

Assurances (i.v.)



*Los Angeles Unified School District*  
**Gratts Elementary**

309 S. Lucas Avenue Los Angeles, CA 90017  
Phone: (213) 250-2932 Fax: (213) 250-3648

**Ramon Cortines**  
*Superintendent of Schools*

**Byron J. Maltez**  
*Local District Superintendent*

**Titus Campos**  
*Principal*

**Maria Butler**  
*Assistant Principal, EIS*

January 8, 2010

Ramon Cortines, Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

As principal of the Gratts Learning Academy for Young Scholars, I agree to adhere and fulfill the following requirements of the Modified Consent Decree:

**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**

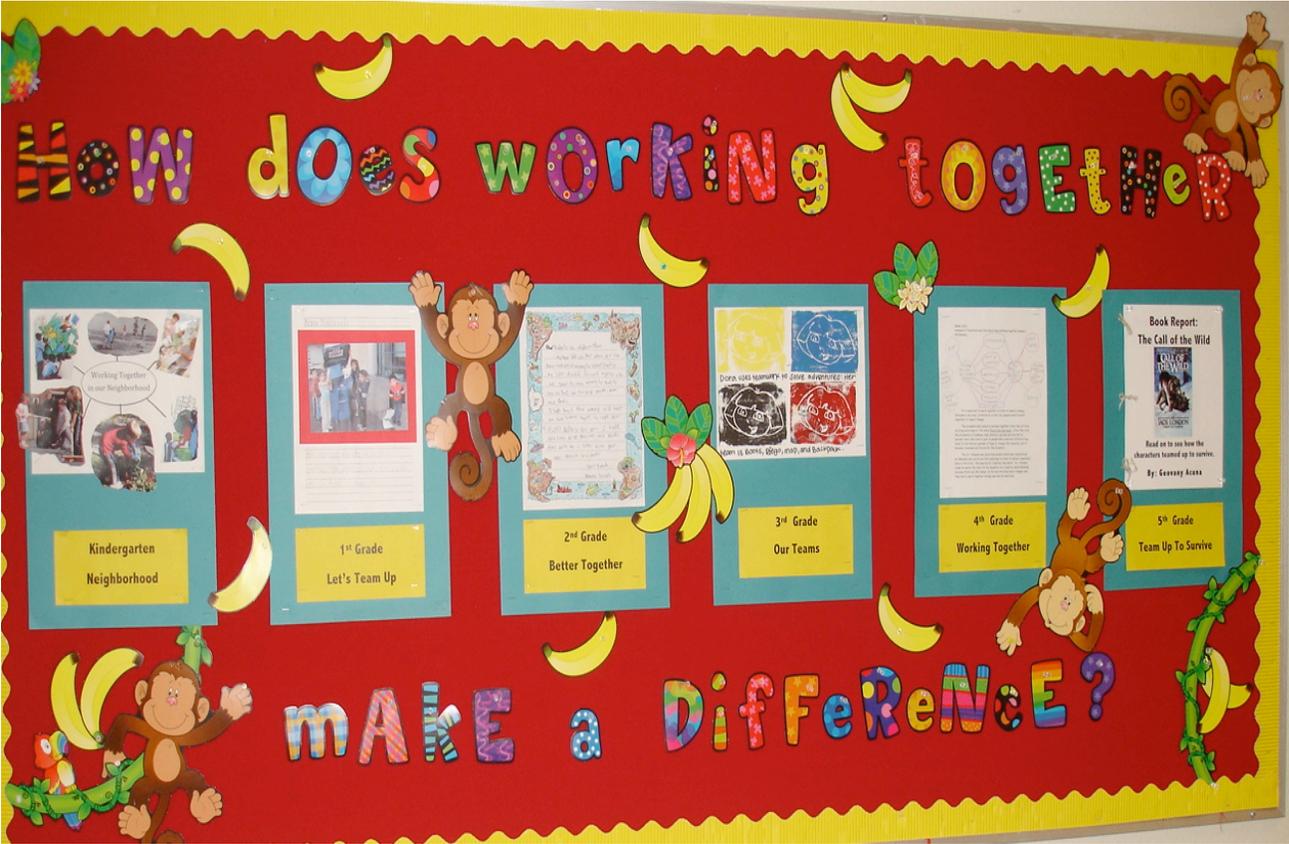
90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent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

I will use District database systems to generate reports in order to monitor compliance of the Modified Consent Decree.

Sincerely,

Titus Campos  
Principal

Communal Bulletin Board





## The Creative Curriculum for Early Education

### Creative Curriculum

The program integrates research-based developmentally appropriate practices, high-quality assessment, and family connection to create a well-rounded system that addresses the needs of young children ages 2-5, and their families. The curriculum meets all of the standards for effective early childhood curricula by the National Association for Education of Young Children Specialists in the State Department of Education.

#### I. Curriculum Map and Summary

##### a. Scope and Sequence

- i. *The Creative Curriculum*<sup>®</sup> is a research-based comprehensive early childhood educational system that promotes cognitive, language, social/emotional, and physical development of young children ages 2-5. It supports children's learning and elementary readiness in the core areas of literacy, mathematics, science, and social studies. See *The Creative Curriculum for Preschool* Fourth edition (2002), [www.teachingstrategies.com](http://www.teachingstrategies.com) and [www.creativecurriculum.net](http://www.creativecurriculum.net) for full scope and sequence description.
- ii. Major theorist used in the design of *Creative Curriculum*<sup>®</sup> to address best developmental practices are Maslow, Erikson, Piaget, Vygotsky, Gardner, and Smilansky.

##### b. Addressing the Needs of our Student Population

- i. *The Creative Curriculum*<sup>®</sup> learning environment meets children's individual developmental needs. It makes all children—including those with special needs—feel safe, comfortable, and validated. As a result, they are helped to become independent and confident learners. See [www.creativecurriculum.net](http://www.creativecurriculum.net) for details
- ii. *The Creative Curriculum*<sup>®</sup> addresses the needs of children who are dual language learners. The program applies basic theories of second language acquisition in young children, builds partnerships with families to support this need, and sets up a learning environment to reflect and honor the culture and languages of our children and families.

##### c. Instructional Techniques and Direct Correlation to our Mission:

- i. The plan creates meaningful daily routines and experiences that help children explore the world around them by responding to their individual strengths and interests.
- ii. The Plan cultivates student's perspective to becoming life-long learners by including the family in the learning process, creating a positive social climate in the classroom, providing a familiar and predictable environment, and using developmentally appropriate approaches that support active learning.

- iii. The plan provides a developmentally appropriate program focusing on ten well-organized interest areas—Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, and Computers—and Outdoors. These interest areas offer multiple opportunities for children to explore, discover, and learn.
- d. Flexible Educational Plan
 

Educational Flexibility is at the core of *Creative Curriculum's* philosophy. Teacher plans around individual needs, strengths, interests, and learning styles.
- e. Differentiated Instruction
 

Creative Curriculum uses an ongoing assessment that is inclusive of all children – those developing typically, accelerated learners, children with disabilities, and English language learners. Ongoing assessments guide teachers to differentiate instruction based on children's strengths, needs, learning styles, and interests.
- f. Intervention
 

Assessments used to evaluate children's developmental growth in the cognitive, language, social/emotional, and physical domains serve to see if the child is developing typically. If concerns arise in the children's development of these domains, appropriate actions will be taken. See Research Overview [www.creativecurriculum.net](http://www.creativecurriculum.net) for assessments used and their validity measures.

## II. Track Record of Proposed Curriculum

The Creative Curriculum® approach is a scientifically based, and research-tested model. Rigorous independent studies have been conducted on the effectiveness of Creative Curriculum for Preschool, and each found positive effects in classroom quality that promoted strong growth in academic and social skills.

- i. Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of the *Developmental Continuum for Ages 3-5* on a sample of over 1,500 low-income children. He concluded that the *Developmental Continuum* has adequate assessment properties. To review Dr. Lambert's report: [www.teachingstrategies.com](http://www.teachingstrategies.com)
- ii. Philliber Research Associates for The Hartford Foundation for Public Giving. This evaluation of 188 children enrolled in 14 childcare centers found significant gains for children who were in classrooms receiving *The Creative Curriculum* intervention. Using the Early Screening Profiles, researchers found that children in *The Creative Curriculum* classrooms made statistically significant gains in the cognitive/language profile, motor profile, and self-help profile over what would be expected of children of the same age during the same amount of time.
- iii. Department of Defense Sure Start program (Abbott-Shim, 2000), involved nearly 100 children in 10 randomly selected classrooms using *The Creative Curriculum*. Trained data collectors administered classroom observations, child assessments, and parent questionnaires to determine the quality of classroom teaching practices and to assess children's developmental gains.

- iv. Louisiana Department of Education (LDE, 2001), also examined developmental gains for children in classroom using *The Creative Curriculum*. The results indicated positive average gains in three developmental areas: social/emotional development, cognitive development, and physical development.
- v. The Family and Child Experiences Survey (FACES), sponsored by the US Department of Health and Human Services, found that *The Creative Curriculum* was the most widely used curriculum in Head Start and that programs that used an integrated curriculum showed greater gains in several cognitive and social/emotional areas.

### **III. Addressing the Needs of All Students**

Plan has addresses the needs of all students:

- i. Infant & Toddlers
- ii. Early Childhood
- iii. ELL's
- iv. Students with Disabilities
- v. Gifted
- vi. Standard English Learners

See Curriculum Map and Summary - sections *b, c, d, e, and f* for details.

## English Language Arts California Treasures

### I. Curriculum Map and Summary

- a. Scope and Sequence
  - i. California Treasures is a research-based reading and language arts program for Grades K-6 that meets the specific literacy needs of all California's teachers and students.
  - ii. The program content is aligned to national and state standards. It is customized to both California's language arts content and English language development standards. Lessons are informed by ongoing assessment of each student's strengths and needs to meet California standards.
  - iii. Scope and Sequence Maps:  
<http://treasures.macmillanmh.com/california/teachers>
- b. Addressing the Needs of our Student Population
  - i. California Treasures is designed for the inclusion of all students depending on their special needs, such as students whose first language is not English, those who are approaching grade level, and those in need of brief intervention on their way to mastery. The program also includes students who need enrichment in fundamental areas, those who are succeeding on grade level in need of maintaining literacy skills, and students achieving beyond grade level who may be gifted in specific areas of literacy.
  - ii. Addresses the four key aspects of language arts every day: listening, speaking, reading, and writing.
  - iii. Offers an equitable parallel Spanish program, California Tesoros de lectura.
  - iv. High quality mix of a variety of Spanish literature and translations.
  - v. Offers dual language or two-way immersion support.
  - vi. Follows California's revised English language development standards by incorporating the required English language support into the program and providing a complete English language development component to assist students transitioning into English.
  - vii. Provides 30 minutes of daily English learner instruction every day with an optional additional 60 minutes of English Language Development instruction.
  - viii. Addresses key vocabulary and academic language in a thorough scaffold approach.
  - ix. Retelling cards provides concrete prompts for English Learners. Marked by beginning, early intermediate, intermediate, and early advanced, retelling cards gives students opportunities to develop oral language, comprehension, vocabulary, and writing skills.
  - x. Writing resources are customized for ELLs with resources that include vocabulary word cards, Spanish glossaries, Spanish cognates, Spanish issues of Time Magazines, and other reteaching suggestions.
- c. Instructional Techniques and Direct Correlation to our Mission:

- i. Throughout the progression of grades, the curriculum reinforces “The Big Five”, phonemic awareness, phonics, vocabulary, fluency, and comprehension.
  - ii. Lessons are explicit and direct, incorporating clear explanations of concepts and skills, teacher modeling, guided practice with the teacher and peers, and independent practice.
  - iii. Teachers are provided with digital resources at <http://www.macmillanmh.com>, which includes professional development videos, parent connection, lesson planner, theme launcher, sound pronunciation CD, and classroom presentation toolkit.
  - iv. Students will “read extensively, talk about their learning, do research, conduct investigations, and share their learning and thinking with other.”
  - v. Each unit of study will be anchored through inquiry-based instruction.
- d. Flexible Educational Plan
  - i. Available in the Teachers’ Guides as well as online at <http://treasures.macmillanmh.com/california/teachers>, teachers will utilize resources to differentiate and personalize lessons specifically to meet the needs of their students.
  - ii. While California Standards are met <http://treasures.macmillanmh.com/california/teachers/california-standards-posters/unit-standards>, teaching and learning are consistently rich and connected.
  - iii. California Treasures begins in kindergarten as it sets the foundation for students’ literary success as it moves from primary grades through upper elementary to the 8<sup>th</sup> grade.
- e. Differentiated Instruction
  - i. Quick Checks provides formative evaluations of students for teachers to make informed decisions on their instructions.
  - ii. Upon evaluation of strategies or skills in question, students are rated as Approaching, English Learners, On Level, or Beyond.
  - iii. Lessons as well as leveled readers are marked and designated for differentiated instruction: <http://treasures.macmillanmh.com/california/teachers/leveled-reader-database/leveled-readers>.
- f. Intervention/Accelerated Learners
  - i. Intervention components are blended and available “as needed” from grades 1 through 6.
  - ii. Researched-based instructional reading strategies are designed specifically to accelerate reading for below grade-level readers and to reteach previously introduced content.
  - iii. Supplemental practice is provided and teachers are provided with tools to pinpoint the problems early so students receive immediate intervention.
  - iv. Accelerated learners are provided with enrich and accelerated learning materials via decodable books, Wonder books, anthology, or technology at <http://treasures.macmillanmh.com/california/teachers/resources/research-and-inquiry-activities>.
- g. Augmentation Plans
  - i. Similar to all other content areas, through the use of Thinking Maps: <http://www.thinkingmaps.com/htthinkmap.php3>, GLAD strategies:

<http://www.projectglad.com/glad.html>, etc. students will be provided with multiple ways to access the curriculum.

- ii. Readers' Workshop: <http://www.readersworkshop.org/>.
- iii. Digital Learning: <http://macmillanmh.com/reading/>.
- iv. Teaching Reading Through Songs:  
<http://www.songsforteaching.com/lb/literacymusic.htm>.
- v. Supplemental Resource Materials: <http://www.readinga-z.com/>.

## **II. Track Record of Proposed Curriculum**

- a. In response to federal, state, and local requirements, Macmillan/McGraw-Hill Reading has ensured that every area focuses on the need of the students and is backed up or paired with research-verifiable instructional strategies, methods, and approaches.
- b. Reputable research related to effective reading instruction, summarizing relevant instructional recommendations based on that research, and then showing how those recommendations are incorporated into California Treasures:  
<http://treasures.macmillanmh.com/california/teachers/reading-research-what-does-it-mean/test>.

## **III. Addressing the Needs of All Students**

- a. Plan has capacity to address the needs of all students:
  - i. ELLs (see point I. b)
  - ii. Students with Disabilities (see point I. b)
  - iii. Standard English Learners
- b. Assessment
  - i. Diagnostic Assessments
    - a. Given during the first unit after observation and time allotted for students to get familiar with classroom routines.
    - b. Used to determine the proficiency of students according to specific standard and prerequisite skill.
    - c. Used to determine students in need of intervention or to identify specific prerequisite or skill deficiencies that needs to be taught during Small Group differentiated instruction time.
  - ii. Progress Monitoring Assessments
    - 1. Meeting Grade-Level Expectations
      - i. Weekly tests given at the end of each unit. These tests cover all domains and strands in the content standards.
    - 2. Ongoing Informal Assessments
      - i. Daily Quick Check Observations
      - ii. Weekly Tests/ Selection Tests; Critical Thinking
      - iii. Weekly Fluency Practice Passages
    - 3. Formal Assessments
      - i. Unit Assessment
      - ii. Fluency Assessment
      - iii. Write-On-Demand Prompt
  - iii. Summative Assessments
    - 1. California Summative Assessment
      - i. Linked to STAR (grades 2-11)

- ii. Given every tri-semester, mid-year, or end-of-year to determine whether students have mastered the grade-level content standards.
- iii. To document long-term academic growth.
- iv. Digital Assessments
  - 1. Administer online
    - i. Administer electronically
    - ii. Scored electronically
    - iii. Prescription for reteaching
    - iv. Student profile system
    - v. Tracked and recorded in Progress Reporter

#### IV. Accelerated Learning

- a. See point I. and f.
- b. Foundational skills and new skills join, reinforce, and spiral as students reach mastery of the elements of literacy.
- c. Lessons are explicit and direct, incorporated into the scaffolding to reinforce the skill structure where needed.
- d. Correlation of students' success in literacy to students' performing well on standardized tests.

#### V. Instructional Strategies

- a. Phonemic Awareness: <http://treasures.macmillanmh.com/california/teachers/scope-and-sequence/phonemic-awareness-scope-and-sequence-grade-1>. "Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds-phonemes- in spoken words."
- b. Phonics: <http://treasures.macmillanmh.com/california/teachers/scope-and-sequence/phonics-scope-and-sequence>. "Phonics instruction teaches the children the relationship between letters (graphemes) and the sounds in spoken language (phonemes) and how to apply that knowledge in reading and spelling words."
- c. Fluency: <http://treasures.macmillanmh.com/california/teachers/scope-and-sequence/fluency-scope-and-sequence>. "Fluency is the ability to read text quickly, accurately, and with expression. Fluent readers are able to recognize words and comprehend them simultaneously."
- d. Vocabulary: <http://treasures.macmillanmh.com/california/teachers/scope-and-sequence/vocabulary-scope-and-sequence>. "Vocabulary is knowledge of meaning, use, and pronunciation of individual words. It is the key component to comprehension."
- e. Comprehension: <http://treasures.macmillanmh.com/california/teachers/scope-and-sequence/comprehension-scope-and-sequence>. "Teaching of a variety of reading comprehension strategies leads to increased learning of the strategies, to specific transfer of learning, to increased memory and understanding of new passages, and, in some cases, to general improvements in comprehension."

## English Language Development California Treasures

### California Treasures English Language Development.

*In accordance with the California Department of Education reading/language arts instruction for K -6 will be 2-21/2 hours with **30 minutes** of embedded differentiated small group instruction and **60 minutes** of additional ELD instruction to build foundational English language skills.*

#### I. Curriculum Map and Summary

##### a. Scope and Sequence

- i. California Treasures ELD features a complete 60 minute research-based K-6 English language development curriculum. The program was coauthored by Diane August, Ph.D. and Jana Echevarria, Ph.D.
- ii. California Treasures ELD is a standards-based program that aligns completely with the California ELD and the English Language Arts Standards. See the ELA/ELD Correlation Matrix for ELD Materials <http://treasures.macmillanmh.com/california/teachers/english-language-development/correlations>

##### b. Addressing the Needs of our Student Population

- i. Dr. August effectively found a way, to get students most of which come to school only speaking Spanish, past the problematic Intermediate level barrier. The weekly lessons contain the strategies proven effective in Diane August's groundbreaking Bronsville research-and Jana Echavarria's well-established Sheltered Instruction Observation Protocol (SIOP) research and implementation.
- ii. *California Treasures ELD* has been designed to be effective for English learners because it addresses all English language proficiency levels: Beginning, Early Intermediate, Intermediate and Early Advanced students. It provides daily opportunities for whole group, small group and partner-structured discussions to build students' oral language. This is effective for Standard English learners and students with disabilities. It also incorporates research-based strategies used within each lesson and reinforces academic language in speaking, listening, reading, and writing.

##### c. Instructional Techniques and Direct Correlation to our Mission:

- i. *California Treasures ELD* provides explicit, sequential, linguistically logical and systematic instruction. The ELD components are tightly linked to the "core" materials in terms of unit themes, shared instructional strategies and lesson format. We believe that by providing consistent unifying themes and systematic instruction students with diverse needs will make connections and draw on their background knowledge.
- ii. Active Participation and Engagement: Students will participate in whole group activities designed for students at all language levels. For example, the research-proven Interactive Question-Response Guide will be used. Teachers will incorporate guided choral responses, physical actions, and other SDAIE-type techniques. Students will also have the opportunity to participate in small group differentiated instruction. The various

instructional routines and strategies listed below have been proven to accelerate student growth and acquisition:

1. Partner Talk
2. Build Background
3. Visual Vocabulary cards (instructional routine)
4. Interactive Question-Response Guide
5. Cornell Note-taking
6. Weekly Assessments

d. Flexible Educational Plan

- i. *California Treasures ELD* program was created to be used to meet Districts and schools needs. At GLA our 2-2.5 reading/language –arts time block matches the state criteria. Therefore, 30 minutes of embedded EL instruction within the core program during small group instruction enables students to gain access to the core curriculum (Visual Vocabulary Resources, Interactive Question-Response Guides, etc.). In addition, teachers will continue with 60 minutes of ELD instruction in order to build foundational English language skills.

e. Differentiated Instruction

- i. The ELD lessons are modified for students at **all** levels of language acquisition. Small-group differentiated instruction is provided. For example, when writing a response to the reading, students at the Beginning and Early Intermediate levels will write a sentence response using a sentence frame. Students at the Intermediate level will write a paragraph using a paragraph writing frame provided in the *Practice Book*. Students at the Early Advanced level will write a paragraph (or more) without the aid of a writing frame.

f. Intervention/Accelerated Learners

- i. Intervention: Apart from the assessments found in the “core” program, teachers will use the *ELD Progress Monitoring Assessment* to assess how well students have mastered the skills taught in the week and unit. Based on that knowledge, teachers will provide students additional practice and support through program resources. For example, the Picture Word and Activity book for Newcomers and the *ELD Retelling Cards*, provide opportunities for students to use learned academic language and to practice English speaking skills. In addition teachers will use research based effective ELD Strategies.

- g. Accelerated Learners: Suggestions for activities to meet the needs of advanced learners can be found in the online Teacher Edition lessons. Teachers will use selected activities to accelerate the language acquisition of advanced learners. <http://treasures.macmillanmh.com/california> Teaching Today, provides additional activities for students and links to additional references for teachers to use to enhance student learning: <http://teachingtoday.glencoe.com>

h. Augmentation Plans

- i. Thinking Maps: through the use of visual tools, students will be able to transfer thought processes and build background knowledge
- ii. Music: through the use of music, movement and teacher created chants, students will have opportunities to engage in highly motivational activities that promote English language acquisition.
- iii. GLAD Strategies

- iv. Power of Retelling
- v. Language Learning Strategies
- vi. SADIE Strategies

## II. Track Record of Proposed Curriculum

- a. Research Study: transfer of English Skills in Bilingual Learners  
 Researchers: David Francis, Diane August, Elsa Hagan, Maria Carlo  
 Some of the most comprehensive research on language and literacy acquisition in Spanish-speaking English language learners (ELL) has been conducted in Brownsville Independent School District (BISD) in South Texas. Brownsville serves nearly 50,000 students—98 percent Hispanic and 43 percent learning English. Ninety-four percent of students qualify for free or reduced lunch. Brownsville is a bilingual environment where first language literacy development is encouraged while students acquire English literacy (Results of four years of study will be available in 2009).
- b. The report on the National Literacy Panel on Language-Minority Children and Youth (2006), edited by Diane August, Center for Applied Linguistics and author of *California Treasures* provided one of the first comprehensive summaries of ongoing research in the field. Some of the basic findings include: reading comprehension performance of language minority students falls below that of their native-speaking peers; good instruction for English Language learners is similar to good instruction for mono-lingual English students; adjustments to the instructional methods and materials are important.
- c. In 2005, the University of Houston was funded to develop a program of research designed to address specific challenges in the education of English language learners. The center for Research on Educational Achievement and Teaching, is implementing this program. The main idea is to take effective methods of instructions for English speaking students and provide enhancements to make them effective for English language learners. Two instructional techniques that are embedded into the adopted reading program, *California Treasures*, these experiments are: *Visual Vocabulary Cards* and the Interactive Question response Guide. These materials and methods have been developed to provide the needed extra support for vocabulary and comprehension instruction for second language learners.

## III. Addressing the Needs of All Students

- a. Plan has capacity to address the needs of all students:
  - i. ELLs (see point I. b. ii)
  - ii. Students with Disabilities (see point I. b. ii)
  - iii. Standard English Learners (see point I. b. ii)
- b. ELD Assessment grades K-6
  - i. Formative assessments: a variety of checklists are provided for continual monitoring and evaluation of children’s listening and speaking skills throughout the academic year.
  - ii. Summative assessments: six unit assessments are provided to evaluate children’s comprehension of previously taught skills.
  - iii. Anchor papers: six anchor papers containing strong writing samples are provided for use with unit writing.

- iv. Oral language Proficiency Benchmark Assessment: Story cards and prompts are provided along with assessment guidelines and a record sheet to assess children's oral language proficient

#### IV. Accelerated Learning

- a. See point I. g

#### V. Instructional Strategies

- a. See points I. c. ii
- b. •**To build background knowledge:** KWL charts, brainstorm, Think-Pair-Share, quick draw etc.  
•**To build understanding:** Teacher models, visualization, journal entry, talk story, hot seat, guided reading, paraphrasing, summarize  
•**To extend the learning:** dramatization, puppet show, innovation, restate what was learned

## Mathematics: enVision MATH California- Scott Foresman-Addison Wesley

### I. Curriculum Map and Summary

#### a. Scope and Sequence

- i. EnVisionMATH is a complete K-6 program based on scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability. The program provides daily Problem-Based Interactive Math Learning followed by Visual Learning strategies that deepen conceptual understanding by making meaningful connections for students and provides strong, sequential visual/verbal connections through a Visual Learning Bridge in every lesson. Ongoing Diagnosis & Intervention and daily Data-Driven Differentiation ensure that enVisionMATH gives every student the opportunity to succeed.
- ii. *EnVisionMATH* is a standards-based program that aligns completely with the Math Content Standards for California Public Schools and the Mathematics Framework for California: Refer to enVisionMATH Overview and Implementation Guide pp. T46-T61 or Adoption Toolkit at: <http://www.envisionmathca.com/research.html>
- iii. In *enVisionMATH* content is organized for focus and coherence to help students succeed. Big ideas are the conceptual underpinnings of the program and the glue that provides conceptual cohesion across lessons, topics, grades, and California Content Standards and Strands. Big Ideas connect Essential Understandings, which occur within and across lessons. Refer to enVisionMATH Overview and Implementation Guide pp. T46-T61 or Adoption Toolkit at: <http://www.envisionmathca.com/research.html>
- iv. Scope and Sequence Map: Refer to enVisionMATH Overview and Implementation Guide pp. T46-T61 or Adoption Toolkit at: <http://www.envisionmathca.com/research.html>

#### b. Addressing the Needs of our Student Population

- v. The *enVisionMATH* program provides a strong basis for the success of all learners including English Language Learners and students with special needs. An experienced authorship team incorporated findings from the large body of scientific research available to develop instructional and assessment tools in *enVisionMATH* that address the needs of all learners. Included, but not limited to the research incorporated into the design of the program are: Oschkovich, Judit. “*A Situated and Sociocultural Perspective on Bilingual Mathematics Learners.*” \_ Mathematical Thinking and Learning, vol. 4 (February/March 2002), Mulligan, Joanne T., and Michael C. Mitchelmore. “*Supporting the Participation of English Language Learners in Mathematical Discussions.*” \_ For the Learning of Mathematics, vol. 19 (March 1999), and Pantziara, Marilena, Athanasios Gagatsis, and Demetra Pitta-Pantazi. “**Communication in Mathematics for Students with Limited English Proficiency.**” \_ In Communication in Mathematics, K-12 and Beyond: 1996 Yearbook. Edited by Portia C. Elliott and Margaret J. Kenney, pp. 219-230. A full list

of the research used in developing the program can be found at:

<http://www.envisionmathca.com/research.html#>

- vi. *enVisionMATH* is designed with thoughtful considerations for reaching all learners. The program features universal access considerations and instructional strategies throughout that help all students but are especially helpful to EL, Special Education, at-risk, and advanced students.
- c. Instructional Techniques and Direct Correlation to our Mission:
  - vii. Understanding By Design: *enVisionMATH* is planned and designed for student understanding. The program is designed for students to make meaning and to transfer prior learning to new tasks. Students are able to “connect the dots” or “see patterns” or “make inferences” that go beyond the particulars and show that there is conceptual understanding. Throughout the program students apply and transfer prior learning to new and unfamiliar situations and tasks to build on their understanding. The program ensures that students develop understanding by deliberately and purposefully targeting students’ ability to ask questions, make connections, and transfer their prior learning to new tasks.
  - viii. Active Investigation: Students engage in interactive concept development whereby students interact with teachers and other students during problem-based activities. Problem-Based instruction (before making math concepts explicit) enhances learning by getting students actively engaged in thinking about a problem and shows students that their thinking is valued
  - ix. Visual Learning: *enVisionMATH* provides visuals that support in-depth conceptual development. Visual learning supports the development of critical-thinking skills and problem-solving to promote better math performance. It provides a bridge from concrete to abstract representations. Purposeful images show information needed to solve real-world problems. Digestible chunks allow students to focus on an individual math concept or a single step in a math procedure. Visual models help students understand math concepts. And, the arrangement of visuals and text on a page shows how multiple concepts or ideas work together so that math is seen as cohesive and not just a set of unrelated steps.
- d. Flexible Educational Plan
  - x. *enVisionMATH* provides a flexible sequence of topics that are organized by content strand and are easily rearranged to meet the needs of the school. The program is paced for student success presenting all standards before state testing.
- e. Differentiated Instruction
  - xi. *enVisionMATH* provides leveled resources for ongoing differentiated instruction. Students are given access to the same content through leveled activities including an intervention activity that is teacher directed plus On-Level and Advanced activities that can be done independently; leveled homework for Reteaching, Practice and Enrichment; and leveled digital resources that include virtual manipulatives, workshops and learning games.
- f. Intervention/Accelerated Learners

- xii. Intervention: The *enVisionMATH* program provides tools and strategies for ongoing progress monitoring and intervention to give students valuable feedback and course corrections, while giving teachers information about students to guide instruction. Multiple opportunities in a variety of formats are available for intervention at the beginning, during or end of a year, a topic, or a lesson.
  - xiii. Accelerated Learners: For each topic the Universal Access feature provides topic-specific considerations for advanced learners plus additional projects to challenge accelerated learners. Each lesson provides an advanced center activity, an Enrichment Master, and references to digital resources appropriate for advanced students.
- g. Augmentation Plans
- xiv. Additional Resources:
    1. Marilyn Burns, *About Teaching Mathematics*
    2. Kathy Richardson, *Developing Number Concepts I, II and III*
    3. *Cognitively Guided Instruction*
    4. *Problem Solving—Problem of the Week*
    5. *Bridges in Mathematics*
    6. Van De Walle, *Teaching Student Centered mathematics*

## VI. Track Record of Proposed Curriculum

- a. The effectiveness of the *enVisionMATH* program stems from a research base that ensures that the program “works” for all students. The program is authored by a renowned team of experts in the field of mathematics and mathematics education including Dr. Francis "Skip" Fennell, a member of the President's National Mathematics Advisory Panel and immediate past president of the National Council of Teachers of Mathematics; and Dr. Randall Charles, Professor Emeritus, Department of Mathematics at San Jose State University and past vice president of the National Council of Supervisors of Mathematics. Research is at the core of the *enVisionMATH* program including ongoing research, a scientific research base, formative research and summative research. Research Base: Refer to <http://www.envisionmathca.com/research.html>
- a. An independent research study validates that students learning with *enVisionMATH* outperform their peers using other math programs. The first year of a longitudinal efficacy study conducted by the research firm Planning, Research and Evaluation Services (PRES) Associates reveals that students learning with *enVisionMATH* showed greater improvement in math achievement than control (non-*enVisionMATH*) students across three standardized achievement tests - the Group Mathematics Assessment and Diagnostic Evaluation (GMADE), the Balanced Assessment of Math (BAM), and the Metropolitan Achievement Test (MAT8 Math Computation). Results showed that *enVisionMATH* students demonstrated statistically significant percentile gains in the following areas: 1) increases of 19 points on concepts and problem-solving; 2) increases of 33 points on computation; 3) increases of 15 points on math vocabulary; and 4) increases of 36 points on math communication. Further, the *enVisionMATH* students began the study at a lower math level and subsequently surpassed control students in the areas of math vocabulary (results on the GMADE) and math problem-solving and communication. Efficacy study: <http://pearsonschool.com/index.cfm?locator=PSZ16d&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBS>

## **VII. Addressing the Needs of All Students**

- a. Plan has capacity to address the needs of all students:
  - i. ELLs (see point I. b)
  - ii. Students with Disabilities (see point I. b)
  - iii. Standard English Learners (see point I. b)
- b. Assessment
  - i. Frequent progress monitoring is used diagnostically throughout the program to help students monitor their learning, allowing teachers and their students to look deeper into their understanding of Math.
  - ii. Formative Assessment: Teachers reflect on learning continuously and provide feedback to individual students and the class as a whole.
    1. At the start of a topic:
      - a. Review What You Know
      - b. Topic Readiness Test
    2. During a lesson:
      - a. Do You Know How?
      - b. Do You Understand?
      - c. Explain It!
      - d. Daily Spiral Review
    3. At the end of a lesson:
      - a. Quick Check
    4. At the end of a topic
      - a. Topic Test
      - b. Free Response Test
      - c. Performance Assessment
  - iii. Benchmark Assessments: Occur before instruction begins, every four topics, mid year and after instruction is completed. They provide teachers with information about students' achievement and diagnostic information to guide instruction. They also give students the opportunity to reflect on their own learning.
    1. Beginning of year: measure entry level knowledge
      - a. Placement Test
      - b. Diagnostic Test
    2. Every four topics: measure progress
      - a. Benchmark Test
    3. Mid year: measure progress
      - a. Mid-Year Test
    4. End of year: assess complete understanding of content standards.
      - a. End-of-Year Test
      - b. Practice Test

## **VIII. Accelerated Learning**

- a. See point I. f. ii

## **IX. Instructional Strategies**

- a. See points I. g. i-vi

## Full Option Science System

### FOSS California

*FOSS California currently only has curriculum through 5<sup>th</sup> grade. We will need to find a supplemental program or use the regular FOSS kits for 6<sup>th</sup> grade.*

#### I. Curriculum Map and Summary

- a. Scope and Sequence
  - i. FOSS California is a complete, modular research-based K-5 science curriculum. The program was developed at the Lawrence Hall of Science, University of California at Berkeley with input from California scientists and educators.
  - ii. FOSS is a standards-based program that aligns completely with the Science Content Standards for California Public Schools and the Science Framework for California: <http://www.delta-education.com/science/ca/standards.shtml>
  - iii. Scope and Sequence Map: <http://www.delta-education.com/science/ca/scopesequence.shtml>
- b. Addressing the Needs of our Student Population
  - i. A study done by Michael Klentschy in 2002, *Helping English Language Learners Increase Achievement Through Inquiry-Based Science Instruction*, highlights how hands-on science can benefit students from lower socioeconomic and rural backgrounds: [http://www.fossworks.com/pdfs/Helping\\_ELL.pdf](http://www.fossworks.com/pdfs/Helping_ELL.pdf)
  - ii. The FOSS program has been designed to maximize science-learning experiences for students with special needs. Rooted in a 30-year tradition of multi-sensory science education, appropriate materials and procedures are incorporated throughout all modules to ensure all students have access to the content.
- c. Instructional Techniques and Direct Correlation to our Mission:
  - i. FOSS creates an inquiry driven classroom environment: [http://www.fossworks.com/Communities\\_of\\_Practice.pdf](http://www.fossworks.com/Communities_of_Practice.pdf)
  - ii. Active Investigation: Students learn and discover science concepts initially through first-hand experiences with materials and organisms (Activity Before Content Model): <http://www.delta-education.com/science/ca/investigation.shtml>
    1. Hands-On Activities
    2. Science Notebooks
    3. Vocabulary Reinforcement
    4. Wrapping Up
- d. Flexible Educational Plan
  - i. The scope and sequence of the modules is consistent with the California science framework while providing flexibility and balance. The hands-on investigations and reading are cohesive and connected and build on each

other to lead students to a comprehensive understanding of science concepts: <http://www.delta-education.com/science/ca/introduction.shtml>

- e. Differentiated Instruction
  - i. The instruction model put forth by FOSS allows students to express their understanding in a variety of ways. Each student has multiple opportunities to demonstrate his or her strengths and needs (hands-on experiences/reading/writing/presentations)
- f. Intervention/Accelerated Learners
  - i. Intervention: The FOSS program provides tools and strategies so that teachers know how each student is progressing throughout the module. Based on that knowledge, teachers can read through the extension activities for experiences that might be appropriate for students who need additional practice with basic concepts.
- g. Accelerated Learners: Suggestions for activities to meet the needs of advanced learners through independent projects and research are found after each investigation in the study guide. FOSSweb also provides additional activities for students and links to additional references:  
<http://www.fossweb.com/CA/index.html>
- h. Augmentation Plans
  - i. Through the use of GLAD strategies, Thinking Maps, etc. students will be provided with greater access to the content presented in the FOSS program.
  - ii. Taking Inventory: [http://www.ebecri.org/media/Taking\\_Inventory.pdf](http://www.ebecri.org/media/Taking_Inventory.pdf)
  - iii. Word Walls: <http://einstein.edublogs.org/2008/03/05/inventory-word-walls/>
  - iv. Musically Aligned Songs: <http://www.musicallyaligned.com/>
  - v. Science Notebooks: <http://einstein.edublogs.org/files/2008/01/klentschy-sciencenotebookessentials.pdf>
  - vi. Pre-Kinder and 6<sup>th</sup> grade:

## **II. Track Record of Proposed Curriculum**

- a. The effectiveness of FOSS stems from its core proposition: students learn science best by doing science. For more than 25 years this philosophy has guided the development of successful active-learning science curricula by the FOSS developers at the Lawrence Hall of Science at the University of California at Berkeley. Teachers and students do science together when they embark on FOSS learning and these engaging experiences lead to a deep, enduring understanding of the natural world.
- b. Correlated to human cognitive development research, FOSS activities match how students think at different times in their lives: younger students describe, sort, and organize observations about objects and organisms; older students construct more advanced concepts by classifying, testing, experimenting, and determining cause and effect relationships among objects, organisms, and systems.

## **III. Addressing the Needs of All Students**

- a. Plan has capacity to address the needs of all students:
  - i. ELLs (see point I. b)
  - ii. Students with Disabilities (see point I. b)
  - iii. Standard English Learners

**b. Assessment**

- i.** Formative assessments are used diagnostically throughout the program to help students monitor their learning, allowing teachers and their students to look deeper into their understanding of science.
- ii.** Summative assessments reveal students comprehension of the content and standards.
  - 1.** Grades K-2
    - a.** Formative Assessments: Continuously monitor student learning and adjust instruction accordingly to meet the needs of all students.
      - i.** Teacher Observation
      - ii.** Science Notebooks
    - b.** Summative Assessments: Evaluate the students learning at the end of the module
      - i.** End-of-module assessment: Performance items and written items
  - 2.** Grades 3-5 Assessments
    - a.** Embedded Assessments: Teachers reflect on learning continuously and provide feedback to individual students and the class as a whole.
      - i.** Teacher Observation
      - ii.** Science Notebooks
      - iii.** Response Sheets
    - b.** Benchmark Assessments: Occur before instruction begins, after each investigation, and after instruction is completed. They provide teachers with information about students' achievement and diagnostic information. They also give students the opportunity to reflect on their own learning.
      - i.** Pretests measure entry level knowledge
      - ii.** i-Checks measure progress after each investigation
      - iii.** Posttests assess complete understanding of content and investigation standards.

**IV. Accelerated Learning**

- a. See point I. f. ii
- b. Although science scores are not currently used as the qualification criteria for the Gifted and Talented Program at the elementary school level, students who show success in this area will be provided with additional resources so that they may continue to build on their knowledge. Students will also be provided with resources for science based learning communities within the district.

**V. Instructional Strategies**

- a. See points I. g. i-vi

*I saw this on Kentwood Elementary School's website and thought that it might be useful in some way, so I copy and pasted.*

***What is FOSS California?***

*In a nutshell, FOSS California is a hands-on, inquiry based K-5 science curriculum that teaches science in interesting and engaging ways, while providing teachers in*

*California with the resources they need to teach science effectively. Students conduct approximately 27 science experiments per year in their life, earth and physical science units.*

*FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.*

*Visit the FOSS California website for more information: <http://fossweb.com/CA/>. Parents will find games and home activities that support the science curriculum.*

**Social Studies: Pearson Scott Foresman California History-Social Science****I. Curriculum Map and Summary**

- a. Scope and Sequence
  - i. Pearson Scott Foresman California is a complete, research – based K – 5 History – Social Science curriculum. The program has earned The Golden Lamp Award for excellence in instructional materials (The Golden Lamp Award is a research-based print and digital program that helps students of all learning abilities to learn at their own pace).
  - ii. This is a standards- based, interactive program containing three instructional paths to help reinforce student learning. The components are text, digital and activities.
  - iii. The Scope and Sequence Map, please visit: <http://www.cahistory.com/>.
- b. Addressing the needs of our Student Population
  - i. As stated previously, a highlight of this program is that students of all learning abilities learn at their own pace. GLA has a significant percentage of English Learners, Standard English Learner, Students with Special Needs and GATE Students. This program was successfully field-tested in California in schools with student demographics.
  - ii. The digital path and hands on activities components of this program allow students of varying abilities to learn concepts in an interactive way. Moreover, the rich visual aids serve as a tool for concept development for our English Learner population. [cite research] Finally, teachers can design or customize lessons aligned with the digital path component in order to meet the needs of all students.
- c. Instructional Techniques and Direct Correlation to our Mission:
  - i. This History – Social Science Program aligns with our mission by providing balancing a rigorous curriculum with interactive learning.
  - ii. Students at GLA will be able to construct meaning by engaging in the hands-on activities that are an integral piece of this program. Students are able to demonstrate concept attainment through a myriad of method, including student projects, customized tests and journal entries.
- d. Flexible Educational Plan
  - i. Although this is a standards-based program with a well developed scope and sequence, there is room for flexibility. The hands-on activities coupled with the individualized digital pathway allow instruction to be delivered in a flexible manner.
- e. Differentiate Instruction
  - i. One of the strengths of this program is the capacity for teachers to

customized instructions for varying levels. Students can work in cooperative groups to complete projects in a supportive environment. Furthermore, teachers, can curtail lessons and assessments in the digital pathway component to meet individual students needs.

f. Intervention/Accelerated Learners

- i. The activities and assessments of this program allow teachers to identify students who need extra support. Teachers can then use support materials from this program to reinforce learning concepts. Support materials can be found in the Teachers section of <http://www.cahistorysocialscience.com/>.

g. Accelerated Learners

- i. An integral part of this program is the ability for teachers to provide challenging activities for advanced learners. Additional resources and learning materials can be found at the previously mentioned website.

h. Augmentation Plans

- i. Through the use of GLAD strategies, Thinking Maps and other research-based strategies, students will be provided with greater access to the content presented in the History-Social Science program.
- ii.** [ Lilt website]
- iii.** Wordwalls
- iv. Musically Aligned Songs:  
<http://www.musicallyaligned.com>.

## Instructional Strategies

**1. *Conceptual and Academic Language Development*** done simultaneously is critical for our English language learners to access new learning.

Marzano, R. (2000): Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words a week; 33 percentile points when vocabulary is focused on specific words important to what students are learning. Requires specific approaches. (Effect size=0.95 or 32 percentile points)

**2. *Nonlinguistic Representations*** are techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.

Marzano, R. (2000): Knowledge is generally stored in two forms— linguistic form and imagery. Simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning. (Effect size=0.75 or 27 percentile points)

**3. *Accessing Prior Knowledge*** (Diversity in languages, experiences, abilities, and interests serve as a point of departure and an anchor in the exploration of new ideas.)

Jean Piaget and Lev Vygotsky both constructivist and significant contributors of the cognitive development theory, set a premise where students learn best by fitting new information together with what they already know. By using what students already come with and by understanding the progression of cognitive development teachers enable themselves to better cater to the unique needs of each child

**4. *Cyclical and Thematic Approach*** allows students to development concepts through schema building and practice

Walqui, Aida (2001): Curriculum organized around cyclical reintroduction of concepts at progressively higher levels of complexity and interrelatedness (thematic) works effectively with English language learners. Cyclical organization of subject matter leads to a natural growth in the understanding of ideas and to gradual correction of misunderstandings.

**5. *Contextualized Learning*** help learning be meaningful and less cognitively tasking

Walqui, Aida (2001): English language learners often have problems trying to make sense of decontextualized language. This situation is especially acute in the reading of textbooks. Embedding the language of textbooks in a meaningful context by using manipulatives, pictures, a few minutes of a film, and other types of realia can make language comprehensible to students.

**6. Culturally Relevant Instruction** bridges students' home and school lives, while still meeting the expectations of the district and state curricular requirements, makes learning meaningful and engaging. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology

Walqui, Aida (2001): Some research indicates that most classes for immigrant students are monotonous, teacher-fronted, and directed to the whole class. To effectively engage learners, instruction needs to be relevant.

Gloria Ladson-Billings (1994) describes CRI as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."

**7. Collaborative Learning** maximizes learners' opportunities to interact while making sense of language and content

Marzano, R. (2000): Effective when used right; ineffective when overused Students still need time to practice skills and processes independently. (Effect size=0.74 or 27 percentile points)

**8. Self-Monitoring Strategies** help the student cultivate into a self-regulated learners.

Walqui, Aida (2001): Considerable research supports the importance of self-monitoring of language learning (O'Malley & Chamot, 1989). Authentic assessment activities engage second language learners in self-directed learning, in the construction of knowledge through disciplined inquiry, and in the analysis of problems they encounter.

**9. Identifying Similarities and Difference** help students connect and break a complex problem into manageable features.

Marzano, R. (2000): Comparing, contrasting, classifying, analogies, and metaphors processes had the greatest effect size on student learning. Techniques vary by age level. (Effect size=1.61 or 45 percentile points)

**10. Summarizing and Note-taking** helps student's comprehension by translating information into a synthesized, brief form

Marzano, R. (2000): Summarizing – 3 generalizations were extracted from the robust and long research history: 1. To effectively summarize, students must delete some information, substitute some information, and keep some information; 2. To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level; 3. Being aware of the explicit structure of information is an aid to summarizing information.

Generalizations that can be made in relations to note-taking research: 1. Verbatim note taking is, perhaps, the least effective way to take notes; 2. Notes should be considered a work in progress; 3. Notes should be used as study guides for tests; and 4. The more notes that are taken, the better.

**11. *Setting Objectives and Providing Feedback*** provides students with direction and personalized instruction.

Marzano, R. (2000): Providing frequent and specific feedback related to learning objectives is one of the most effective strategies to increase student achievement. (Effect size=0.61 or 23 percentile points)

**12. *Generating and Testing Hypotheses*** is a cognitive skill used to induce and deduce information across all subjects.

Marzano, R. (2000): Deductive thinking (making a prediction about a future action or event) is more effective than inductive thinking (drawing conclusions based on information known or presented.) Both are valuable. (Effect size=0.61 or 23 percentile points)

**13. *Cues, Questions, and Advanced Organizers*** help students use what they already know about a topic to enhance further learning.

Marzano, R. (2000): These strategies help students retrieve what they already know on a topic. Cues are straightforward ways of activating prior knowledge; questions help students to identify missing information; advanced organizers are organizational frameworks presented in advance of learning. (Effect size=0.59 or 22 percentile points)

## School-Parent Compact

The primary goal for GLAYS is to secure high levels of academic achievement for each one of its students. Understanding that academic achievement, psycho-social and emotional well-being, and parent and school engagement are woven together, the goal is to build a solid foundation and sound systems of support that will bring about long-term change. To accomplish this goal, it is important that students, parents, and school staff work together to help its students achieve high academic standards and develop personal growth. Through the GLAYS Partners in Learning Compact, we begin to establish partnerships and affirm the importance of family involvement in children's learning.

Each signer will sign both the Partners in Learning Compact and the “tear off” portion. The Compact will be used by the student at home for reference and the “tear off” will remain at school.

### **Student’s Pledge**

I agree to:

- Come to school ready to learn.
- Focus on learning so that I can explain what I’m learning and why it’s important.
- Meet the standards of every subject that I am taught.
- Bring necessary materials, completed assignments and homework daily.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences and problems so that they can help me be successful in school.
- Participate meaningfully in school activities so as to help me and my fellow students.
- Limit my television watching so that I eventually watch no more than 2 hours per day.
- Study and do assignments after every school day.
- Read for fun at least 30 minutes every day.
- Work hard at school and at home knowing that I am getting ready for higher education.
- Respect my classmates, staff, families, and community.

---

Student’s Signature

### **Family’s Pledge**

I agree to:

- Talk with my child(ren) regularly about the importance of education.
- Make my child(ren) attend school regularly by making sure that they have regular and adequate hours of sleep, receive all necessary medical attention including routine check-ups, eat regular, nutritious meals and make sure he or she feels safe at school.

- Monitor my children’s homework on a daily basis and to establish a regular time for them to complete that homework in a quiet place.
- Read daily to my child(ren) and encourage them to read on their own for at least 30 minutes per day.
- Limit my child(ren)’s television watching so that eventually they watch no more than 2 hours per day.
- Remain aware of anything, including grade level standards, impacting my child(ren)’s education so that I can participate in a meaningful way in decisions relating to that education.
- Communicate with my child(ren)’s teacher so that I can volunteer in the classroom or with activities as is practicable.
- Attend school events and parent meetings.
- Participate in workshops related to my child’s learning.
- Notify my child(ren)’s teachers of any concerns or problems that may affect school performance.
- Respect students, staff, families, and community.

---

Parent or Guardian’s Signature

**Teacher’s Pledge**

I agree to:

- Be prepared every school day to teach lessons that lead to increased student achievement, encompass grade level standards, and have clear expectations of what students are expected to learn.
- Always have high expectations for students and will always utilize strategies that enable all of them to achieve to their highest ability.
- Use differentiated instruction to reach all students at all levels of achievement.
- Participate in a meaningful way in professional development.
- Provide a safe, positive and caring atmosphere for learning.
- Be flexible and available to communicate frequently with parents and to provide a welcoming atmosphere for them.
- Report routinely to parents on their child’s progress and to make myself available to them for Parent-Teacher Conferences.
- Inform parents of the homework policy, assign meaningful homework and ask parents to sign-off on homework so that this serves as a means of communication between school and the parent on the child’s progress.
- Respect students, parents, staff, families and community.

---

Teacher’s Signature

### **Staff's Pledge**

I agree to:

- Maintain a positive attitude and be ready to help anyone who comes to our school.
- Focus my priorities on the students and work together with other members of our school community for the benefit of our students.
- Be informed about activities that take place in our school.
- Maintain a clean, safe and welcoming school environment.

---

Staff Member's Pledge

### **Administrator's Pledge**

I agree to:

- Provide a clean, safe and positive teaching and learning environment.
- Provide instructional leadership through directed and sustained focus on appropriate instructional practices, clear, challenging academic standards and the delivery of a high quality core curriculum for ALL students.
- Support classroom teachers and their efforts to provide an inquiry based program by providing instructional materials, equipment, and any trainings.
- Maintain regular, open and on-going two-way communication among parents, students and staff so that all feel as though they are equal partners.
- Support the establishment and delivery of workshops to assist parents in understanding such topics as the academic content standards, student academic achievement standards, state and local academic assessments, how to improve their child(ren)'s achievement, and areas such as literacy and technology, all to foster parental involvement.
- Provide assistance to families on what they can do to support their child(ren)'s learning and progress.
- Educate teachers, pupil services personnel, principals, and other staff, along with parents, in the value and utility of contributions of parents.
- Implement and coordinate parent programs and build ties between parents and the school.
- Integrate and coordinate parent involvement programs and activities.
- Send parents information related to school and parent programs, meetings and other activities in a format and, as far as practicable, in a language that the parents can understand.
- Be attuned to how best involve parents and to provide reasonable support for enabling that support requested or not by the parents.
- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

---

Administrator's Signature

Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

<p>Accountabilities</p>	<p>LAUSD Target</p>	<p>Scope(s) Lainé campus.</p>	<p>Strategic Activities Identify a comprehensive plan to improve student achievement in ELA, math, science, and social studies. Develop a comprehensive plan for each grade level. Identify and implement strategies to improve student achievement in each area. Monitor and evaluate progress.</p>	<p>Resources/Proposed Funding Sources Identify available resources for each grade level. Determine if additional resources are needed. Develop a plan to address resource needs.</p>	<p>Measure of Evaluating Progress Periodic Assessment Standardized Assessment (SAT) and other measures of student achievement. Formative assessment (e.g., exit tickets, peer reviews, self-reflection).</p>	<p>Staff Responsible Administrators and instructional support staff.</p>	<p>Start/Completion Date 07/01/10 through 6/30/2013</p>
<p>For ease percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</p> <p>2009 2010 Change District: 34% 38% +4% Grade 2 - 44% 48% +4% Grade 3 - 23% 24% +1% 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 - 23% 24% +1% Grade 11 - 27% 31% +4%</p>	<p>10%</p>	<p>All</p>	<p>Engage all teachers and instructional staff in comprehensive professional development. This professional development will target: <ul style="list-style-type: none"><li>Core content areas (language arts, math, ELA, science, social studies)</li><li>Teaching strategies</li><li>Data analysis</li><li>Technology integration</li></ul></p> <p>Teachers will engage students and parents in Family Nights to showcase student progress in the core content areas</p>	<p>Title I EIA-SCE EIA-LEP OEIA</p>	<p>Students will meet at the end of each grade or critical grade level span in reading, writing, and mathematics Grades 2, 4, 5th: Language Arts • % of students at benchmark on the model, recent literacy, vocabulary, and comprehension assessments (Writing) • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment. Math: • Increase the # of students that are proficient on the mathematics periodic assessment by 8%</p>	<p>Teachers Administrators Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>
<p>For ease percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)</p> <p>% Proficient/Advanced CST Math by grade:</p> <p>2009 2010 Change District: 35% 37% +2% Grade 2 - 58% 57% -1% Grade 3 - 57% 60% +3% Grade 4 - 58% 59% +1% Grade 5 - 48% 53% +5% Grade 6 - 31% 35% +4%</p>	<p>10%</p>	<p>All</p>	<p>Engage all teachers and instructional staff in comprehensive professional development. This professional development will target: <ul style="list-style-type: none"><li>Core content areas (language arts, math, ELA, science, social studies)</li><li>Teaching strategies</li><li>Data analysis</li><li>Technology integration</li></ul></p> <p>Teachers will engage students and parents in Family Nights to showcase student progress in the core content areas</p>	<p>Title I EIA-SCE EIA-LEP OEIA</p>	<p>Grades 6/7-8: • % of students scoring proficient or above on the Periodic Assessments</p>	<p>Teachers Administrators Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>

## High Academic Achievement Action Plan

Accountabilities	LAIUSD Target	Subgroup(s)	Strategic Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p><b>%Proficient/Advanced/ST/Science and Social Science:</b></p> <p><b>2008</b>    <b>2009</b>    <b>Change</b></p> <p>Biology    24%    24%    0%</p> <p>Chemistry    12%    14%    +2%</p> <p>Earth Sci.    21%    28%    +5%</p> <p>Physics    19%    20%    +1%</p> <p>Phys. Sci I    7%    8%    +1%</p> <p>Phys. Sci II    2%    0%    -2%</p> <p>Phys. Sci III    3%    7%    +4%</p> <p>Soc. Sci.    23%    28%    +5%</p> <p>Math/Hist.    18%    23%    +4%</p> <p>U.S. Hist.    25%    32%    +7%</p>	10%		<p>Identify strategies to use in various subject areas/grade levels.</p> <p>Develop a U.S. History Inquiry for O.A., Alignment, Strategy and Social Studies. Use of various appropriate resources for learning and practice. Identify and use resources for the district to meet the needs of students. Provide support/encouragement via email or telephone to various subject areas.</p>	<p>Identify available resources for various subject areas, including the use of district and external resources.</p>	<p>Public Assessment</p> <p>Secondary/Performance CI scores from previous year's data.</p>	<p>Develop/assign staff to various subject areas to monitor/evaluate progress in various subject areas.</p>	<p>Identify start/stop dates for various subject areas.</p>
<p><b>Social Science</b></p> <p><b>2008</b>    <b>2009</b>    <b>Change</b></p> <p>Grade 8    25%    30%    +5%</p>					* See monitoring indicators for CST on page 34		
<p><b>World History</b></p> <p><b>2008</b>    <b>2009</b>    <b>Change</b></p> <p>Grade 9    18%    19%    +1%</p> <p>Grade 10    19%    24%    +5%</p> <p>Grade 11    8%    8%    0%</p>							
<p><b>U.S. History</b></p> <p><b>2008</b>    <b>2009</b>    <b>Change</b></p> <p>Grade 11    25%    32%    +7%</p>							

## High Academic Achievement Action Plan

Accountabilities	LAIUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p>Reduce the percentage of students in grade 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</p> <p>07-08 <u>33%</u> 08-09 <u>31%</u> <u>Change -2%</u></p> <p>ELA</p> <p>07-08 <u>42%</u> 08-09 <u>40%</u> <u>Change -2%</u></p> <p>MATH</p>	-10	All	<ul style="list-style-type: none"> <li>Engage all teachers and instructional support staff in professional development that targets the needs and challenges of students performing at the Far Below and Below Basic on CST (ELD, core instruction strategies, RL strategies)</li> <li>Engage teachers in backwards planning to address specific learning challenges</li> <li>Provide comprehensive intervention support applying the <b>RI</b> model</li> </ul>	<p>Title I</p> <p>EIA-SCOE</p> <p>EIA-LEP</p> <p>OEA</p>	<p>Students' progress at the end of each grade or critical grade-level span in reading, writing and mathematics</p> <p>Grades 2, 3, 4, 5th: Language Arts % of students at benchmark on the most recent literacy, vocabulary, and comprehension assessments</p> <p>Writing: increase the % of students that receive a 3 or 4 based on standard/subt on the writing periodic assessment</p> <p>Math: increase the % of students that are proficient on the mathematics periodic assessment by 8%</p>	<p>Teachers</p> <p>Administrators</p> <p>Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>
<p>Increase the number of students identified as Gifted a minimum of 8% of the school site's population.</p> <p>07-08 <u>93%</u> 08-09 <u>92%</u> <u>Change -1%</u></p> <p>1) Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 8% of each subgroup's total population.</p>	varies by school	All	<p>GLAYS will increase recruitment efforts through improved teacher observations, parent meetings, and student counseling. As per the California Code of Regulations, Title 5 <b>requirements</b>, GLAYS will work to identify gifted and high performing students as early as kindergarten and across expanded categories, intelligences, and languages.</p>	<p>Title I</p> <p>EIA-SCOE</p> <p>EIA-LEP</p> <p>OEA</p>	<p>• 95 - 100 students</p>	<p>Teachers</p> <p>Administrators</p> <p>Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>
<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities Proficient CST ELA Subgroups:</p> <p>07-08 <u>25%</u> 08-09 <u>27%</u> <u>Change +2%</u></p> <p>African American</p> <p>07-08 <u>31%</u> 08-09 <u>30%</u> <u>Change -1%</u></p> <p>Hispanic</p> <p>07-08 <u>20%</u> 08-09 <u>20%</u> <u>Change 0%</u></p> <p>English Learners</p> <p>07-08 <u>11%</u> 08-09 <u>12%</u> <u>Change +1%</u></p> <p>St. w/ Disabilities</p>	10%	All	<p>Key instructional strategies will help our specialized student population acquire the knowledge base, skill sets, and academic language. These include:</p> <ul style="list-style-type: none"> <li>Direct instruction</li> <li>Strategy instruction</li> <li>Performance instruction</li> </ul>	<p>Title I</p> <p>EIA-SCOE</p> <p>EIA-LEP</p> <p>OEA</p>	<p>• See monitoring indicators for CST on page 34</p>	<p>Teachers</p> <p>Administrators</p> <p>Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>

## High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resource/Proposed Funding Sources	Measure of Evaluating Progress	Staff Responsible	Start/Completion Date
Accelerate the performance of Standard English Learners (SEL)	10%	All	<p>Key instructional strategies will help our specialized student population acquire the knowledge base, skill sets, and academic language. These include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Strategy instruction</li> <li>• Performance instruction</li> </ul>	<p>Title I EIA-SCOE EIA-LEP OEIA</p>	<p>• See monitoring indicators for page 34</p>	<p>Teachers Administrators Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>
<p><b>AIMS 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</b></p> <p>07/09 54.8%      08/09 55.7%      Change +0.9%</p> <p>2007-2008 State Target was 50.1 % 2008-2009 State Target was 51.8% 2009-2010 State Target is 53.1 %</p>	3%	<p><b>ELLs</b></p> <ul style="list-style-type: none"> <li>• Core content areas (language arts, math, ELD, science, social studies)</li> <li>• Teaching strategies</li> <li>• Data analysis</li> <li>• Technology integration</li> </ul> <p>Teachers will engage students and parents in Family Nights to showcase student progress in the core content areas</p>	<p>Title I EIA-SCOE EIA-LEP OEIA</p>	<p>• CELDT • ESSA Data</p>	<p>Teachers Administrators Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>	
<p><b>AIMS 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</b></p> <p>% Early Adv/Adv</p> <p>07/09 38.3%      08/09 39.3%      Change +1%</p> <p>2008-2009 State Target was 30.8% 2009-2010 State Target is 32.2%</p>	5%	<p><b>ELLs</b></p> <ul style="list-style-type: none"> <li>• Core content areas (language arts, math, ELD, science, social studies)</li> <li>• Teaching strategies</li> <li>• Data analysis</li> <li>• Technology integration</li> </ul> <p>Engage all teachers and instructional staff in comprehensive professional development. This professional development will target:</p> <p>Engage all teachers and instructional staff in comprehensive professional development. This professional development will target:</p> <p>Teachers will engage students and parents in Family Nights to showcase student progress in the core content areas</p>	<p>Title I EIA-SCOE EIA-LEP OEIA</p>	<p>• See monitoring indicators for AIMS 1</p>	<p>Teachers Administrators Instructional support staff</p>	<p>07/01/10 through 6/30/2013</p>	

## High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategic Activities	Recurse/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p><b>AAADQ 1 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</b></p> <p>07/08 <math>\frac{28.3}{34.1}</math> 08/09 <math>\frac{27.0}{30.3}</math> Change <math>\frac{-1.7\%}{-2.1\%}</math></p> <p>EL Math</p>	5%	ELLs	<p>Engage all teachers and instructional staff in comprehensive professional development. This professional development will target:</p> <ul style="list-style-type: none"> <li>Core content areas (language arts, math, ELD, science, social studies)</li> <li>Teaching strategies</li> <li>Data analysis</li> <li>Technology integration</li> </ul> <p>Teachers will engage students and parents in Family Nights to showcase student progress in the core content areas</p>	<p>Title I EIA-SCOE EIA-LEP OEIA</p>	<p>Students on track at the end of each grade or critical grade-level span in reading, writing, and mathematics Grades 1, 3, 4, 5/8: • % of students at benchmark on the math, reading, fluency, vocabulary, and comprehension assessments (Writing)</p>	<p>Teachers Administrators Instructional support staff</p>	07/01/10 through 6/30/2013
<p>Increase EL reclassification rates at the elementary, middle, and high school levels</p> <p>07/08 <math>\frac{13.5}{22.4}</math> 08/09 <math>\frac{15.8}{20.8}</math> Change <math>\frac{-2.3}{-1.6}</math></p> <p>EL MS HS</p>	5%	ELLs	<p>Teachers and instructional staff will participate in training on effective monitoring of EL student progress, the use of ELD portfolios, and monitoring rosters</p>	<p>Title I EIA-SCOE EIA-LEP OEIA</p>	<p>• EL monitoring rosters, and where possible EL students not moving or reclassifying • RTIP Monitoring Rosters</p>	<p>Teachers Administrators Instructional support staff</p>	07/01/10 through 6/30/2013
<p>Increase the percentage of S/M/D performing at Basic and beyond on the ELA and Math CSTs</p> <p>07/08 <math>\frac{35\%}{35\%}</math> 08/09 <math>\frac{37\%}{28\%}</math> Change <math>\frac{-2\%}{-1\%}</math></p> <p>ELA MATH</p>	35%	ELLs	<p>Engage all teachers and instructional staff in comprehensive professional development. This professional development will target:</p> <ul style="list-style-type: none"> <li>Core content areas (language arts, math, ELD, science, social studies)</li> <li>Teaching strategies</li> <li>Data analysis</li> <li>Technology integration</li> </ul> <p>Teachers will engage students and parents in Family Nights to showcase student progress in the core content areas</p>	<p>Title I EIA-SCOE EIA-LEP OEIA</p>	<p>• See monitoring indicators for CST on page 34</p>	<p>Teachers Administrators Instructional support staff</p>	07/01/10 through 6/30/2013





## Parent and Community Engagement

<p>Accountabilities</p>	<p>LAUSD Target</p>	<p>Subgroup(s) Latter subgroup</p>	<p>Strategic Activities</p> <p>Develop a representative survey for parents to determine the level of parent involvement in the school. The survey will be used to determine the level of parent involvement in the school and to identify areas for improvement.</p>	<p>Resource/Proposed Funding Sources</p> <p>Title I EIA-SCIE EIA-LEP OEIA</p>	<p>Measures of Evaluating Progress</p> <p>Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • Welcoming email content and opportunities to participate – every elementary school should be at 91% in 2009-10. Every secondary school should be at 80%.</p>	<p>Staff Responsible</p> <p>Teachers Administrators Instructional support staff, Community representative.</p>	<p>Start/Completion Date</p> <p>07/01/10 through 6/30/2013</p>
<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"> <li>there are opportunities for parent involvement</li> <li>they feel welcome at this school</li> <li>that it is a high level of reported involvement at this school.</li> </ul> <p>As indicated on the annual School Experience Survey for Parents (School Report Card).</p>	<p>Allied 90% of parents respond "Strongly agree" or "agree"</p>	<p>All</p>	<p>GLAYS will use Joyce Epstein's Six Keys to Parental Involvement. In partnership with MALDEF, CAREEN, and YPI, it will GLAYS will offer parent leadership workshops. It will involve parents as members of Governance Councils.</p>	<p>Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • Welcoming email content and opportunities to participate – every elementary school should be at 91% in 2009-10. Every secondary school should be at 80%.</p> <p>Parent home involvement should be at 91% for elementary schools and 81% for secondary schools in 2009-10. School involvement should be at 71% for elementary schools and at 91% for secondary schools in 2009-10.</p> <p>Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.</p> <p>Communication – Communication should be at 91% for elementary schools and 80% for secondary schools in 2009-10.</p>	<p>Teachers Administrators Instructional support staff, Community representative.</p>	<p>07/01/10 through 6/30/2013</p>	

Safe Schools

Accountabilities	LAIUSD Target	Subgroup(s)	Strategies/Activities	Resource/Proposed Funding	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
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	All	Teachers and staff at CLAY'S will revisit its mission and vision, incorporating it into its faculty and staff meetings, and parent meetings and workshops. Administrators will engage parents and external partners in creating a more welcoming environment. Administrators and support staff will update its communication policy.	The 1 EIA-SCOE EIA-LEP OEA	<ul style="list-style-type: none"> <li>Increased and improved parent/partner trips and welcoming environments</li> <li>Increased external partnerships to support individual families and parent participation support</li> <li>Increased clear and accurate updated communication regarding school policy and procedures, between school and home</li> <li>Increased clear and accurate updated communication regarding school policy and procedures, between school and home</li> </ul>	Teachers Administrators Instructional support staff, community representative,	07/01/10 through 6/30/2013
Decrease the number of suspensions	25%	All	Teachers and staff at CLAY'S will revisit its mission and vision, incorporating it into its faculty and staff meetings, and parent meetings and workshops. Administrators will engage parents and external partners in creating a more welcoming, and safe environment. Administrators and support staff will update its school safety policy.	The 1 EIA-SCOE EIA-LEP OEA	<ul style="list-style-type: none"> <li>Decrease non-mandatory suspension rates at all schools by 25%.</li> <li>Increase the number of preventive school-wide discipline plans that are effectively implemented</li> <li>Team Implementation Checks</li> <li>Increased use of Discipline Policy Rubric of Implementation by Support Staff for all school</li> </ul>	Teachers Administrators Instructional support staff, community representative	07/01/10 through 6/30/2013
Increase attendance of staff and students	07-09 93.93% 10-12 93% 13-15 TBD 16-18 TBD 19-21 TBD	All	Teachers and staff at CLAY'S will revisit its mission and vision, incorporating it into its faculty and staff meetings, and parent meetings and workshops. Administrators will engage teachers and staff in creating a more rigorous attendance. Administrators and support staff will update its attendance policy	The 1 EIA-SCOE EIA-LEP OEA	<ul style="list-style-type: none"> <li>Increased attendance incentives/rewards systems</li> <li>Schoolwide recognition</li> <li>Increased attendance incentives/rewards systems</li> <li>Schoolwide recognition</li> </ul>	Teachers Administrators Instructional support staff, psychologist, community representative	07/01/10 through 6/30/2013

### School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resource/Proposed Funding Sources	Measure of Evaluating Progress	Staff Responsible	Start/Completion Date
Increase in the number of Title I Schools meeting AYP for two consecutive years			<p>Identify strategies to improve graduation rates for students with special needs, English Language Learners, and students with low socioeconomic status. Develop and implement strategies to improve graduation rates for these students. Monitor and report on progress.</p>	<p>Identify strategies to improve graduation rates for students with special needs, English Language Learners, and students with low socioeconomic status.</p>	<ul style="list-style-type: none"> <li>• Schools meet CST annual measurable objective targets or</li> <li>• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>• Schools meet or exceed 95% graduation rate</li> <li>• Schools meet or exceed 80% target</li> <li>• Schools meet or exceed graduation rate target</li> </ul>		
Decrease in the number of Title I Schools in PI status					<ul style="list-style-type: none"> <li>• Schools meet CST annual measurable objective targets or</li> <li>• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>• Schools meet or exceed 95% graduation rate</li> <li>• Schools meet or exceed 80% target</li> <li>• Schools meet or exceed graduation rate target</li> </ul>		
Increase in the number of QLEA schools meeting annual targets					<ul style="list-style-type: none"> <li>• 74% implementation of Class Size Reduction target</li> <li>• 74% implementation of 3000 student to counselor ratio.</li> </ul>		

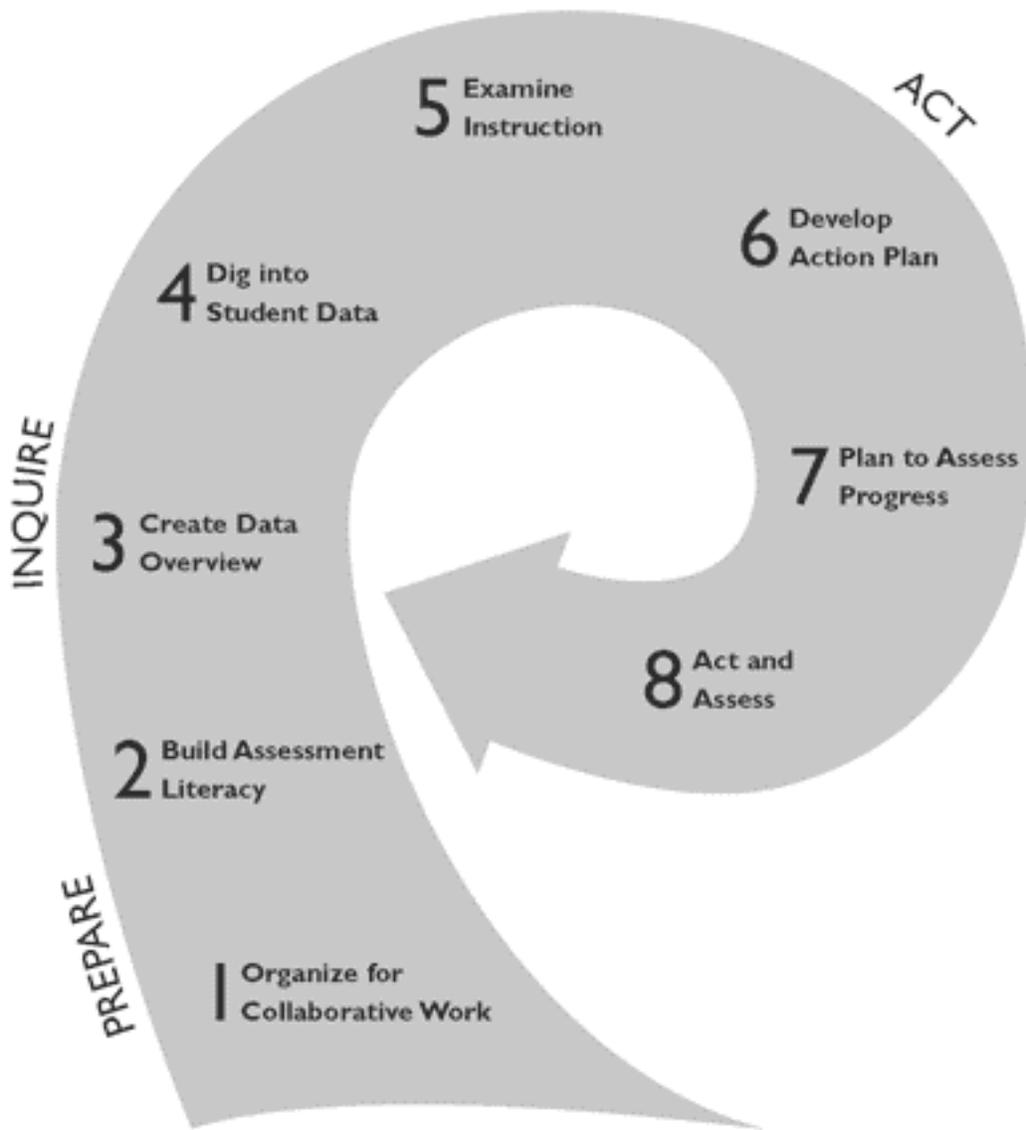
**Appendix 12**

**Multiple Assessments Matrix**

<b>Content Area</b>	<b>Assessment Name</b>	<b>Grade Levels</b>	<b>Rational</b>	<b>Formative Frequency</b>	<b>Summative Frequency</b>	<b>Provider</b>
<b>English Language Arts (ELA)</b>	Desired Results Developmental Profile - Revised	Pre-Kinder	To document progress made by students in achieving desired results	Running record	End of year	CA Dept of Education
<b>ELA</b>	K-Check List	Kinder	To identify initial levels of ability in Language Arts and Math	Upon enrollment	End of year	LAUSD
<b>ELA</b>	California Treasures	K-6 <sup>th</sup>	To monitor student progress in Language Arts	Weekly selection assessments	End of unit assessment	McGraw-Hill
<b>ELA</b>	Voyager Benchmark	K-6 <sup>th</sup> SDW	To monitor progress in fluency and comprehension	none	Each trimester	Voyager Learning Company
<b>ELA</b>	DIBELS	K-6 <sup>th</sup>	A diagnostic tool used to monitor progress and guide intervention programs	Tier 1: 3 times year Tier 2: every 4 weeks Tier 3: every 2 weeks	None	University of Oregon
<b>ELA</b>	Running Records	K-6 <sup>th</sup>	To assess error analysis, reading fluency and decoding	Throughout the year as needed	Throughout the year as needed	School Developed
<b>ELA</b>	Diagnostic and Placement Inventory	5-6 <sup>th</sup>	To determine placement in ELA curriculum in middle school	None	Spring	High Point
<b>Math</b>	Math Periodic Assessments	K-6 <sup>th</sup>	To monitor progress in grade level math standards	Quarterly (4 times a year)		LAUSD
<b>Math</b>	enVision MATH Topic Test	K-6 <sup>th</sup>	To assess mastery of math standards	Weekly Topic Assessments	At the end of each Topic	Pearson School: Scott Foresman
<b>Math</b>	CST Math	2 <sup>nd</sup> -6 <sup>th</sup>	To assess student mastery of California Mathematic Content Standards		Spring	ETS

<b>Content Area</b>	<b>Assessment Name</b>	<b>Grade Levels</b>	<b>Rational</b>	<b>Formative Frequency</b>	<b>Summative Frequency</b>	<b>Provider</b>
<b>English Language Development (ELD)</b>	ELD Portfolios  Student work samples that show progress toward the ELD Standards are periodically collected	K-6 <sup>th</sup>	1. To monitor and document a student's progress in ELD in listening, speaking reading and writing. 2. To support teacher judgment in regards to grading and readiness to advance to the next ELD level	Each reporting Period or as Needed		LAUSD Language Acquisition Branch @ 1998
<b>ELD</b>	California Treasures ELD	K-6 <sup>th</sup>	To monitor and evaluate the student's listening and speaking skills To evaluate student's comprehension of previously taught skills	Throughout the academic year  6 Unit Assessments 6 times a year		McGraw-Hill
<b>ELD</b>	CELDT	K-6 <sup>th</sup>	1. For initial identification of an English learner 2. To determine an English language proficiency level	Ongoing as students enroll	Fall	CTB-McGraw-Hill
<b>ELD</b>	Pre-LAS®  LAS Links	Pre-K-Kinder  1 <sup>st</sup> -6 <sup>th</sup>	To determine a students initial proficiency in Spanish for appropriate instructional program placement	Ongoing as students enroll	Fall	McGraw-Hill
<b>Science</b>	LAUSD Periodic Assessments	4 <sup>th</sup>	To determine mastery of science standards		3 times a year	LAUSD
<b>Physical Education</b>	Fitness Gram	5 <sup>th</sup>	To assess physical fitness level of each student and provide recommendation to improve or maintain physical health		Spring	LAUSD
<b>Student Behavior</b>	SWIS	Pre-K – 6 <sup>th</sup>	To gather and monitor qualitative data regarding student behavior To monitor the school culture of the school	ongoing		University of Oregon

Data Wise Cycle



**From Data Wise**

Boudett, K., City, E and Mumane, R., (Eds.): (2005) *Data Wise a Step-By-Step Guide to Using Assessment Results to Improve teaching and Learning*. Boston: Harvard, p. 190.

## Professional Development Opportunities

Trainings	Purpose/Description
<b>Core Curriculum</b>	<ul style="list-style-type: none"> <li>• California Treasures (Macmillan/McGraw Hill)</li> <li>• EnVision MATH (Scott Foresman)</li> <li>• FOSS (Lawrence Hall of Science, UC Berkeley)</li> </ul> <p>The purpose for core curriculum training is to ensure authentic program implementation and to develop teaching strategies that best align with program implementation. Program publishers will facilitate professional developments on the core curriculum during the Summer Institute and throughout the year as needed.</p>
<b>Differentiated Instruction</b>	<p>Professional developments will assist teachers in developing quality whole group instruction and follow up small group instruction that is differentiated reflecting student needs. This training will include access to leveled materials from core curriculum programs as well as establishing flexible grouping strategies to meet instructional levels. Trainings include teacher leadership roles and collaborative accountability for the change in the way teachers deliver instruction to fit student needs. This PD will be held throughout the year during grade level meetings.</p>
<b>Project-Based Learning</b>	<p>PD on the philosophy and theory of project-based learning in the classroom. Teachers will apply the design principles for creating and managing standards-focused projects that align to the school vision of incorporating inquiry into cross-curricular instruction.</p>
<b>Speech &amp; Forensics</b>	<p>PD to teach students the skills required for presenting a speech - analyzing an audience, listening, coping with fear, using visual aids--as well as the skills they will need to prepare a speech - researching a topic, analyzing arguments and texts, and organizing and outlining material.</p>
<b>Guided Language Acquisition Design (GLAD)</b>	<p>GLAD is a model of professional development in the area of second language acquisition and literacy. Teachers will receive PD on strategies and models that promote English language acquisition, academic achievement, and cross-cultural skills. Past results for students have been continued gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but fosters a sense of identity and voice.</p> <p>GLAD professional development is structured into two tiers where in the Tier 1, teachers receive model and theory application, demonstration sessions, and peer coaching through professional development communities. During Tier 2 training, teachers participate in all Tier 1 training implementation so that they may become trainers in their home school through leadership opportunities.</p>

Trainings	Purpose/Description
<b>Readers &amp; Writers Workshop</b>	<p>Lucy Calkins' (R. Fletchers, Debbie Miller, Keene / Zimmermann) approach to <i>Writer's and Reader's Workshop</i> offers a structure that allows our students to actively engage and experience what real authors and readers do. It also takes a developmental perspective that builds on writers and reader's strengths while providing individual support where growth is needed.</p> <p><i>Guided Reading</i> professional development would be developed with the approach described by Fountas and Pinell where students are given the opportunity to develop as individual readers while participating in a socially supported activity. Teachers will receive support in incorporating reading strategies that challenge the students as they are introduced to increasingly difficult texts. The goal of this application of strategies is to develop the students' ability for independent reading. GLA staff (w/ Reading Specialist Credentials) and UCLA will deliver this PD during the Summer Institute and on an ongoing basis throughout the year.</p>
<b>Inner-City Arts</b>	<p>The <i>Creativity in the Classroom Series</i> is a 35-hour course meeting on Saturdays that is designed for teachers at all grade levels with a full range of experience in multiple art forms. Workshops provide teachers with meaningful strategies to incorporate the visual and performing arts into the classroom curriculum in support of student achievement.</p> <p>During the <i>Bridges to Classroom Integration Series</i>, is available for teachers whose students participate in the Inner-City Arts instructional programs. This class provides connections, both in content and methodology, between the work teachers do with their students in our studios and the work they do in the school classroom.</p>
<b>Thinking Maps</b>	<p><i>Thinking Maps</i> are instructional tools that include visual patterns that help students organize their thoughts and ideas for the prewriting stage of the writing process. They create a common language throughout grade levels in our learning community for transferring thinking processes, integrating learning, and for continuous assessment.</p> <p>Faculty and staff who have received this training will provide support to grade level colleagues on program implementation through leadership opportunities.</p>
<b>Data Analysis and Application</b>	<p>During the Summer Institute, teachers will analyze student assessment data to inform yearly growth. Quarterly professional development sessions will be used to review both formative and summative assessment data across content areas. Results of this analysis will inform subsequent professional development sessions. Teachers will become proficient at disaggregating, analyzing, and interpreting student data sets using the cycle of inquiry. Teachers and staff will use the Data Wise model to provide collaborative methods and protocols for looking at the data in an objective, reflective, interpretive, and decisional manner.</p>



**Professional Development Calendar Sample**

**Summer Institute:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Whole staff Core Curriculum PD: 8:00am-3:00pm	Whole staff Core Curriculum PD: 8:00am-3:00pm	Whole staff Core Curriculum PD: 8:00am-3:00pm	Differentiated GLM: 8:00am-12:00pm	Differentiated GLM: 8:00am-12:00pm	

**On Going Professional Development:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1		FM and SD: 1:30-3:30pm		Kinder-6 <sup>th</sup> Grades GLM: 2:30-3:30 p.m.	Early Education GLM: 1-2pm	GATS: 9-12pm
Week 2		FM and SD: 1:30-3:30pm		Kinder-6 <sup>th</sup> Grades GLM: 2:30-3:30 p.m.	Early Education GLM: 1-2pm	
Week 3		FM and SD: 1:30-3:30pm		Kinder-6 <sup>th</sup> Grades GLM: 2:30-3:30 p.m.	Early Education GLM: 1-2pm	
Week 4		FM and SD: 1:30-3:30pm		Kinder-6 <sup>th</sup> Grades GLM: 2:30-3:30 p.m.	Early Education GLM: 1-2pm	

Acronyms Key:

GLM: Grade Level Meetings

FM: Faculty Meetings

SD: Staff Development

GATS: GLAYS Academy for Teachers on Saturday

**Professional Development Feedback Form Sample**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

PD Session Title: \_\_\_\_\_

Session Presenter(s): \_\_\_\_\_

Job classification:    \_\_\_ Faculty    \_\_\_ Administrator    \_\_\_ Resource Staff

                         \_\_\_ Classified Staff                    \_\_\_ Parent

Please check the appropriate response for each statement:

	Excellent	Good	Fair	Poor
1. The relevance of this topic to me was				
2. The usefulness of materials was				
3. The effectiveness of the presenter was				
4. I expect the future usefulness of this topic to be				
5. My overall evaluation of this session is				

6. What I liked most about this session was

7. What I liked least about this session was

8. Would you recommend this session to others?

\_\_\_ Yes \_\_\_ No    If you checked no, please explain why.

9. What topics and/or presenters would you suggest for future sessions?

10. Comments:

## Specialized Strategies for Special Education

### **Discrete Trial Teaching**

Discrete trial teaching is an educational strategy based on the principles of applied behavior analysis. Discrete trial teaching involves breaking skills down into smaller components and teaching those smaller sub-skills individually. Repeated practice of skills is conducted, and teachers may incorporate prompting procedures as necessary. Correct responses are followed by reinforcement procedures to facilitate the learning process.

### **Pivotal Response Treatment (PRT)**

Pivotal Response Treatment (PRT) is a comprehensive service delivery model that uses both a developmental approach and applied behavior analysis (ABA) procedures. PRT aims to provide opportunities for learning within the context of the child's natural environments. Pivotal areas (also referred to as pivotal responses or pivotal behaviors) are areas that, when targeted, lead to large collateral changes in other-often untargeted- areas of functioning and responding. Pivotal responses, once acquired, result in widespread and generalized improvements in children with autism.

Thus far, five pivotal areas have been studied: motivation, responsivity to multiple cues, self-management, self-initiations, and empathy.

### **Picture Exchange Communication System (PECS)**

The Picture Exchange Communication System or PECS approach is a modified applied behavior analysis program designed for early nonverbal symbolic communication training. It is not a program designed to teach speech, although the latter is encouraged indirectly and some children begin to spontaneously use speech while enrolled in the PECS program. The PECS training program was developed at the Delaware Autistic Program. PECS training occurs during typical activities within the natural settings of the classroom and the home. The communication training occurs within a broader positive behavioral support context entitled the Pyramid Approach. Training techniques include strategies such as chaining, prompting/cueing, modeling, and environmental engineering.

### **Structured Teaching**

Structured teaching is a method of instruction that involves organizing the physical environment, developing schedules and work systems, making expectations clear and explicit, and using visual materials that have been effective ways of developing skills and allowed people with autism to use these skills independently of direct adult prompting and cueing.

### **Social Stories**

A social story is a story that depicts some particular social skill being acted out or modeled and focuses on a particular social situation or interaction.

**Title III ELD Practicum Strategies**  
©2006 LAUSD language Acquisition Branch

**Backward Buildup:** is a cognitive strategy that involves learner practice of L2 sentences by rebuilding and repeating words and phrases from the back to the front of the sentences. Backward buildup is particularly useful for practicing long or expanded sentences, such as the lines of the poems and chants.

**Corrective recasting:** is a metacognitive strategy that involves reformulating ill-formed utterance(s) while preserving the learner’s intended meaning. The reformulation is called a recast. Teachers are encouraged to use simple recasting throughout the day (reformulating without correcting), and corrective recasting only during ELD.

**RASP (Repeat/Read/Recite by All, by Some, and by One Person):** is a cognitive strategy that involves structured multiple repetition of an action, phrase, or sentence. To be effective, RASP must include meaningful understanding of what is being practiced. RASP also provides opportunities to practice the “suprasegmental” elements of language-stress, phrasing, and intonation. It is particularly effective with ELD 1 and 2 students.

**Think-Pair Share (TPS):** is a strategy that guides students to perform a communicative task by talking, sharing, and negotiating meaning while performing the task. To be effective, TPS needs to be taught.

**Pull Out and Talk/Write:** is a strategy that guides students to engage in extended oral discourse by using two scaffolds: a Communication Guide and a Thinking Map® Pull Out Talk/Write is the most powerful of the ELD strategies because it combines not only the three categories of metacognitive strategies, but also all other direct and indirect strategies (memory, cognitive, affective, social, and compensatory).

**Vocalized Reading:** is a form of RASP: The teacher models reading one or more lines of text using appropriate stress, rhythm, phrasing, and intonation. Multiple Vocalized readings provide the students with listening and vocalizing opportunities in whole group and small group settings before they read aloud individually.

### Parent-School Opportunities for Parent and Community Involvement

- **Classroom Support:** The madrina/padrino volunteer program trains parents to assist teachers with instruction in the classroom to maximize student learning.
- **Community partnership outreach:** Local organizations and agencies provide direct services and workshops to meet student's education, and socio-emotional needs. Corporate resources are available for fieldtrips that relate to units of study, as guests in the classroom, and sponsorship of various school activities.
- **Direct and immediate social-emotional support and crisis intervention:** The full time psychiatric social worker provides individual and family counseling. The psychiatric social worker also coordinates referrals to community agencies.
- **Home involvement in school:** Parents actively participate in Science Night, Literacy week activities and Lee Conmigo (parents come into k-1 classroom daily to read aloud to their child), and support classroom curriculum by assisting their children complete and present inquiry unit projects.
- **Family assistance through providing referrals to community resources:** The parent center provides referrals to community resources such as food banks, safe houses, and health centers.
- **Shared decision-making:** through ELAC, School Site Council and CEAC (See Section 9).



January 4, 2010

To Whom It May Concern:

Inner-City Arts is please to support the GLAYS Learning Academy (GLA) Public School Choice proposal. Their proposal includes the notion that the arts play a critical role in a child's development. Inner-City Arts is in the heart of downtown Los Angeles and has worked closely with the GLAYS community by providing services to the students and their families, and professional development to lead teachers.

The arts provide a creative environment that allows students and teachers to not only engage in their own art-making process, but also contributes to building a sense of "community" among all of the participants. Inner-City Arts can play an important role in the GLA by partnering with GLAYS to provide arts services that transform all learning within the school into this creative learning environment. An essential part of the arts curriculum focuses on building community, with activities in the arts that emphasize collaborative activity, joint problem-solving, modeling the language of cooperation, finding places where students can assist each other, and reinforcing the notion that all ideas in the group are respected and valued.

By providing 1) students with high quality, standards-aligned, sequential instruction in all art forms to cultivate arts skills while fostering language development, 2) by providing gateway experiences, extended professional development for classroom teachers to grow their potential as educators, and 3) by augmenting these activities with additional experiences that engage parents and families, and encourage whole schools to embrace arts strategies, Inner-City Arts can insure that the GLA participants receive consistent, meaningful learning through the arts and are better prepared for achievement in all learning areas.

By infusing the classroom environment with arts-centered, arts-driven strategies proven to support healthy development and overcome barriers to learning, arts experiences for students, teachers and families provide a powerful solution to impacting every aspect of a child's learning.

I am confident that with the GLAYS commitment to implementing a student-centered curriculum, they will create a successful learning environment for all students to express themselves creatively. We support the GLA proposal and express our willingness to collaborate with them.

Sincerely,

*Beth Tishler*

Beth Tishler  
Director of Education



January 4, 2010

To Whom It May Concern:

As a partner of Gratts Elementary School, Reading to Kids has seen firsthand the commitment of the institution to empower its students to reach their greatest potential and its dedication to encourage the community to be active leaders in the educational process. We look forward to our continued collaboration as Elementary School's vision to become Gratts Learning Academy takes shape.

Reading to Kids, a grassroots organization inspiring underserved children with a love of reading, thereby enriching their lives and opportunities for future success, began in 1999 with a small group of volunteers, teachers, and administrators at Gratts who designed an interactive and fun program that emphasized learning and reading. The founders of the organization, consisting of concerned community members and teachers and administrators at Gratts, saw an overwhelming need in the community and created an innovative program to meet that need.

The first reading club at Gratts involved just eight volunteers and twenty children. Over the last twelve months at Gratts, an average of 148 children and 57 volunteers have participated in the monthly reading clubs. Additionally, an average of 25 parents each month and 4 teachers have participated in the monthly reading clubs. Building on the successful model that began at Gratts, in the following years, Reading to Kids has expanded to a total of eight elementary schools in the area near Gratts, reaching an average of 1,175 children each month. This expansion could not have occurred without the vision and dedication of Gratts Elementary School over the last eleven years.

The Gratts Learning Academy will remain consistent with the values and goals that helped to create the first Reading to Kids reading club eleven years ago at Gratts Elementary School. Innovation, empowerment, and motivation will lead the way as Gratts expands its vision, and Reading to Kids looks forward to our continued, valuable partnership.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Flores".

Lisa Flores  
Program Director



\*\*\*\*\*

MARIA A. CASILLAS  
PRESIDENT

JO Z. CARCEDO  
EXECUTIVE DIRECTOR

\*\*\*\*\*

BOARD OF DIRECTORS

VIRGIL ROBERTS, CHAIR  
PARTNER  
BOBBITT & ROBERTS

GAYLE MILLER, TREASURER  
PRESIDENT (RETIRED)  
ANNE KLEIN II

DR. EVANGELINA STOCKWELL,  
SECRETARY  
ASST. SUPERINTENDENT (RETIRED)  
LAUSD

VERONICA COFFIELD  
PRESIDENT  
CHAKA KHAN FOUNDATION

STEPHEN DI PADUA  
SR. REGIONAL MANAGER / 1<sup>ST</sup> VP  
JPMORGAN CHASE & CO

SYLVIA FERULLO  
JOURNALIST & NEWS ANCHOR  
KCAL 9

JORGE HAYNES  
DIRECTOR OF EXTERNAL RELATIONS  
CAL STATE UNIVERSITY

RUEBEN MARTINEZ  
OWNER  
LIBRERÍA MARTINEZ BOOKS  
AND ART GALLERY

ERIN PAK  
PRESIDENT  
KHEIR CENTER

DR. DARLINE ROBLES  
SUPERINTENDENT  
LOS ANGELES COUNTY OFFICE OF  
EDUCATION

HAROLD M. WILLIAMS  
PRESIDENT EMERITUS  
J. PAUL GETTY TRUST

\*\*\*\*\*

BOARD OF ADVISORS

JACK SHAKELY  
PRESIDENT EMERITUS  
CALIFORNIA COMMUNITY  
FOUNDATION

VIRGINIA VICTORIN  
VP, COMMUNITY RELATIONS  
OFFICER  
JPMORGAN CHASE & CO

January 5, 2010

Mr. Titus Campos, Principal  
Evelyn T. Gratts E.S.  
Los Angeles Unified School District  
309 S. Lucas Avenue  
Los Angeles, CA 90017

Dear Mr. Campos:

On behalf of Families In Schools, we are pleased to support your application for the Gratts Learning Academy in response to the Public School Choice Resolution recently adopted by the Board of the Los Angeles Unified School District. Your vision to incorporate the voices of parents, students, academic partners, and community members alongside that of teachers and staff will strengthen efforts to develop Gratts Learning Academy as an innovative learning community focused on joint decision-making that reinforces the whole child's learning. Moreover, the inclusion of early education up to sixth grade classes ensures that children have the best opportunity to develop a solid foundation early in their educational experiences that will prepare them for life-long learning.

Families In Schools offers a number of programs and services that support Gratts Learning Academy's goal to empower parents to become learners, teachers, and equal partners in their children's education including learning opportunities for teachers, parent educators, and school administrators at all grade levels to implement sustainable school-family-community partnerships based on research and culturally-relevant parent engagement strategies. Summarily our programs:

- Develop staff capacity to engage parents effectively in the education of their children
- Support children's literacy development, transition to middle school, and foster college and career goal development
- Support school's action plans to develop partnerships that sustain a culture of high achievement at home and at school

We are happy to collaborate with the Gratts Learning Academy to provide these services and to support your efforts to transform Gratts into a safe and innovative learning environment designed to support and trust our children to live up to their potential and achieve their goals. Best of luck on your proposal.

Sincerely,

Jo Z. Carcedo  
Executive Director

*The mission of Families In Schools is to involve parents and communities in their children's education to achieve life-long success.*

Phone: 213.484.2870 • Fax: 213.484.3845 • 1545 Wilshire Boulevard, Suite #811 • Los Angeles, CA 90017 • [www.familiesinschools.org](http://www.familiesinschools.org)

Los Angeles Unified School District  
333 South Beaudry Ave., 24th Floor  
Los Angeles, CA 90017  
Telephone (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools



January 11, 2010

To Whom It May Concern:

LA's BEST Afterschool Enrichment Program and Gratts Elementary school have worked together throughout the years to provide quality after school programming to children in this community. We have worked together as partners, creating opportunities to expand the imaginations of our children, create leaders of children, and empower parents and families to work together for high educational achievement. We have worked to ensure safety of children at times when other areas in their lives may not have felt so safe. We have experienced great teamwork and dedication from the Gratts Elementary staff and faculty.

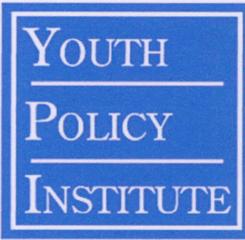
Through the years at Gratts, LA's BEST has built relationships with school teachers so we may be successful in homework assistance. School administration has been critical in fostering an environment where staff can develop and flourish into leaders not only with the program, but with the community as well. We have worked together to provide excursion opportunities to children, exposing them to different worlds.

LA's BEST supports the Gratts community with the addition of the Gratts Learning Academy. The academy will provide additional space for students to get the quality education they deserve. It will provide innovative and holistic approaches to student learning. Gratts Learning Academy will provide a space where parents will be empowered as partners in their child's education, and as learners as well. The academy will provide the continued collaboration of agencies that the community so desperately needs.

We look forward to having the Gratts Learning Academy join the Gratts community and expand the opportunities offered to children. We look forward to our continued partnership with the Gratts community. Please feel free to call should you have any questions.

Sincerely,

Elizabeth A. Garcia, EdM  
Regional Director  
LA's BEST After School Enrichment Program



Founded 1983

**Headquarters**

634 South Spring Street, 10<sup>th</sup> Floor  
Los Angeles, CA 90014

Phone: (213) 688-2802  
Fax: (213) 688-2942  
[www.ypiusa.org](http://www.ypiusa.org)

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Youth Policy Institute is very pleased to support the Gratts Learning Academy in their **Public School Choice** application to operate Gratts Primary Center as a Pilot school. The proposed Pilot School will work with parents, teachers and community residents to offer an innovative model of learning. This approach will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

Gratts Learning Academy has the experience and community support to move forward and bring innovation and education reform to the Gratts community.

Youth Policy Institute strongly supports the Gratts Learning Academy in their intentions to run Gratts Primary Center by working with the community as described in their proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Dixon Slingerland".

Dixon Slingerland  
Executive Director



January 3, 2010

Superintendent Ramon Cortines  
Los Angeles Unified School District  
333 S. Beaudry Ave.  
Los Angeles, CA 90005

Dear Superintendent Cortines,

It is with great pleasure that I write this letter of support for the Gratts Primary Center design team.

We are particularly excited at the prospect of teaming Gratts with Selma Elementary to (1) develop two model sites for educating children age 2 through 5 in partnership with UCLA's Department of Psychology, (2) connect early education seamlessly to K-6 programs on elementary campuses, and at the same time (3) provide a pathway for UCLA undergraduates to become certified as exemplary early education teachers.

As you know, UCLA IMPACT: Urban Teacher Residency is funded by a \$9.3 million Teacher Quality Partnership grant provided by the U.S. Department of Education to improve the way we prepare teachers to work in underserved communities such as Los Angeles. Partnering with Gratts strengthens our ability to transform teacher preparation in the crucial early years of child development.

We look forward to participating in the creation of this innovative program.

Sincerely,

Julie M. Kane  
Program Director

Los Angeles Small Schools Center  
2845 W. 7<sup>th</sup> Street, Los Angeles, CA 90005  
213-389-893



Champions For Our Children

January 6, 2010

Mr. Titus Campos, Principal  
Evelyn T. Gratts E.S.  
Los Angeles Unified School District  
309 S. Lucas Avenue  
Los Angeles, CA 90017

Dear Mr. Campos:

As former Assistant Superintendent in the Los Angeles Unified School District, as a Commissioner for First 5 LA with a vast experience in early education, and as a founding member, with a long standing relationship, of Families in Schools, whose focus is on early education and family literacy, I believe my extensive experience enables me to speak to the merits of your proposal and to add my most enthusiastic support to the Gratts Learning Academy application in response to the Public School Choice Resolution.

Your leadership in developing the Gratts Learning Academy as an innovative learning community, emphasizing joint decision-making that respects and joins the voices of parents, students, and community members with the voices of teachers and staff, is to be commended and can only strengthen and support learning for all your students. I am pleased to note that as school administrator you acknowledge, respect, and value the critical role parents play in the education of their children.

The vision to include an early education component whose main focus will be to develop literacy skills among the pre-school students and that builds on a strong collaboration with the elementary school, to ensure a seamless educational transition, will prepare children with the needed learning foundation that will bring them to the kindergarten setting without an achievement gap.

I applaud you and as an advocate for early education and family literacy, I am willing to assist you in obtaining resources and services that are research based and that will support parent involvement, which is one of the key features in your proposal, with culturally-relevant parent engagement strategies.

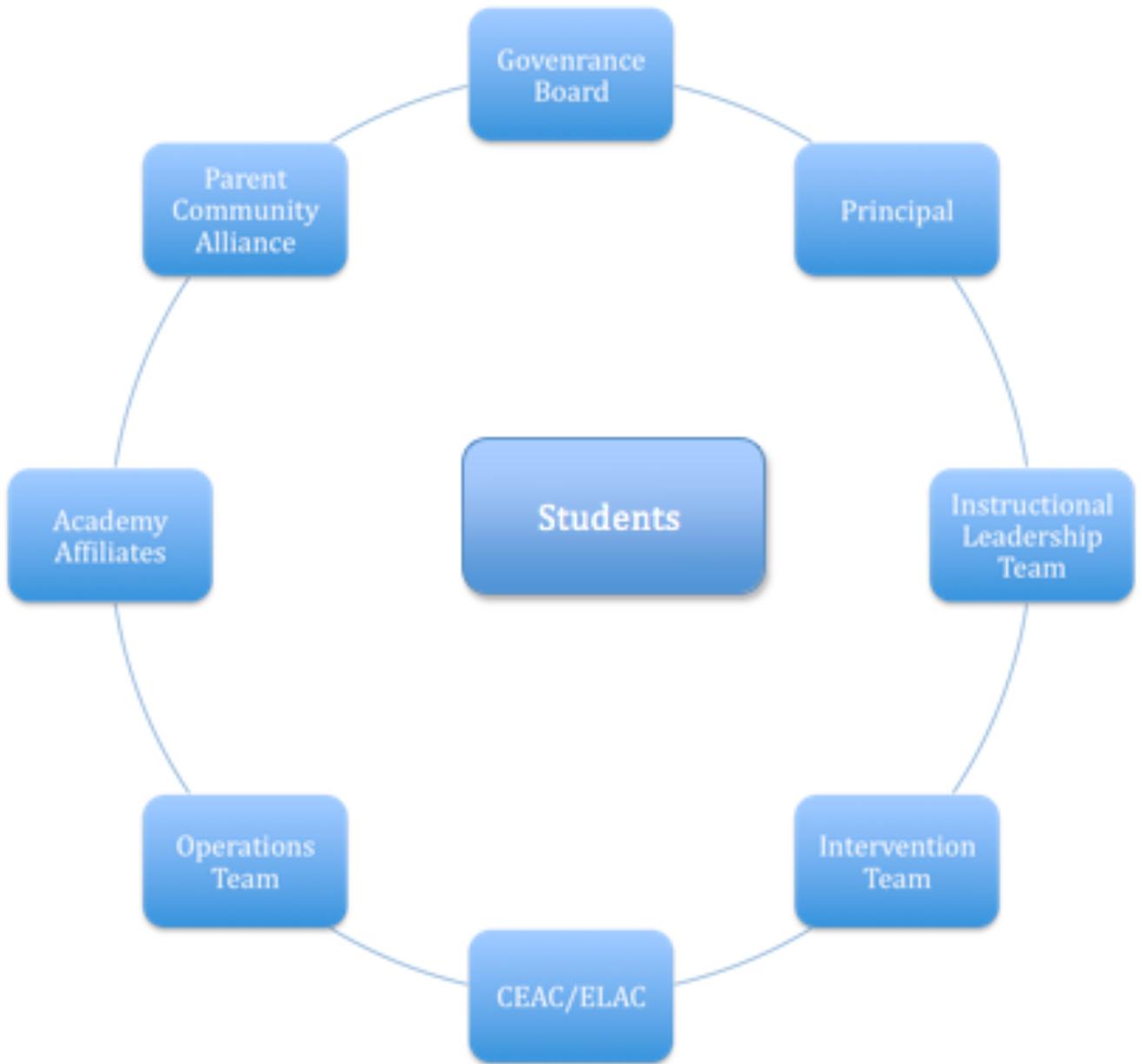
I am confident that you will be successful in having the LAUSD Board of Education approve your application.

Sincerely,

A handwritten signature in black ink that reads "Evangelina Stockwell".

Dr. Evangelina Stockwell

Organizational Chart



**Adult-to-Student Ratio**

<b>Grade level</b>	<b># of students per classroom</b>	<b># of teachers per classroom</b>	<b># of assistants per classroom</b>
<b>Early Education</b>	<b>24</b>	<b>1</b>	<b>2</b>
<b>Kindergarten</b>	<b>20</b>	<b>1</b>	<b>1</b>
<b>1<sup>st</sup></b>	<b>20</b>	<b>1</b>	<b>1</b>
<b>2<sup>nd</sup></b>	<b>20</b>	<b>1</b>	
<b>3<sup>rd</sup></b>	<b>20</b>	<b>1</b>	
<b>4<sup>th</sup></b>	<b>24</b>	<b>1</b>	
<b>5<sup>th</sup></b>	<b>24</b>	<b>1</b>	
<b>6<sup>th</sup></b>	<b>24</b>	<b>1</b>	

Academic and Non-Academic Positions & Salary Compensation Table

# of positions	Hrs.	Certificated Positions	Location	Salary
1	FTE	Principal	GLAYS	Provided by the District
1	.5	APEIS	GLAYS/PC	\$112,152; B Basis Provided by District
1	FTE	Early Education Center Supervisor (Specialist)	Early Ed.	Provided by District
1	FTE	Categorical Program Adviser	GLAYS/PC	\$96, 587; B Basis
1	FTE	Teacher Librarian	GLAYS/PC	\$88,743; C Basis
1	FTE	Instructional Coach	GLAYS/PC	\$96,587; B Basis
1	FTE	Technology Coordinator	GLAYS/PC	84, 347; C Basis
1	FTE	Psychiatric Social Worker	All	21,421/one day a week
1	FTE	Nurse	GLAYS/PC/Early Education Center	87,304; C Basis

<b># of positions</b>	<b>Hrs.</b>	<b>Classified Position</b>	<b>Location</b>	<b>Salary Range</b>
12	6 hrs	Teacher Assistants	GLAYS/PC	\$10.75 per hour
?		Teacher Assistants	Early Ed	\$10.75 per hour
1	8 hrs	Community Liaison	All	\$47,567: C Basis
1	80 hrs month	LA's Best Site Coordinator	GLAYS	\$ 19.40 per hour
1	80 hrs month	LA's Best Assistant Site Coordinator	GLAYS	\$14.40 per hour
8	80 hrs month	LA's Best "Teachers"	GLAYS	\$12.40 per hour
1	80 hrs month	EYS Playground Supervisor	GLAYS	\$14.40 per hour
1	80 hrs month	EYS Playground Supervisor	PC	\$14.40 per hour
1	6 Hr.	Cafeteria Manager	GLAYS	\$21.96 per hour
2	4 Hr.	Cafeteria Workers	GLAYS	\$13.58 per hour
1	6 Hr.	Cafeteria Manager	PC	\$21.96 per hour
1	4 Hr.	Cafeteria Worker	PC	\$13.58 per hour

<b># of positions</b>	<b>Hrs.</b>	<b>Classified Position</b>	<b>Location</b>	<b>Salary</b>
1	6 Hr.	Library Aide	GLAYS/PC	\$38,498; C Basis
6	4 Hr.	Supervision Aides	GLAYS/PC	\$11.95 per hour
1	8 Hr.	SAA	Early Ed	\$23.86 per hour
1	8 Hr.	SAA	GLAYS/PC	\$23.86 per hour
1	8 Hr.	Office Technician	GLAYS/PC	\$45, 777; B Basis
1	8 Hr.	Special Ed. Clerk	GLAYS	\$45, 777; B Basis
2	8 Hr.	Office Technician	Early Ed./PC	\$51, 570; A Basis
1	8 Hr.	Plant Manager	All	\$59,430; A Basis
2	8 Hr.	Building and Grounds Workers	GLAYS	\$51,430; A Basis
2	8 Hr.	Building and Grounds Workers	Early Ed./PC	\$51,430; A Basis

## Principal Responsibilities

The Los Angeles Unified School District seeks an outstanding Principal to lead the students, staff, and community at GLAYS Learning Academy towards improved academic success.

### GRATTS LEARNING ACADEMY FOR YOUNG SCHOLARS

Gratts Learning Academy for Young Scholars (GLAYS) is an innovative learning environment whose vision is to transform all children from toddlers to young scholars and, eventually, to graduates of higher education. GLAYS innovative, academic-based learning continuum from early education through 6<sup>th</sup> grade will promote a culture where higher education is no longer a hope, but an expectation. GLAYS will foster a child's natural curiosity and enthusiasm for learning through inquiry, creativity, and application. Students will come to understand the importance of social justice and of serving one's community and world.

The GLAYS philosophy begins with recognizing what the child knows and building on his/her desire to learn. GLAYS aims to empower students from an early age, with excellence in skills and knowledge by means of rigorous, standards-based instruction within a student-centered, core curriculum. GLAYS will provide real life experiences to enhance a child's understanding, where students will approach the fundamentals of reading, writing, mathematics, science, history, and the arts as if they were authors, mathematicians, scientists, historians, and artists. Teachers will follow a constructivist, inquiry-based approach and provide multiple opportunities to develop and master 21<sup>st</sup> century skills. Bilingualism, technology, and the arts will open gateways to global awareness and student achievement. In order to reach these goals, parents, teachers, students, staff, academic partners, and the community must form an alliance in the educational process. The learning community will be asked to participate in shared decision-making. GLAYS will have authentic opportunities to nourish and support the learning of the whole child. It will cultivate an academic socially just climate that values the importance of higher education.

GLAYS will serve approximately 1,000 students ages 2 – grade 6 within 4 small learning communities.

**The Ideal Candidate** will be a dynamic and innovative instructional leader who shares this vision of transforming education for the students at GLAYS. The principal commits to building a learning continuum for students ages 2 to grade 6 in an environment that affords them an opportunity to learn. The principal will lead an agenda that fosters inquiry, critical thinking, social responsibility, global awareness, and leadership.

The Principal will work closely with community leaders to ensure that GLAYS is a vital site for teaching, learning, research, and service.

Gratts Learning Academy for Young Scholars is located at 309 S. Lucas Avenue, Los Angeles, 90017.

**Early Education Supervisor Responsibilities**

1. Supervises and coordinates the activities of all personnel assigned to the center; assists in the selection, assignment and promotion of center personnel.
2. Coordinates all center programs including State preschool, Preschool Special Education Programs, School-Age Parenting and Infant Development (CAL-SAFE), Healthy Start, School-Age Program, General Child Care, Primary Reading Enrichment Program (PREP) and Family Literacy Program.
3. Maintains an educational program for improving the educational environment for all center students through continuous supervision, appraisal and evaluation of the instructional program.
4. Coordinates the articulation between the early education center and the adjacent or on-site school in matters of overall policy, safety, health, community relations, developmental aspects of individual students and the instructional program; serves as liaison and resource to State Preschool Programs at school sites located away from the early education center.
5. Administers a system of accurate and appropriate record keeping relating to the center's daily attendance, family enrollment eligibility, and nutrition program.
6. Collaborates with the school community in determining needs for supplies and equipment; submits requisitions for and distributes supplies and equipment in a manner which ensures optimal use of annual allotment.
7. Oversees and participates in the development, organization and implementation of staff development and/or in-service training programs for all school staff.
8. Participates in team meetings as necessary for the efficient functioning of the school.

## Leadership Team Responsibilities

### Assistant Principal EIS

The role of the Assistant Principal, EIS is to assist the principal in carrying out the school vision of transforming education for the students at GLAYS. The Assistant Principal EIS will collaborate with the principal in building a learning continuum for students ages 2 to grade 6 in an environment that affords them an opportunity to learn to become globally aware and socially responsible individuals. The Assistant Principal, EIS commits to fostering the collaboration of general and special education instructional programs and meeting special education compliance obligations, including ensuring that the legal requirements for the Individualized Education Plan (IEP) process are met, IEP mandated services are delivered and monitored, compliance with Modified Content Decree outcomes, appropriate instruction and services are provided to students with disabilities in the least restrictive environment.

### Early Education Center Supervisor

The Early Education Center Supervisor will be a dynamic and innovative instructional leader who shares this vision of transforming education for the students at GLAYS. The supervisor commits to building a learning community for students ages 2 to 4 in an environment that affords them an opportunity to learn. The supervisor will foster the development of communication and social skills, creativity, self-awareness, social responsibility, global awareness, and leadership. The supervisor will work closely with the GLAYS principal, staff, and community leaders to ensure that GLAYS is a vital site for teaching, learning, research, and service.

Essential Functions for the Early Education Supervisor:

9. Supervises the center staff.
10. Supervises and coordinates the activities of all personnel assigned to the center; as a member of the School Governance Council assists in the selection, assignment and evaluation of GLAYS personnel
11. Coordinates all center programs including State preschool, Preschool Special Education Programs, School-Age Parenting and Infant Development (CAL-SAFE), Healthy Start, School-Age Program, General Child Care, Primary Reading Enrichment Program (PREP) and Family Literacy Program.
12. Provides continuous supervision, appraisal and evaluation of the instructional program.
13. Coordinates the articulation between the early education center and the elementary school in matters of instruction, policy, safety, health, community relations and serves as liaison and resource to State Preschool Programs at school sites located away from the early education center.
14. Oversees and participates in the staff's professional development.
15. Participates in team meetings as necessary for the efficient functioning of GLAYS.

## **Instructional Coach**

The role of the Instructional Coach is to build teacher capacity. Working as a member of the instructional team, the Coach will work collaboratively with general and special education teachers, program coordinators, administrators, and parents to improve teacher practice in core instruction, through co-teaching, coaching, modeling, and feedback. The Instructional Coach will serve as a member of the GLAYS instructional committees, providing content information and offering teaching strategy support.

## **Teacher Librarian**

The primary role of the Teacher Librarian is to support students capacity to apply the inquiry process in their learning. In collaboration with the classroom teacher, the Teacher Librarian designs relevant learning experiences that promote critical thinking, creativity, and social justice. The Librarian supports students and their teachers in learning how to effectively use learning resources and technologies in and beyond the library as part of research. The Librarian also serves as an instructional leader, providing staff development for administrators and for teachers on the latest technology tools and resources. In addition, the Librarian expands access to the library to students and their families, and build the library collection to support classroom learning needs. The Librarian will serve as an active member of curriculum development committees at the school.

## **Nurse**

The primary role of the Nurse is to develop and support health services for students at GLAYS. Core services include:

- Health appraisal of students
- Assessment and follow-up for mandated immunizations
- Vision, dental and auditory screening
- Health screening including physical assessments of students
- Health screening for students with disabilities
- Prevention and control of communicable diseases
- Emergency care for illness and injury
- Disaster planning
- Training of school personnel

The nurse will have a clear understanding of the individual health needs of the students, and serve as a resources of available health and social service resources within the school community.

## **School Psychologist**

The school psychologist provides services to GLAYS students by engaging students, staff, and parents and guardians.

### **Working with Students**

- Observes students in the classroom and other settings to determine function in multiple settings.
- Provides formal and informal assessments of students' abilities including psychological

competencies, social/emotional development, academic achievement and response to intervention, communication skills, fine and gross motor development, and learning aptitudes and interests.

- Develop positive social skills
- Assists students in developing appropriate problem-solving skills through individual and small-group counseling

#### Collaborating with Teachers and Staff

- Collaborates with community agencies to provide services for students and families.
- Helps teachers clarify a student's learning and behavior problems.
- Consults with teachers regarding classroom management and discipline strategies.
- Interprets individual and group evaluation results for appropriate school personnel to make data- based decisions.
- Participates as a team member of SST or other teams that provide intervention management, such as COST, intervention team, department meetings and Small Learning Communities' meetings.
- Serves as a member of the Individualized Education Program (IEP) team.
- Serves as a resource to school personnel regarding mental health resources within the school and community.
- Serves as a member of the School Crisis Intervention Team.

#### Consulting with Parents

- Assists parents in understanding a student's special need.
- Facilitates communication between home and school.
- Assists in identifying students with special needs and monitors their progress.
- Provides appropriate referrals to District and community resources.
- Provides parenting skills training and family counseling related to a student's educational concerns.
- Works to correct problematic learning and adjustment difficulties to prevent more serious and permanent outcomes.

### **Psychiatric Social Worker (PSW)**

The Psychiatric Social Worker (PSW) will support positive student connections with peers, family, school and the community. The PSW at GLAYS will facilitate student development and the ability to successfully deal with problems, crisis or traumatic experiences. The PSW will foster resiliency, the ability to bounce back from challenges with a stronger sense of self confidence and coping capacity, by promoting healthy relationships, self reflection and problem solving skills to optimize school success. In support of the implementation of a Safe and Healthy School Plan and the Foundation Discipline policy, the following core services are provided by psychiatric social workers:

- Crisis Response and Intervention
- Threat Assessment and Management
- Suicide Prevention Consultation and Intervention
- Mental Health Clinic Services

PSWs support a schoolwide foundation of positive discipline, academic success, and mental and emotional wellness through a caring school environment that teaches appropriate behaviors and problem solving skills, and provides positive behavior support. PSWs intervene early creating services and supports that address risk factors and build protective factors for students at-risk for severe academic or behavioral problems. PSWs provide intensive intervention including coordinated, comprehensive, culturally appropriate and child (and family) focused services and supports.

### **Categorical Program Adviser**

The Categorical Program Adviser (CPA) will support the instructional and program needs of GLAYS. The CPA will provide students with direct services in the language spoken by the majority of ELLs and their parents. The core services include:

- Provide demonstration lessons for teachers of ELLs, and in-class primary language instruction or support, when necessary
- Provide information to EL parents on Master Plan program options, parent education activities, and translation of home-school communications
- Conduct professional development activities include the facilitations of effective instructional programs.
- Conduct program/student evaluation activities
- Coordinate and provide parent involvement workshop activities to ensure the compliant functioning of the advisory committee
- Coordinate the identification of English Language Learners

### **Technology Coordinator**

The Technology Coordinator will support the GLAYS to foster the Academy's vision and mission. The technology coordinator will provide students with the computer/technology instruction to facilitate inquiry-based instruction. In addition, the technology coordinator will:

- Provide students instruction on computer/printer applications, research engines, digital camera use, video camera, and basic internet usage.
- Coordinate technology purchases: computer hardware, software, supplies and peripheral devices.
- Diagnosis and reparation of computer operation systems, hard drive crashes, disk data, etc.
- Operate and maintain local area network, administrative server, CD tower server, and First Class Server

## School Operation Tasks

Position	Responsibility
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Establish governance council to hire certificated staff</li> <li>• Order textbooks</li> <li>• Attend construction meetings through substantial completion</li> <li>• Establish a key control system.</li> <li>• Facilitate implementation of the school plan.</li> <li>• Monitor school budgets to insure State and Federal guidelines are being met.</li> </ul>
<b>Plant Manager</b>	<ul style="list-style-type: none"> <li>• Assist with the hiring of Buildings and Grounds Workers</li> <li>• Order maintenance supplies (e.g. floor wax, soap, toilet paper, etc.)</li> <li>• Inventory custodial equipment ordered by School Management Services</li> <li>• Work closely with the LAUSD Owner Authorized Representative (OAR) to become familiar with the school site.</li> <li>• Order appropriate signage to be posted at key points throughout the campus.</li> <li>• Become familiar with the entry and fire alarm systems.</li> <li>• Order and organize emergency supplies.</li> </ul>
<b>School Administrative Assistant</b>	<ul style="list-style-type: none"> <li>• Obtain lists of eligible employees for vacancies and arrange interview dates/times</li> <li>• Prepare <i>Request to Hire Forms</i> for new employees</li> <li>• Payroll</li> <li>• Serve as a liaison with the Special Education Support Unit to ensure that special education students who require transportation have the paperwork completed.</li> <li>• Plan, establish, and supervise the implementation of clerical procedures to insure timely preparation and submission of reports, records, studies, letters, and other materials.</li> <li>• Establish enrollment and attendance procedures.</li> <li>• Enter and monitor requisitions and purchase orders for supplies and equipment.</li> </ul>
<b>Office Technician</b>	<ul style="list-style-type: none"> <li>• Assist SAA in properly completing enrollment procedures.</li> <li>• Assist the SAA in preparation and submission of reports, records, studies, letters, and other time sensitive materials.</li> </ul>
<b>Buildings &amp; Grounds Workers</b>	<ul style="list-style-type: none"> <li>• Assist the Plant Manager in maintaining a clean and safe campus.</li> <li>• Serve as a back-up for operating the entry and fire alarm systems</li> </ul>
<b>Cafeteria Manager</b>	<ul style="list-style-type: none"> <li>• Monitor student enrollment to order sufficient amount of food.</li> <li>• Distribute meal applications. Enter information from completed applications into the LAUSD database.</li> <li>• Become familiar with operating kitchen equipment.</li> <li>• Maintain high quality cleanliness to District and L.A. County standards.</li> </ul>

**Appendix 29**

**Operations Start-up Plan Time-line**

<b>Date</b>	<b>Activity</b>	<b>Responsible Party</b>
<b>January</b>	<ul style="list-style-type: none"> <li>• Agree on the new school boundary and sign boundary letter</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and School Management Services</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Select furniture and equipment with staff from School Occupancy Transition Unit</li> <li>• Select computers and other technology equipment</li> <li>• Identify and meet with community leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, EEC Administrator and Leadership Team</li> <li>• Principal, EEC Administrator, Leadership Team</li> <li>• Principal</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Identify special education equipment needs</li> <li>• Order Textbooks</li> <li>• Order library books</li> <li>• Order instructional materials, classroom, office, and custodial supplies</li> <li>• Select and hire classified support staff (e.g. SAA, Office Technicians, Plant Manager,</li> <li>• Secure teacher preferences for Primary Center</li> <li>• Select teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and Leadership Team</li> <li>• Principal</li> <li>• Principal, EEC Administrator, Leadership Team</li> <li>• Principal, EEC Administrator, SAA, Plant Manager, Leadership Team</li> <li>• Principal, EEC Administrator</li> <li>• Principal, EEC Administrator, Hiring Committee</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Order P-card</li> <li>• Establish school bank accounts (Imprest and Student Body)</li> <li>• Prepare student enrollment packets</li> </ul>	<ul style="list-style-type: none"> <li>• SAA</li> <li>• SAA</li> <li>• SAA</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Schedule meetings with key personnel (e.g. Fiscal Specialist, LD Facilities Director, Area Operations Supervisor, Complex Project Manager, LD Instructional Support Staff, Health and Human Services Support Staff, Special Education support personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, EEC Administrator</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Develop key control system</li> <li>• Obtain list of school-age children from central waiting list</li> <li>• Buildings &amp; Grounds Workers, Cafeteria Manager, Supervision Aides, Library Aide, MCD Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, EEC Administrator</li> <li>• EEC Administrator</li> <li>• Principal, EEC Administrator, Hiring Committee</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>• Ensure Bell Schedule is programmed</li> <li>• Prepare NAEYC Accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Plant Manager</li> <li>• EEC Administrator, SAA</li> </ul>

	<ul style="list-style-type: none"> <li>Records</li> <li>• Create personnel files, sign-in sheets</li> <li>• Develop nurse's schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, EEC Administrator</li> </ul>
August	<ul style="list-style-type: none"> <li>• Prepare a master calendar for school events</li> <li>• Process and shelve textbooks</li> <li>• Create list of substitutes with employee/telephone numbers</li> <li>• Create class lists</li> <li>• Plan events to implement Positive Student Discipline Plan</li> <li>• Plan first day of school procedures; send letters to inform parents</li> <li>• Plan professional development implementation</li> <li>• Arrange for volunteers</li> <li>• Create employee handbook with LAUSD policies and procedures</li> <li>• Distribute safe pedestrian routes to school</li> <li>• Establish equipment inventory</li> <li>• Reserve curricular field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and SAA</li> <li>• Coordinator</li> <li>• SAA</li> <li>• SAA</li> <li>• Principal, EEC Administrator, Leadership Team</li> <li>• Principal, EEC Administrator, SAA</li> <li>• Principal, EEC Administrator, Leadership Team</li> <li>• SAA, Community Representative</li> <li>• Principal, EEC Administrator, SAA</li> <li>• SAA</li> <li>• Technology Coordinator</li> <li>• Coordinator</li> </ul>
September	<ul style="list-style-type: none"> <li>• Distribute emergency cards to employees</li> <li>• Review employee handbook with all employees</li> <li>• Ensure that all employees complete mandated child abuse training</li> <li>• Schedule teachers for STULL process</li> <li>• Contact parents of students who have not arrived</li> <li>• Implement plan for new teacher orientation</li> <li>• Uniform sale</li> <li>• Distribute student/parent handbooks</li> <li>• Select grade level chairpersons</li> <li>• Establish committees and calendar dates of meetings</li> </ul>	<ul style="list-style-type: none"> <li>• SAA</li> <li>• Principal, EEC Administrator</li> <li>• SAA</li> <li>• Principal, EEC Administrator</li> <li>• SAA, Office Technicians, PSA Counselor</li> <li>• Principal, Lead Teacher</li> <li>• SAA</li> <li>• SAA</li> <li>• Principal, Leadership Team</li> <li>• Principal, Leadership Team</li> </ul>
October	<ul style="list-style-type: none"> <li>• Monitor punch list and report construction issues to contractor</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, OAR, Plant Manager</li> </ul>
November	<ul style="list-style-type: none"> <li>• Monitor punch list and report construction issues to contractor</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, OAR, Plant Manager</li> </ul>
December	<ul style="list-style-type: none"> <li>• Monitor punch list and report construction issues to contractor</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, OAR, Plant Manager</li> </ul>

- Artiles, A. J. (2002). *English Language Learners With Special Education Needs: Identification, Assessment, and Instruction*. McHenry, IL: Delta System Co., Inc.
- Bender, W. N. (2002). *Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators*. Thousand Oak, CA: Corwin Press, Inc.
- Bernhardt, V. (1998). *Data analysis for comprehensive schoolwide improvement*. Larchmont, NY: Eye on Education, Inc.
- Biemiller, A. (1999). *Language and Reading Success*. Brookline, MA: Brookline Books.
- Boudett, K., City, E and Mumane, R., (Eds.): (2005) *Data Wise a Step-By-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Boston: Harvard, p. 190.
- Blume, L. B. & Zembar, M. J. (2007). *Middle Childhood to Middle Adolescence: Development from Ages 8 to 18*. Upper Saddle River, NJ: Pearson Education, Inc.
- Brechtel, M. (2001). *Bringing It All Together: Language and Literacy in the Multilingual Classroom*. Carlsbad, CA: Domine Press, Inc.
- Calkins, L. M. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann
- Calkins, L. M. (2001). *The Art of Teaching Reading*. New York, NY: Addison-Wesley Educational Publisher Inc.
- Darling-Hammond, L. & McLaughlin, M. W. (1996). Policies That Support Professional Development in an Era of Reform In M.W. McLaughlin and I. Oberman (Eds.) *Teacher Learning: New Policies, New Practices*. 202-218 New York: Teachers College Press, Columbia University.
- Darling-Hammond, L. (2005). *Professional Development Schools*. New York, NY: Teachers College Press, Columbia University.
- Dodge, T. D., Colker, L. J. & Heronman, C. (2002). *The Creative Curriculum for Preschool – 4<sup>th</sup> Edition*. Washington, DC: Teaching Strategies, Inc.
- Dutro, S., & Moran, C. (2003). Rethinking English Language Instruction: An Architectural Approach. In G.G. García (Ed.), *English Learners* (pp. 227-258). Newark, DE: International Reading Association.
- Educational Equity Compliance Office, LAUSD (2007). *Section 504 in the Classroom*. Los Angeles, CA.

Fountas, I. C. and Pinnell, G. S. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Garcia, G. G. (2003). *English Learners Reaching The Highest Level of English Literacy*. Rowland Heights, CA: International Reading Association, Inc.

Gibons, P. (2009). *English Learners Academic Literacy and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.

Goldenberg, C. (1991). *Instructional Conversations and Their Classroom Application*. University of California, Los Angeles.

Gunnig, G. T. (2006). *Assessing and Correcting Reading and Writing Difficulties – 3<sup>rd</sup> Edition*. Boston, MA: Pearson Education, Inc.

Harvey, S. & Goudvis, A. (2009). *Comprehension and Collaboration: Inquiry Circles in Action*. Portland, ME: Portsmouth, NH: Heinemann.

Harvey, S. & Goudvis, A. (2005). *Reading the World: Content Comprehension with Linguistically Diverse Learners*. Portland, ME: Stenhouse Publishers.

Harvey, S. & Goudvis, A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement – 2<sup>nd</sup> Edition*. Portland, ME: Stenhouse Publishers.

Huffman, L. C., Mehlinger, S. L., & Kerivan, A. S. (2000). "Risk Factors for Academic and Behavioral Problems at the Beginning of School.: In *Off to a Good Start: Research on the Risk Factors of Early School Problems and Selected Federal Policies Affecting Children's Social and Emotional Development and Their Readiness for School* (pp. 1-94). Chapel Hill: University of North Carolina, FPG Child Development Center.

International Baccalaureate Organization (2005). Primary Years Programme. Retrieved November 12, 2009, from <http://www.ibo.org/pyp/>

Kinsella, K. (2005). *Teaching Academic Vocabulary*. San Francisco State University

Keen, E. O. & Zimmermann, S. (2007). *Mosaic of Thought – 2<sup>nd</sup> Edition*. Portsmouth, NH: Heinemann.

Marzano, R. (2000). *What Works in Classroom Instruction*. Alexandria, VA: ASCD.

Marzano, R. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

National Research Council (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading*

instruction [on-line]. Available: <http://www.nichd.nih.gov/publications/nrp/report.cfm>.

National Writing Project & Nagin, C. (2006). *Because Writing Matters*. San Francisco, CA: Jossey-Bass.

New Visions for Public Schools. Ten Principles of Effective School Design. Retrieved November 16, 2009, from <http://michaelmassiah.x7hosting.com/schools/downloads/10principleslong.pdf>

Owocki, G. & Goodman, Y. (2002). *Kidwatching: Documenting Children's Literacy Development*. Portsmouth, NH: Heinemann.

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston, MA: Heinle & Heinle Publishers.

Peregoy, S. F. & Boyle, O. F. (2005). *Reading, Writing, and Learning in ESL: a resource book for K-12 teachers – 4<sup>th</sup> Edition*. Boston, MA: Pearson Education, Inc.

Saul, W., Reardon, J., & Pearce, C. (2002). *Science Workshop: Reading, Writing, and Thinking Like a Scientist – 2<sup>nd</sup> Edition*. Portsmouth, NH: Heinemann.

Spillane, J. P. & Diamond, J. B. (2007). *Distributed Leadership in Practice*. New York: Teachers College Press.

Sprague, J. & Golly, A. (2005). *Best Behavior: Building Positive Behavior Support in Schools*. Boston, MA: Sopris West Educational Services.

Villa, R. A. & Thousand, J. S. (2000). *Restructuring for Caring and Effective Education: Piecing the Puzzle Together*. Baltimore, MD: Paul H. Brookes Publishing Co.

Walqui, Aida (2001) Adapted from Strategies for Success: Engaging Immigrant Students in Secondary Schools, by, ERIC Digest.

Wilde, J. (1996) "Assessment Strategies for Professional Development Activities," Evaluation Assistance Center-West. Retrieved November 23, 2009 from <http://www.ncela.gwu.edu/pubs/eacwest/profdev/>

# ***GRATTS LEARNING ACADEMY FOR YOUNG SCHOLARS***

## **Pilot School Application Addendum**

### **1. Overview**

*Gratts Learning Academy for Young Scholars* (GLAYS) is committed to transforming public education in our urban school community. Our vision is to transform all children, from toddlers to young scholars, and, eventually, to graduates of higher education. These scholars will come to understand the importance of social justice and being of service. They will be leaders and agents of change in their communities and the world. We will foster a child's natural curiosity and enthusiasm for learning through inquiry, creativity, and application.

We believe those who live and work in the community have a voice in making school-related decisions. The Pilot model creates a shared-decision making governance structure to ensure all stakeholders are represented in the school's vision, mission, and educational plan. In establishing leadership roles for school improvement, the key principles adopted will include a system-wide approach to improve instruction through data driven decisions, professional development based on research, support and monitoring of collaborative instructional decision-making, and sustained reform.

GLAYS is committed to the provision of services designed to meet the diverse needs of all students regardless of learning and language abilities. Teachers will address the unique learning styles of all students whether they participate in mainstream Structured English Immersion (SEI), Bilingual, Dual Language, and/or Special Education Program. Students with disabilities will receive a Free and Appropriate Public Education in the Least Restrictive Environment (LRE). Students in need of intervention or those whose formal education has been interrupted will be identified through Response to Instruction and Intervention, a multi-tier approach that supports students with learning and behavioral needs. Research-based instructional strategies and the multi-tier approach to instruction will narrow the achievement gap among all students.

## 2. Curriculum and Instruction

The instructional autonomy granted to a pilot school creates the perfect opportunity for introducing a global perspective that speaks to equity, diversity, and social justice.

The educational plan aligns directly with our school vision and mission of preparing students for higher education. GLAYS will build on the child's desire to learn. The Interdisciplinary Units of Inquiry bring to life curricula that stimulate a child's curiosity and desire to learn. It sets up meaningful challenges and supports transitions from ages two through 6<sup>th</sup> grade. The basic foundation of our curriculum will be built around the International Baccalaureate's Primary Years Programme (PYP) model (2005). That is, six units of inquiry will drive our exploration and study, guided by a series of universal questions dealing with ideas of local and global significance. California Content standards will anchor each unit of study through inquiry-based instruction. The synergy of high standards and curiosity will motivate and create multiple opportunities to practice 21<sup>st</sup> century skills.

A primary mission of our innovative learning continuum is to guide students in developing the technology skills and traits of *scholars* as life long learners, global thinkers, researchers, specialists, and supporters of the arts. Students will value *inquiry* as a way to seek truth, information, and knowledge by questioning, investigating, and reflecting. They will appreciate *creativity* as the ability to produce something new, using imaginative and artistic skills. They will understand that *social justice* is based on the concepts of human rights and equality for all people without prejudice. Thus, our scholars will have the knowledge, skills, and habits of mind to prepare them for *higher education* and attend state universities, liberal arts colleges, vocational schools, institutes of technology, and community colleges. They will be leaders of social justice and agents of change in their community.

We will provide real life experiences to enhance a child's understanding through the integration of subjects via inquiry projects in small groups and individual study. The strategy lessons of such inquiry projects will focus on skill development and direct instruction. Students will approach the fundamentals of reading, writing, mathematics, science, history, and the arts as authors, mathematicians, scientists, historians, and artists. They will engage in rigorous units of study

based on the PYP model that require an understanding of the concepts, content, skills, and strategies inherent in individual subjects.

Graduates of GLAYS will leave with comprehensive knowledge and a mastery of skills that will allow them to achieve excellence in middle school and beyond. They will leave having met or exceeded the California Content standards. In addition, they will have internalized the habits of mind necessary to think critically, organize thoughtfully, and communicate effectively.

### **3. School Culture and Climate**

The autonomies provided by the Pilot model allow for the creation of a scheduling structure that maximizes instructional time, increases parent engagement, and provides for differentiated instruction. All professional development sessions will be scheduled after school, on Saturdays, and during the summer, maximizing instructional time (See Appendix 16). A staggered bell schedule will be implemented in order to provide parents the opportunity to participate in their child's learning through *Lee Conmigo*. Student groups, such as the School for Advanced Studies (SAS), will participate in differentiated activities to engage in more comprehensive, relevant inquiry projects that expand on the six universal themes.

Initially, GLAYS will follow a traditional school calendar, which will provide a total of 62,160 minutes per school year. This student schedule will be reevaluated upon completion of the first year and the school day and/or school year may be extended to meet student needs.

GLAYS is guided by the vision that all students will become global, critical thinkers who are socially just scholars. We will implement an instructional program that ensures all students (English Language Learners, Standard English Learners, students with disabilities, gifted and talented students, homeless students, and culturally and linguistically diverse students) acquire the knowledge, skills, and academic language needed to access the core instructional program. Our teachers will be instructed on the use of effective instructional strategies for students age two through 6<sup>th</sup> grade including: flexible grouping, print rich environment, Thinking Maps, adapted books/texts, and differentiated instruction. In addition, specialized strategies will be used

for students with disabilities including: pivotal response, picture communication system, and social stories.

Students in need of intervention or those whose formal education has been interrupted will be identified through RTI<sup>2</sup>, a multi-tier approach that supports students with learning and behavioral needs. Individual needs of students will be determined through diagnostic assessments and research-based strategies will ensure students move in and out of Tier II (strategic) and Tier III (intensive) interventions.

The Student Leadership Council will provide students with opportunities to develop leadership skills and prepare them to be responsible members of our community and society. This team will organize and promote real life experiences and project-based learning activities that support our school vision and mission in order to motivate students to become global, critical thinkers and be socially just scholars (i.e. Summer Leadership Camp, Food Drive, and Pennies for Peace).

To promote positive behavior and create model citizens, GLAYS will implement the following district-wide behavior norms: *Be Safe*, *Be Respectful*, and *Be Responsible*. Teachers, parents, and community members will be active participants in modeling these key norms. Stakeholders will value diversity, social activism, and innovative approaches to learning.

#### **4. Assessment and School Data**

The autonomy of assessment will allow GLAYS teachers to use multiple measures in order to ensure students attainment and exceed grade-level standards. Summative assessments include criteria and rubrics, models, performance evaluations, portfolios, and standardized tests. In addition, there will be alternative summative assessments that will monitor student attainment of our core beliefs. For example, students will demonstrate their ability to be socially just through community service projects. Formative assessments such as surveys, anecdotal records, and reading inventories will be used to give feedback on student progress toward the development of knowledge, understanding, skills, and attitudes. In addition, there will be alternative formative assessments that will monitor student progress in attainment of our core beliefs. For example,

teacher-student conferencing in writer's workshop will give students specific feedback and the opportunity to discuss their work as young scholars.

## **5. Professional Development Program**

Professional Development at GLAYS will “deepen teachers understanding about the teaching/learning process and the students they teach” (Darling-Hammond & McLaughlin, 1996). Our professional development plan is directly aligned with the school's vision and mission of using inquiry as a process of learning. All stakeholders are part of our learning community, using collaboration, teambuilding, and leadership skills to prepare our students for higher education. According to Dr. Judith Wilde (2009), successful professional development is founded on five principles to ensure student success: building on prior skills, knowledge, and expertise; engaging participants as learners; providing practice, feedback, and follow up; measuring changes in teacher knowledge and skills; and measuring changes in student performance. Professional development will be provided throughout the year in a variety of formats. The Instructional Leadership Team will research, develop, and facilitate the learning in core program training, English Language Development strategies, data analysis, differentiated instruction, classroom management, and AVID implementation.

The autonomy of Pilot School Model allows for an inquiry-based school-wide professional development plan that will use creativity to enhance instruction for all students (i.e. English Language Learners, Standard English Learners, students with disabilities, and accelerated learners). Each academic year, teachers, administrators, paraprofessionals, and support staff will participate in the weeklong GLAYS Summer Institute. The objective of the institute will be to renew our commitment to the school vision, introduce and align instructional programs and practices based on data, and continue to build a sense of community. During the last two days of the institute, teachers will collaborate during grade level sessions to apply developmentally appropriate instruction related to using inquiry, creativity, and social justice across all content areas.

The Summer Institute will drive ongoing professional development. Throughout the school year, weekly one-hour grade level meetings will be led by teachers to address student needs every Thursday after school. After the first hour of Tuesday's faculty meetings, all staff will meet for an additional hour of professional development to reflect and build on current practices. The *Gratts Academy for Teachers on Saturdays* (GATS) will provide three hours of focused professional development monthly where teachers build on their expertise in inquiry-based education, the use of technology as an instructional tool, and additional opportunities for support.

As a pilot school, GLAYS will provide all new teachers with a comprehensive mentoring program that supports their growth and development. This will consist of one-hour weekly meetings where they will partner with a National Board Certified teacher or experienced educator to support and give feedback on student learning. The mentoring program will also provide opportunities to observe best practices and apply them in the classroom while receiving immediate and constructive feedback from the support provider.

GLAYS will also provide coaching sessions in collaboration with the UCLA Center X partnership. Center X coaches will model, co-teach, and observe instruction. They will provide constructive feedback and monitor application of learned practices. Coaching will be a non-evaluative process built around a planning conference, a lesson observation, and a post-conference. These processes follow the format developed by Dr. Wilde's five principles of professional development.

## **6/9. Professional Culture and Staffing Plan**

Staffing autonomy will allow GLAYS to assemble a diverse group of highly qualified individuals who believe in the school's vision and mission. Our mission of creating global, critical thinkers who are socially just and prepared for higher education requires a strong professional culture with teacher and staff collaboration. Teachers bring strengths that will be cultivated and challenges that need support. By working in grade levels, affinity groups, and as a whole, teachers will work collaboratively to build their capacities and leadership potential. The Instructional Leadership Team and seven advisory councils will support professional growth and

development. It will be comprised of the school principal, assistant principal, and grade level chairs. It will use student data and teacher surveys to facilitate the targeted professional development plan, provide ongoing grade level workshops, and give individual teacher support.

To address the needs of all students at GLAYS, staffing will be comprised of highly qualified individuals with the appropriate credentials, skills, and experiences. Staff members will also possess a belief system that aligns with the academy's vision and mission. The seamless continuum of education from age 2 through 6<sup>th</sup> grade will include seven teachers and 14 aides for the Early Education Center; 16 teachers for the Primary Center; and 31 teachers for the Elementary School (See Appendix 23). We will also provide the services of APEIS, early education specialist, categorical program advisor, teacher librarian, instructional coach, technology coordinator, psychiatric social worker, nurse, early education office manager, and two school administrative assistants to support our program (See Appendix 24).

#### **9/10. School Governance and Leadership Plan**

The Pilot School Model autonomies encourage a more democratic governance system where all stakeholders take part in decision-making, which supports the academy's vision of creating a socially just world. The governance structure, comprised of a Governance Board and seven advisory councils, allows for more effective communication, purposeful planning, fair evaluation, and accountability among all stakeholders (administrators, teachers, parents, students, classified staff, community members, and partners). The Governance Board and advisory councils will communicate with each other through representatives attending monthly meetings (per agenda) and as needed to ensure all members are working on common goals. They will also contribute to a summary of their work in a monthly electronic newsletter.

The Governance Board will be in charge of maintaining the vision and mission, annually reviewing and approving items such as: the Elect to Work Agreement, budget, school policies and procedures, school calendar, hiring, and evaluating the principal and teachers. The Governance Board will review performance indicators to ensure compliance with state and federal guidelines and consistent academic progress. The group will be composed of: the

principal, four elected teachers (one representative from each small learning community), one elected classified staff member, four elected parents, and two appointed community members. The Student Council President and two professional partners will serve as advisory members. The purpose of this democratic system is to make school-wide decisions based on recommendations from the advisory committees such as ELAC/CEAC councils, Instructional Leadership Team, and the Student Council (See Appendix 22). The board will meet monthly or as needed and by-laws will be created after its formation. Per the Governance Board by-laws, members will be nominated and elected by their respective stakeholder group.

The selection of the principal for the Primary and Elementary campuses and the Early Education Supervisor for the Early Education Center will be dynamic, innovative instructional leaders who share our vision of transforming education for our students. The principal and supervisor commit to supporting a learning continuum for students ages 2 through 6<sup>th</sup> grade with an opportunity for all children to learn. They will foster inquiry, creativity, critical thinking, social justice, global awareness, and leadership skills. The principal and supervisor will work closely with community leaders to ensure GLAYS is a vital site for teaching, learning, research, and service (See Principal Responsibilities Appendix 25 and Early Education Supervisor Responsibilities Appendix 26).

The principal and supervisor positions will be posted on the LAUSD website, Edjoin, Education Week, and the AALA newsletter. Candidates will submit resumes that will be reviewed and evaluated by the Governance Board. In addition to the interview, members of the board will visit the candidates' current school sites to evaluate school culture (through observation, interviews, etc). The Governance Board will select the principal and supervisor with final approval by the Superintendent (per the LAUSD/UTLA Pilot Schools Agreement).

The principal and supervisor will be expected to promote the success of all students, and support the growth and development of the GLAYS staff, in alignment with the academy's vision and mission. Each will be evaluated in an authentic, growth-oriented, manner through a portfolio development process that is aligned with the California Professional Standards for Educational Leaders.

## **12. Finances**

The budget autonomy will allow for the development of a financial management plan that aligns with the GLAYS mission, vision, and educational program. Decisions on the allocation of the academy's resources to support staffing and instruction will be based on student needs. School wide goals and student academic achievement will help target the school's financial resources. The school's budget will be reviewed on a monthly basis, with maximum input by the Governance Board and advisory councils.

Maintaining lower class size and lower teacher-to-student ratios that provide for greater personalization of instruction will be supported through the use of QEIA and available categorical funds. Teacher-to-student ratios will be reevaluated annually and adjusted to meet the needs of all students.