

Public School Choice

Appendix

Local District 1

Valley New Elementary School #10

Jean Brown

4961 Odessa Avenue
Encino, California 91436

Work: (818) 654-3600
Home: (818) 784-6554
E-mail: jean.brown@lausd.net

PROFESSIONAL EXPERIENCE

SUPERINTENDENT, LOCAL DISTRICT 1, LOS ANGELES UNIFIED SCHOOL DISTRICT

May 2005 to Present

- Provide instructional leadership and management oversight of 135 schools with an enrollment of more than 105,000 students, spanning more than 120 square miles, grades Pre-K to 12.
- Supervise a staff of more than 50 assigned to the Local District Office.
- Provide leadership for the implementation of instructional initiatives resulting in increased student achievement.
- Assure compliance of all local, state, and federal mandates; all consent decrees, and all District policies.
- Serve as liaison to and facilitate partnerships with the local business community, elected officials, and the community-at-large in instructional improvement efforts.
- Engage community, develop designs, and plan for the opening of 15 new schools with a construction budget in excess of \$500,000,000.

ASSISTANT SUPERINTENDENT, LOS ANGELES UNIFIED SCHOOL DISTRICT, INSTRUCTIONAL SUPPORT SERVICES

September 2003 to May 2005

- Developed and implemented State Education Code and District policy related to Charter School Programs for 68 charter schools operating in the Los Angeles Unified School District (LAUSD).
- Provided oversight and supervision of the Administrative Academy, which provides training to more than 2000 administrators.
- Facilitated legal compliance of federal guidelines for providing services to private schools located within LAUSD.
- Provided oversight to fiscal staff managing a Division of Instruction budget of over \$300,000,000.
- Developed plan for support and oversight of Program Improvement Schools under NCLB.

DIRECTOR, ADMINISTRATIVE ACADEMY

September 1998 to August 2003

- Developed vision and implementation plan for LEAD, a program to identify, recruit and prepare future administrators.
- Initiated and managed a project to convert 10,000 square feet of office space into meeting facilities at the Los Angeles Chamber of Commerce.
- Prepared and submitted comprehensive curriculum, and was approved as a provider for Principal Training Program (AB75).
- Developed, instituted, and coordinated the implementation of the New Administrator Program to provide long-term, systematic professional development for over 600 entry-level administrators.
- Obtained certification from California Commission of Teacher Credentialing to issue college credit for Academy programs; only district in California to do so.
- Created the New Principal Academy, Distinguished Speaker Program, Technology Training Program, Standards Institutes, and Leadership Fair.
- Established networks with other academies in large urban Districts to share expertise.

ASSISTANT DIRECTOR, TEACHER PLACEMENT AND ASSIGNMENTS, PERSONNEL DIVISION

April 1997 to August 1998

- Implemented principles of Total Quality Management to increase focus on customer satisfaction, utilize problem-solving techniques, and improve service to 600 schools.
- Coordinated the Districtwide staffing of nearly 4000 K-12 teachers for regular and special education summer school programs.

PRINCIPAL, OSCEOLA STREET ELEMENTARY SCHOOL

August 1992 to March 1997

- Provided leadership to develop and implement schoolwide improvement plan resulting in the substantial improvement of reading and math scores for underrepresented students.
- Recognition for program to increase rate of redesignation for English language learners.
- Implemented year-round school program, class size reduction program, alternative teacher evaluation program, and release-time program for all teachers.
- Partnered with National Science Foundation and California State University, Northridge to write and obtain a grant and implement clusterwide "Math Matters" Program.
- Wrote, obtained and implemented multi-school Healthy Start Grant.

PRINCIPAL, ERWIN STREET ELEMENTARY SCHOOL

November 1988 to July 1992

- Implemented innovative program to increase learning time for low-performing students.
- Increased parent involvement and extended parent education program to support classroom instruction.

ASSISTANT PRINCIPAL, FAIR AVENUE ELEMENTARY SCHOOL

August 1988 to September 1988

- Solicited donations, provided training, created partnerships, and developed plan for family education program at Maude Booth Housing Project.

ASSISTANT PRINCIPAL, VICTORY BOULEVARD ELEMENTARY SCHOOL

August 1986 to July 1988

- Developed schoolwide pacing plan to align curriculum and ensure instructional equity for all students.
- Established, by writing grants and building partnerships with local businesses, a computer lab program which integrated technology and classroom curriculum.

ADVISER, ADMINISTRATIVE AREA D OFFICE

July 1985 to July 1986

- Developed and implemented monthly training of 50 Program Coordinators.
- Assisted more than 100 schools in developing School Improvement Plans.

COORDINATOR, BILINGUAL AND CATEGORICAL PROGRAMS, CIENEGA AVENUE ELEMENTARY AND 24TH STREET ELEMENTARY SCHOOL

September 1978 to June 1985

TEACHER, 24TH STREET ELEMENTARY SCHOOL

September 1970 to June 1978

**SIGNIFICANT
ACHIEVEMENTS**

Districtwide recognition for unusually high test scores among schools in the 90-100% poverty band as identified by a small-scale study of the Independent Analysis Unit and the Division of Instruction.

President, Elementary Principals Organization; provided leadership for a paradigm shift to a high-quality instructional focus.

Chairperson, Elementary Principals Organization, Professional Development Committee.
 Responsible for citywide training for more than 400 principals for three years.
 Membership on Districtwide committees including Budget Director's Task Force, District Charter Schools Committee, Superintendent's Field Management Committee, Year Round Schools Committee, and Article 30 Committee.
 Invited Presenter - Association of Supervision and Curriculum Development, Council of Great City Schools, California School Leadership Academy, PEP Conference, Phi Delta Kappa, CAUSA, COBA
 Institute for Learning - Fellows, Intermediaries, and Directors Training,
 Institute for Learning - National Conferences and Secondary Content Literacy Training
 Center for Cognitive Coaching/WestED – Seven Day Coaching Network
 California School Leadership Academy Statewide Directors Training
 National Staff Development Council Conferences
 Pearson Master Schedule Building Workshop
 District Internal Instructional Audit Program, Red Team Leader
 Conferences on Culturally Relevant Education
 Professional Enhancement Program
 Strategic Training Leadership, Karen Hawley Miles

**EDUCATIONAL
 PREPARATION**

Institute for Higher Education Consortium
 Open Court Reading Institute
 Standards-Based Practice for Middle School Educators, LACOE

**FORMAL
 EDUCATION**

Master of Arts Degree, Educational Administration, 1976, Administrative Credential, 1976
 California State University, Northridge
 Multiple Subjects Credential, 1971
 California State University, Northridge
 Bachelor of Arts Degree, 1970
 California State University, San Diego

**PROFESSIONAL
 AFFILIATIONS**

National Staff Development Council
 Association of Supervision and Curriculum Development
 Phi Delta Kappa
 California School Leadership Academy, Board Member
 LAUSD Fellow, Institute for Learning, University of Pittsburgh

Cheryl Mueller
22757 Plummer St.
Chatsworth, CA. 91311
Home: (818) 718-7332
Cherie.mueller@sbcglobal.net

Education: Bachelor of Science Degree, University of Southern California, 1968, Cum Laude
Master of Science Degree in Elementary Education, University of Southern California, 1969, Cum Laude
Standard Teaching Credential Life
Administration and Supervision Credential, PK-13, Adult Ed., 1976
Bilingual Methodology and Cultural Awareness with District A Level fluency in Spanish, 1985
School Management Program Certificate of Completion, University of California at Los Angeles, 1997

Experience:

2008-Present	Executive Educator/Consultant	Pearson Achievement Solutions
2006 – 2008	Director, Elementary School Services	LAUSD Local District 1
2003 – 2006	AB 75 Coordinator	LAUSD Administrative Academy
1994 – 1999	Principal	Saticoy Elementary, North Hollywood
1999 – 2003	Principal	Valerio Primary Center, Van Nuys
Jan.-June 1994	Interim Principal	Topanga Elementary, Topanga Canyon
1990 – 1994	Assistant Principal	Hazeltine Ave. Elementary, Van Nuys
1985 – 1990	Categorical Programs Adviser	Montague Elementary, Pacoima
1980 – 1985	Teacher - grades K, 1, 4	Sharp Elementary, Arleta
1976 – 1980	Teacher – grades 1 and 2	Euclid Ave. School, East Los Angeles
1974 – 1976	Substitute teacher	LAUSD

District and Professional Responsibilities:

2008-Present	Education consultant and presenter at National Education Conferences
2006 – 2008	Director of School Services supervising 35 elementary schools in four school complexes. Responsibilities included planning and presenting at Principal and Assistant Principal meetings, coordinating school selection and appointment of administrators; assisting in development of Single Plans for Student Achievement, school budgets, and professional development plans.
2003– 2006	Coordinator for AB 75 Leadership Curriculum and Leadership Implementation. Responsible for writing and presenting curriculum to all schools K-12 in Local Districts 5 and 1. Coached over 70 schools, working with the administrative teams to implement the leadership strategies and skills necessary to improve teaching and learning at their school sites.
2002 – 2003	Instructor for National University – Supervision of Personnel
2000 – 2003	Instructor for LAUSD Administrative Academy training in New Administrators Program
1999 – 2003	Board Member – Elementary Principals’ Organization
1999 – 2001	Vice President – Elementary Principals’ Organization
1996 – 1998	Member of District Literacy Cadre leading training sessions for principals and teachers.
1996 – 1998	Member of Grant/Van Nuys Literacy Cadre planning and leading training sessions for principals and teachers
1994 – 1996	Member of Grant/Van Nuys Administrative Instructional Planning Cadre

Professional Memberships:

Past President of Pi Lambda Theta International Honorary Society –Santa Monica Bay Chapter
1995 – 1997
Association of Supervision and Curriculum Development
International Reading Association
California Reading Association

LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 1
6621 BALBOA BOULEVARD
VAN NUYS, CALIFORNIA 91406
TELEPHONE: (818) 654-3600
FAX: (818) 881-6728



RAMON CORTINES
SUPERINTENDENT OF SCHOOLS

JEAN BROWN
SUPERINTENDENT, LOCAL DISTRICT 1

MARLA MONDHEIM
DIRECTOR, SCHOOL SERVICES

Public School Choice Application for Valley New Elementary School #10
Executive Summary
Section a - Assurances

Local District 1 (LD 1) of the Los Angeles Unified School District (LAUSD) is applying as an Internal Applicant. LAUSD is a non-profit school district operating under the required 501c3. Local District 1 is submitting this application to operate Valley Region Elementary School #10 as a public school. The Local District Superintendent agrees to the following:

Not For Profit: Local District 1 is a part of the Los Angeles School District and is not a for-profit organization or entity.

Student Enrollment: ES#10 will enroll the requisite number of students from the impacted campuses of Fullbright ES, Melvin ES, Sunny Brae ES, and Winnetka ES, Pre-kindergarten through grade five. Proposed boundary changes will allow students from these schools to attend the new school in September, 2010. All students coming from the designated attendance areas of these four feeder schools in the newly determined attendance area will be served. Review mechanisms will be established to ensure that retention and student composition reflects the overall school community.

Student Composition: ES #10 will provide a free, non-sectarian, public education for all students in the attendance area, preparing them to be successful in secondary, post secondary and career courses and choices. ES #10 will be non-sectarian in its programs, admission policies and employment practices. The school will not charge tuition, nor discriminate against a student or employee based on ethnicity, national origin, gender, age, sexual orientation or disability. ES #10 will accommodate approximately 520 students in Kindergarten through grade five and will reflect the demographics of the school's attendance area.

Fiscal Solvency: No outside providers exist for this school. ES #10 will rely on budgetary allocations from the Los Angeles Unified School District. Budget and financial statements will be provided to the school by Los Angeles Unified School District.

Special Education: ES #10 will adhere to and fulfill terms conditions and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the District pertaining to Special Education. ES #10 will use the District's Special Education Policies and Procedures manual and Integrated Student Information System (ISIS) and Welligent for on-line Individual Education Plans (IEP's) and tracking of related services provided to students.



Jean Brown, Superintendent, Local District 1

January 11, 2010
Date

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																				
<p>Increase the number of schools that meet or exceed their API targets</p> <p><u>2008-09</u> 282 out of 613 = 46%</p>	10%																																																										
<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</p> <p>% Proficient/Advanced CST ELA by grade:</p> <table border="1" data-bbox="94 743 451 1036"> <thead> <tr> <th></th> <th><u>2008</u></th> <th><u>2009</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr> <tr><td>Grade 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr> <tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr> <tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr> <tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr> <tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr> <tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr> <tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</td></tr> <tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr> <tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr> <tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr> </tbody> </table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%	10%				<p>Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics</p> <p>Grades 2, 3, 4, 5/6: Language Arts:</p> <ul style="list-style-type: none"> • % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments <p>Writing:</p> <ul style="list-style-type: none"> • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment <p>Math:</p> <ul style="list-style-type: none"> • Increase the # of students that are proficient on the mathematics periodic assessment by 6% 						
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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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<p>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</p> <table border="1" data-bbox="94 592 462 673"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>33%</td> <td>31%</td> <td>-2%</td> </tr> <tr> <td>MATH</td> <td>42%</td> <td>40%</td> <td>-2%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	33%	31%	-2%	MATH	42%	40%	-2%	-10				<ul style="list-style-type: none"> See monitoring indicators for CST on page 34 										
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<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <table border="1" data-bbox="94 828 462 885"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>9.3%</td> <td>9.2%</td> <td>-.1%</td> </tr> </tbody> </table> <p>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <table border="1" data-bbox="94 1015 462 1096"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>6.6%</td> <td>6.6%</td> <td>.0%</td> </tr> <tr> <td>Hispanics</td> <td>6.9%</td> <td>7.0%</td> <td>.1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		9.3%	9.2%	-.1%		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanics	6.9%	7.0%	.1%	varies by school				<ul style="list-style-type: none"> Number of state identified Gifted students 		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																								
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<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups:</p> <table border="1" data-bbox="94 1299 462 1429"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>25%</td> <td>27%</td> <td>+2%</td> </tr> <tr> <td>Hispanic</td> <td>31%</td> <td>33%</td> <td>+2%</td> </tr> <tr> <td>English Learners</td> <td>20%</td> <td>23%</td> <td>+3%</td> </tr> <tr> <td>Sts. w/ Disabilities</td> <td>11%</td> <td>12%</td> <td>+1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	10%				<ul style="list-style-type: none"> See monitoring indicators for CST on page 34 		
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(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>								
Accelerate the performance of Standard English Learners (SEL)	10%				<ul style="list-style-type: none"> • See monitoring indicators for on page 34 										
<p>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p> <table border="0" data-bbox="184 865 443 914"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>54.8%</td> <td>55.7%</td> <td>+0.9%</td> </tr> </table> <p>2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%</p>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	54.8%	55.7%	+0.9%	3%				<ul style="list-style-type: none"> • CELDT • ELSSA Data 				
<u>07-08</u>	<u>08-09</u>	<u>Change</u>													
54.8%	55.7%	+0.9%													
<p>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</p> <table border="0" data-bbox="92 1206 443 1279"> <tr> <td>% Early Adv/Adv</td> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td></td> <td>36.3%</td> <td>39.3%</td> <td>+3%</td> </tr> </table> <p>2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%</p>	% Early Adv/Adv	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		36.3%	39.3%	+3%	5%				<ul style="list-style-type: none"> • See monitoring indicators for AMAO 1 		
% Early Adv/Adv	<u>07-08</u>	<u>08-09</u>	<u>Change</u>												
	36.3%	39.3%	+3%												

(Name) School

Los Angeles Unified School District
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<p>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</p> <table border="1" data-bbox="94 592 451 673"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>24.3</td> <td>27.0</td> <td>+2.7%</td> </tr> <tr> <td>Math</td> <td>34.1</td> <td>36.3</td> <td>+2.1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	24.3	27.0	+2.7%	Math	34.1	36.3	+2.1%											
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
ELA	24.3	27.0	+2.7%																				
Math	34.1	36.3	+2.1%																				
<p>Increase EL reclassification rates at the elementary, middle, and high school levels</p> <table border="1" data-bbox="94 860 451 966"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>EL</td> <td>13.5</td> <td>15.8</td> <td>+2.3</td> </tr> <tr> <td>MS</td> <td>22.4</td> <td>20.8</td> <td>+8.4</td> </tr> <tr> <td>HS</td> <td>10.3</td> <td>12.4</td> <td>+2.1</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1	5%				<ul style="list-style-type: none"> • EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters 		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
EL	13.5	15.8	+2.3																				
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<p>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs</p> <table border="1" data-bbox="94 1153 451 1234"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>25%</td> <td>27%</td> <td>+2%</td> </tr> <tr> <td>MATH</td> <td>26%</td> <td>27%</td> <td>+1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%	35% ELA 35% Math				<ul style="list-style-type: none"> • See monitoring indicators for CST on page 34 						
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
ELA	25%	27%	+2%																				
MATH	26%	27%	+1%																				

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>						
<p>Graduation rate will increase</p> <table border="0"> <tr> <td><u>06-07</u></td> <td><u>07-08</u></td> <td><u>Change</u></td> </tr> <tr> <td>67.1%</td> <td>72.4%</td> <td>+5.3%</td> </tr> </table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	67.1%	72.4%	+5.3%	8%				<ul style="list-style-type: none"> • Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation) 		
<u>06-07</u>	<u>07-08</u>	<u>Change</u>											
67.1%	72.4%	+5.3%											
<p>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</p> <table border="0"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>57%</td> <td>60%</td> <td>+3%</td> </tr> </table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	57%	60%	+3%	6%				<ul style="list-style-type: none"> • Increased participation in CAHSEE preparation 		
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
57%	60%	+3%											
<p>Dropout rate will decrease.</p> <table border="0"> <tr> <td><u>06-07</u></td> <td><u>07-08</u></td> <td><u>Change</u></td> </tr> <tr> <td>31.7%</td> <td>26.4%</td> <td>-5.3%</td> </tr> </table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	31.7%	26.4%	-5.3%	6%				<p>Monitor students at risk:</p> <ul style="list-style-type: none"> • 85% of students are in attendance for 96% or more of the time • Increase in pass rates in English and/or math courses • Increase in number of students receiving an E or S in Work Habits or Cooperation • Increase attendance rates for both students and teachers to 96%. 		
<u>06-07</u>	<u>07-08</u>	<u>Change</u>											
31.7%	26.4%	-5.3%											

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>												
<p>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>07-08</u></td> <td style="text-align: center;"><u>08-09</u></td> <td style="text-align: center;"><u>Change</u></td> </tr> <tr> <td style="text-align: center;">25%</td> <td style="text-align: center;">TBD%</td> <td style="text-align: center;">+__%</td> </tr> </table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	25%	TBD%	+__%	80%				<p>A-G enrollment and passing rates</p> <ul style="list-style-type: none"> ● Decrease the number of students receiving Fails in A-G courses by 10%. ● Increase the percent of students earning C's or higher in A-G courses. 								
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
25%	TBD%	+__%																	
<p>Increase the enrollment in Advanced Placement course</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>07-08</u></td> <td style="text-align: center;"><u>08-09</u></td> <td style="text-align: center;"><u>Change</u></td> </tr> <tr> <td style="text-align: center;">1.8%</td> <td style="text-align: center;">1.9%</td> <td style="text-align: center;">+ .1%</td> </tr> </table> <p>Increase pass rates on AP tests</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>07-08</u></td> <td style="text-align: center;"><u>08-09</u></td> <td style="text-align: center;"><u>Change</u></td> </tr> <tr> <td style="text-align: center;">44.1%</td> <td style="text-align: center;">TBD%</td> <td style="text-align: center;">+TBD%</td> </tr> </table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	1.8%	1.9%	+ .1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	44.1%	TBD%	+TBD%	5%				<p>Advanced Placement courses –</p> <ul style="list-style-type: none"> ● Increase Advanced Placement offerings at all high schools. ● Increase the number of tests administered by 10% ● Increase the number of subject matter tests administered by: <ul style="list-style-type: none"> ● At least 2 (if the school administers less than 15 subject matter tests) ● At least 1 (if the school administers less than 20 subject matter tests) 		
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
1.8%	1.9%	+ .1%																	
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
44.1%	TBD%	+TBD%																	
<p>Increase students preparedness for College Career Readiness</p>					<p><u>Middle Schools</u></p> <ul style="list-style-type: none"> ● Students passing core classes with C or better <p><u>Elementary</u></p> <ul style="list-style-type: none"> ● Students getting 3 or 4 on report cards 														

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none"> • there are opportunities for parent involvement • they feel welcome at this school • there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 	<p>At least 90% of parents respond “Strongly agree” or “agree”</p>				<ul style="list-style-type: none"> • Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10. 		

(Name) School

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Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>												
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree				<ul style="list-style-type: none"> • Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home 														
Decrease the number of suspensions <table border="0"> <tr> <td><u>06-07</u></td> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>83,542</td> <td>75,049</td> <td>TBD</td> <td>TBD</td> </tr> </table>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	83,542	75,049	TBD	TBD	25%				<ul style="list-style-type: none"> • Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools 						
<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
83,542	75,049	TBD	TBD																
Increase attendance of staff and students <table border="0"> <tr> <td></td> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>Students:</td> <td>93.99%</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>Staff:</td> <td>93%</td> <td>TBD</td> <td>TBD</td> </tr> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	Students:	93.99%	TBD	TBD	Staff:	93%	TBD	TBD	96% 96%				<ul style="list-style-type: none"> • Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition 		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
Students:	93.99%	TBD	TBD																
Staff:	93%	TBD	TBD																

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					<ul style="list-style-type: none"> • Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target 		
Decrease in the number of Title 1 Schools In PI status					<ul style="list-style-type: none"> • Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target 		
Increase in the number of QEIA schools meeting annual targets					<ul style="list-style-type: none"> • 2/3 implementation of Class Size Reduction target • 2/3 implementation of 300:1 student to counselor ratio. 		

School Level Accountability Matrix

	Feeder Average			Projected		
	2007-08	2008-09	Change	2009-10	2010-11	2011-12
Increase the number of schools that meet or exceed their API targets	Not Applicable					
Increase the percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math						
% Proficient/Advanced CST ELA by Grade						
Grade 2	41.8	46.0	4.3	56.0	66.0	76.0
Grade 3	34.3	34.5	0.3	44.5	54.5	64.5
Grade 4	45.0	50.8	5.8	60.8	70.8	80.8
Grade 5	40.0	47.3	7.3	57.3	67.3	77.3
% Proficient/Advanced CST Math by Grade						
Grade 2	57.5	54.5	-3.0	64.5	74.5	84.5
Grade 3	70.5	63.3	-7.3	73.3	83.3	93.3
Grade 4	54.8	65.5	10.8	75.5	85.5	95.5
Grade 5	48.5	60.8	12.3	70.8	80.8	90.8
% Proficient/Advanced CST Science by Grade						
Grade 5	42.8	46.0	3.3	56.0	66.0	76.0
Increase the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math						
ELA	24.4	22.2	-2.2	12.2	2.2	-7.8
Math	20.4	17.8	-2.6	7.8	-2.2	-12.2
	Feeder Average			Projected		
	2007-08	2008-09	Change	2009-10	2010-11	2011-12
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population	10.0	9.2	-0.8	8.3	8.8	9.2
Increase the percentage of each site's African American and Hispanic Students identified as Gifted to a minimum of 6% of the subgroup's total population						
African American	11.2	9.2	-2.0	6.8	7.3	7.7
Hispanic	6.4	7.6	1.2	5.8	6.3	6.8
Accelerate the performance of all African American, Hispanic, English Learners, and Students with Disabilities						
% Proficient/Advanced CST ELA Subgroups						
African American	43.8	56.0	12.3	66.0	76.0	86.0
Hispanic	38.5	42.8	4.3	52.8	62.8	72.8
English Learners	21.5	26.3	4.8	36.3	46.3	56.3
Students with Disabilities	7.5	14.6	7.1	24.6	34.6	44.6

School Level Accountability Matrix

% Proficient/Advanced CST Mathematics
Subgroups

African American	51.0	57.5	6.5	67.5	77.5	87.5
Hispanic	53.0	56.5	3.5	66.5	76.5	86.5
English Learners	38.5	41.8	3.3	51.8	61.8	71.8
Students with Disabilities	20.6	25.6	5.0	35.6	45.6	55.6

	Feeder Average			2009-10	Projected	
	2007-08	2008-09	Change		2010-11	2011-12
AMAO 1 - Meet or exceed the percentage of English Learners making annual Progress towards learning English	52.6	52.0	-0.6	55.0	58.0	61.0
AMAO 2 - Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT	38.1	44.0	6.0	49.0	54.0	59.0
AMAO 3 - Meet or exceed the percentage of English Learners scoring proficient on the CELDT and CST	No data available					
Increase EL reclassification rates	14.5	12.4	-2.1	17.4	22.4	27.4
Increase the percentage of Students with Disabilities at Basic or beyond on the ELA and Math CSTs						
ELA	33.7	41.0	7.3	46.0	51.0	56.0
Math	51.7	55.4	3.8	60.4	65.4	70.4

School Level Accountability Matrix

	Projected		LAUSD Targets as per LAUSD
2012-13	2013-14	2014-15	High Academic Achievement Action Plan
	Not Applicable		

86.0	96.0	106.0	<-- Growth Rate of 10%
74.5	84.5	94.5	
90.8	100.8	110.8	
87.3	97.3	107.3	

94.5	104.5	114.5	<-- Growth Rate of 10%
103.3	113.3	123.3	
105.5	115.5	125.5	
100.8	110.8	120.8	

86.0	96.0	106.0	<-- Growth Rate of 10%
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-17.8	-27.8	-37.8	<-- Reduction of 10%
-22.2	-32.2	-42.2	

	Projected		High Academic Achievement Action Plan
2012-13	2013-14	2014-15	

9.6	10.0	10.4	
-----	------	------	--

8.1	8.5	8.9	
7.3	7.8	8.3	

96.0	106.0	116.0	<-- Growth Rate of 10%
82.8	92.8	102.8	
66.3	76.3	86.3	
54.6	64.6	74.6	

School Level Accountability Matrix

97.5	107.5	117.5	<-- Growth Rate of 10%
96.5	106.5	116.5	
81.8	91.8	101.8	
65.6	75.6	85.6	
	Projected		LAUSD Targets as per LAUSD
2012-13	2013-14	2014-15	High Academic Achievement Action Plan
64.0	67.0	70.0	<-- Growth Rate of 3%
64.0	69.0	74.0	<-- Growth Rate of 5%
No data available			
32.4	37.4	42.4	<-- Growth Rate of 5%
61.0	66.0	71.0	<-- LAUSD Target 35%
75.4	80.4	85.4	<-- LAUSD Target 35%

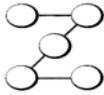
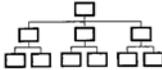
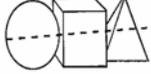
Local District 1 - Elements of Academic Rigor

Commitment to a Knowledge Core	High Thinking Demand	Active Use of Knowledge
<ul style="list-style-type: none"> ○ Avoids repetition ○ Deepens understanding ○ Clearly organized ○ Major concepts ○ Mastery of core concepts ○ Standards-based 	<ul style="list-style-type: none"> ○ Challenging assignments ○ Students justify arguments ○ Instruction supports reflection ○ Extended projects ○ Problem solving 	<ul style="list-style-type: none"> ○ Students synthesize info. ○ Construct explanations ○ Prior knowledge ○ Interpreting text ○ Construct solutions ○ Apply understanding

Assessing Progress in Implementing Academic Rigor

Commitment to a Knowledge Core (1=in few or no subjects or classes; 2=in some classes or subjects, 3=in most classes or subjects; 4=in all classes or subjects.)	1	2	3	4
<ul style="list-style-type: none"> • There is an articulated curriculum in each subject that avoids needless repetition and progressively deepens understanding of core concepts. 				
<ul style="list-style-type: none"> • The curriculum and instruction are clearly organized around major concepts specified in the standards. 				
<ul style="list-style-type: none"> • Teaching and assessment focus on students mastery of core concepts. 				
High Thinking Demand				
<ul style="list-style-type: none"> • In every subject students are regularly expected to raise questions, to solve problems, to think, and to reason. 				
<ul style="list-style-type: none"> • Students are doing challenging, high-level assignments in every subject. 				
<ul style="list-style-type: none"> • Assignments in each subject include extended projects in which original work and revision to standards is expected. 				
<ul style="list-style-type: none"> • Students are challenged to construct explanations and to justify arguments in each subject. 				
<ul style="list-style-type: none"> • Instruction is organized to support reflection on learning processes and strategies. 				
Active Use of Knowledge				
<ul style="list-style-type: none"> • Each subject includes assignments that require students to synthesize several sources of information. 				
<ul style="list-style-type: none"> • Students in each subject are challenged to construct explanations and to test their understanding of concepts by applying them and discussing them. 				
<ul style="list-style-type: none"> • Students' prior knowledge and out-of-school knowledge is used regularly in the teaching and learning process. 				
<ul style="list-style-type: none"> • Instructional tasks and classroom discourse requires students to interpret texts and construct solutions. 				

Depth & Complexity Iconic Prompts

<i>Depth & Complexity</i>	<i>Icon</i>	<i>Definition</i>	<i>Example</i>
Language of the Discipline		What vocabulary terms are specific to the content or discipline?	Tools Jargon Icons Acronyms Special phrases Terms Slang Abbreviations
Details		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.	Parts Factors Attributes Variables Distinguishing Traits
Patterns		What elements reoccur? What is the sequence or order of events? Make predictions based on past events.	Predictability Repetition
Unanswered Questions		What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?	Missing Parts Incomplete Ideas Discrepancies Unresolved issues Ambiguity
Rules		What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?	Structure Order Reasons Organization Explanation Classification "Because..."
Trends		Note factors (Social Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time	Influence Forces Direction Course of Action Compare, Contrast and Forecast
Ethics		What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?	Values Morals Pro and Con Bias Discrimination Prejudice Judging Differing Opinions Point of View Right and Wrong Wisdom
Big Ideas		What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?	Draw conclusions based on evidence Make generalizations Summarize Theory Principle Main Idea
Across the Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Connect Associate Integrate Link Ideas Cross-Curricular study
Changes over Time		How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?	Connecting points in time Examining a time period Compare and Contrast
Different Perspectives		How would others see the situation differently?	Different roles and knowledge Opposing viewpoints

Assessment Calendar K-5

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<p>OCR 2000 *Unit 2:12/8/09 Unit 3:3/8/10 *Unit 4: 5/6/10 Unit 5: 6/24/10</p> <p>OCR 2002 *Unit 2: 11/23/09 Unit 3: 2/1/7/10 *Unit 4: 4/19/10 Unit 5: 6/24/10</p> <p>Mathematics Q1 P.A. Nov.3-6, 2009 Q2 P.A. Feb. 2-4, 2010 Q3 P.A. Apr 13-16, 2010</p>	<p>OCR 2000 Unit 1: 11/3/09 *Unit 2: 1/15/10 Unit 3: 3/5/10 Unit 4: 4/20/10 Unit 5: 6/24/10</p> <p>OCR 2002 Unit 1: 11/3/09 *Unit 2: 1/15/10 Unit 3: 3/8/10 Unit 4: 5/14/10 Unit 5: 6/24/10</p> <p>Mathematics Q1 P.A. Nov. 3-6, 2009 Q2 P.A. Feb. 2-4, 2010 Q3 P.A. Apr 13-16, 2010</p> <p>CELDT (Annual) Sept.9-October 23</p>	<p>OCR 2000 Unit 1: 11/6/09 Unit 2: 1/15/10 Unit 3: 3/17/10 *Unit 4: 5/4/10 Unit 5: 6/24/10</p> <p>OCR 2002 Unit 1: 11/3/09 Unit 2: 1/15/10 Unit 3: 3/11/10 *Unit 4: 5/7/10 Unit 5: 6/24/10</p> <p>Mathematics Q1 P.A. Nov. 3-6, 2009 Q2 P.A. Feb. 2-4, 2010 Q3 P.A. Apr 13-16, 2010</p> <p>CELDT (Annual) Sept.9-October 23</p>	<p>OCR 2000 Unit 1: 11/18/09 Unit 2: 2/5/10 Unit 3: 3/26/10 *Unit 4: 5/14/10 Unit 5: 6/24/10</p> <p>OCR 2002 Unit 1:11/9/09 Unit 2: 1/15/10 Unit 3: 3/5/10 *Unit 4: 5/5/10 Unit 5: 6/24/10</p> <p>Mathematics Q1 P.A. Nov. 3-6, 2009 Q2 P.A. Feb. 2-4, 2010 Q3 P.A. Apr. 13-16, 2010</p> <p>CELDT (Annual) Sept.9-October 23</p>	<p>OCR 2000 Unit 1: 11/19/00 Unit 2: 2/9/10 Unit 3: 4/8/10 *Unit 4: 5/21/10 Unit 5: 6/24/10</p> <p>OCR 2002 Unit 1:11/9/09 Unit 2: 1/15/10 Unit 3:3/16/10 *Unit 4: 5/10/10 Unit 5: 6/24/10</p> <p>Mathematics Q1 P.A. Nov. 3-6, 2009 Q2 P.A. Feb. 2-4, 2009 Q3 P.A. Apr. 13-16, 2010</p> <p>Science Q1 P.A. Nov. 18-20, 2009 Q2 P.A. Mar 8-12, 2010 Q3 P.A. June 14-18, 2010</p> <p>CELDT (Annual) Sept.9-October 23</p>	<p>OCR 2000 Unit 1: 11/2/09 Unit 2: 1/15/10 Unit 3: 3/12/10 *Unit 4: 5/13/10 Unit 5: 6/24/10</p> <p>OCR 2002 Unit 1: 11/3/09 Unit 2: 1/15/10 Unit 3: 3/5/10 *Unit 4: 5/5/10 Unit 5: 6/24/10</p> <p>Mathematics Q1 P.A. Nov. 3-6, 2009 Q2 P.A. Feb. 2-4, 2009 Q3 P.A. Apr. 13-16, 2010</p> <p>Science Q1 P.A. Nov. 18-20, 2009 Q2 P.A. Mar 8-12, 2010 Q3 P.A. June 14-18, 2010</p> <p>Physical Fitness Test 2/1/10-5/31/10</p> <p>CELDT (Annual) Sept.9-October 23</p>

Kdgn. Checklist Sept.9-June 24	CELDT (Initial) Sept.9-June 11	CELDT (Initial) Sept.9-June 11 CST May 10-May 21	CELDT (Initial) Sept.9-June 11 CST May 10-May 21 CMA May 10-May 21	CELDT (Initial) Sept.9-June 11 CST May 10-May 21 CMA May 10-May 21	CELDT (Initial) Sept. 9-June 11 CST May 10-May 21 CMA May 10-May21
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*Denotes optional assessment (OCR)

MCD Update Month

[Office of the Independent Monitor Website](#)

[Legal Text of the Modified Consent Decree, Revised 4/21/2003 \(pdf\)](#)

[Modified Consent Decree \(PowerPoint\)](#)

[Modified Consent Decree \(Handout\)](#)

[Parent Council Information & Applications](#)

MODIFIED CONSENT DECREE (MCD)

The Modified Consent Decree represents the commitment of the Board of Education of the Los Angeles Unified School District that the District's special education program will be in compliance with all applicable federal laws.

Outcome 1 Participation in Statewide Assessment Program
75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

Outcome 2 Performance in the Statewide Assessment Program
The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

Outcome 3 Graduation Rate
The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities..

Outcome 4 Completion Rate
The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total

number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

Outcome 5 **Reduction of Suspensions**
The District will reduce the overall number of suspensions of students with disabilities to a rate lower than 8.6%.

Outcome 6 **Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)**
The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

Outcome 7A **Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities (**Excludes** Specific Learning Disabilities (SLD), Speech/Language Impaired (SLI), Other Health Impairment (OHI)).**
The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.

Outcome 7B **Placement of Students with Multiple Disabilities Orthopedic (MDO) (Ages 6-18)**
The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology.

Outcome 8a **Home School Placement / Least Restrictive Environment**
The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%.

Outcome 8b **Home School Placement / Least Restrictive Environment**
The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities

with all other eligibilities in ninth grade in their home school to 60%.

Outcome 8c Home School Placement / Least Restrictive Environment
The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.

Outcome 9 Individual Transition Plan
98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.

Outcome 10 Timely Completion of Evaluations
a. 90% of all initial evaluations shall be completed within 60 days.
b. 95% of all initial evaluations shall be completed within 75 days.
c. 98% of all initial evaluations shall be completed within 90 days.

Outcome 11 Complaint Response Time
The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:
a. 25% will be responded to within 5 working days.
b. 50% will be responded to within 10 working days.
c. 75% will be responded to within 20 working days.
d. 90% will be responded to within 30 working days.

Outcome 12 Informal Dispute Resolution
The District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

Outcome 13 Delivery of Services
93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning

disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

Outcome 14 **Increased Parent Participation**
The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.

Outcome 15 **Timely Completion of Future Translations**
The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days

Outcome 16 **Increase in Qualified Providers**
The District shall increase the percentage of credentialed special education teachers to 88%.

Outcome 17 **IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports**
The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

Outcome 18 **Disproportionality**
90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

Type 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES

Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understanding families.

Type 1 Activities	The school:	Never	Rarely	Sometimes	Often
Sponsors parent education workshops and other courses of training for parents.		1	2	3	4
Provides families with information on child or adolescent development.		1	2	3	4
Provides families with information on developing home conditions that support learning.		1	2	3	4
Asks families about children’s goals, strengths, and talents.		1	2	3	4
Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.		1	2	3	4
Respects the different cultures represented in our student population.		1	2	3	4
Other Parenting activities:		1	2	3	4
Other Parenting activities:		1	2	3	4

Type 2 - COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS

Conduct effective communications from school to home and from home to school about school programs and children’s progress.

Type 2 Activities	The school:	Never	Rarely	Sometimes	Often
Has formal conferences with every parent at least once a year.		1	2	3	4
Provides language translation to assist families as needed.		1	2	3	4
Provides clear information about progress reports and how grades are earned.		1	2	3	4
Provides clear information about programs, and/or activities in this school.		1	2	3	4
Sends home folders of student work weekly or monthly for parent review and comments.		1	2	3	4
Has staff members send home positive messages about students on a regular basis.		1	2	3	4
Notifies families about student awards and recognition.		1	2	3	4
Contacts the families of students having academic or behavior problems.		1	2	3	4
Provides parents with the telephone numbers and/or e-mail addressed of the school, principal, teachers, and counselors.		1	2	3	4
Conducts an annual survey for families to provide reactions to school programs and share information and concerns about students.		1	2	3	4
Other Communicating activities:		1	2	3	4
Other Communicating activities:		1	2	3	4

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Type 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL

Organize volunteers and audiences to support the school and students.

Type 3 Activities	The school:	Never	Rarely	Sometimes	Often
Conducts an annual survey to identify interests, talents, and availability of volunteers.		1	2	3	4
Has a parent room or family center for volunteer work, meetings, and resources for families.		1	2	3	4
Provides ways for families to be involved at home or in the community if they cannot volunteer at school.		1	2	3	4
Has a program to recognize our volunteers.		1	2	3	4
Organizes volunteers to link with all parents.		1	2	3	4
Schedules plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.		1	2	3	4
Other Volunteering activities:		1	2	3	4
Other Volunteering activities:		1	2	3	4

Type 4 – LEARNING AT HOME: INVOLVEMENT IN ACADEMIC ACTIVITIES

Involve families with their children in homework and other curriculum related activities and decisions.

Type 4 Activities	The school:	Never	Rarely	Sometimes	Often
Provides information to families on required skills in all subjects.		1	2	3	4
Provides information to families on how to monitor and discuss schoolwork at home.		1	2	3	4
Provides information how to assist students with skills that they need to improve.		1	2	3	4
Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.		1	2	3	4
Asks parents to listen to their child read or to read aloud with their child.		1	2	3	4
Provides calendars with daily or weekly activities for families to do at home and in the community.		1	2	3	4
Helps families help students set academic goals, select courses and programs, and plan for college or work.		1	2	3	4
Other Learning at Home activities:		1	2	3	4
Other Learning at Home activities:		1	2	3	4

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Type 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP

Include families as participants in school decisions and develop parent leaders and representatives.

Type 5 Activities	The school:	Never	Rarely	Sometimes	Often
Has an active PTA, PTO, or other parent organization.		1	2	3	4
Assures that parent representatives are on the school's advisory committees team, or other committees.		1	2	3	4
Assures that parent representatives are on district-level advisory committees.		1	2	3	4
Develops formal networks to link all families with their parent representatives for decision making.		1	2	3	4
Involves all parents to give input and ideas on school policies.		1	2	3	4
Provides information on school elections for school committee representatives.		1	2	3	4
Involves parents in revising school and/or district curricula.		1	2	3	4
Other Decision Making activities:		1	2	3	4
Other Decision Making activities:		1	2	3	4

Type 6 – COLLABORATING WITH THE COMMUNITY

Coordinate resources and services *from* the community for families, students, and the school, and provide services to the community.

Type 6 Activities	The school:	Never	Rarely	Sometimes	Often
Provides a resource directory for parents and students with information on community agencies, programs, and services.		1	2	3	4
Provides information on community activities that link to learning skills and talents, including summer programs for students.		1	2	3	4
Works with local businesses, industries, and community organizations on programs to enhance student skills.		1	2	3	4
Includes alumni in school programs for students.		1	2	3	4
Assures that the school building is open for use by the community after school hours.		1	2	3	4
Other Collaborating with the Community activities:		1	2	3	4
Other Collaborating with the Community activities:		1	2	3	4

****Delete this page prior to submittal of the SPSA to the Local District.***

Teacher : _____

Date: _____

Type of Lesson	Kindergarten	Circle Grade: 1 2 3 4 5 6
<input type="checkbox"/> IE! Lesson	<input type="checkbox"/> Circle Time	<input type="checkbox"/> Part A
<input type="checkbox"/> TBLT Lesson	<input type="checkbox"/> Story Time	<input type="checkbox"/> Part B
	<input type="checkbox"/> Activity Time	<input type="checkbox"/> Part C

ELD Instructional Tool

Planning and Organization		Comments:
<ul style="list-style-type: none"> ▪ ELD Standards/Objectives ▪ ELD Instructional Block posted (30-45 min) 	<ul style="list-style-type: none"> ▪ District adopted materials ▪ Establish a safe & supportive environment 	
Instruction		Comments:
<p style="text-align: center;">Teacher</p> <ul style="list-style-type: none"> ▪ Connects to students' prior knowledge & experiences ▪ Models completing language task (oral/written) ▪ Checks for comprehension (verbal/non-verbal) ▪ Provides comprehensible input ▪ Differentiates by ELD level/s ▪ Provides opportunities for interaction ▪ Uses visuals/realia ▪ Explicitly teaches language forms & functions ▪ Explicitly teaches metacognitive skills ▪ Explicitly teaches the writing process ▪ Teaches target vocabulary 	<p style="text-align: center;">Students</p> <ul style="list-style-type: none"> ▪ Respond verbally/non-verbally based on proficiency levels ▪ Interact (teacher-student, student-student) ▪ Practice completing a language task (oral/written) ▪ Use visuals/realia ▪ Practice language forms & functions (oral/written) ▪ Make connections to personal experiences ▪ Self-reflect & evaluate their learning ▪ Practice target vocabulary 	
Strategies		Comments:
<ul style="list-style-type: none"> ▪ Cooperative & Communal Learning <ul style="list-style-type: none"> ▪ Wait time ▪ Communication Guide ▪ Manipulatives ▪ Visuals ▪ Modeling ▪ TPR / Gestures ▪ Thinking Maps® ▪ Vocalized Reading / Read with Expression 	<ul style="list-style-type: none"> ▪ Instructional Conversations <ul style="list-style-type: none"> ▪ Flexible grouping ▪ Speech Rate ▪ Word walls ▪ Uses routines ▪ Realia ▪ Language functions ▪ Language forms (sentence starters/stems) 	<ul style="list-style-type: none"> ▪ Academic Language Development <ul style="list-style-type: none"> ▪ Think-Pair-Share ▪ Pull Out and Talk/Write ▪ Backward Build-up ▪ Songs/Chants/Poems ▪ Simple Recasting ▪ Corrective Recasting ▪ RASP (Repeat by All, Some, and by One Person)
Assessment		Comments:
<ul style="list-style-type: none"> ▪ Ballparking ▪ IE! Student Progress Form (SPF) 	<ul style="list-style-type: none"> ▪ ELD Portfolio documentation ▪ Scored student work with feedback 	
Room Environment		Comments:
<ul style="list-style-type: none"> ▪ ELD Practicum (blue posters) ▪ Standards posted in student friendly language ▪ ELD bulletin board ▪ ELD Portfolios are visible and accessible 	<ul style="list-style-type: none"> ▪ Rubric ▪ Teacher & Student-created Thinking Maps® ▪ Print rich environment (teacher /student generated) ▪ Visuals (pictures, illustrations, etc...) 	



Classroom Visitation Guide

What is the TEACHER doing?

Instructional Delivery Method:

- | | | |
|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Whole group | <input type="checkbox"/> Lecture | <input type="checkbox"/> Guided practice |
| <input type="checkbox"/> Small group | <input type="checkbox"/> Discussion | <input type="checkbox"/> Independent practice |
| <input type="checkbox"/> Pair share | | |

Strategies:

- | | |
|--|--|
| <input type="checkbox"/> Use of manipulatives/graphic organizers | <input type="checkbox"/> Checking for understanding |
| <input type="checkbox"/> Outlining | <input type="checkbox"/> Cross-discipline connections |
| <input type="checkbox"/> Note-taking | <input type="checkbox"/> Targeted teaching/Differentiation |
| <input type="checkbox"/> SDAIE | <input type="checkbox"/> Addressing language needs of diverse students |
| <input type="checkbox"/> Scaffolding/Bridging | <input type="checkbox"/> Using alternative learning styles and modalities |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Creating opportunities for students to arrive at multiple solutions |
| | <input type="checkbox"/> Incorporating culturally responsive literature and perspectives into lesson |

Standard(s):

- | | |
|--|--|
| <input type="checkbox"/> Posted/Clear Expectations | <input type="checkbox"/> In student language |
| <input type="checkbox"/> At grade level | <input type="checkbox"/> Connected to prior knowledge/life experiences |
| <input type="checkbox"/> Connected to lesson | |

Classroom Environment Provided:

- | | | |
|--|---|--|
| <input type="checkbox"/> Inviting | <input type="checkbox"/> Well-organized | <input type="checkbox"/> Clean |
| <input type="checkbox"/> Student work displayed | <input type="checkbox"/> Free from distraction | <input type="checkbox"/> Safe |
| <input type="checkbox"/> Respect for cultural diversity | <input type="checkbox"/> Community presence | <input type="checkbox"/> Parent presence |
| <input type="checkbox"/> Artifacts/realia that reflect students' culture | <input type="checkbox"/> Effective classroom management | <input type="checkbox"/> Affirmation for all students |
| | | <input type="checkbox"/> Culturally relevant materials |

Local Initiatives in Place:

- _____
- _____

What are the STUDENTS doing?

Student Tasks/Work Products:

- | | | |
|---|---|--|
| <input type="checkbox"/> Individual assignments | <input type="checkbox"/> Cooperative learning | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Projects | <input type="checkbox"/> Choral response |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Academic dialogue | <input type="checkbox"/> Other |
| <input type="checkbox"/> Taking assessment | <input type="checkbox"/> Self-evaluation/reflection | |

Taxonomy Level / Rigor:

- | | | |
|------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Knowledge | <input type="checkbox"/> Comprehension | <input type="checkbox"/> Application |
| <input type="checkbox"/> Analysis | <input type="checkbox"/> Synthesis | <input type="checkbox"/> Evaluation |

Student Learning Behavior Observed:

- | | |
|--|--|
| <input type="checkbox"/> Engaged in task(s) | <input type="checkbox"/> Answering questions |
| <input type="checkbox"/> Asking relevant questions | <input type="checkbox"/> Engaged in constructive dialogue/Accountable Talk |
| <input type="checkbox"/> Learners demonstrate competence in traditional and non-traditional ways | |

Materials Observed to be in use by Students:

- | | | |
|---|---|--|
| <input type="checkbox"/> SBE textbooks | <input type="checkbox"/> Core materials | <input type="checkbox"/> Supplemental materials |
| <input type="checkbox"/> Technology | <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Artifacts/Realia that reflect students' culture |
| <input type="checkbox"/> Classroom materials that reflect diversity | | |

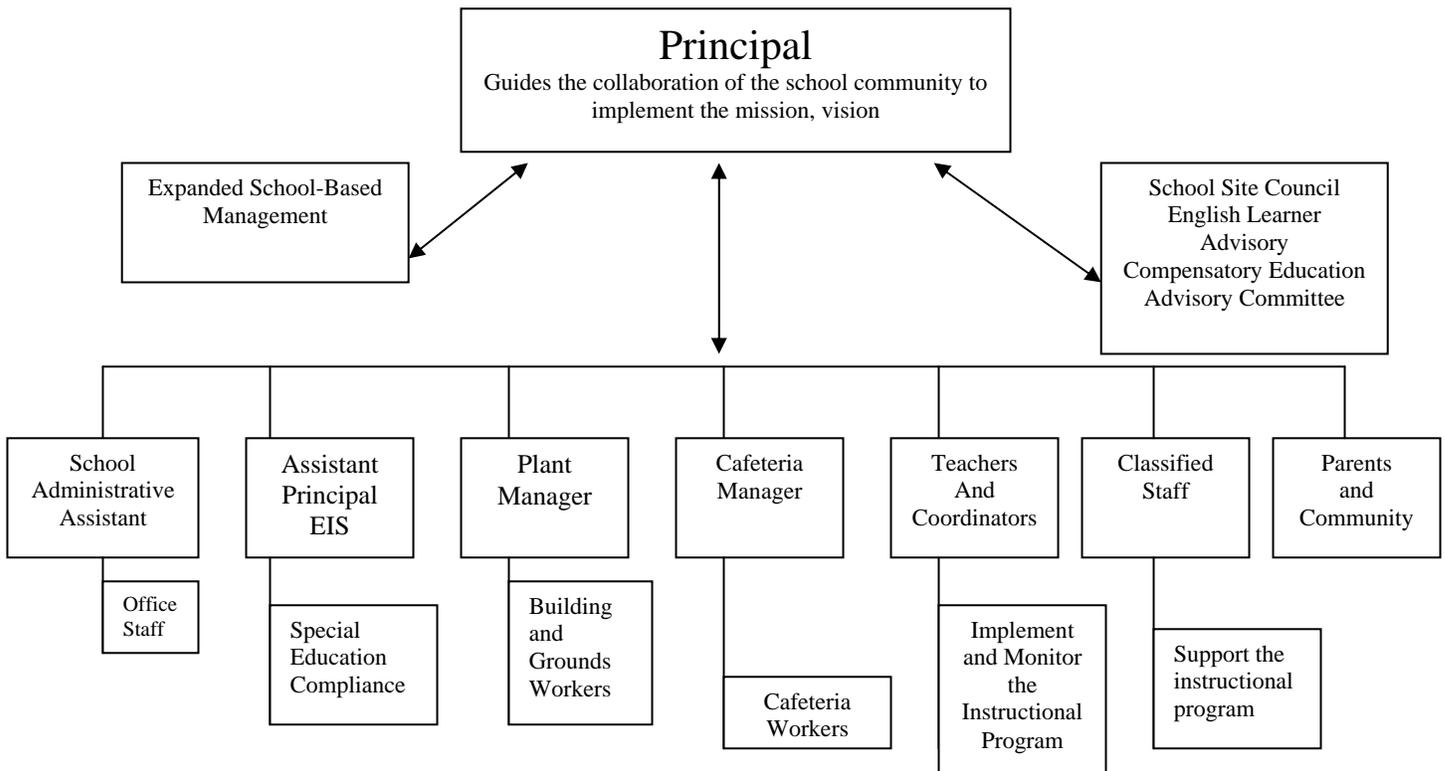
Notes:

Time in: _____ Time out: _____

Subject/Grade level: _____

Organizational Flow Chart
Valley Region ES#10

Mission, Vision, Philosophy



LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, ELEMENTARY SCHOOL

- A. Job Purpose
Serves as the instructional leader, chief fiscal officer, and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.
- B. Responsible to
Local District Superintendent or designee
- C. Subordinates
Assistant Principal, Elementary School, as assigned; Assistant Principal, Elementary Instructional Specialist, as assigned; Teachers; School Nurse; School Psychologist; Pupil Services and Attendance (PSA) Counselor; Psychiatric Social Worker; Cafeteria Manager; and Plant Manager, as assigned, for administrative direction when functioning at the school site; Administrative Assistant; Paraprofessionals, as assigned; other certificated, classified and unclassified personnel, as assigned
- D. Functions
Essential Functions
1. Serves as a resource for and liaison to the stakeholders of the school community.
 2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
 3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
 4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
 5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
 6. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
 7. Organizes and conducts school extra-curricular activities and fundraising events.
 8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
 9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
 10. Maintains positive public relations and outreach contacts with parents and community groups.
 11. Provides effective professional development and training for all stakeholders to improve student achievement.
 12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
 13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general course work in multicultural education or equivalent study approved for purposes of District/AALA Bargaining Agreement, Article IV, Section 3.0.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners. (Note that the culture requirement is automatically satisfied by meeting the multicultural education requirements listed above.)

For additional information on Master Plan requirements, refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of service in a certificated position(s) directly related to an instructional program covering grades Pre-K - 6, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

At least two years of successful service as an Assistant Principal, Elementary School.

NOTE: For definitions of years of service, refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of and ability to recognize the impact of the Education Code, Board Rules, District policies and operating procedures, and negotiated contracts on elementary education.
2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, pre-kindergarten through grade six (ages 3-13).
3. Capacity to lead, direct, and supervise teachers and staff.
4. Ability to promote and provide opportunities for recognition, development, and leadership among students, staff, parents, and colleagues.
5. Understanding of and sensitivity to diversity in the school community; knowledge of District resources and instructional materials related to diversity.
6. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.

7. Knowledge of and skill in effective budgetary processes and school finance.
8. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
9. Ability to make formal, public presentations.
10. Ability to compose and comprehend written communication.
11. Ability to observe subordinates' activities.
12. Ability to travel to other sites/locations.
13. Mobility to traverse all areas of all work sites.
14. Mobility to respond quickly in an emergency situation.
15. Ability to cope with crisis situations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

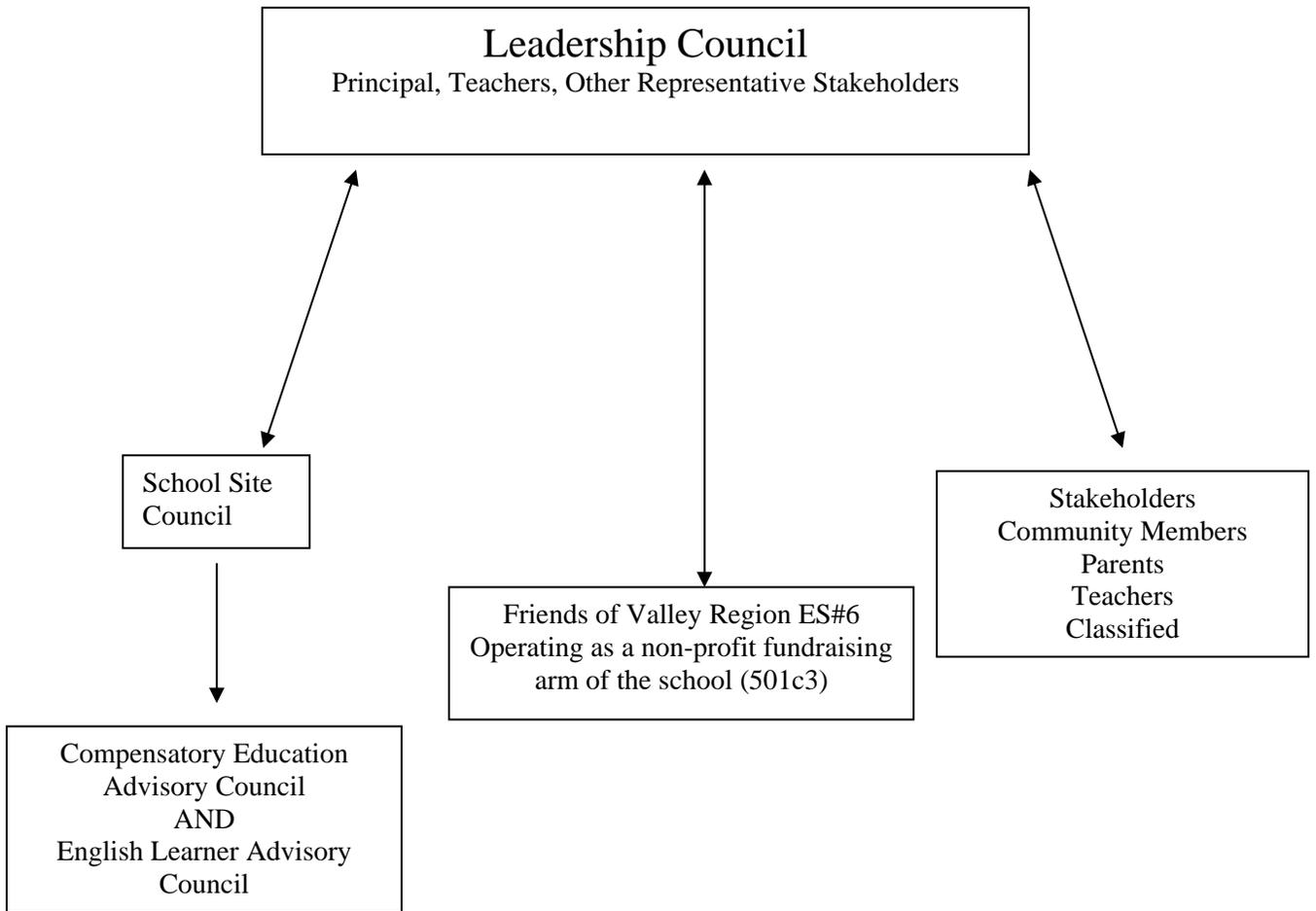
1. Service Credential with a specialization in administrative services authorizing service as a principal of an elementary school
2. Elementary School Administration Credential
3. Standard or General Administration Credential
4. Standard Supervision Credential authorizing service as a principal of an elementary school

NOTE: This is a Master Salary Table class

Valley Region Elementary School #10

Proposed Governance Structure

Expanded School-Based Management Model



The proposed governance council will support the mission, vision and belief system of the school that reflects the importance of all stakeholders as active and engaged participants in the education process of the school. Their primary goal is to transform the vision from theory into reality. Authentic shared leadership is developed in this model.

The Leadership Council is responsible for all decisions regarding:

- The instructional program
- Operations of the school
- Budget development
- Purchase of materials



Procurement Advisory

FY10 COPIER MAINTENANCE RENEWALS/ LEASE PAYMENTS

KEY THINGS TO REMEMBER:

1. Please see attached list of Commodity Codes
2. Internal controls are in place to monitor compliance with policy and procedures.

CONTACTS

- PSG Customer Service
(562) 654-9009

PROCUREMENT SERVICES DIVISION

POLICY, PROCEDURES & COMPLIANCE UNIT

333 S. Beaudry Ave, 28th Floor
Los Angeles, CA 90017

Phone: 213-241-3099

Fax: 213-241-8945

E-mail: psg-ppc@lausd.net

Procurement Services Division, formerly Procurement Services Group is introducing a short term policy revision for copier lease and maintenance contracts which are high-volume/low-value transactions. The short-term solutions effective immediately is as follows:

Allow schools/offices to process their own individual low value (LV) POs in order to establish new POs for copier maintenance/lease payment and excess copy charges at the beginning of each fiscal year. This will place the accountability with the location who owns or leases the machines thereby potentially reducing delays in having PO's in place prior to having the services begin. **(NOTE: requests to purchase or lease a new unit will continue to be handled centrally by the Procurement Services Division)**

Allow schools/offices to use Procurement Cards (P-Cards) to pay copier vendors directly for their lease maintenance contracts, excess copy charges and other copier related services as the need occurs. This would not result in increase in P-Card limit so schools would have to choose wisely depending on their monthly P-Card spend.

Please see page 2 and 3 for step by step instructions on how to enter a PD LV for copiers and other important information related to the copier maintenance renewal/lease payment process.

For more information, please contact the Procurement Services Group Customer Service at 562-654-9009.

I. PAYMENT WITH A PD LV

IFS Online Procedures for Schools and Offices to Renew Annual Copies Maintenance or Lease/Rental Payments (this procedure is not for the purchase or lease of new units)

First, enter the transaction into IFS as follows:

Schools

- Transaction entry should read: PD AREA LVnC1#
- PD Area - where PD is the transaction type and Area is your school 3-character area code
- LVnC1# – where n represents the number of each Local District (e.g., LV1C1#=Local District 1), and where # is the special character for the automatic numbering feature of IFS
- C1- represents the current fiscal year 2010

Offices

- Transaction entry should read: PD AREA LVXC1#
- PD Area - where PD is the transaction type and Area is your office 3-character area code
- LVXC1# - where # is the special character for the automatic numbering feature of IFS
- C1- represents the current fiscal year 2010

Schools/Offices

Then enter the vendor Identification Number assigned to the vendor in the vendor Code field. Ensure selected vendor has a District vendor Identification Number. To obtain a vendor identification number, contact PSG at (213) 241-3115.

Indicate "BILL TO" as Accounts Payable (A/P). District policy requires all invoices be mailed directly to Accounts Payable Branch.

Enter the appropriate funding line, amount of the products and/or general services and commodity code. Only use the following appropriate commodity codes for each line item:

- 9392700000- Monthly copier maintenance
- 9392701000- Excess copy charges
- 9852600000- Leasing of copiers

Use object code 5604 for lease payments/rentals and 5606 for maintenance and excess copy charges.

If ordering consumable supplies, use either a P-Card (if less than \$1,500) or enter a separate regular PD LV transaction. Do not combine orders for supplies with copier lease/maintenance renewals.

Approve the transaction for Offline Processing.

PRINTING AND DISTRIBUTING THE PD LV

If you have the ability to print Purchase Orders, you may print a hard copy Purchase Order after it has been accepted (ACCPT) in IFS. If you do not have printing capability, you will receive a hardcopy from Job Cost Accounting. You must have the Principal or Department Head sign the vendor copy of the Purchase Order. Retain a copy of the signed Purchase Order for your records because they are subject to auditing and internal control verification. Send the signed vendor copy of the Purchase Order to the vendor either by U.S. mail, facsimile, or special overnight mailing service. The vendor may commence performance after receipt of purchase order.

ACCEPTANCE OF PRODUCTS/SERVICES

All products and services received from contract vendors for copier maintenance, lease payment, and excess copy charges must be consistent with the terms and conditions outlined in the District's Master Contract with each individual copier vendor.

All vendor quotations must reference the District's Master Agreement with the vendor. Therefore, it is important to ensure the quotation includes any specific arrangements to which the vendor has agreed to that may be over and above what is expressed in the contract. You should keep a copy of the PD LV stapled to a copy of the vendor's invoice (if available).

PD LV MODIFICATION AND CANCELLATION

Modification of a PD LV

Purchase Orders can be modified anytime prior to acceptance of the services. Please note: Purchase Orders MAY NOT be modified to amounts greater than a total aggregate amount of \$10,000. Instead, a new Purchase Order must be generated. **NOTE: Splitting contracts to avoid exceeding \$10,000 is strictly prohibited and will be closely monitored.**

For copier lease/maintenance renewals greater than \$10,000, please enter a non-stock requisition. PSG central staff will be responsible for issuing the appropriate purchase order to the vendor for transactions greater than \$10,000.

When Services May Be Cancelled

Annual copier maintenance services placed with a vendor may be cancelled at least 30 days prior to start of the renewal period. Multi-year leases may not be unilaterally cancelled by any school or office without the expressed consent of the vendor. Please contact the Procurement Services Group for guidance before initiating any copier service cancellations.

Procedure for Canceling PD LV

Notice of copier maintenance service cancellation should be given orally to the vendor and confirmed in writing to the vendor. You are responsible for canceling your PD LV transactions in the IFS system.

II. PAYMENT WITH P-CARD

If you may utilize your P-Card to pay for copier vendors directly for their lease maintenance contracts, excess copy charges and other copier related services. You must reconcile your transactions and in the description line enter the following commodity codes:

- 9392700000- Monthly copier maintenance
- 9392701000- Excess copy charges
- 9852600000- Leasing of copiers
- 0151500000- Supplies

If you are audited and you did not enter the above commodity codes in the description line at reconciliation, you may run the risk of having your P-Card temporarily suspended. Also, you are responsible for managing your monthly limit since the P-Card monthly limit will not be increased.