status						
English-Only	41	38	49	47	56	49
Fluent English	40	36	35	42	40	37
Limited English	07	08	06	06	06	07
Redesig.LEP	29	27	31	29	32	36
Unknown	21		19		**	
Ethnicity						
Am.Ind.	**	**	**	**	**	**
Asian	42	30	53	36	54	62
Black	**	**	**	**	**	**
Filipino	39	38	34	42	30	37
Hispanic	22	23	23	26	25	27
Pacific Islander	**	**	**	**	**	**
White	42	36	57	53	68	49
Unknown	21	21	**	**	**	**

Mathematics						
All Students	44	44	41	44	45	44
Language Status						
English-Only	49	48	49	48	57	53
Fluent English	56	48	44	51	47	46
Limited English	25	27	19	21	24	20
Redesig.LEP	45	48	43	45	45	44
Unknown	37		34		**	
Ethnicity						
Am.Ind.	**	**	**	**	**	**
Asian	73	70	75	70	74	81
Black	**	51	**	**	**	**
Filipino	56	59	43	50	39	49
Hispanic	36	38	32	36	38	33
Pacific Islander		**		**		**
White	57	54	58	57	62	59
Unknown	43	31	**	**	**	**
Language						
All Students	42	43	36	40	42	44
Language Status						
English-Only	51	53	50	53	58	57
Fluent English	54	53	43	56	48	51
Limited English	16	18	09	09	13	13
Redesig. LEP	47	44	37	35	41	44
Unknown	30		24		**	
Ethnicity						
Am. Ind.	**	**	**	**	**	**
Asian	60	53	65	47	60	74
Black	**	516	**	**	**	**
Filipino	57	59	49	57	44	53
Hispanic	34	37	25	31	34	34
Pacific Islander		**		**		**

White	55	52	51	57	61	55
Unknown	**	32	**	**	**	**

SAT Scholastic Aptitude Test

Year	12th Grade Enrollment	Test Takers	Average Math	Average Verbal	Average Total
1995-1996	375	174	473	443	916
1996-1997	339	171	472	439	911
1997-1998	384	176	478	459	937
1998-1999	398	179	447	446	893

Advanced Placement

The number of Advancement Placement classes and sections has increased during the past several years. New AP classes in Statistics and Biology have been added, along with additional sections in English, Government and Calculus.

Number of Advanced Placement Sections Offered (District Benchmark Indicators – Progress Report)

Year	Eagle Rock HS	ER/F/M Cluster	LAUSD
1996-97	10.5	44.0	828.0
1997-98	13.0	50.0	944.0
1998-99	14.0	62.0	1,123.0
1999-00	18.8	Unavailable at time of printing	

Advanced Placement Three-Year Summary

Year	No. of Subjects Given	No. of Exams Taken	% Scoring 3 or Higher
1997	14	204	37.7
1998	15	226	37.2
1999	15	340	46.8

A-F Pass Rate (%) / Total Enrollments (District Benchmark Indicators – Progress Report)

Year	Eagle Rock HS	ER/F/M Cluster	LAUSD
1996-97	39.7	35.6	34.1
1997-98	42.0	37.5	35.0
1998-99	43.4	37.4	34.4

STRATEGIES TO ACHEIVE STUDENT OUTCOMES

In addition to multiple teaching strategies, the following special programs will serve the needs of our varied population.

Advanced Placement

Eagle Rock currently offers 18 sections of Advanced Placement classes in 10 different subject areas: Calculus AB/BC, English Literature, Biology, Chemistry, Physics, US History, Government, Spanish Language, and Spanish Literature. The AP program

continues to grow in the number of sections offered and number of students enrolled; from 1998 to 1999 Eagle Rock increased by 50% the number of Advanced Placement exams given.

Applied Mathematics and Science Academy - Exploring Technology

The goal of the Exploring Technology program is to introduce students to the importance of technology in today's society through the use of technological equipment, instruments and applications in industrial technology, science and mathematics. Program content is self-directed and organized through a series of modules that encourage students to become responsible for their own learning. This program is in its first year.

Career/Vocational Education

The Eagle Rock Career/Vocational Education program serves all students from grades 9-12, offering students many educational and vocational opportunities. The Work Experience Coordinator enrolls students in both Exploratory and General Work Experience, and visits classrooms on a regular basis to give information on careers, job opportunities and other work related topics. Twelfth grade students are required to complete a portfolio as part of their graduation requirements.

Gifted and Talented Education (GATE)

GATE students are served through Honors and Advanced Placement classes which offer accelerated or advanced content through differentiated instruction. There are currently 416 identified GATE students in Eagle Rock Junior/Senior High, and an additional 123 in the Eagle Rock Magnet.

New Media Academy

The New Media Academy is designed to develop media literacy in students that eventually leads to student development of multi-media presentations for course projects, advertising for campus and community events, web pages, public service announcements, and short video documentaries. The program began this year with ninth grade, and will expand each of the next three years to follow these students. Completed classroom construction and the acquisition of media technology are current goals of the Academy.

Safe and Drug-Free Schools/Tobacco Use Prevention Education Program (TUPE)

Safe and Drug-Free Schools and Tobacco Use Prevention Education Program provide a comprehensive prevention and intervention program. Students are provided instruction about drug and violence prevention through Health classes. In addition, assemblies, parent information meetings, staff development and positive alternative activities for youth are sponsored. Intervention activities include a referral system for students impacted by drugs, alcohol or violence, and educational support groups for students identified as being at-risk. An average of 500 students are referred to the program each semester, and approximately fifteen support groups are conducted each twenty weeks.

School Improvement Program

Funded by the California Department of Education, the goal of the School Improvement Program is to increase student achievement through the use of supplemental funding. The School Improvement Site Council is composed of parents, teachers, students, classified staff and administrators who are charged with implementing the site-based plan including the funding necessary to support increased academic achievement, as well as overseeing the expenditure of the LAUSD Block Grant Funds.

Special Education

The Special Education program at Eagle Rock offers a Resource Specialist Program (RSP), Special Day Class Program (SDC), and a Full Inclusion Program. Most RSP and SDC students participate in art, music, athletics and other elective classes as well as after-school clubs and activities with general education students.

MANDATE PLANS

The following programs are reassessing their foci in light of the priorities listed in the previous section.

English Language Learners Program

The English Language Learners Program, in accordance with California Ed Code 300, prepares English Learners for mainstream classes within one to two years and then on to redesignation status as fluent English proficient students.

State funding provides for supplemental instructional material, field trips, tutoring, staff development, conference attendance expenses for parents and staff as well as personnel to assist ELL students and teachers.

Parents have the option of choosing structured English immersion programs Model A or Model B, (sequential programs of English immersion), a waiver for a bilingual program or mainstream English classes.

In order to insure that English Learners do not incur academic deficits in their content classes, they are assessed every 8 weeks using district ELD standards. An intervention program is offered to the students by way of an after-school tutoring lab staffed with a bilingual teacher and bilingual paraprofessionals.

In addition to the 4 levels of English Language Development (ELD), Eagle Rock offers the following classes taught using sheltered instruction by an authorized teacher or a teacher in training toward authorization:

English classes - 7, 8, 9,10, 11

Social Science classes – 7, 8 World History, US History

Science classes – 7, 8 Integrated 1,2

Math classes - 7, 8 Algebra, Geometry, Integrated 1,2

At present, thirteen teachers are certified with a BCLAD, twenty-eight teachers with a CLAD and/or SB 1969, while twenty-eight other staff members are in training toward certification.

School Improvement

The purpose of the School Improvement Program is to improve the local school's total instructional program by assessing the skills and knowledge of students and by providing supplemental services that meet their needs.

The program is governed by a School Site Council (SSC) composed of the principal, staff, parents, students, and community members. The council is a decision-making body in (1) operating procedures and by laws, (2) selecting and maintaining membership, (3) developing the school plan and budget for Board of Education

approval, and (4) evaluating the annual progress of educational improvement under the school plan.

This year we have reaffirmed that our support of academic achievement and instructional programs will be aligned with our school priorities as distilled by our accreditation process.

PROFESSIONAL DEVELOPMENT

As a result of our accreditation report, we have selected three areas of focus for our attention in the next few years. All discretionary funding that can be used for staff development will be directed toward student achievement in these areas. The below plan explains the roll out time period.

AREA FOR IMPROVEMENT #1: Technology

RATIONALE: Students need to be trained in the use of technological tools that will allow them to be competitive in the 21st century. Technology must be integrated into curricular program to make use of the tools meaningful.

AREA FOR IMPROVEMENT #2: Vertical and horizontal alignment of the core curriculum, as well as with the content standards.

RATIONALE: To increase student achievement at each grade level, achievement of the schoolwide ESLRs, and performance on the standardized tests, course curriculum must be aligned horizontally (within the grade or course level), vertically (across grade or course levels), and with the content standards. Language Arts and Mathematics will be the initial core areas in alignment with LAUSD mandated focus.

AREA FOR IMPROVEMENT #3: Review and analysis of standardized testing results to modify curriculum.

RATIONALE: In order to increase student achievement, test and assessment results must be analyzed for strengths and weaknesses, and curriculum modified to address the weaknesses. Language Arts and Mathematics will be the initial core areas in alignment with LAUSD mandated focus.

GOVERNANCE

SBM Council

The SBM council shall be composed and run as per the contract guidelines listed in Article XXVII of the UTLA-LAUSD 2000-2001 Contract.

All elections to the SBM council shall be held in accordance with relevant sections of the current contract. We, in addition, shall require at least 3 days of public notice before the election. The notice shall be written in the staff section of the daily bulletin. It shall include all the names of the nominees. People shall have access to voting for at least 3 days before and after each school day. Access shall be defined as voting availability of ballots in the main office for one-half hour before and after school each voting day. The election committee will then post the results on the UTLA bulletin board after counting. All concerned can find the results there.

The areas of domain will include all of those for which there are delegated committees.

-Committees-

As needed the following committees shall exist:

Budget

Parent and community outreach and relations

Discipline

Calendar

Equipment

Staff Development

Curriculum

Technology

Communication

Each committee shall have a liaison to the SBM council, a secretary a facilitator and a representative of each stakeholder group. Outreach for membership should include messages in the "STAFF" section of the bulletin running for no less than 6 days before the committee meets for the first time. The standard of broad stakeholder participation shall be met unless creating a full committee is unreasonable. If thought to be so, the

committee must write a memorandum explain the situations that made it untenable. It should list efforts made to achieve full participation of all stakeholders.

These committees will form and disband as needed in an ad hoc manner. When an issue comes up, the group will meet. The committees are charged with writing fully formed policy. The SBM council can either adopt this policy, or return it to committee with concerns. Once the process of presentation and approval is completed the committee shall be put onto stand by until evaluation of the policy is needed or another policy within the committees purview arises.

Additional areas of SBM council domain are: school direction, vision and strategic plans; staff development programs; school schedule changes; the final approval of administrators and policies committees propose; guidelines for use of school equipment (including the copy machines); and the following local budgetary matters:

- (a) Instructional Material, account 4170,
- (b) School-Determined Needs, account 3986 (except for funds pre-designated by donors),
- (c) State Textbook and Related Material, accounts 4111, 4152 and 4267,
- (d) Instructional Material - Special Education Schools Account, 2544 (for Special Education School Councils only),
- (e) Funds distributed by the state through the SBM council for approval.

In addition to the above enumerated budget controls, the SBM shall have input on the entire budget by receiving a presentation from the principal on the overall budget in the fourth to last meeting. The members shall then have three meetings in which to express concerns. Concerns shall be discussed in relation to our vision statement, expected school wide learning results and mission statement. Concerns may then be put into the form of recommendations.

On the final meeting of the year, the council shall approve non-discretionary, local budget.

The minutes of each meeting shall be compiled and put into each teacher's box in the week following the meeting. These minutes will be "unapproved", as the SBM will not have reviewed the contents.

Class selection

The following clarifies, but does not supersede, the current contract language.

The administrators will create a matrix denoting courses needing to be taught and the periods in which they are to be taught. The designation of specific teachers to these assignments shall be made by the department chairpersons in consultation with their department members. The matrix will then be given back to the administrators for their final approval. The administration still reserves the right to make adjustments in a fair and equitable manner, taking into account seniority and educational program needs.

Departments without a chairperson shall send a representative to get the matrix from the administrator in charge. They then shall meet as a department in person. Taking school educational needs and seniority into account they shall then fill out the matrix. The completed matrix shall then be sent back to the administrator in charge for approval.

Staffing

All positions not elsewhere specified will be hired by a committee. The committee shall consist of a minimum of a potential supervisor, coworker and an administrator. If possible, a parent, student and/or the on-site chapter chair (or a designee) shall be in attendance.

When, in all committee forming processes, a full committee cannot be assembled, a memo shall be written detailing the efforts made to attain full participation. This memo shall be given to the chapter chair.

Classified staff, school aides and counselors shall be hired by a committee on a consensus basis. This committee would be comprised of the following: The senior clerk of the office involved (or a designee), an administrator, a teacher, a parent and a student.

TEACHERS

Teachers shall be hired by a committee on a consensus basis. This committee will be comprised of the following: The principal or their designee, the UTLA chapter chair (or designee), the candidate's potential department chair, two teachers from the department into which the person may be hired, a parent and a student.

This committee should screen applicants via interviews and calling references. This interview should include, but not be limited to, the presentation of a lesson plan.

ADMINISTRATORS

Screening for administrators other than principal shall be done by a parent, a student, principal, co-administrator, the chapter chair and two teachers.

Initially there shall be a paper screening. Those whose paperwork looks good shall have phone calls made to school sites at which they have worked. When possible, the principal will call the former principal under which they worked, the teacher shall call a former teacher under which they worked, etc.

Then the screening committee will interview those who made it through the preceding screening. The committee will then recommend three candidates for SBM council approval. The SBM interviews will happen at an open meeting. The selection will happen after the candidates are gone.

PRINCIPAL

Principal applicant screening shall be run by committee chaired by the UTLA chapter chair or their designee. The committee will include two administrators and one member of the classified office staff, representatives of the Science, Math, English, Foreign Language, Performing Arts, Industrial Arts, Physical Education, Special Education, Social Studies and Health Departments, three parent representatives: One parent from PTA, one from School Improvement and one from the School Leadership/School Based Management Council, and two students from Leadership. The representatives shall be elected by the constituency they represent.

Again, there shall be a paper screening. Those whose paperwork looks good shall have phone calls made to school sites at which they have worked. When possible, the

administrators will call the former administrators with whom they worked, the teacher shall call a former teacher under whom they worked, etc.

There will be an interview of the top candidates based on the prior screenings. Some candidates will be eliminated.

The committee shall then visit the school sites of the remaining candidates. At this point there should be no more than four remaining candidates.

The committee will then plan and publicize a forum or two for each of the finalists to come and address questions that the staff might have. The committee will make up questions, in advance, that will be asked of each prospective principal. These should include questions on the history of their careers, management style and philosophy. After the set questions that are asked of each candidate are answered, the floor will be opened to the questions from the audience. One follow-up question will be the maximum allowed per audience member.

Each of the candidates will be given 5 minutes to introduce themselves.

Approximately 40 minutes will be spent answering the committees' questions. Approximately 40 minutes will be spent answering staff questions. The UTLA chapter chair will be the moderator.

At the close of the forum the candidates will spend 15 minutes answering individual questions one on one.

The session will close and the candidates will leave. There will be a discussion followed by a show of hands indicating the general will of those who were present at the forum.

The committee shall then vote. The winner of this election shall then have their name submitted to the district for confirmation.

DEANS

Deans shall be elected as per the contract article XXXI. There shall be no time limits on the number of consecutive years a person may be dean since being in the classroom. See waiver.

SCHOOL DRESS CODE

In general, students SHALL NOT WEAR clothing that may have a negative effect on their safety or the safety of others and/or on their learning.

1. PANTS:
 - a. No larger than two inches at the waist; no larger than 12 inches in the legs (measured from the front crease to the back crease at the knee).
 - b. No split cuffs. Cuffs must be hemmed (sewn). Cuffs cannot drag on the floor. They must rest on the shoes without pins, staples, thumbtacks, tape, etc.
 - c. No cut-off pants or sweatpants.

2. YOUNG WOMENS' ATTIRE (In addition to those above):
 - a. No SHORT shorts.
 - b. No SHORT skirts.
 - c. No bare midriffs. No tube or halter-tops.
 - d. No low-cut or see-through tops or skirts.

3. BELTS: No initialed belt buckles.

4. No wallet chains or similar type object.

5. ALL CLOTHING:
 - a. No language or symbols that defame other groups or ethnicities.
 - b. No profanity, obscene symbols or language.
 - c. No language or symbols which indicate membership in or support for gangs, drugs, regulated substances, cults, or violence.
 - d. Clothing may not be drastically altered or tailored to fit the dress code.
 - e. All clothing must cover the body adequately, and must be appropriate for school or the work place.

6. No caps*, beanies*, scarves*, bandanas or berets.
*Official Eagle Rock Junior Senior High School team caps or caps and other clothing purchased at the student store can be worn at school. All caps MUST be removed in class.

STUDENTS WILL BE GIVEN THREE WARNINGS. THE THIRD WILL MANDATE A TEACHER - ADMINISTRATOR MEETING. THE FOURTH WARNING WILL REQUIRE SUSPENSION FROM SCHOOL. THE FIFTH WARNING WILL CAUSE AN OPPORTUNITY TRANSFER FROM THE SCHOOL.

TEACHERS WILL ADHERE TO THE SAME DRESS CODE THAT UPHOLDS STANDARDS OF PROFESSIONAL MANNER AND DEMEANOR.

IT IS THE SCHOOL'S GOAL TO ENFORCE THIS DRESS CODE FOR THE MAXIMUM EDUCATIONAL BENEFIT, SAFETY, AND WELFARE OF ALL OUR STUDENTS.

CODE OF CONDUCT

When deemed necessary, Eagle Rock Junior/Senior High School reserves the right to check students, alumni, and their guests at school activities with metal detectors or other means for weapons and/or dangerous items.

WHILE ON SCHOOL CAMPUS OR AT SCHOOL EVENTS STUDENTS SHALL NOT:

1. Threaten, attempt or cause physical injury to another person (1,2)
2. Possess or furnish any firearm, gun of any type (including air guns, stun gun, "toy" gun, knives, screw drivers, explosives or other dangerous weapons. (1,2,3)
3. Possess, use, sell, furnish or be under the influence of any legally prohibited substance including any alcoholic beverage or intoxicant of any kind, or the possession or use of tobacco. (1,2)
4. Offer, furnish, or sell any substitute substance represented as a controlled substance of intoxicant of any kind. (1,2)
5. Commit robbery or extortion. Steal or attempt to steal school or private (personal) property. (1,2)
6. Cause or attempt to cause damage to school or private (personal) property including graffiti (writing/tagging/etching with a sharp object, etc.) of any type. (1,2)
7. Commit an obscene act or engage in habitual profanity or vulgarity. (1)
8. Possess, furnish, or sell any drug (controlled chemical substance) or drug paraphernalia. (1,2)
9. Disrupt school activities or willfully defy the authority of school personnel. (1)
10. Set off or call in false alarms' start a fire, throw food or other object, possess and/or use stink bombs or chemical sprays. (1,2)

11. Interfere with staff members' responsibility or action. (1)
12. Be tardy or truant to class, or leave class prior to dismissal by their teacher (1)
13. Leave the school campus at any time without permission. (1)
14. Engage in forgery of school documents or absence notes. (1)
15. Bring walkman radios, headsets, earphones, beepers (or pagers), CD players, tape recorders to school.
16. Ride skateboards, bicycles, roller blades, scooters, or any wheeled non-medically necessary device on campus.
17. Gamble on campus in any manner, or possess or use items that may be used to gamble (e.g. playing cards or dice).
18. Engage in fighting or rough play of any kind (including simulated fighting.) (1)
19. Engage in exaggerated public expressions of affection, i.e. kissing, embracing, caressing.
20. Cheat, attempt to cheat, or assist other students in cheating on any test, exam, quiz, or assigned schoolwork. Cheating will not be tolerated.
21. Provide false information to any teacher or school personnel. (1)
22. Child abuse and sexual harassment will not be tolerated, and will be handled as prescribed by bulletin, policies, and the law.

(1) Violations will lead to citation, suspension.

(2) Violations may lead to arrest, suspension, expulsion.

(3) Violations will lead to arrest, suspension, expulsion.

REPEATED VIOLATIONS OF ANY OF THE ABOVE WILL LEAD TO SUSPENSION. STUDENTS WILL BE COUNSELED BY TEACHERS, COUNSELORS, DEANS AND ADMINISTRATORS TO INSURE A FULL UNDERSTANDING OF THE EAGLE ROCK JUNIOR/SENIOR HIGH CODE OF CONDUCT.

Official School-Wide Unexcused Tardy Policy

I. MARKING

4 tardies within 10 weeks = Unsatisfactory in Work Habits

6 tardies within 20 weeks = Unsatisfactory in Work Habits

II. PROCEDURES

First Tardy	Teacher reminds student about our school's tardy policy.
Second Tardy	Teacher speaks with student individually.
Third Tardy	Teacher sends standardized letter to the parent via the student. This letter is to be signed by the parent and student. If not returned to the teacher within a couple of days, a referral form will be sent to the dean.
Fourth Tardy	Teacher sends referral form to the counselor. The teacher will not send the student! The counselor will summon the student and contact the parent. It is recommended that the teacher also contact the parent at this point.
Fifth Tardy	Teacher sends referral form to the dean's office. Again, don't send the student to the dean's office! The parent is to be contacted by the dean's office. The parent will be informed that the student has an amount of detention to serve. The student must either serve it the day of notification or the next day on which detention is being offered.
Sixth Tardy	Teacher sends a referral to the counselor's office.
Each tardy thereafter	Each tardy thereafter shall result in the teacher sending a referral to the dean's office. The dean's office shall design a course of action deemed suitable.

Parent & Community Involvement Plan

A. Parent Participation

Strategies for Home/school partnership are numerous. Parents have the following opportunities for participation.

- SLC Governance Council
- Parent advisory councils (BAC, Title VII, SIC)
- PTA for support of cultural festivals and school events.
- Booster Club, Key Club and other Special Interests Groups on campus.
- Parent education classes to address specific needs identified annually related to student achievement.
- Individual Parent-Teacher conferences scheduled twice a year and additionally as needed.
- Regular classroom visitations to observe and monitor the instructional programs that are ongoing.
- Volunteer opportunities throughout the school.

Parent feedback has been and will continue to be incorporated in the local needs assessment on an ongoing basis in various ways.

- Development of Parent Involvement Plan at parent council meetings.
- End-of-year evaluation to acknowledge accomplishments and develop parent involvement.
- Development and implementation of Parent Center activities.
- Ongoing programming of on-site parent education classes.
- Participation in program planning, budget planning, and decision-making through SLC and parent advisory councils (BAC, Title VII, SIC).
- Results of parents responses on Customer Satisfaction Survey.

B. Communication

The following goals have been established to ensure ongoing two-way communication.

- Annual dissemination of the LAUSD policy for parent involvement to all parents in written form.
- Monthly newsletter and Phonemaster announcements in English and Spanish.
- Bilingual office staff and administration available to assist parents with a wide variety of concerns on a daily basis.
- Parent/Community Representative will facilitate school-parent communication via telephone calls, in-person conversations and written notes.

- Translation provided for parent/teacher conferences, parents meetings and council meetings as needed.

C. Parent Training

Parent education classes are developed based on parent input and include the following.

- Annual overviews of core curricular areas, language arts, math, science and social studies.
- Computer workshops.
- Assertive discipline and self-esteem building for parents.
- Cultural exchange of arts, crafts and cooking.
- Leadership development seminars through specially funded programs.
- Annual district & cluster sponsored conferences for parent leaders.

D. Community Resources

A Parent/Community Representative to assist with accommodating both neighborhood and Magnet sender families. The school nurse and psychologist provide referrals for physical, medical and counseling services available locally.

The school cooperates with additional neighborhood resources including the Eagle Rock Chamber of Commerce, Eagle Rock Alumni, Occidental College, L A Police Department, Fire Department, Eagle Rock Public Library, the Metropolitan Transit Authority, the State Assemblyman's office and the City Councilman's office.

E. Policy Mandates and Guidelines

The following measures have been developed to coordinate parent involvement activities with parent schedules:

- Survey of parents to determine preferred meeting days and times.
- Parent meetings held both in the afternoon and in the evening.

Parents are involved regularly in the development of the school's program in the following ways:

- Evaluation and rewriting of the School Plan, Common Pages and Site Action Plan.
- Development and monitoring of annual categorical programs budgets.
- Ongoing input and updates related to budget decisions and spending on instructional materials and facilities.
- Staff Selection.

The following provisions have been made to accommodate parents of other languages.

- Parent meetings are conducted in English and Spanish.
- Written communication to parents is in both languages.
- School rules and other essential parent communications are in English and Spanish.
- Translation for parent conferences/meetings is available in Spanish.
- Office staff, administrations, many teacher assistants and teachers are bilingual.

Parents confer with teachers on a regular basis through:

- Scheduled parent/teacher conferences.
- Facilitation of Student Success Team and other special needs conferences by psychologist, nurse, resource specialist teacher and other staff.

F. Monitoring and Evaluation

In addition to ongoing opportunities for assessment and modification of the Parent Involvement Plan, parents will formally evaluate its implementation in January and May of each year according to these criteria:

- Parent participation increased.
- Relevant, ongoing parent training which addresses identified needs.

WAIVER REQUEST

Non-classroom assignment limitation waiver

We at Eagle Rock Junior Senior High School believe that strong community ties are significant and an important part of good discipline. Currently we have a dean from a nearby school who had 4 years as a dean prior to joining us. He is an excellent dean and the best man for the job. We have previously had deans that had been with our school for more than 20 years and had excellent community ties. So that we may choose our deans based on their qualifications alone, we want to be able to select deans for a longer period than the contract stipulates (Article XXXI section 13.0). We want a waiver from the 5 year limitation for non classroom assignments for the dean positions only.