



**Eagle Rock Jr./Sr. High School  
Local Initiative School (LIS) Autonomy Proposal  
Revised and Approved by LSLC on January 8, 2019**



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## Section 1

### Mission, Vision, and Student Learning Objectives

#### Vision:

The ERJSHS educational community is accountable for rigorous standards-based curricula in a safe, well-maintained learning environment, which provides a climate of respect for self and others. The school provides an environment, which promotes intercultural awareness, holistic learning, and effective communication.

#### Mission:

ERJSHS is a diverse and inclusive learning community whose mission is to develop inquiring, knowledgeable, caring young people, who help create a better and more peaceful world through intercultural respect and understanding. To this end, the school works with communities and organizations to develop a challenging program of international education and rigorous assessment to make students college prepared and career ready. Students are encouraged to become compassionate lifelong learners who embrace diversity and understand that it provides valuable insight.

#### Student Learning Objectives:

Respect our school and community by demonstrating ethical, principled behavior, and civic responsibility on a personal, community, and global level



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Optimize effort to apply acquired knowledge and skills to create meaningful real-world change on personal, community, and global issues

Challenge learning and communicate effectively in a variety of situations and forms by employing critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches

Kindness matters in our global, local, and personal spheres



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**Section 2**

**School Data Profile/Analysis:**

**a. Domain 1: Graduation**

**Goal:** Maintain or increase the percentage of 93% of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements.

**Data Analysis:** At the latest data collection for 2017-18, our school achieved a 93.8% cohort graduation rate. Source:

<https://www.caschooldashboard.org/reports/19647331932540/2018/academic-engagement#graduation-rate>

- In 2015-16, California's cohort graduation rate was 82%, LAUSD's was 77% and our school was 91%.
- For the 2017-18 school year, the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements was 93.8% as compared to the state graduation rate of 83.5% and 82.7% for LAUSD overall.
- Here is our subgroup graduation data for 2017-18: Students with Disabilities-74%, White-87%, Socioeconomically disadvantaged-94%, Hispanic-92%, Filipino-100%.

**Key Strategy(ies):** To increase the student graduation rate, ERJSHS implements block scheduling that allows for credit recovery, intervention, and enrichment. Our counselors will also continue to hold Individualized Culmination Plan (ICP) for middle school and Individualized Graduation Plan (IGP) meetings for high school students. To support our graduation of all



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students, resources are aligned to meet the **five** Critical Areas of Need identified during our WASC Commission in 2017-18:

- Continue to increase the achievement of 9th and 10th graders.
- Continue to reduce the academic disparities between significant ethnic, socio-economic and low performing subgroups.
- Continual professional development for data driven instruction and decision making.
- Increase the achievement of all students in the physical sciences and mathematics.
- Increase the achievement of all students through analysis of achievement data.

### **b. Domain 2:** English Language Arts

**Goal:** Increase student literacy to communicate effectively in a variety of situations and forms by employing critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches. This can be measured by students achieving at least 80% A-G Readiness while increasing the percentage of students who “meets or exceeds” the English Language Arts Standards on SBAC from 60% to 65%.

Source:

<https://www.caschooldashboard.org/reports/19647331932540/2018/academic-performance#english-language-arts>

### **Data Analysis:**

- ERJSHS monitored A-G readiness for ELA in 2016-17 and discovered 76% (9<sup>th</sup>), 67% (10<sup>th</sup>), 50% (11<sup>th</sup>), and 58% (12<sup>th</sup>). In 2017-18, we set an SPSA goal to increase each



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grade level's A-G readiness for ELA to at least 80%. This is significant because A-G readiness is measured by academic course grades and SBAC scores.

- In 2016-17, 57% of grades tested on the ELA SBAC earned a score of met or exceeded.
- In 2017-18, 60% of grades tested on the ELA SBAC earned a score of met or exceeded.
- ELA subgroup SBAC data for 2017-18: Students with Disabilities-98 points below standard, English Learners-80 points below standard, Hispanic-11 points below standard, Socioeconomically disadvantaged-9 points below standard, Filipino-40 points above standard, Asian-78 points above standard, and White-83 points above standard.

**Key Strategy(ies):** The school will continue to implement block scheduling to allow for the implementation of teacher designed units that actively engage students to address the needs of students struggling with English Language Arts across all subject areas- specifically, reading and writing strategies as measured by fall/spring grades, interim assessments, and SBAC results. We will also provide additional English courses for English Language Learners. To support our graduation of all students, resources are aligned to meet the **five** Critical Areas of Need identified during our WASC Commission in 2017-18:

- Continue to increase the achievement of 9th and 10th graders.
- Continue to reduce the academic disparities between significant ethnic, socio-economic and low performing subgroups.
- Continual professional development for data driven instruction and decision making.
- Increase the achievement of all students through analysis of achievement data.



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**c. Domain 3: Mathematics**

**Goal:** Increase student numeracy to communicate effectively in a variety of situations and forms by employing critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches. This can be measured by students achieving at least 80% A-G Readiness while increasing the percentage of students who “meets or exceeds” the Mathematics Standards on SBAC from 41% to at least 46%.

Source: <https://www.caschooldashboard.org/reports/19647331932540/2018/academic-performance#mathematics>

**Data Analysis:**

- In 2016-17, 41% of grade levels tested on the math SBAC earned a score of met or exceeded.
- In 2017-18, 39% of grade levels tested on the math SBAC earned a score of met or exceeded.
- Mathematics subgroup SBAC data for 2017-18: Students with Disabilities-163 points below standard, English Learners-132 points below standard, Hispanic-76 points below standard, Socioeconomically disadvantaged-68 points below standard, Filipino-10 points below standard, White-39 points above standard, and Asian-46 points above standard.

**Key Strategy(ies):** The school will continue to implement block scheduling that allows for the department-wide implementation of teacher-designed units and assessments with an equal balance between procedural (fluency knowledge), conceptual knowledge, and application of this



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knowledge in a real world context, while using reading, writing, speaking, and listening skills. Mathematics progress is measured on fall/spring grades, departmental assessments, and SBAC results. Another strategy provides for IB Design courses to be linked with targeted math courses: Middle School Math and Algebra. To support our graduation of all students, resources are aligned to meet the five Critical Areas of Need identified during our WASC Commission in 2017-18:

- Continue to increase the achievement of 9th and 10th graders.
- Continue to reduce the academic disparities between significant ethnic, socio-economic and low performing subgroups.
- Continual professional development for data driven instruction and decision making.
- Increase the achievement of all students in mathematics.
- Increase the achievement of all students through analysis of achievement data.

### **d. School Needs Analysis**

#### **Single Plan for Student Achievement (SPSA)**

Our data-based analysis is reflected in our yearly Single Plan for Student Achievement, Critical Areas of Need in our Accreditation report, and six recommendations from our IB Middle Years Programme self-study. Each of our school-site plans support Federal, State, and District Accountabilities for Title 1 and Local Control Accountability Plan (LCAP). The Single Plan for Student Achievement is reviewed yearly by School Site Council using dialogue and discussion for data-based decision making. Below are the 2018-19 goals approved by School Site Council on March 22, 2018. This section is updated yearly.





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**100% GRADUATION-** Increase 12th grade cohort data for A-G readiness for the Class of 2019 to at least 90% by January 2019.

**ELA-** Increase the percentage of students meeting or exceeding the English Language Arts Standards on SBAC from 60% to 65%.

**MATH-** Increase the percentage of students meeting or exceeding the Mathematics Standards on SBAC from 41% to 46%.

**ELL-** Increase EL reclassification rate from 11% to 24%.

**CULTURE & CLIMATE-** Increase parent traffic on Schoology from 10% to 25% as measured by Schoology analytics.

**SOCIAL/EMOTIONAL-** Increase the coordination of school counseling services (COST) to increase the socio-emotional health of students as measured by decreasing the number of Student Success and Progress Team that need to be held.

### Accreditation

Our school-identified five Critical Areas of Need from our Accreditation Visit that took place from March 18-21, 2017. It was the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle Two-day Visit through June 30, 2024. Our school identified five Critical Areas of Need:

- Continue to Increase the achievement of 9th and 10th graders
- Continue to reduce the academic disparities between significant ethnic, socio-economic and low performing subgroups
- Continual professional development for data driven instruction and decision making.
- Increase the achievement of all students in the physical sciences and mathematics.



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- Increase the achievement of all students through analysis of achievement data.

### **International Baccalaureate**

Our International Baccalaureate Middle Years Programme Self-Study Revisit took place in the Spring of 2016-17. There were 15 commendations for our implementation. The six recommendations follow:

- o Standard B 2: *The school's resources and support structures ensure the implementation of the IB programme(s)*

3: The school ensures that teachers and administrators receive IB-recognized professional development.

Recommendation: The school should plan professional development opportunities for the language acquisition subject area teachers.

- o Standard C1 *Collaborative planning and reflection supports the implementation of the IB programme(s)*, 1: Collaborative planning and reflection address the requirements of the programme.

Recommendation: The school should ensure that interdisciplinary unit plans are developed collaboratively according to the MYP unit planning process and strengthen cross-curricular skills and deepen disciplinary understanding.

2: Collaborative planning and reflection take place regularly and systematically.

Recommendation: The school should develop the reflection of collaborative planning meetings.

- o Standard C2 *The school's written curriculum reflects IB philosophy*, 1b: The written curriculum includes approaches to learning chart for all years of the programme.

Recommendation: Teachers should further develop the planning of approaches to learning skills to include skills from all the 10 MYP approaches to learning skill clusters, 5: The written curriculum allows for meaningful student action in response to the students' own needs and the needs of others.



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Recommendation: The school should further explore ways to allow for meaningful opportunities for student service in action to arise from the written curriculum in each year of the MYP.

o Standard C 4 *Assessment at the school reflects IB assessment philosophy*, 5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Recommendation: The school should further develop its recording of student progress to include achievement levels according to the MYP assessment criteria.

### **Section 3**

#### **Family and Community Engagement**

In 2014, the original LIS design team discussed our autonomy plan with multiple stakeholders, including multiple faculty, UTLA meetings, Instructional Leadership Team (ILT), administrators, and program coordinators. We also met with our special education teacher assistants because they have a unique perspective on the needs of our large population of special education students. In addition to presenting our original plan to our School Site Council and English Language Advisory Council (ELAC) to insure that we also captured the voice of those who best understand the needs of our English Language Learners (ELL). Our PTSA, Booster Club, Alumni Association, Associated Student Body and the local Eagle Rock Neighborhood Council were also included in the planning process. We reached out to our classified employees including our clerical and custodial staff to discuss the proposal.

Our ongoing family and community engagement consists of regular meetings with a variety of advisory and decision-making bodies that include community members. The meetings



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including, but are not limited to SSC, LSLC, ELAC, IB Steering Committee, Magnet Advisory Committee (ERMAC), and Coffee with the Principal. Waiver 9 for Mutual Consent continues to include multiple stakeholders, such as parents and students. In addition to these on campus meetings, examples of community outreach include monthly presentations at the Eagle Rock Neighborhood Council, social media postings, and a robust website that provides regular updates and information related to our LIS goals. Participating in civic events such as parades, arts exhibitions, and community service provides us with one way to share our LIS outcomes as evidenced by students' interests and skills.

### **Section 4**

#### **School Climate and Culture:**

##### **a. Academic Culture**

The overarching strategic plan and approach to continuing to improve teaching and learning at ERJSHS is the implementation of the International Baccalaureate program for Grades 7-10 and self-selected students for Grades 11 & 12. We also have pathways for juniors and seniors.

#### **International Baccalaureate (IB) Program**

ERJSHS is a fully authorized IB Middle Years Programme (MYP). Students participating in the Programme develop a broad and balanced base of knowledge through the study of eight subjects, completing a minimum of 50 hours of instruction each year in each of the following subjects:

Arts (Performing and Visual), Individuals and Societies (Social Studies), Language and Literature (English), Language Acquisition (languages other than English), Mathematics, Physical Education/Health, Sciences, and Technology.



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The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. Though its roots trace back to 1948, the programme was developed in the early to mid-1960s in Geneva by a group of international educators. Following a six-year pilot programme ending in 1975, a bilingual diploma was established. Since then the programme has spread world-wide and is now present in more than 75 countries and is recognized by thousands of universities as a rigorous, academic preparation for college.

IB Diploma Programme students must choose one subject from each of five groups, ensuring breadth of knowledge and understanding in the region's predominant language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. In addition to the coursework, IB Diploma students must complete the Diploma Programme Core: Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service (CAS).

### **Upperclass Elective Pathways**

Juniors and seniors choose one major pathway and may take classes in other pathways.\*

o Arts: Advanced Choir, Dance, Animation, Instrumental Music, Theater, AP Studio Art, Screen Writing, Photography, Journalism, Yearbook



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- o Science, Technology, Engineering, & Mathematics (STEM): Physiology, AP Calculus AB/BC, AP Statistics, Engineering, Computer Science, Robotics, AP Environmental Sciences, AP Biology, AP Chemistry, AP Physics, STEM (Project Lead the Way)
- o Humanities: AP Psychology, AP Economics/Government, AP Human Geography, AP Spanish, AP French, Leadership
- o Career and Technical Education: Engineering, Marketing Sales & Service (Entrepreneurship), Manufacturing & Product Development (Graphic Arts), Health Science & Medical Technology (Patient Care), Production & Managerial Arts (Video Production, Stage)
- o IB Diploma Programme: Application-based two-year cohort with seven required courses

\*Each pathway has access to Los Angeles City College (LACC) courses for Intersegmental General Education Transfer Curriculum (IGETC). Students have a grade of “C” or better in high school courses to take LACC courses.

### **b. Professional Culture**

Staff members at ERJSHS possess a variety of experience levels and a wealth of knowledge and expertise that enhance student learning and achievement. Our low turnover rate provides consistency in our staff, which adds to the stability of our programs. In regard to hiring new staff members, candidates are selected based on our needs and their expertise by a hiring committee, which is waiver 9: Mutual Consent. In the last six years we have had some turnover due to retirements or displacements. Some examples of the professional culture are: PD Tuesdays agendas set by ILT, LSLC, and faculty feedback, IB Interdisciplinary Units, attendance at online or face to face IB Training, participation in District-provided Math/Science/Literacy Cadres, participation in pull-out days for EL and Math.



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ELAC, LSLC, SSC, ILT, UTLA leadership, and administrative staff make sound decisions that focus on all students achieving the SLO's and academic standards by using student achievement data. By analyzing SBAC, CELDT, academic grades and other data, programs are created and funds allocated to support student achievement. Data analysis was used to inform various interventions funding or other expenditures as decided by SSC, ELAC, and LSLC.

### **Section 5**

#### **Design Team Capacity:**

Our initial design team in 2015 included teachers from every content area. We also worked with our International Baccalaureate Middle Years Programme and Diploma Programme Coordinators. Our Magnet Coordinator and two grade level counselors were also part of our team. We felt that starting with a group that was able to address the needs of our diverse student population was crucial. Our team members have written and implemented multiple grants and initiatives and come to the design team with many years of experience. Ongoing feedback for our LIS comes from ELAC, LSLC, SSC, ILT, and UTLA leadership.

Since 2014, we have adjusted our schedule several times with input from the district and advisory committees, culminating with a faculty vote.

In 2018, we began the process of revising and updating our LIS waivers to match our agreed upon WASC foci, SPSA, schedule, updated student achievement measures, demographics etc. LSLC (comprised of elected students, community members, faculty, administration and UTLA representation) and ILT (comprised of elected department chairs and other campus stakeholders) met to review the original LIS and suggest updates and revisions. The committee is comprised



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of teacher and administrative volunteers to revise and update our LIS. An invitation was sent to the faculty and other stakeholders to join in the revision process. This suggestion was taken back to LSLC and voted upon, creating the current committee. The rewrite will then be brought to ILT for input and LSLC for a vote. The final approved LIS plan will be submitted to the faculty for a vote requiring 60% to be accepted.

### **Section 6**

#### **Local Initiative School Instructional Plan**

##### **Waiver 2: Pedagogy and Achievement:**

Pedagogy, curricular plans, as well as the resulting student work and achievement are indicative of our school mission, vision and student learning objectives. Every aspect of Eagle Rock's approach to instruction and curriculum is influenced by our implementation of the International Baccalaureate program. Departments use an online platform called Managebac with a unique IB unit planner that organizes the design of common lessons and unit plans. These unit plans focus instruction on school-wide significant concepts and global contexts. Each unit plan is organized by a statement of inquiry. The significant concepts are the overarching themes of the units and are based on the "big ideas" that the teachers would like the students to retain in the future. Each concept is further broken down into factual, debatable and conceptual questions that specifically addresses the goals of the significant concept.

Integrating the IB Unit Plans has helped our teachers to define and plan more rigorous instruction for all students, including differentiated instruction to meet diverse student need, including English Learners (ELs), Students with Disabilities (SWD) and other underrepresented





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subgroups. We take a number of steps to achieve more continuity and congruence throughout the curriculum. Much of our professional development time (about an hour a week) has been dedicated to designing thematic units of instruction using the IB Unit Planner, and aligning our assessment practice with the IB rubric. These unit planners are used by the departments and provide a context for aligning not only the State Content Standards, Student Learning Objectives (SLOs), specific IB objectives, Approaches to Learning, the IB Learner Profile, but also the significant thematic concepts covered in the units themselves. Having a common and uniform approach to unit planning across all disciplines has improved the consistency of our curricular program as well as afforded us the opportunity to increase differentiation and rigor for all students through collaborative planning and data analysis.

Departments developed—and continue to develop and refine—common IB course outlines and these are available to the public via the ERJSHS website. These course outlines have been helpful in our recent attempts to plan curriculum both vertically and horizontally, and, along with the completed Unit Planners, will be useful when we develop interim IB objectives by grade level. In addition, all departments have had to be mindful to integrate the Common Core State Standards (CCSS) and our SLOs in to each and every IB Unit Planner. The challenge has been to design units that are thematic, international in scope, and that have cross-curricular potential, while at the same time adhering to the requirements of the Common Core State Standards, English Language Development standards and SLOs.

Robust accountability measures and metrics will be used to evaluate the effectiveness of the pedagogical approach outlined above. A key component of this accountability approach is the



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use of common assessment alignment reflective protocols for examining student work that was accomplished as a result of specific IB unit plans. The process not only promotes the sharing of best instructional practices but also provides meaningful feedback to be considered by teachers during lesson reflection and redesign. Such feedback is a critical part of the IB approach to lesson and unit design. Purchasing a contract with ManageBac provides us with a platform to collaborate on lessons, monitor students' service as action (community service), progress on Year 5 Personal Projects, DP extended essay submission and communication with mentors, monitor DP Creativity/Activity/Service hours, Managing internal and external assessments, and registration of students to the IBDP program through International Baccalaureate Information System (IBIS).

Since the 2014-15 school year, Eagle Rock is fortunate to have two District-funded IB coordinators who offer ongoing monitoring, coaching, and support for teachers in completing unit plans and common lessons. Additionally, administrative staff engages in ongoing observation of instruction, including actionable feedback and coaching.

We are requesting the autonomies associated with Waiver 2 in order to continue this pedagogical approach and to continue to increase student achievement via the IB framework and meaningful collaboration within and across departments in regards to instruction, curriculum, and reflection.

### **Waiver 3: Curriculum:**

The International Baccalaureate (IB) curriculum provides students with college and career readiness which directly aligns with the District's mission. The IB programme emphasizes



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intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world, while fostering the development of skills for communication, intercultural understanding and global engagement.

In the MYP students are required to complete 8 subjects each year: Language and Literature (English), Language Acquisition (Foreign Language), Individuals and Societies (Social Studies), Sciences, Arts, Physical Education and Health, and Design Technology; while in the DP, students are required to complete 7 subjects each year: Language and Literature (English), Language Acquisition (Foreign Language), Individuals and Societies (Social Studies), Sciences, Arts, and Theory of Knowledge (TOK). Teacher-developed grade level curricular maps and Unit Plans covering these subject areas facilitate both vertical and horizontal alignment, and interdisciplinary understanding, which support and encourage greater student achievement. Teacher collaboration in scoring common summative assessments that focus on specific IB criteria and Common Core State Standards provide ongoing student achievement data, which is, in turn, used to refine Unit Plans and course syllabi to support student growth.

As an IB school, we have an advantage when implementing the Common Core State Standards. The CCSS represent a shift in teaching from covering a wide breadth of content to a focus on depth of understanding and interdisciplinary approaches to teaching and learning, both of which are defining characteristics of an IB education. The IB curriculum has, as its centerpiece, sustained inquiry (based largely on the work of Lynn Erickson) both into established bodies of knowledge and into complex novel situations and problems. In IB, the student's prior



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knowledge and experience establish the basis for new learning that is engaging, relevant, and challenging.

Waiver 3 is necessary for us to continue to develop and refine the pedagogy associated with the IB curriculum via teacher collaboration that will support student achievement outcomes.

### **Waiver 4: Assessment:**

As an International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP) school, ERJSHS is required to use uniquely different methods for assessing student achievement. These methods differ markedly from those prescribed by the District in type, method, implementation, timeline, and scoring.

MYP teachers organize continuous assessment over the course of the programme according to assessment criteria that correspond to the specific IB objectives for each of eight distinct subject groups. The accompanying tasks and rubrics used to assess these criteria include open-ended, problem-solving activities, investigations, organized debates, hands-on experimentation, and analysis and reflection. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to these specific IB objectives. In addition, the IB includes the 10<sup>th</sup> grade personal project where students take control of their learning and demonstrate the design cycle by completing a project of their choosing.

For the DP, a variety of different methods are used to measure student achievement against the objectives for each course. External assessment examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They



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include essays, structured problems, short-response questions, data-response questions, text-response questions, and case-study questions. There are also a number of other externally assessed pieces of work that include theory of knowledge essays, extended essays and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners. There are also internal assessments administered by the course instructors to monitor progress and provide opportunities for intervention and planning prior to their final submission to IB through IBIS. In addition to academic skills, both MYP and DP assessment encourage an international outlook and intercultural skills where appropriate.

It is clear that the assessment methodologies needed at an IB school are quite different than those required at conventional schools. District assessments, while comprehensive and well-conceived, do not adequately measure specific IB objectives. For this reason we request Waiver 4 for all subjects grades 7-12.

### **Waiver 5: Local Schedule and Strategies:**

Local schedule is defined as the most current faculty approved schedule meeting the 60% threshold required for LIS using the LAUSD/UTLA process.

With the implementation of the IB program our staff voted to adopt a 4X2, eight period block schedule, which allows for longer class periods and more in-depth lessons. The current configuration also affords faculty members increased time for instructional planning and collaboration, as teachers teach 6 out of 8 periods at this time.



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The schedule listed below was the most recent faculty approved schedule meeting the 60% threshold required for LIS (using the LAUSD/UTLA process) at the writing of this revised waiver.

The number of Minimum Days and Professional Development Days will be determined to ensure state required instructional minutes are met.

Regular Schedule GREEN/GRAY DAYS				Professional Dev. Tuesdays GREEN/GRAY DAYS				Minimum Day Schedule GREEN/GRAY DAYS			
<b>First Bell</b>	7:54			<b>First Bell</b>	7:54			<b>First Bell</b>	7:54		
<b>Period 1/5</b>	8:00	9:37	97	<b>Period 1/5</b>	8:00	9:18	78	<b>Period 1/5</b>	8:00	9:05	65
<i>Passing</i>	9:37	9:45	8	<i>Passing</i>	9:18	9:26	8	<i>Passing</i>	9:05	9:13	8
<b>Period 2/6</b>	9:45	11:10	85	<b>Period 2/6</b>	9:26	10:32	66	<b>Period 2/6</b>	9:13	10:06	53
<b>Lunch</b>	<b>11:10</b>	<b>11:40</b>	<b>30</b>	<b>Lunch</b>	<b>10:32</b>	<b>11:02</b>	<b>30</b>	<b>Brunch</b>	<b>10:06</b>	<b>10:36</b>	<b>30</b>
<i>Passing</i>	11:40	11:48	8	<i>Passing</i>	11:02	11:10	8	<i>Passing</i>	10:36	10:44	8
<b>Period 3/7</b>	11:48	1:13	85	<b>Period 3/7</b>	11:10	12:16	66	<b>Period 3/7</b>	10:44	11:37	53
<i>Passing</i>	1:13	1:21	8	<i>Passing</i>	12:16	12:24	8	<i>Passing</i>	11:37	11:45	8
<b>Period 4/8</b>	1:21	2:46	85	<b>Period 4/8</b>	12:24	1:30	66	<b>Period 4/8</b>	11:45	12:38	53

Green Day- Periods 1,2,3,4

Gray Day- Periods 5,6,7,8

**Office Hours: 2:46 pm - 3:16 pm (Monday, Wednesday, and Friday excluding Minimum days) (Tuesday and Thursday have no office hours because they are reserved for planned Professional Development or Department collaboration time)**

Alternate office hours are acceptable, but must be posted and communicated. Teachers are to maintain appropriate records for student safety and accountability. This record of office hour attendance may be included in the teacher rollbook.



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This bell schedule had some negative consequences and implications, including three key issues that have surfaced and are being addressed:

1. Without funding for additional class size reduction teaching positions to support the current percentage of periods taught and corresponding bell schedule, one consequence is high class sizes.
2. Another consequence is that we are unable to offer a robust array of electives for our juniors and seniors who have already accrued the needed credits to graduate given the number of classes taken with 8 periods.
3. Per Article IX of the UTLA contract, teachers need to teach a minimum of 1550 minutes per week; we are currently at approximately 1470 minutes per week.

**These issues have been addressed by:** As a faculty we have begun to address these issues in a comprehensive and sustainable manner. Both issues 1 and 2 identified above have been addressed by offering a variety and increased number of elective classes. These elective classes have been funded by the community college system and LACOE thus reducing class sizes without impacting our current funding. Adding college, ROP (Regional Occupational Program) and CTE classes have increased the quantity and variety of electives. Not only have we increased our courses but the CTE electives are aligned in career focused pathways thus increasing the robustness of our elective program.



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Currently issue 1 is also addressed with the Division of Instruction providing additional teaching positions to support our International Baccalaureate implementation. We will continue to seek additional resources to reduce class sizes.

Issue 3 has been resolved by the 90 minutes of weekly office hours to reach the minimum number of contractual minutes (1,550). This bell schedule including office hour has been reviewed and approved by the LOOC and the local district in 2017.

### **Waiver 7: Professional Development:**

LAUSD provides schools with fourteen required days of professional learning. Over the past five years, ERJSHS has written and earned waivers for additional PD time. The annual process of seeking and earning a waiver for our modified calendar is a joint effort of LAUSD and UTLA; both have mutually agreed to the arrangement. The additional sixteen days has allowed ERJSHS to have a total of thirty days to focus on the learning and leading necessary for IB. During the past two years, the additional time has also created an infrastructure to explore and dialogue about the Common Core State Standards. The professional development calendar and plan allows the staff to engage in quality learning and collaboration to meet the needs of our diverse learners. This year's focus has been on content, task, and process. The content has been focused on IB, CCSS, and Accreditation. The tasks have been unit plans, lessons, and reports/self-study documents. The collaborative process has been modeled on the concepts, strategies, and tools of Garmston and Wellman's *The Adaptive School*.





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Innovative solutions to professional development issues such as this require the autonomies associated with Waiver 7 in order to meet the needs of learners and leaders and in order to support continued student achievement as a result of the IB program. Per the UTLA contract, we will continue to follow the UTLA process for determining the number of professional development Tuesdays and ensure that we are meeting instructional minutes set by the state of California.

### **Waiver 9: Mutual Consent:**

Eagle Rock Junior/Senior High School is an IB World School with two separate International Baccalaureate Programmes operating on campus. IB challenges a school staff to develop innovative classroom instruction and school leadership. IB-specific training as well as philosophic alignment are program requirements and are considered essential to ensure fidelity to the mission of both the school and the International Baccalaureate Organization. To ensure that new faculty and staff are the most highly qualified candidates who embrace the school's vision and practices, Eagle Rock Junior/Senior High School seeks to implement the "mutual consent" waiver with respect to hiring practices of filling UTLA- and AALA-represented site-based openings at the school. This waiver means ERJSHS will no longer accept district-mandated priority staff placements; however, the school must continue to comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. When certificated openings for teachers, counselors, coordinators, assistant principals, or the principal occur, Eagle Rock Junior/Senior High School will convene a Personnel Selection Team designated to participate in the selection. The Personnel Selection



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Team will review résumés and decide which qualified candidates will be interviewed. However, the Principal will have the right to independently choose additional qualified candidates to be interviewed.

The Personnel Selection Team will at minimum consist of one from each of the following categories and ideally consist of :

1. Two Departmental Representatives (Department Chair and an additional teacher or 2 classified employees representative of the department for the opening being filled)
2. The principal or designated administrator;
3. Two community members such as parents/guardians of currently enrolled students or alumni;  
alumni
4. Two currently enrolled students

Decisions of the Personnel Selection Team, to become final, are subject to the independent concurrence of the school Principal. The Personnel Selection Team shall also participate in the selection of the school's Principal, subject to the independent concurrence/consent of the local Superintendent or designee. The current staff of ERJSHS will not be affected by "mutual consent" except to the extent that they participate on the Personnel Selection Team. This waiver will ensure that the students, staff, and parents of ERJSHS will continue to benefit from instruction and leadership by highly-qualified, dedicated school personnel who are committed to



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the mission and vision of Eagle Rock Junior/Senior High School, LAUSD, and the International Baccalaureate Organization.

In the case of a Principal vacancy, the Superintendent or Designee will have the right to independently choose additional qualified candidates to be interviewed. The Personnel Selection Team of elected representative stakeholders (ILT members, SAA, Plant Manager, parents from LSLC, SSC, or ELAC) confirms any Principal placements.

**Section 7**

**ERJSHS Implementation Plan**

<b>YEAR ONE TIMELINE: 2018-2019</b>				
	<b>PROPOSAL ELEMENT: Waiver 2 Pedagogy and Achievement</b>	<b>PROPOSAL ELEMENT: Waiver 3 Curriculum</b>	<b>PROPOSAL ELEMENT: Waiver 4 Assessment</b>	<b>PROPOSAL ELEMENT: Waiver 5 Local Schedule and Strategies</b>
<b>RESPONSIBILITY Who will lead the implementation of this element?</b>	IB MYP Coordinator IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs Instructional Leadership Team (ILT)	IB MYP Coordinator IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs College Counselor Classroom Teachers Instructional Leadership Team (ILT)	IB MYP Coordinator IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs College Counselor Classroom Teachers Instructional Leadership Team (ILT)	UTLA Chapter Chair UTLA Chapter Members School Site Council Instructional Leadership Team (ILT) Administrative Leadership Team



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<p><b>RESOURCES</b> <b>What resources are needed for successful implementation?</b></p>	<p>Additional time and monies to facilitate collaboration and common planning On-going district funding for IB Coordinators On-going district funding for additional IB and Common Core Professional Development</p>	<p>Additional time and monies to facilitate collaboration and common planning On-going district funding for IB Coordinators On-going district funding for additional IB and Common Core Professional Development</p>	<p>Additional time and monies to develop common assessments which align with IB and Common Core criteria, in lieu of district periodic assessments District financial support for school and student costs related to IB DP assessments</p>	<p>Time for research, dialogue, and discussion regarding bell schedule options to fulfill state required instructional minutes and UTLA contractual teacher obligations, and reduce class size</p>
<p><b>EVIDENCE OF SUCCESS</b> <b>How will you know you are making progress post implementation?</b></p>	<p>Maintain or improved high school graduation rates Increased number of interdisciplinary MYP unit plans Improved school-wide API score More comprehensive implementation of MYP Unit Plans and instructional Methodologies Feedback provided from external evaluators-International Baccalaureate Organization</p>	<p>Increased use of inquiry-based instructional strategies Increased number of interdisciplinary MYP unit plans More comprehensive implementation of MYP Unit Plans and instructional methodologies</p>	<p>Creation of common IB and Common Core aligned assessments</p>	<p>Adoption of a bell schedule which fulfills state required instructional minutes and UTLA contractual teacher obligations Reduced class size</p>



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	(IBO) and Western Association of Schools and Colleges (WASC) Increased re-designation rates for EL students and improved academic performance by EL and LTEL students			
<b>EVALUATION PROCESS</b> <b>What mechanisms will you use to measure progress?</b>	Evaluative data will be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site Council (SSC), Local School Leadership Council (LSLC), and Administrative Leadership Team	Quarterly Professional Development will focus on analysis of summative assessments from MYP Unit Plans Annual PD will focus on analysis of school-wide data and trends	Teachers in grade-level alike teams evaluate common departmental assessments Teachers teams submit reflective analysis of unit assessments into ManageBac Increased number and use of common IB and Common Core aligned assessments	Analysis of student and Master Schedules

<b>YEAR TWO AND THREE TIMELINE: 2019-2021</b>				
	<b>PROPOSAL ELEMENT: Waiver 2 Pedagogy and Achievement</b>	<b>PROPOSAL ELEMENT: Waiver 3 Curriculum</b>	<b>PROPOSAL ELEMENT: Waiver 4 Assessment</b>	<b>PROPOSAL ELEMENT: Waiver 5 Local Schedule and Strategies</b>
<b>RESPONSIBILITY</b>	IB MYP Coordinator	IB MYP Coordinator	IB MYP Coordinator	UTLA Chapter Chair



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<p><b>Who will lead the implementation of this element?</b></p>	<p>IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs Instructional Leadership Team (ILT)</p>	<p>IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs College Counselor Classroom Teachers Instructional Leadership Team (ILT)</p>	<p>IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs College Counselor Classroom Teachers Instructional Leadership Team (ILT)</p>	<p>UTLA Chapter Members School Site Council Instructional Leadership Team (ILT) Administrative Leadership Team</p>
<p><b>RESOURCES</b> <b>What resources are needed for successful implementation?</b></p>	<p>Additional time and monies to facilitate collaboration and common planning On-going district funding for IB Coordinators On-going district funding for additional IB and Common Core Professional Development</p>	<p>Additional time and monies to facilitate collaboration and common planning On-going district funding for IB Coordinators On-going district funding for additional IB and Common Core Professional Development</p>	<p>Additional time and monies to develop common assessments which align with IB and Common Core criteria, in lieu of district periodic assessments District financial support for school and student costs related to IB DP assessments</p>	<p>Time for research, dialogue, and discussion regarding bell schedule options to fulfill state required instructional minutes and UTLA contractual teacher obligations, and reduce class size</p>
<p><b>EVIDENCE OF SUCCESS</b> <b>How will you know you are making progress post implementation?</b></p>	<p>Increased student participation in the IB Diploma Programme Increased numbers of students earning an IB Diploma Maintain or improved high</p>	<p>Increased use of inquiry-based instructional strategies Increased number of interdisciplinary MYP unit plans More comprehensive implementation of</p>	<p>Improved student evaluations from common IB aligned assessments Increased numbers of students taking IB DP Internal Assessments</p>	<p>Adoption of a bell schedule which fulfills state required instructional minutes and UTLA contractual teacher obligations</p>



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	<p>school graduation rates Increased number of interdisciplinary MYP unit plans Improved school-wide API score More comprehensive implementation of MYP Unit Plans and instructional Methodologies Feedback provided from external evaluators-IBO and WASC Increased re-designation rates for EL students and improved academic performance by EL and LTEL students</p>	<p>MYP Unit Plans and instructional Methodologies</p>	<p>Comparison of analytic trend data from ManageBac</p>	<p>Reduced class size</p>
<p><b>EVALUATION PROCESS</b> <b>What mechanisms will you use to measure progress?</b></p>	<p>Evaluative data will continue to be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site Council (SSC), and Administrative</p>	<p>Professional Development will focus on integration of interdisciplinary MYP Unit Plans across content areas Annual PD will focus on analysis of school-wide data and multi-year trends</p>	<p>Calibration of student results from common IB aligned assessments Teachers in grade-level alike teams will refine common departmental assessments Teachers teams submit reflective</p>	<p>On-going analysis of student and Master Schedules</p>



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	Leadership Team		analysis of unit assessments into ManageBac
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**Waivers 7 & 9 Timeline**

<b>YEAR ONE TIMELINE: 2018-2019</b>				
	<b>PROPOSAL ELEMENT: Waiver 7 Professional Development</b>	<b>PROPOSAL ELEMENT: Waiver 9 Mutual Consent</b>		
<b>RESPONSIBILITY</b> Who will lead the implementation of this element?	IB MYP Coordinator IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs Instructional Leadership Team (ILT)	Personnel Selection Team ERJSHS Principal or designee		
<b>RESOURCES</b> What resources are needed for successful implementation?	Additional time and monies to facilitate collaboration and common planning On-going district funding for IB Coordinators On-going district funding for additional IB and Common Core Professional Development On-site certified Adaptive Schools trainers to lead	Time to develop common interview protocols IB training for new staff		





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	and model concepts, strategies, and tools			
<b>EVIDENCE OF SUCCESS</b> <b>How will you know you are making progress post implementation?</b>	School Professional Development plan, agendas and related documentation	Increase in selection and retention of staff committed to IB implementation		
<b>EVALUATION PROCESS</b> <b>What mechanisms will you use to measure progress?</b>	Evaluative data will be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site Council (SSC), and Administrative Leadership Team	Analysis of IB Self-Study Survey Analysis of staff retention rates		

<b>YEAR TWO AND THREE TIMELINE: 2019-2021</b>				
	<b>PROPOSAL ELEMENT: Waiver 7 Professional Development</b>	<b>PROPOSAL ELEMENT: Waiver 9 Mutual Consent</b>		
<b>RESPONSIBILITY</b> <b>Who will lead the implementation of this element?</b>	IB MYP Coordinator IB DP Coordinator Common Core Lead Teachers Administrative Leadership Team Department Chairs Instructional Leadership Team (ILT)	Personnel Selection Team ERJSHS Principal or designee		



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<p><b>RESOURCES</b> <b>What resources are needed for successful implementation?</b></p>	<p>Additional time and monies to facilitate collaboration and common planning On-going district funding for IB Coordinators On-going district funding for additional IB and Common Core Professional Development On-site certified Adaptive Schools trainers to lead and model concepts, strategies, and tools</p>	<p>IB training for new staff</p>		
<p><b>EVIDENCE OF SUCCESS</b> <b>How will you know you are making progress post implementation?</b></p>	<p>School Professional Development plan, agendas and related documentation Implementation and transfer of key concepts from PD into classroom practice</p>	<p>Increased retention of staff committed to IB implementation Continued use of common interview protocols</p>		
<p><b>EVALUATION PROCESS</b> <b>What mechanisms will you use to measure progress?</b></p>	<p>Evaluative data will be monitored on an on-going basis by the Instructional Leadership Team (ILT), School Site Council (SSC), and Administrative Leadership Team</p>	<p>Analysis of IB Self-Study Survey Analysis of staff retention rates</p>		



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