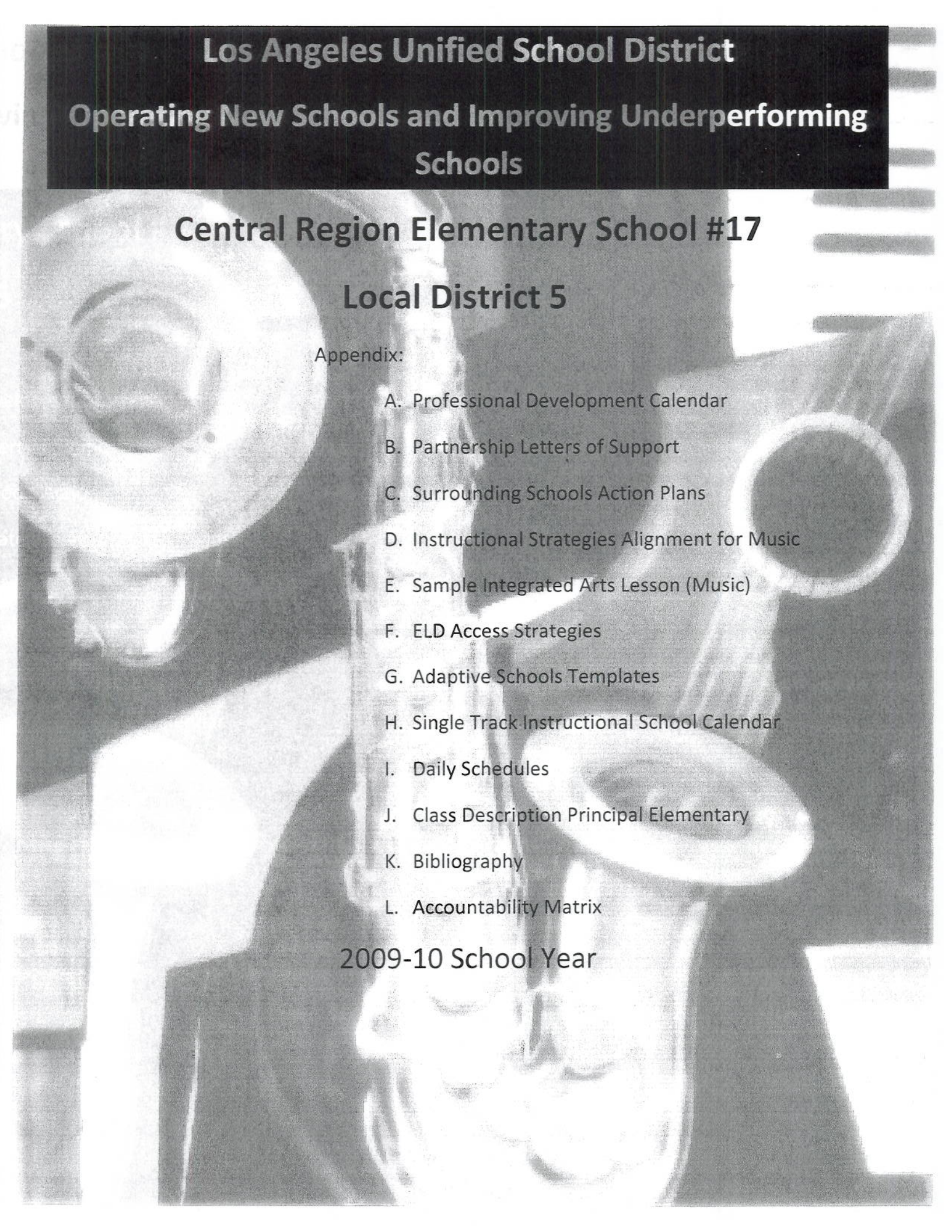


The background of the entire page is a grayscale photograph. It features a close-up of a young child's face, looking towards the camera with a slight smile. Overlaid on the child's face are several musical instruments: a large brass instrument, possibly a tuba or euphonium, on the left side, and a saxophone on the right side. The lighting is soft, and the overall tone is educational and artistic.

Los Angeles Unified School District

Operating New Schools and Improving Underperforming Schools

Central Region Elementary School #17

Local District 5

Appendix:

- A. Professional Development Calendar
- B. Partnership Letters of Support
- C. Surrounding Schools Action Plans
- D. Instructional Strategies Alignment for Music
- E. Sample Integrated Arts Lesson (Music)
- F. ELD Access Strategies
- G. Adaptive Schools Templates
- H. Single Track Instructional School Calendar
- I. Daily Schedules
- J. Class Description Principal Elementary
- K. Bibliography
- L. Accountability Matrix

2009-10 School Year

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX A

PROFESSIONAL DEVELOPMENT CALENDAR

Central Region Elementary School # 17

Proposed Professional Development Calendar 2010 – 2011

Topic of Professional Development	Expected Outcome	Date
Collaborative Community Institute (Day 1) - Team Building Activity - Set compelling purpose , shared standards, and academic focus - Discourse: Learners as Partners with Synergy Charter - Module 1 Adaptive Schools <i>Professional Community and Ways of Talking That Make A Difference</i> - Reflection on Learning	School community will implement collaborative strategies for talking about hard issues related to student achievement results	September 1, 2010 8:00 a.m. – 2:30 p.m.
Collaborative Community Institute (Day 2) - Team Building Activity - Module 2 Adaptive Schools <i>Norms of Collaboration</i> - Discourse Community Partners <i>The history of Jazz music</i> - Reflection on Learning	School Community will understand and utilize four group capabilities, (1) know one's intentions, (2) set aside unproductive patterns of listening and responding, (3) know when to assert or integrate, (4) know and support group Utilize seven behavioral norms of collaboration: Pausing, Paraphrasing, Putting Inquiry at the center, Probing for specificity, Placing ideas on the table, Paying attention to others, Presuming Positive Intentions	September 2, 2010 8:00 a.m – 2:30 p.m
Collaborative Community Institute (Day 3) - Team Building Activity - Overview of Curriculum - Collaborative Learning Environment: strategic strategies - Reflection on Learning	Provide opportunities for students to engage more with learning and promote language acquisition (Access Strategies) Establish and implement agreed upon characteristics for high quality core instruction and intervention	September 3, 2010 8:00 a.m – 2:30 p.m
Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction, implement instruction/strategy, reflect on practice	Data analysis: Impact on providing quality instruction and intervention matched to student needs	September 10, 2010 8:30 p.m.– 10:30p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction , implement instruction/strategy , reflect on practice	High quality core instruction matched to students needs	September 14, 2010 2:30 p.m.– 3:30p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy, reflect on practice	High quality core instruction matched to students needs	September 21, 2010 Saturday 8:00a.m. - 2:30p.m.

• Team Building Activity • Module 3 Adaptive Schools <i>Successful Meeting Structures</i> • Discourse: Community Partners <i>Integrating Jazz Into the ELA</i> • Reflection on Learning	Implementation by the school community of skilled collaboration skills	September 28, 2010 2:30 p.m.-3:30p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction, implement instruction/strategy, reflect on practice	High quality core instruction matched to students needs	October 5, 2010 2:30 p.m.– 3:30p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction , implement instruction/strategy , reflect on practice	High quality core instruction matched to students needs	October 12, 2010 2:30 p.m.– 3:30p.m.
• Team Building • <i>Instructional Strategies That Work</i> to build repertoire of effective strategies matched to student needs • Discourse: Community Partners <i>Integrating Jazz Into the Math</i> • Reflection on Learning	Implementation of appropriate strategies to ensure access to the curriculum for all students	October 16, 2010 Saturday 8:00a.m. - 2:30p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy, reflect on practice	High quality core instruction matched to students needs	October 19, 2010 1:30 p.m.– 2:30 p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data , plan instruction, implement instruction/strategy, reflect on practice	High quality core instruction matched to students needs	November 2, 2010 1:30 p.m.– 2:30 p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction , implement instruction/strategy , reflect on practice	High quality core instruction matched to students needs	November 9, 2010
Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy, reflect on practice	High quality core instruction matched to students needs	November 16, 2010
• Team Building • Module 4 Adaptive Schools <i>Using Conflict as a Resource</i> • Discourse: Community Partners <i>Integrating Jazz Into Science, Social Sciences</i> • Reflection on Learning	Continued implementation of skills that affect the power learning communities	November 21, 2010 Saturday 8:00a.m. - 2:30p.m.

Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy , reflect on practice	High quality core instruction matched to students needs	November 30, 2010, 1:30 – 3:30 p.m.
Grade level collaboration: implement the continuous cycle of improvement: analyze data, plan instruction, implement instruction/strategy, reflect on practice	High quality core instruction matched to students needs	December 7, 2010 1:30 p.m. – 3:30 p.m.
Connecting Jazz to students prior knowledge, Culturally Relevant and Responsive pedagogy	High quality core instruction matched to students needs	December 14, 2010
Team Building Activity Design Parent College Clinic • Content • Materials • Distributed leadership/roles and responsibilities of staff • Timeline My data training/leveled and differentiated	Build parent and student awareness of A-G requirements Teachers differentiate instruction based on individual student need based on data	January 11, 2011 1:30 p.m. -3:30 p.m.
• Team Building Activity • Discourse: Community Partners <i>Plan a Jazz Night for the school community as a joint venture. Accentuate the relationship between jazz and student learning</i>	Build access to the curriculum through music for all students	January 22, 2011 Saturday 8:00 a.m. – 2:30 p.m.

The CRES #17 school community will reflect on student data, to collaboratively establish Professional Development goals, for the remainder of the school year. The focus will build skills and content development to implement high quality instruction and intervention, matched to student needs. One Saturday a month, Bank time Tuesdays and X time for additional professional development opportunities will be honored to meet the school goals.

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX B

PARTNERSHIP LETTERS OF SUPPORT



CHARTER ACADEMY

Mailing Address: P.O. Box 78638 • Los Angeles, CA 90016
Site Address: 1010 E. 34th Street • Los Angeles, CA 90011
(323) 233-8559 office • (323) 528-8167 voicemail • (323) 931-3298 fax
www.WeAreSynergy.org

January 8, 2010

Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

RE: Letter of Support for LAUSD Local District 5 PSC Proposal for CRES #17

Dear Los Angeles Unified School District:

As a Co-Founder and the Chief Achievement Officer of Synergy Charter Academy, a 2008 California Distinguished School, it is an honor to write this letter of support for LAUSD Local District 5 (LD5) and their Public School Choice (PSC) proposal for Central Region Elementary School (CRES) #17. As you know, starting in the 2010-2011 school year, Synergy will be co-located on the campus of CRES #17 as part of a partnership with LAUSD that is designed to eliminate the achievement gap for a greater number of students. We believe that LAUSD LD5 is the strongest applicant of the PSC proposals for CRES #17 and that they are the best-equipped applicant to partner with Synergy on the campus of CRES #17.

For the past four years, Synergy and LAUSD LD5 have been working diligently to create a best practices hybrid partnership on the campus of CRES #17 in order to share Synergy's academic success with the rest of the school district. Synergy, a proud LAUSD LD5 public charter school started by former LAUSD teachers, has helped its students reach levels of academic achievement that are unprecedented in historic South Central Los Angeles. Currently, Synergy's Academic Performance Index (API) score is 898, which places it in the top 10% of schools statewide, even though Synergy is located in a neighborhood where most schools are in the bottom 10% of schools statewide. Synergy has earned numerous awards over the years, including a 2008 California Distinguished School award, a 2009 Title I Academic Achievement Award, and a 2007 National Charter School of the Year award.

Both Synergy and LAUSD LD5 agree that this level of academic achievement should not just be the privilege of only the students on a single campus, but that it should be the right of all public school students on all campuses. For this reason, Synergy and LAUSD LD5 have been committed to this partnership in which both partners can learn best practices from each other for the benefit of all public school students.

Over the past four years, LAUSD LD5's commitment to eliminating the achievement gap has been evident. One can clearly sense that they are excited about working with Synergy to make CRES #17 a national model for education reform. Likewise, Synergy is excited about all that we will learn from LAUSD LD5, such as from their emphasis on music (especially jazz) and its impact on student achievement. It is clear to us that LAUSD LD5 is the best choice for a partner for CRES #17.

Sincerely,

Randy Palisoc, M.Ed.



Help us Put Music
Back In Our Schools!

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Rolie, Marcus Henderson, Robert
Zildjian, John D'Addario

12/21/09
Roberto Martinez, Superintendent
Los Angeles Unified School District
Local District 5
2151 North Soto St.
Los Angeles, CA 90032

Dear Roberto Martinez:

After reviewing the vision and goals for Los Angeles Unified School District's Elementary School #17, the Little Kids Rock Foundation would like to establish a partnership with the students, teachers and administrators of this school.

We would like to support this new, innovative approach to education by providing students instruction and interdisciplinary instruction in jazz and rock music. Our support will include instruments for the students as well as curriculum and professional development for the teachers.

Little Kids Rock is one of the nation's leading providers of free instruments to the public school system and we also offer one of the largest, free instrumental music programs in the US today. Our mission is to transform children's lives by restoring and revitalizing music education in our public schools.

The Little Kids Rock Foundation looks forward to working with Local District 5, Los Angeles Unified School District. Please feel free to contact me if you have any further questions about Little Kids Rock and our desire to support Los Angeles Unified School District's Elementary School #17.

Sincerely,

David Wish
Executive Director, Founder



Little Kids Rock 116 Greenwood Ave. Montclair, NJ 07042
Phone: (973) 746-8248 | <http://www.littlekidsrock.org>



Myka Miller
Executive Director

January 7, 2010

Roberto Martinez, Superintendent
Local District 5
Los Angeles Unified School District
2151 North Soto St.
Los Angeles, CA 90032

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Dear Superintendent Martinez:

The Harmony Project is an after school program that keeps at-risk youth safe, in school, and out of trouble. Developed by a Doctor of Public Health, Harmony Project promotes positive youth development through on-going year-round music lessons and the development of neighborhood youth orchestras. Our focus is on community.

The Harmony Project would like to develop a partnership with the Los Angeles Unified School District's Elementary School #17 in Local District 5 by providing professional teaching artists on a daily basis to teach instrumental students at this school. Our other existing partners provide partial funding and use of facilities, including: Los Angeles City College, the Los Angeles Philharmonic Association, Los Angeles Unified School District Beyond the Bell Branch, the Los Angeles Recreation and Parks Department's Expo Center, and the Los Angeles Mayor's Office of Gang Reduction and Youth Development.

Our mission is to build healthier communities through music, and this would be an exciting addition to the work that we already do. Harmony Project is unique in that it commits to students for their entire childhood, from early elementary school through high school graduation. We are aligned with the mission, philosophy, and vision of this exciting new innovative school and would like to support the academic and social success of the students in this community.

Sincerely,

Myka Miller
Executive Director

817 VINE STREET, SUITE 212
LOS ANGELES, CA 90038
(323) 462-4311
(323) 462-4367 FAX
www.harmony-project.org



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January 7, 2010

Mr. Roberto A. Martinez
Superintendent
Los Angeles Unified School District
Local District 5
2151 North Soto Street
Los Angeles, CA 90032

Dear Mr. Martinez:

After reviewing the vision and goals for Los Angeles Unified School District's Elementary School #17, the Thelonious Monk Institute of Jazz strongly supports this new, visionary educational approach and interdisciplinary instruction with jazz music.

As you may know, the Institute has provided a wide range of in-school and after-school jazz education programs for thousands of students in the Los Angeles Unified School District since 1995. The Institute is interested in expanding its partnership with LAUSD by working with Elementary School #17's students, teachers, and administrators to provide instructional, curricular, and professional development resources that will support student achievement at this pilot school.

We are especially interested in this project because it integrates into daily classrooms the rich history of jazz music along Los Angeles' Central Avenue corridor. Thelonious Monk, for whom the Institute is named, performed on the Avenue, as did many other jazz greats. Thus, Elementary School #17, in its capacity as a living jazz museum, would disseminate information about the contributions made by Monk and so many other major jazz artists to the Los Angeles jazz community. By learning about their community's significant role in the history and development of jazz, students will develop a deeper appreciation of their culture as well as other cultures within the neighborhood.

The Thelonious Monk Institute of Jazz looks forward to working with Local District 5, Los Angeles Unified School District. If you would like additional information or to discuss this project in greater depth, please do not hesitate to give us a call. We can be reached in our office at 202.364.7272 or on Tom's cell at 310.801.2920.

Sincerely,

Thelonious Monk, Jr.
Chairman, Board of Trustees

Thomas R. Carter
President



All Peoples Christian Center (Est. 1942)

822 East 20th Street, Los Angeles, CA 90011 (213) 747-6357 Fax: (213) 747-0541

E-mail: allpeoples@allpeoplescc.org

Website: www.allpeoplescc.org

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UCLA School of Law

Sandra Bryant, LCSW
Executive Director

January 6, 2010

Roberto A. Martinez,
Superintendent Los Angeles Unified School District Local District 5
2151 N. Soto Street
Los Angeles, CA 90032

Dear Mr. Martinez:

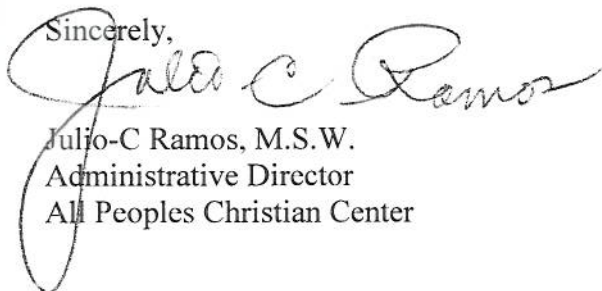
Subject: Letter of Support for the Central Region Elementary School #17

This letter is to inform you that the All Peoples Christian Center fully supports the innovative educational program with an emphasis on music that honors the legacy of the Central Avenue Jazz corridor, and the outreach effort to the parents of the school and the community members in the area surrounding Central Region Elementary number 17. We believe that this education program will not only honor the legacy of Jazz in the community but it will also incorporate an excellent academic approach in the school's curriculum.

All Peoples Christian Center has existed in this community for over sixty-seven years promoting and supporting education and community empowerment. As a community agency, we are committed to providing assistance to the school, the students and the parents with information related to the programs available at our facility. The services we offer are the following: a day care, parenting and anger management classes, counseling services, a food distribution program, after school program for students first through high school, computer literacy, summer camp programs and a Retired Senior Volunteer program which places seniors 55 years and older with volunteer opportunities at non-profit and public institutions.

We look forward to partner with the school to increase the outreach efforts to those we serve and to promote academic excellence in the community.

Sincerely,



Julio-C Ramos, M.S.W.
Administrative Director
All Peoples Christian Center





January 3, 2010

Roberto Martinez, Superintendent
Los Angeles Unified School District
Local District 5
2151 North Soto St.
Los Angeles, CA 90032

DEPARTMENT OF MUSIC
2539 SCHOENBERG MUSIC BUILDING
LOS ANGELES, CALIFORNIA 90095-1616

Dear Roberto Martinez:

I am writing in support of the interdisciplinary approach to instruction that is proposed for the new Elementary School #17 in the Los Angeles Unified School District. The creation of a K - 5 school, in which all students receive in-depth music instruction, would be a major step forward for Los Angeles. Music is a powerful form of human expression that can captivate young people and motivate them to high levels of achievement. The art form can also connect students to each other and to their communities in ways that lead to responsible citizenship. The idea of basing elementary curriculum on jazz is brilliant. This uniquely American art has a rich history that crosses cultures and can be used to promote learning in all academic disciplines.

The skills developed by learning music through jazz exceed those required in the traditional classical music curriculum. This form of music making encourages creativity by immersing students in improvisation and composition at the earliest stages of learning. Jazz promotes simultaneous instruction in singing as well as on an instrument. This is exceedingly important for the overall development of academic skills in young people. Recent brain studies demonstrate that active engagements with music influence other activities. In particular, speech and music share a number of cognitive processing systems. Carefully designed musical learning experiences enhance the brain's early encoding of linguistic sound. Learning to discriminate differences between tonal and rhythmic patterns through music instruction and to associate these with visual symbols seems to transfer to improved phonemic awareness. This impacts the perception of language which in turn facilitates learning to read. An elementary jazz based music curriculum would support the linguistic and reading processes so necessary for academic achievement. This will be important for students who come from non-English speaking families.

Music instruction also impacts personal and social development. With quality, standards based instruction, learning music can provide a sense of achievement, an increase in self-esteem, and help a child develop the self discipline necessary to persist when learning becomes difficult. Group music making promotes trust and respect between students and requires them to develop skills of negotiation and compromise. Increasing the amount of music within a school curriculum can enhance social cohesion and result in better social adjustment and more positive attitudes, particularly in low ability, disaffected pupils. These may increase the overall motivation for learning thereby supporting enhanced academic achievement in all disciplines.

An elementary school with a music based curriculum such as that proposed for Elementary School #17 would provide a number of unique opportunities for the arts education community. At UCLA we are always looking for schools modeling music curricula that is both sequential and standards based. Such a school would provide future music educators with an opportunity to experience meaningful professional preparation. Equally important, with the proposed curriculum and an administration that is knowledgeable in the field of arts education, this school could become an important location for training the teaching artists that organizations such the Music Center Education Division offer. This would improve the quality of instruction provided by those teaching artists who play a central role in the artistic experiences of children in schools throughout Los Angeles.

Please accept my whole hearted support for this endeavor. The UCLA Music Education program looks forward to partnering with Elementary School #17 in the implementation of this unique jazz based curriculum.

Sincerely,

A handwritten signature in dark ink, appearing to read "Frank Heuser", written over a horizontal line.

Frank Heuser
Associate Professor, Music Education

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

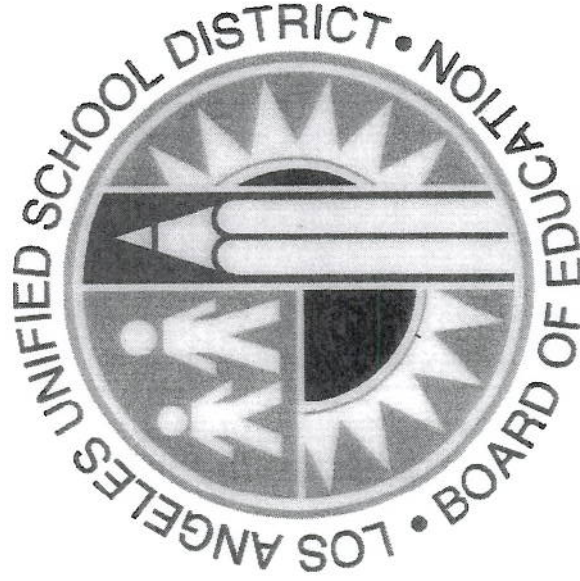
APPENDIX C

SURROUNDING SCHOOLS ACTION PLANS

**Los Angeles Unified School District
Elementary School Edition
*Single Plan for Student Achievement***

2008 – 2009

Program Improvement Year 3



Superintendent
Ramon Cortines

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Mónica Garcia, Board President
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SCHOOL INFORMATION	ERROR! BOOKMARK NOT DEFINED.
School Program Identification	Error! Bookmark not defined.
School Site Council Composition	Error! Bookmark not defined.
Committee Recommendations and Assurances	Error! Bookmark not defined.
Mission Statements and School Descriptions	Error! Bookmark not defined.
DATA SETS, KEY FINDINGS AND ACTION PLANS	ERROR! BOOKMARK NOT DEFINED.
Key Findings for Adequate Yearly Progress and Additional Data Sets	Error! Bookmark not defined.
Action Plan: English / Language Arts	Error! Bookmark not defined.
Action Plan: Mathematics	Error! Bookmark not defined.
Key Findings from English Learners Data	Error! Bookmark not defined.
Action Plan: English Language Development	Error! Bookmark not defined.
Key Findings from Student Data	Error! Bookmark not defined.
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Action Plan: School Organization and Support Structures	Error! Bookmark not defined.
MONITORING	ERROR! BOOKMARK NOT DEFINED.
FUNDING (BUDGETS)	ERROR! BOOKMARK NOT DEFINED.
ATTACHMENTS	ERROR! BOOKMARK NOT DEFINED.

SCHOOL INFORMATION

SCHOOL PROGRAM IDENTIFICATION

School Name: 20 th Street Elementary School	Local District: 5
District CDS Code: 1964733	School CDS Code: 6019582
Initial Year: 2009-2010	

For additional information on our school programs contact the following:

Principal: Dr. Bethsaida A. Castillo	E-mail address: bac9874@lausd.net	
Contact Person: Robert Benitez	E-mail address: rxb4764@lausd.net	
Address: 1353 E. 20 th St. Los Angeles Ca, 90011	Telephone Number: 213-747-7151	

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

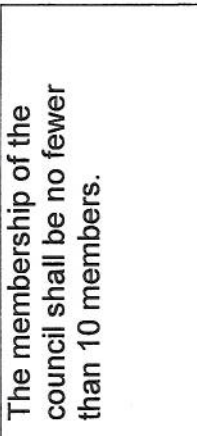
☒ English Learners Programs (EIA-LEP)	☐ Special Education/Least Restrictive Environment (LRE)	
☐ Gifted and Talented Education (GATE)	☒ Title I Schoolwide Program (SWP)	
☐ High Priority Schools Grant (HPSG)	☒ Title I Targeted Assistance School (TAS)	
☐ Los Angeles Educational Alliance for Restructuring Now (LEARN)	☒ Title III English Language Acquisition, Language Enhancement, and Academic Achievement	
☒ Program Improvement (PI)	☐ Title IV Safe and Drug-Free Schools and Communities (SDFSC)	
☐ Quality Education Investment Act (QEIA)	☐ Tobacco Use Prevention Education (TUPE)	
☒ School Based Coordinated Programs (SBCP)	Other: _____	
☐ School Based Management (SBM)		

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:	Date
--	------

The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation.	
Signature 	Signature
Local District Director of School Services	Local/District Superintendent or Designee
Date 05/20/09	Date 05/22/09

School Site Council Composition

EC 52852

Total 5 	Elementary In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)	The membership of the council shall be no fewer than 10 members.
--	---	---

Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	
Dr. Bethsaida A. Castillo	X			Griselda Santos	X		
Rogelio Garcia		X		Maria Benavides	X		
Denise Taylor		X		Claudia Martinez	X		
Amauri Leal		X		Leticia Calderon	X		
Robert Benitez			X	Alma Rosales	X		

Total number in each column 1 3 1 Total number in each column 5

Total number in Part A 5 Total number in Part B 5

Robert Benitez Staff

Name of SSC Chairperson Position (e.g., Parent, Teacher)

Signature of SSC Chairperson

Date

Dr. Bethsaida A. Castillo

Name of Principal

Signature of Principal

Date

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Chairperson		Check		Date of review of recommendation
	Print Name	Signature	Parent	Staff	
Compensatory Education Advisory	Anabella Sales			X	4-17-09
English Learner Advisory	Maria Chavez		X		4-17-09
Gifted & Talented Education Program Advisory	Sonia Delgado			X	4-30-09
UTLA Chapter Chair or Chapter Chair's Designee	Dorita Rosewitz			X	4-30-09
Other (list)					

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on: April 30, 2009 Date

Attested:

Robert Benitez

Typed name of SSC chairperson



Signature of SSC chairperson

4-30-09

Date

Dr. Bethsaida A. Castillo

Typed name of school principal



Signature of school principal

4/30/09

Date



FEB - 6 2009



PROGRAM IMPROVEMENT YEAR 3 2008-2009 Corrective Action Decision

Local District: 5

Name of School: Twentieth Street School

Date: February 6, 2009

Directions: NCLB requires that LEAs select at least one Corrective Action. Please check the applicable box(es) and insert behind the Assurances pages of the *Single Plan for Student Achievement* (SPSA). Strategies and activities to support the corrective actions should be described in the appropriate Action Plan(s) and Monitoring sections.

- ☐ Mandate full implementation of the core curriculum, District initiatives, and appropriate professional development as described in the Local Educational Agency Plan and SPSA to ensure that all staff members have the appropriate certification, knowledge, and skills. Particular attention should be focused on implementation of the curriculum and/or professional development necessary to meet the needs of the targeted groups relevant to the school's failure to make adequate yearly progress. (Describe in the Key Findings from Schools Data Analysis, Action Plans, and Monitoring pages from the SPSA.)

- ☐ Appoint an outside entity to advise the school on its progress toward making adequate yearly progress based on its school plan.
If applicable, please check below:

_____ QEIA (monitored by LACOE)

_____ SAIT (monitored by outside entity)

iDesign Schools partnered with:

_____ Partnership for LA Schools

_____ Loyola Marymount University

_____ Greater Crenshaw Educational Partnership

_____ MLA Partner Schools

_____ Woodland Hills Academy (Local District 1)

☐ Extend the school year or school day for the school. (Describe in "School Organization and Support Structures Action Plan.")

☒ Restructure the internal organization of the school. (Describe in "School Organization and Support Structures Action Plan.")

___ Small Learning Communities

___ Personalized Learning Environments

___ Houses, Departments, Academies

___ Learning Teams

___ X Professional Learning Communities

___ Elementary Teams (grade level, vertical, ELD)

___ Other *(Please describe.)*

☒ Decrease management authority at the school level. (Describe in Monitoring Section.)

The Program Improvement Coordinators should forward this original copy and accompanying revised *Single Plan for Student Achievement* to Janet Kiddoo, Interim Director, Program Improvement, Federal and State Education Programs, by Friday, May 29, 2009. All appropriate local district staff should be given a copy.

KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

Categorical Program Monitoring (CPM): Standards, Assessment and Accountability

Analyze the data provided to complete the charts below.

English/Language Arts											
Participation Rate Target: 95% ● Identify the subgroup(s) that DID NOT meet the required targets. ● Check "Not Applicable" if all subgroups made the participation rate of 95%.	Schoolwide				Filipino		Socioeconomically-disadvantaged				
	African American				Hispanic or Latino		English learners				
	American Indian/Alaskan Native				Pacific Islander		Students with Disabilities				
	Asian				White (not of Hispanic origin)		Not Applicable				
							X				
Percent Proficient <i>Annual Measurable Objective (AMO)</i> <u>Target: 46.0% for 2008—2009</u> <u>Target: 56.8% for 2009—2010</u> <u>Target: 67.6% for 2010—2011</u> ADD the percent advanced and proficient for all numerically significant subgroup(s) by grade level enrolled at the school in the box provided.											
					GRADE			2	3	4	5
Schoolwide								33%	27%	30%	23%
Hispanic or Latino								34%	27%	30%	22%
Socioeconomically-disadvantaged								33%	27%	30%	23%
English learners								29%	8%	19%	2%

Directions: Analyze the data provided in the previous section and answer the questions in each section to determine the Key Finding(s).

Adequate Yearly Progress (AYP)		Key Findings
Question 1. Which of the subgroups DID NOT meet the percent proficient targets in English/language arts based on 2007-08 data? 2. Using the AYP report, what subgroup(s) of students are at-risk of not meeting proficient targets in English/language arts 2008-09 and/or 2009-10?		
	In 2007-08 the following numerically significant subgroups did not meet the AYP ELA target of 35.2%: School-wide, English learners, Hispanic/ Latinos, and Socio-economically Disadvantaged. An analysis of the 2007-08 CST data indicates that all numerically significant sub-groups are at risk of not meeting proficient targets in English language arts for 2008-09.	

KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

Categorical Program Monitoring (CPM): Standards, Assessment and Accountability

Mathematics																	
Participation Rate Target: 95% ● Identify the subgroup(s) that DID NOT meet the required targets. ● Check "Not Applicable" if all subgroups made the participation rate of 95%.	Schoolwide				Filipino				Socioeconomically-disadvantaged								
	African American				Hispanic or Latino				English learners								
	American Indian/Alaskan Native				Pacific Islander				Students with Disabilities								
	Asian				White (not of Hispanic origin)				Not Applicable								
					GRADE				2								
Percent Proficient <i>Annual Measurable Objective (AMO)</i> <u>Target: 47.5% for 2008—2009</u> <u>Target: 58.0% for 2009—2010</u> <u>Target: 68.5% for 2010—2011</u>										59%		54%		42%		40%	
Hispanic or Latino										61%		54%		41%		41%	
Socioeconomically-disadvantaged										60%		54%		42%		39%	
English learners										60%		36%		26%		19%	
ADD the percent advanced and proficient for all numerically significant subgroup(s) by grade level enrolled at the school in the box provided.																	

Directions: Analyze the data provided in the previous section and answer the questions in each section to determine the Key Finding(s).

Adequate Yearly Progress (AYP)		Key Findings
Question 1. Which of the subgroups DID NOT meet the percent proficient targets in mathematics based on 2007-08 data? 2. Using the AYP report, what subgroup(s) of students are at-risk of not meeting proficient targets in mathematics 2008-09 and/or 2009-10?	The school met the 2007-08 AYP benchmark in mathematics with a 47% proficiency rate school-wide. Additionally, all numerically significant sub-groups met the 2007-08 mathematics proficiency benchmark.	
	Looking at the 2008-09 targets, the school should meet the goal both school-wide and for the numerically significant sub-groups. However, when looking at the 2009-10 target, our EL's in grades 3-5 are at-risk of not meeting the AMO's in mathematics. Furthermore, 4 th and 5 th grade students are performing significantly below the 2009-10 AYP benchmark.	

KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

Categorical Program Monitoring (CPM): Standards, Assessment and Accountability

Academic Performance Indicator (API)		Key Findings
Questions 1) Did the school make API? 2) What was the change in the school-wide API from the previous year?		The school exceeded its API growth target with a total improvement of 36 points in 2007-08, moving from 681 to 717.
Single Plan for Student Achievement Annual Evaluation		
Question What changes will be made as a result of the evaluation?		Key Findings Our school will need to re-evaluate our budget expenditures to determine how we can allocate sufficient funds for a Literacy Coach now that the District will no longer automatically allocate this position to schools. Our Literacy Coach has been instrumental in improving our teachers' instructional skills and their ability to better address specific student needs in the classroom based on data from the CST and the OCR Unit Assessments. Additionally, considering the fact that our EL's are at-risk of not meeting the mathematics AYP benchmarks for 2009-10, funding for a math coach, mathematics professional development for teachers and mathematics intervention services for students will be necessary. Finally, in an effort to provide specific and individualized intervention services for at-risk students, a Learning Lab intervention teacher would be necessary to provide services to students during the regular school day.

ACTION PLAN

English/Language Arts—Elementary School

CPM: Teaching, Learning and Professional Development

The Goals have been provided as targets for guiding the actions and resources to improve student achievement in accordance with State and Federal guidelines. Based upon the relationship between the current instructional program and the conclusions drawn from the data analysis identify strategies/activities that are necessary to improve the school's English/language arts program. Schools are to use the District's "Periodic Assessments" on an on-going basis to monitor growth towards meeting LEA and AYP goals.

LEA Goals: • All students will reach high standards, at a minimum attaining proficiency or better in English/language arts by 2013-14. • All students will graduate from high school. AMAO Goal: 70%+ of English learners will score in the appropriate performance range on the CST for English/language arts according to the District Progress Benchmarks for English learners.	AYP Goals: • The percentage of students scoring proficient or above on the California Standards Test (CST) and the California Alternate Performance Assessment (CAPA) in English/language arts for 2009-10 will equal or exceed 56.8% and for 2010-11 will equal or exceed 67.6%. • The school will achieve a 95% participation rate for all state assessments.
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DIRECTIONS Write the Key Findings based upon the school's data analysis for the subgroups.

In 2007-08, the following numerically significant sub-groups did not meet the AYP ELA target of 35.2%: School-wide, English learners, Hispanic/ Latinos, and Socio-economically Disadvantaged. An analysis of the 2007-08 CST data indicates that all numerically significant sub-groups are at risk of not meeting proficient targets in English language arts for 2008-09. Using the District's periodic assessments as a tool, a deeper analysis of student achievement indicates that students are struggling in reading comprehension and vocabulary. Looking at individual grade level performance on the Unit 2 OCR Assessment, the following proficiency rates exist: Grade 2 has 25% of the students at benchmark in reading comprehension and 25% proficient in vocabulary; Grade 3 has 32% of the students at benchmark in reading comprehension and 34% proficient in vocabulary; Grade 4 has 23% of the students at benchmark in reading comprehension and 23% proficient in vocabulary; Grade 5 has 29% of the students at benchmark in reading comprehension and 18% proficient in vocabulary.

ACTION PLAN

English/Language Arts—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/COMPLETION DATE</u>
List the subgroups.	Identify strategies/activities to improve English/language arts. Describe the supplemental intervention services provided during the school day for students not meeting grade level standards. Include central office support that will be implemented.	Describe the services and/or programs needed to implement the strategies, activities, and/or central office support described in the left hand column.	Identify proposed funding source(s) to be utilized for the proposed expenditures, i.e., Title I, Title I-PI, EIA-SCE, and/or EIA-LEP.	What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities?	Who participates and/or who is responsible for monitoring of the specific strategies/activities/central office support?	Indicate when the strategy will be implemented and projected date of completion.
EL, SED, Hisp./Latino	Every six weeks the school will analyze ELA data via GL meetings, and refine ELA PD based on assessment results and student work samples as well as classroom observations. Areas of focus include reading comprehension and vocabulary.	Literacy Coach, Title I Coordinator and Problem-Solving/Data Coach (including differentials and z-time for each to cover our year-round calendar) to assist with ELA PD and teacher support, Sub Days for teachers to attend ELA PD during the school day (Lesson Design Studies), X-time for teachers to attend ELA PD after-school (PLC work), Saturdays and off-track, general supplies and maintenance of equipment to support preparation of PD materials.	Title I-PI, EIA-SCE	SOAR data, PD evaluations, classroom observations	Administrators, Literacy Coach, Title I Coord.	July 2009- June 2010
EL, SED, Hisp./Latino	Create a Learning Lab as part of the school's RtI plan to provide intervention services during the regular school day to at-risk students who are in danger of not meeting grade level standards in the area of English language arts: • Students in Intensive and	Purchase a highly-qualified off-norm teacher to serve as the Intervention Support Coordinator and to provide ELA intervention services to students at-risk of not meeting grade level standards. Purchase TA's to provide additional ELA intervention services and support to at-risk students in the Learning Lab as well as in the regular	Title I, EIA-SCE	SOAR data, pre- and post-intervention assessments, DIBELS, student work samples	Administrators, Literacy Coach, Intervention Teacher and or coordinator, Title I Coord.	July 2009- June 2010

DIRECTIONS

ACTION PLAN

English/Language Arts—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/COMPLETION DATE</u>
EL, SED, Hisp./Latino	Strategic bands on Unit Assessments will be eligible. Attaining Benchmark on the Unit Assessment will be the exit criteria. - Materials include: OCR Intervention, Voyager, and other supplemental materials specific to students' individual needs. - Publish participation schedule - Monitor student progress every six weeks - Lab personnel will articulate student progress with classroom teacher every six weeks Provide intervention services for at-risk students outside of the regular school day, including intersession, after-school tutoring and Saturday School.	classroom. Purchase supplemental instructional materials that align with students' individual needs and may include reading comprehension, vocabulary, writing, and decoding. Teacher X-time to provide ELA intervention services to at-risk students outside of the regular school day. Clerical OT and Custodial OT to support intervention services for students outside of the regular school day, including after-school and on Saturdays. Maintenance of Equipment to support the preparation of intervention materials.	Title I, EIA-SCE	SOAR data, pre- and post-intervention assessments, DIBELS, student work samples	Administrators, Literacy Coach, Teachers EL Coord.	July 2009- June 2010

ACTION PLAN

Mathematics—Elementary School

CPM: Teaching, Learning and Professional Development

The Goals have been provided as targets for guiding the actions and resources to improve student achievement in accordance with State and Federal guidelines. Based upon the relationship between the current instructional program and the conclusions drawn from the data analysis identify strategies/activities that are necessary to improve the school's Mathematics program. Schools are to use the District's "Periodic Assessments" on an on-going basis to monitor growth towards meeting LEA and AYP goals.

LEA Goals: • All students will reach high standards, at a minimum attaining proficiency or better in mathematics by 2013-14. • All students will graduate from high school. AMAO Goal: 70%+ of English learners will score in the appropriate performance range on the CST for mathematics according to the District Progress Benchmarks for English learners.	AYP Goals: • The percentage of students scoring proficient or above on the California Standards Test (CST) and the California Alternate Performance Assessment (CAPA) in mathematics for 2009-10 will equal or exceed 58.0% and for 2010-11 will equal or exceed 68.5%. • The school will achieve a 95% participation rate for all state assessments.
DIRECTIONS Write the Key Findings based upon the school's data analysis for the subgroups. The school met the 2007-08 AYP benchmark in mathematics with a 47% proficiency rate school-wide. Additionally, all numerically significant sub-groups met the 2007-08 mathematics proficiency benchmark. Looking at the 2008-09 targets, the school should meet the goal both school-wide and for the numerically significant sub-groups. However, when looking at the 2009-10 target, our EL's in grades 3-5 are at-risk of not meeting the AMO's in mathematics with an average CST proficiency rate of 27%. Furthermore, 4th and 5th grade students are performing significantly below the 2009-10 AYP benchmark. Using the District's periodic assessments as a tool, a deeper analysis of student achievement indicates that 4th grade students are struggling with standards NS 3.3: multiplication of multi-digit numbers and SDAP 1.3: interpretation of one- and two-variable data graphs. Grade 5 students are struggling with standards NS 1.2: the relationship between decimals, fractions and percentages and NS 2.4: multiplication and division of fractions. Looking at individual grade level performance on the Quarter 2 Math Assessment, the following proficiency rates exist: Grade 4 has 21% of the students at benchmark and Grade 5 has 21% of the students at benchmark.	

ACTION PLAN

Mathematics—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/COMPLETION DATE</u>
DIRECTIONS						
List the subgroups.	Identify strategies/activities to improve mathematics. Describe the supplemental intervention services provided during the school day for students not meeting grade level standards. Include central office support that will be implemented.	Describe the services and/or programs needed to implement the strategies, activities, and/or central office support described in the left hand column.	Identify proposed funding source(s) to be utilized for the proposed expenditures, i.e., Title I, Title I-PI, EIA-SCE, and/or EIA-LEP.	What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities?	Who participates and/or who is responsible for monitoring of the specific strategies/activities/central office support?	Indicate when the strategy will be implemented and projected date of completion.
EL, SED, Hisp./Latino	Each quarter the school will analyze math data via GL meetings, and refine math PD based on assessment results and student work samples as well as classroom observations. Continue to improve Concept Lesson delivery.	Math Coach, Title I Coordinator and Problem-Solving/Data Coach (including differentials and z-time for each to cover our year-round calendar) to assist with PD and teacher support, Sub Days for teachers to attend math PD during the school day, X-time for teachers to attend math PD after-school (PLC work), Saturdays and off-track, general supplies and maintenance of equipment to support preparation of PD materials.	Title I-PI, EIA-SCE	Math Quarter Tests, PD evaluations, classroom observations	Administrators, Math Coach, Title I Coord.	July 2009-June 2010
EL, SED, Hisp./Latino	Create a Learning Lab as part of the school's RtI plan to provide intervention services during the regular school day to at-risk students who are in danger of not meeting grade level standards in the area of math: Students in Below Proficient and Approaching Proficient	Purchase a highly-qualified off-norm teacher to serve as the Intervention Support Coordinator and to provide intervention services to students at risk of not meeting math grade level standards. Purchase TA's to provide additional math intervention services and support to at-risk students in the Learning Lab as well as in the regular	Title I, EIA-SCE	Math Quarter Tests, pre- and post-intervention assessments, student work samples	Administrators, Math Coach, Intervention Teacher and or coordinator, Title I Coord.	July 2009-June 2010

ACTION PLAN

Mathematics—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/ COMPLETION DATE</u>
	bands on Quarterly Assessments will be eligible. Attaining Benchmark on the Quarter Assessment will be the exit criteria. - Materials include: en Vision Intervention, LAUSD Math Modules for 4th & 5th grades, Marilyn Burns, and other supplemental materials specific to students' individual needs. - Publish participation schedule - Monitor student progress every quarter - Lab personnel will articulate student progress with classroom teacher every six weeks	classroom. Purchase supplemental instructional materials that align with students' individual needs and may include number sense and algebra/functions (multiplication, division, decimals and fractions).				
EL, SED, Hisp./Latino	Provide math intervention services for at-risk students outside of the regular school day, including intersession, after-school tutoring and Saturday School.	Teacher X-time to provide math intervention services to at-risk students outside of the regular school day. Clerical OT and Custodial OT to support intervention services for students outside of the regular school day, including after-school and on Saturdays. Maintenance of Equipment to support the preparation of intervention materials.	Title I, EIA-SCE	Math Quarter Tests, pre- and post-intervention assessments, student work samples	Administrators, Math Coach, Teachers, Title I Coord.	July 2009- June 2010

Key Findings from English Learners Data

CPM: Standards, Assessment and Accountability

Analyze the CELDT and School Performance Indicators data provided and answer the questions to determine the Key Finding(s) for students acquiring English.

California English Language Development Test (CELDT)	
Questions	Key Findings
1) What percent of students are scoring at the advanced and early advanced level and how does this vary by grade? 2) What differences in performance by skill area are worth noting?	Our school-wide average for EL students scoring advanced and early advanced on the CELDT is 26%. The breakdown by grade level is as follows: K- 23% ; 1st-21% ; 2nd, 20% ; 3rd- 31% ; 4th- 33% and 5th- 29%. Significant growth occurred from 2nd to 3rd grade. Grade 4 had the highest percentage of proficiency. A deeper analysis of the CELDT data indicates that Reading and Writing are areas of need in grades 2 through 5. This is further supported by the analysis of the Potential Reclassification Roster, which indicates that many students are ineligible due to scores of 3 or below on the Reading and/or Writing components of the CELDT.
Reclassified English Learners Data	
Question	Key Finding
How has the rate of reclassification changed over time at the school?	Our school has made significant improvement in its reclassification rate as noted in the data from the last four years: 2004-2005: 2.11% 2005-06: 10.19% 2006-07: 7.8% 2007-08: 15.43%. The 2007-2008 school year saw the greatest gain and exceeds the District average.

ACTION PLAN

English Language Development—Elementary School

CPM: Teaching, Learning and Professional Development

The Goals have been provided as targets for guiding the actions and resources to improve student achievement in accordance with State and Federal guidelines. Based upon the relationship between the current instructional program and the conclusions drawn from the data analysis identify strategies/activities that are necessary to improve the school's English Language Development program. Schools are to use the District's "Periodic Assessments" on an on-going basis to monitor growth towards meeting LEA and AYP goals.

LEA Goal: All English learners will become proficient in English within 5 – 6 years of instruction.	AMAO Goals: • 70%+ of English learners progress one ELD level per year. • 70%+ of English learners will score an overall ELD level of 4 or 5 on the CELDT after 4-5 years of ELD instruction.
DIRECTIONS Write the Key Findings based upon the school's data analysis for the subgroups. Our school-wide average for EL students scoring advanced and early advanced on the CELDT is 26%. The breakdown by grade level is as follows: K- 23% ; 1 st - 21% ; 2 nd - 20% ; 3 rd - 31% ; 4 th - 33% and 5 th - 29%. Significant growth occurred from 2 nd to 3 rd grade. Grade 4 had the highest percentage of proficiency. A deeper analysis of the CELDT data indicates that Reading and Writing are areas of need in grades 2 through 5. This is further supported by the analysis of the Potential Reclassification Roster, which indicates that many students are ineligible due to scores of 2 or below on the Reading and/or Writing components of the CELDT. Our school is exceeding the 70% benchmark for EL students advancing at least one ELD level per year. An analysis of our EL Monitoring Rosters indicates that 342 EL students, which is equal to 75% of our total EL population, have advanced at least one ELD level per year. Our school has made significant improvement in its reclassification rate as noted in the data from the last four years: 2004-2005: 2.11% 2005-06: 10.19% 2006-07: 7.8% 2007-08: 15.43%. The 2007-2008 school year saw the greatest gain and exceeds the District average.	

ACTION PLAN

English Language Development—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/ COMPLETION DATE</u>
Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided during the school day for students not meeting grade level standards. Include central office support that will be implemented.	Describe the services and/or programs needed to implement the strategies, activities, and/or central office support described in the left hand column.	Identify proposed funding source(s) to be utilized for the proposed expenditures, i.e., Title I, Title I-PI, EIA-SCE, and/or EIA-LEP.	What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities?	Who participates and/or who is responsible for monitoring of the specific strategies/activities/central office support?	Indicate when the strategy will be implemented and projected date of completion.
Every six weeks the school will analyze ELD data via GL meetings, and refine PD based on EL assessment results and EL student work samples as well as classroom observations during ELD and for EL access to the core subjects as well. Refining <i>Into English!</i> Practicum delivery via co-teaching and modeling of TBLT lessons.	EL Coordinator and Problem-Solving/Data Coach (including differentials and z-time for each to cover our year-round calendar) to assist with PD, student monitoring and teacher support, Sub Days for teachers to attend ELD PD during the school day, X-time for teachers to attend ELD PD after-school (PLC work), Saturdays and off-track, general supplies and maintenance of equipment to support preparation of PD materials.	Title I- PI, EIA-LEP, Title III	CELDT results, ELD portfolios, EL Monitoring Rosters, PD evaluations, classroom observations	Administrators, EL Coord.	July 2009- June 2010
Create a Learning Lab as part of the school's RtII plan to provide intervention services during the regular school day to EL students who are in danger of not meeting grade level standards and/or who are not making adequate progress in their ELD levels: Students who are not advancing at least one CELDT and/or ELD Level per year will be eligible. Teacher recommendation along with student work samples will be the exit	Purchase a highly-qualified, bilingual off-norm teacher to serve as the Intervention Support Coordinator and to provide intervention services to EL students at-risk of not meeting grade level standards or not advancing in their ELD levels. Purchase bilingual TA's to provide additional intervention services and support to at-risk EL students in the Learning Lab as well	Title I, EIA-LEP, Title III	CELDT results, ELD portfolios, EL Monitoring Rosters, pre- and post-intervention assessments, student work samples	Administrators, Intervention Teacher and or Coordinator, EL Coord.	July 2009- June 2010

ACTION PLAN

English Language Development—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/ COMPLETION DATE</u>
criteria. - Materials include: Benchmark Comprehension Strategies and Spectrum Grammar/Vocabulary. - Publish participation schedule - Monitor student progress every six weeks - Lab personnel will articulate student progress with classroom teacher every six weeks Provide intervention services for EL students outside of the regular school day, including intercession, after-school tutoring and Saturday School.	as in the regular classroom. Purchase supplemental instructional materials that align with EL students' individual needs and may include vocabulary, grammar, writing and reading comprehension. Teacher X-time to provide intervention services to EL students outside of the regular school day. Clerical OT and Custodial OT to support intervention services for students outside of the regular school day, including after-school and on Saturdays. Maintenance of Equipment to support the preparation of intervention materials.	Title I, EIA-LEP, Title III	CELDT results, ELD portfolios, EL Monitoring Rosters, pre- and post-intervention assessments, student work samples	Administrators, Teachers, EL Coord.	July 2009- June 2010

Key Findings from Student Data

CPM: Standards, Assessment and Accountability and Staffing

Analyze the data provided from the School Performance Indicators and answer the questions to determine the Key Finding(s).

Student Attendance		
Question		Key Findings
How has the rate of student attendance changed over time at the school?		The rate of student attendance has been stable over the past several years as indicated by the following data: 2005-06: 95.2% 2006-07: 95.3% 2007-08: 95.4%. Furthermore, our school's average student attendance is slightly higher than the District average. However, our attendance average does not meet the District's goal of 98%.

Suspension and Expulsion Data		
Questions		Key Findings
1) How has the number of suspensions and expulsions increased or decreased over time? 2) How has the rate of suspensions and expulsions increased or decreased over time?		Our school's suspension number and rate have significantly decreased over the past several years as indicated by the following data: 2005-06: 22 suspensions at 2.6% rate ; 2006-07: 11 suspensions at 1.5% rate ; 2007-08: 8 suspensions at 1.2% rate. Our suspension number and rate is also significantly less than the District average. Our expulsion rate and number continue to be zero.

CPM: Staffing

Analyze the data provided from the School Performance Indicators and answer the questions to determine the Key Finding(s).

Staff and Classified Data	Key Findings
Questions 1) How has the average number of days absent for certificated staff changed over three years at the school? 2) How does this rate compare with changes in the local district and the district? 3) How has the average number of days absent for classified changed over three years at the school? 4) How does this rate compare with changes in the local district and the district?	Data is unavailable for comparison of staff attendance over the past three years; however, our school's 2007-2008 staff attendance rate is 94%. This is higher than the District rate of 93%, but below the District's goal of 98% attendance rate per year for employees.

Read the responses below and revise or delete to make applicable.

Highly Qualified Teachers (HQT)		
Questions	Key Findings	
1) How will the school ensure that all teachers assigned to teach core academics are highly qualified?	It is the District's policy to hire highly qualified teachers in core academic areas in all schools. Each school site has the capability to hire teachers for their core academic subject areas. All schools are provided with listings of teachers who are fully credentialed or interns and are subject matter competent. Additionally, all schools work closely with their Personnel Specialist in order to fill vacancies with fully HQ teachers. The only instances when an HQT is not hired, is when the pool of such qualified candidates is exhausted, and only occurs in chronic shortage areas (i.e., science, math).	
2) Based on the school's HQT data, how will the school support all teachers to become highly qualified?	Each school has the capability to print a roster of all teachers with their HQ status. The principals are integrally involved in the advisement of teachers not yet compliant with NCLB. They refer them to the District's test preparation classes and actively participate in the HOUSSSE process for "not new" teachers in order to make them highly qualified in accordance with the federal regulations.	

ACTION PLAN

School Organization and Support Structures—Elementary School

CPM: Teaching and Learning, Professional Development, and Funding

Goals have been provided as targets to guide the actions and resources to improve student achievement in accordance with State and Federal guidelines.

LEA Goal: - All students will reach high standards, at a minimum attaining proficiency or better in English/language arts and mathematics by 2013-14. - All English learners will become proficient in English within 5 – 6 years of instruction. - All students will graduate from high school.	School Organization and Support Structure Goals: - All schools will be organized to support the academic needs of students. - All schools will have effective support structures to address student needs that impact learning.
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DIRECTIONS Write the Key Findings based upon the school's data analysis for the subgroups.

Our school data indicates a need to better support the academic needs of our students. To accomplish this goal, our school will restructure its internal organization to include Professional Learning Communities. Through this organizational structure our teachers and administrators will continuously seek and share learning and then act on what we have learned. The goal of our actions will be to enhance our effectiveness as professionals so that students benefit.

Our school is committed to implementing proper support structures to address our students' varied needs and to mitigate any issues that may negatively impact their learning. Our attendance rate has remained steady at 95% the past several years, but it does not meet the District's goal of 98%. Furthermore, although our transiency rate has declined significantly from 30% in 2003-2004 to 20% in 2007-2008, it remains high. Attendance is critical for student learning. Our school is committed to working collaboratively with parents to continuously improve our students' attendance and punctuality. A student's health and social/emotional well-being are also critical elements for school success. Our suspension rate has been reduced from 22 incidents in 2005-2006 to only 8 in 2007-2008. This reduction in suspension has led to a more positive school climate. Our school is a Second Step Model School and we have participated in the SoLAR Grant for the past three years. Both of these programs have provided multiple opportunities for our students to receive counseling and conflict resolution strategies, which have improved students' peer relationships as well as reduced discipline related to defiance of adult authority figures.

ACTION PLAN

School Organization and Support Structures—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/COMPLETION DATE</u>
List the subgroups.	Identify strategies/activities to improve School Organization and Support Structures. Include central office support that will be implemented.	Describe the services and/or programs needed to implement the strategies, activities, and/or central office support described in the left hand column.	Identify proposed funding source(s) to be utilized for the proposed expenditures, i.e., Title I, Title I-PI, EIA-SCE, and/or EIA-LEP.	What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities?	Who participates and/or who is responsible for monitoring of the specific strategies/activities/central office support?	Indicate when the strategy will be implemented and projected date of completion.
School-wide	PD time to do work around PLC's during and outside of the regular school day. Provide opportunities for grade levels to meet twice monthly to develop and refine PLC'S and to address student needs through: data analysis, Response to Intervention activities, planning instruction, implementing agreed upon lessons/strategies, reflecting on outcomes and seeking instructional support.	Sub Days for teachers to attend PLC PD during the school day, X-time for teachers to attend PLC PD after-school, Saturdays and off-track. Administrators, Literacy Coach, Math Coach, Categorical Program Advisor, Intervention Support Coordinator and Problem-Solving/Data Coach facilitate PD and assist with grade level instructional needs.	Title I, Title I-PI, EIA-SCE	PD evaluations, students' scores on progress reports and periodic assessments, classroom observations	Administrators, Teachers, Lead Team	July 2009-June 2010
School-wide	Support services to address students' health and social/emotional well-being so as to ensure students come to school regularly and are ready to learn.	PSA to monitor attendance, PSW to address social/emotional well-being, Nurse to address health concerns, Psychologist to address learning difficulties.	Title I, EIA-SCE	Attendance cards, office referrals, report card grades, periodic assessment results, parent surveys	Administrators, Teachers, Lead Team, PSA, PSW, Psych., Nurse	July 2009-June 2010
School-wide	Class-size Reduction Teacher to lower ratio of teacher to students and eliminate combination classrooms to better address student learning.	Class-size Reduction Teacher	Title I, Title II, EIA-SCE, EIA-LEP, Title III	CST scores, periodic assessment results, progress report scores, student work samples	Administrators, Problem-Solving/Data Coach, Tchrs	July 2009-July 2010

DIRECTIONS

ACTION PLAN

School Organization and Support Structures—Elementary School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/ COMPLETION DATE</u>
School-wide	In order to enhance parental involvement, the school will regularly conduct parent education classes and workshops during the school day, after-school and on Saturdays. The school will support the advisory councils so parents have adequate opportunities to give input and be part of the decision-making process at the school. Additional parent engagement activities may include an Art Fair, Science Fair, and Literacy/Math Family Days.	Community Representative to assist with parent involvement activities, general supplies to support parent engagement activities, instructional materials to support parent education classes, Advisory Committee Expenses to support the school's SSC, CEAC and ELAC. Custodial OT and Clerical OT to support parent involvement activities.	Title I, EIA-SCE, EIA-LEP, Title III	Sign-ins, surveys and evaluations of parent engagement activities, meetings, classes and workshops.	Administrators, Categorical Program Adv., Comm. Rep.	July 2009- June 2010

MONITORING

CPM: Governance and Administration

A comprehensive and multi-level monitoring process will assist the school and the Local District in evaluating the implementation of "Action Plans" and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The School and the Local District will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.

Directions: Provide a succinct description of how the school will monitor the "Action Plans" and include members of the monitoring committee, frequency of the meetings and the process for reporting the committee's findings with stakeholder groups.

Description of School Monitoring Process <i>(Include monitoring of "Action Plan" activities by assessing "Evidence of Progress". Additionally, include a schedule of sessions for: (a) analyzing data from the District's "Diagnostic Periodic Assessments" and (b) examining student work samples in order to inform future instruction/learning.)</i>	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
Members of the school's Monitoring Team will collect data according to the District's periodic assessment schedule, including OCR Unit Assessments and Math Quarterly Assessments. In addition, classroom action plans, ELD Monitoring Rosters and ELD portfolios will be analyzed. Furthermore, the team will gather feedback from stakeholder groups at grade level meetings, CEAC and ELAC parent meetings. Next steps will be determined based on data analysis and stakeholder feedback. The team will compile a written representation of findings to present to SSC.	- Administrators - Categorical Program Advisor - Grade Level Chairs - Instructional Coaches	Written representation of data results will be presented in both English and Spanish at SSC, faculty meetings, and parent meetings.	Throughout the year, Principals will meet with Stakeholder Groups, including SSC, to review reports and data.
Description of Local District Monitoring Process <i>(An attachment may be provided by the Local District which includes analysis of "Evidence of Progress", alignment of appropriate textbooks/supplementary materials, and use of diagnostic periodic assessments to inform instruction and improve academic achievement. The Superintendent has delegated authority to the Local Districts to closely monitor the academic program and related expenditures in all Program Improvement schools.)</i>	Members of Monitoring Team	Process for Reporting Results	Timeline (Frequency)
- Local District 5 will monitor the SPSA. Directors will meet, at least once a year, with school principals and leadership team members to discuss the action steps and evaluate the progress of implementation. School site principals and leadership teams will provide status reports to directors on the implementation and monitoring of their plan. Instructional Support Services will assist schools in rewriting and updating the Single Plan as appropriate. - Local District will review and approve budget expenditures to ensure that they are aligned to central and local district initiatives and consistent with the goals/ actions delineated in the school's SPSA. - Local District 5 will monitor compliance items.	- Local District 5 Superintendent - Directors of School Services - Instructional Support Services Administrator - of Instruction and staff - Categorical Programs Coordinators - Parent Ombudsperson - Coordinator	Local District 5 staff reports findings through meetings with school site stakeholder groups and through written communications.	Throughout the year, Directors of School Services meet with Principals to review reports and data. Budgets will be evaluated during Budget Development for alignment to the SPSA and throughout the year as programs are assessed.

LOS ANGELES UNIFIED SCHOOL DISTRICT
FY 2009-10 ALLOCATION OF SELECTED SCHOOL RESOURCES
AS OF APRIL 7, 2009

SCHOOL	FUND CENTER	LOCAL DISTRICT	% OF LOW INCOME
20TH ST EL	1727401	5	95.89%
PROGRAM NAME	PROGRAM/COMMIT	ELIGIBLE PARTICIPANTS	RATE
TITLE I School Allocation	75046	656	673
1% Potential Funding Variance	75046/430098		
10% At Risk for PI Set-Aside - (no item #)	75046/430009		
10% Program Improvement - Prof Dev Set Aside	70A56		
Amount Available for Budgeting in 75046	75046/430009		\$392,924
TITLE I Recovery Funds	7V094	656	\$246.0
1% Potential Funding Variance	7V094/430098		
10% At Risk for PI Set-Aside	7V094/430009		
10% PI - Prof Dev Set Aside - Recovery Funds	7V094		
Amount Available for Budgeting in 7V094	7V094/430009		\$159,762
TITLE I Parent Involvement	7E046	656	\$19.00
TITLE I Parent Involvement - Recovery Funds	709V4	656	\$3.00
TITLE II A - HQ Tchr. Prof Dev & CSR - Grades 4-6	7N178/430009		
TITLE II A - HQ Tchr. Prof Dev & CSR - Grades 9-12	71N78/430009		
EIA-EDY Continuation Schools Basic	7M083	656	
1% Potential Funding Variance	7M083/430098		
Amount Available for Budgeting - 7M083	7M083/430009		
EIA-EDY Continuation Schools Recovery Funds	70M83		
1% Potential Funding Variance	70M83/430098		
Amount Available for Budgeting - 70M83	70M83/430009		
EIA-SCE Basic	75539	656	\$19.50
1% Potential Funding Variance	75539/430098		
Amount Available for Budgeting - 75539	75539/430009		\$12,664
EIA-SCE Supplemental	7N539	656	\$49.00
1% Potential Funding Variance	7N539/430098		
Amount Available for Budgeting - 7N539	7N539/430009		\$31,823
EIA-LFP Basic	75536		
English Learners	394		\$123,322
Reclassified	67		\$13,534
1% Potential Funding Variance	75536/430098		
Amount Available for Budgeting in 75536	75536/430009		\$135,487
EIA-LFP Supplemental	7N536		
English Learners	394		\$40,582
Reclassified	67		\$4,489
1% Potential Funding Variance	7N536/430098		
Amount Available for Budgeting in 7N536	7N536/430009		\$44,620
TITLE III	75176	394	\$50.00
Amount Available for Budgeting in 75176			\$19,700
TOTAL			

These preliminary allocations are based on the most current fiscal information and are subject to change.

BUDGET

CPM: Funding

Insert

Budget Pages found at:

www.lausd.k12.ca.us/lausd/office/instruct/sfp

Categorical Funding Allocated to School

Budget Justifications

ATTACHMENTS

Directions: *Attach materials which include the following:*

Submit with Plan:

- **SSC Approval of SPSA (CPM: Governance and Administration)**
 - Include copy of agenda and minutes verifying approval of the SPSA.
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
 - Documentation (i.e., agendas, sign-ins, minutes) must remain at school site for five years.

Los Angeles Unified School District
Local District 5

**20th Street Elementary School
School Site Council Meeting**

Thursday

April 30, 2009

2:15 pm

Agenda

- **Call to Order.....** Mr. Benitez (Chair)
- **Review Agenda/Minutes.....** Mr. Benitez (Chair)
- **Previous Minutes.....** C. Martinez (Sec.)

- **Single Plan for Student Achievement**
 - PI Year 3 Plan Review/Approval

- **20th Street E.S. 2009-10 Budget**
 - Categorical Budgets Review/Approval
 - Assurances and Justifications Review/ Approval

Dr. Castillo (Prin.)

- **Adjournment.....** Mr. Benitez (Chair)

Next SSC Meeting May 14th, 2009

Twentieth Street Elementary
School Site Meeting Sign-in
April 30th, 2009

[illegible]

20th Street Elementary School

Los Angeles Unified School Dist.
Local District 5

SCHOOL SITE COUNCIL

April 30th, 2009

2:15 P.M.

MINUTES

Call to Order:

Mr. Benitez, SSC Chairman called the meeting to order. Members present: Dr. Castillo (prin.), R. Benitez (staff), A. Leal (teacher), Rog. Garcia (teacher), Alma Rosales (Parent), Leticia Calderon (parent), Maria Benavides (Parent), Griselda Santo (Parent).
Roll was taken and a corium was present.

Meeting Highlights:

- The chairman read the agenda for the meeting. The secretary was absent so the chairperson read the minutes from the previous meeting on March 26th. The minutes were approved by the S.S.C. members.
- Principal, Dr. Castillo began the meeting by thanking the members for their presence she began by discussing the Program Improvement Year 3 Plan. She went page by page discussing the findings, needs, strategies/activities, and expenditures required for each of the sections that are included in the plan. This was repeated for the English Language Arts, mathematics, English Learners, and Standards, Assessment and Accountability and Staffing. Once the plan was presented the floor was open for input, discussions and comments.
- Maria Benavides made the first motion to approve the plan. Griselda Santos made the second motion and the council unanimously approved the Single Plan for Student Achievement PI Year 3.
- The Principal next presented the 11 categorical allocations which are included in the Assurances and Justifications for 2009-2010. She discussed budget by budget the purposed expenditures for each allocation. After discussing the purposed expenditures the floor was open for input, comments and suggestions. Mr. Leal commented on the purposed position for the Intervention Support Coordinator and filling it.
- After discussion, a motion was made by Leticia Calderon to approve the Assurances and Justifications. Alma Rosales seconded the motion and the S.S.C. council unanimously approved the Assurances and Justifications for 2009-2010.
- The Chairman announced our next meeting would be May 14th at 2:15 p.m.
The Meeting was closed at 3:45 p.m. by Mr. Benitez.

PROGRAM IMPROVEMENT YEAR 4
School Restructuring Plan
Modification to the Single Plan for Student Achievement (SPSA)

The School Restructuring Plan is based on the following principles of restructuring: a major reorganization of the school's structure that makes fundamental reforms; substantial promise of enabling the school to make Annual Yearly Progress (AYP); and consistency with State law. The implementation of the plan, prepared by the School in collaboration with the Local District, is the shared responsibility of the School, Local District, and Central Office. **This page documents the restructuring plan that the school will follow in 2008-2009 should it progress in PI status.**

Directions: Select one or more Restructuring Options and check the appropriate box(es). Indicate whether a Compact will be used.

- ☐ **Enter into a contract with an outside entity to manage or provide guidance in the management and operation of the school.**
- ☐ **Reopen the school as a charter school.** Schools selecting this option will not complete a restructuring plan. Instead, the school will submit a charter proposal.
- ☐ **Implement major restructuring actions as written in the "School Organization and Support Structures" section of the SPSA that are consistent with the principles of restructuring.** (Refer to the principles of restructuring above.) Indicate the major restructuring option(s):
- ☐ High Priority Schools Grant (HPSG) ☐ School Assessment and Intervention Team (SAIT)
- ☐ Quality Education Investment Act (QEIA) ☐ Small Learning Communities (SLC)
- ☐ Personalized Learning Environments for Middle Schools (PLEs) See Office of School Redesign Website

Will the school be using a Compact Agreement?

☐ Yes ☐ No

X ☐ The School Restructuring Plan has been discussed with stakeholders on the following dates:

☐ School Administrators 4/18/08 Date ☐ Faculty and Staff: 4/24/08, 5/12/08 Date ☐ Parents/Community Members: 4/24/08 Date

School: 28th Street Elementary

LD Superintendent's Signature: _____

Date: _____

Principal's Signature: _____

Date: 5/12/08

Schools writing a new SPSA this year should include this document as part of the plan. Schools, with plans written prior to this year, should include this document as part of the SPSA Annual Update. Local District Superintendents should send this form to **Julie Slayton**, Executive Director, Office of Strategic Planning and Accountability with a copy to **Janet Kiddoo**, Interim Director, Program Improvement Unit **no later than May 30, 2008.**

Identify the findings from the process which led to SPSA update.

☐ P1 Year 2 NCLB Review
☒ P1 Year 3 Identification
☐ P1 Year 4/5 Restructure
☐ School Assistance
☐ Intervention Team (SAIT)
☐ WASC Accreditation

Single Plan for Student Achievement Update 2008-2009

Issue Program

☐ TAS ☒ SWP

School Twenty-Eighth Street El. Local District 5 State Code 19-64733 School Code 6 0 1 9 5 9 0

1. Specific data used for Key Finding(s):	2. Targeted Subgroup(s):	3. Action Plan(s)	4.	5.	6.	7.	8.
Key Finding(s)	Strategies/Activities (include Proposed Expenditures)	Funding Source(s)	Cost(s)	Means of Evaluating Progress towards Proficiency	Monitoring		
Based on CST data 2006-2007, the school: - Did not meet AYP criteria based on insufficient progress toward annual measurable objectives of 24.4 in ELA for the following groups: - School wide 22.4% - Hispanic/Latino 22.8% - Socio-Economically disadvantaged 22.2% - English Learners 20.3%	In order to ensure the rigorous implementation of the state adopted core language arts instructional program, 28 th St. School will do the following: - Plan and schedule grade level collaboration, which focuses on the implementation of the continuous cycle of improvement. - Provide on-going professional development, including two-day lesson design study - Implement a mandatory, daily, thirty-minute IWT for the purpose of differentiating instruction for all students - Implement a co-teaching model as needed, to assure that all first graders exit the grade as decoders and that all third graders exit the grade as fluent readers.	0A56	24,900	Grade-level meeting schedule, agenda, minutes IWT Schedule/Plans SOAR fluency scores For first grade SOAR fluency, vocabulary, comp scores	• Administrators, Lit. Coaches • Administrators, Lit. Coaches, Teachers • Administrators, Instructional Team, Teachers • Administrators, Lit. Coaches, Teachers		

The School Site Council revised the Single Plan for Student Achievement with the advice and review of applicable school advisory committees.

Principal [Signature] Date 5/12/08
 CEAC Chairperson [Signature] Date 5/12/08
 *Local District Superintendent/Designee [Signature] Date 05/29/08
 School Site Council Chairperson [Signature] Date 05/09/08
 ELAC Chairperson [Signature] Date 05/09/08

*Required for Program Improvement schools only.

☒ Continuation
or a
☐ New Key Finding(s)

Single Plan for Student Achievement Update 2008-2009

School

Twenty-Eighth Street El.

Local District 5

State Code 19-64733

School

Code

6	0	1	9	5	9	0
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1. Specific data used for Key Finding(s):

CST Scores ☐ AMAOs ☐
 CELDT Scores ☐ Periodic Assessments ☐
 AMOs ☐ Needs Assessments/Survey(s) ☐
 Other ☐

2. Targeted Subgroup(s):

3. Action Plan(s) (Check appropriate action plan(s) as needed.)

☒ English/Language Arts
☐ Mathematics
☒ English Language Development
☐ Science
☐ History/Social Science
☐ Graduation Rate
☐ School Organization and Support Structures
☐ School, Family, and Community Partnerships

4.

Key Finding(s)

5. Strategies/Activities (include Proposed Expenditures)

- School Administrators will develop and sustain a school culture that supports reading success for all students by doing the following:
- Leading the staff in establishing annual SMART goals for each grade level that reflect high expectations for student achievement
 - Support and monitor the implementation of a 2 1/2 hour language arts block for Grades K-3 (2 hours for Grades 4-5) This block will be given priority on the schedule and be protected from interruption.
 - Assuring that continuous professional learning is focused on improving practice and performance by providing common planning time for teachers to gain in-depth knowledge of their content standards, to work on lesson design, and to review student work and performance data.
 - Reviewing data with staff; adjusting support; recognizing & celebrating progress, as needed, to assure implementation and continuous improvement.
 - Supporting and monitoring the delivery of Language Arts instruction on a daily basis, including providing regular written feedback to teachers.

6. Funding Source(s)

N/A

Cost(s)

N/A

7. Means of Evaluating Progress towards Proficiency

Staff Meeting
 Agendas; Teacher Handbook; Memos; Teacher Bulletins

Classrooms' daily schedules

Common planning schedule; grade level agreements; record of data analysis

Agendas, Calendar

Observation schedule; Feedback forms

8. Monitoring

Administration

Administration, Instructional Team, Teachers

Administration, Coaches, Teachers

All Staff

Administration

Indicate if this page is a:

☐ Continuation

or a

☒ New Key Finding(s)

Single Plan for Student Achievement Update 2008-2009

School Twenty-Eighth Street EL Local District 5 State Code 19-64733 School Code 6 0 1 9 5 9 0

4. Key Finding(s)	5. Strategies/Activities (include Proposed Expenditures)	6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring
1. Specific data used for Key Finding(s): CST Scores _____ AMAOs _____ ☒ CELDT Scores _____ Periodic Assessments _____ _____ AMOs _____ Needs Assessments/Survey(s) _____ _____ Other _____	2. Targeted Subgroup(s): 3. Action Plan(s) (Check appropriate action plan(s) as needed.) ☒ English/Language Arts _____ History/Social Science _____ ☒ Mathematics _____ Graduation Rate _____ ☒ English Language Development _____ School Organization and Support Structures _____ _____ Science _____ School, Family, and Community Partnerships _____	4. Key Finding(s) English Learners are not consistently advancing at least 1 ELD level per year	In order to assure that all ELs advance at least one ELD Level per year, Twenty-Eighth St. School will do the following: - Implement a common 40 minute ELD block by track and grade level span. (K); (1 - 2); (3-5) The Administrators will: - Support and monitor the implementation of the school wide ELD block. This block will be given priority on the schedule and be protected from interruption. - Assure that continuous professional learning is focused on improving practice and performance by providing 1 sub-day and common planning time for teachers to gain in-depth knowledge of their content standards, to work on lesson design, and to review student work and performance data. The Instructional Staff will: - Skillfully teach the state adopted ELD program accompanied by the district approved TBLT lessons daily in every classroom that serves English Learners with sufficient materials for every student. - Implement culturally relevant and responsive pedagogy, e.g., clear expectations, accountable talk, higher order thinking, cooperative learning, instructional conversations and scaffolding.	N/A 7S176 13,695 N/A Monitoring ELD Portfolios. Using the EL Monitoring roster. Increase percentage of reclassified students by 20% annually, Monitor Annual CELDT Results, CST-ELA, report cards, N/A Administrators, ELL Coordinator, ELD Coach, Teachers Administrator, ELL Coordinator, ELD Coach, Teachers Administrator, all staff members

Single Plan for Student Achievement

Update 2008-2009

School Twenty-Eighth Street EL Local District 5 State Code 19-64733 School Code 6 0 1 9 5 9 0

1. Specific data used for Key Finding(s):		2. Targeted Subgroup(s):	3. Action Plan(s) (Check appropriate action plan(s) as needed.)		6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring
4. Key Finding(s)	5. Strategies/Activities (include Proposed Expenditures)		☐ CST Scores ☒ CELDT Scores ☐ AMOs ☐ AMAOs ☐ Periodic Assessments ☐ Needs Assessments/Survey(s) ☐ Other	☒ English/Language Arts ☒ Mathematics ☐ English Language Development ☐ Science ☐ History/Social Science ☐ Graduation Rate ☐ School Organization and Support Structures ☐ School, Family, and Community Partnerships			
66% of 5 th grade English Learners do not reclassify prior to entering Middle School	In order to assure that all English Learners redesignate before promoting to Middle School, the school will do the following: - Provide strategies that will support instruction for students not meeting reclassification criteria in ELA through the implementation of IWT and the use of ELSIG and OCR Intervention Guide - Assure that continuous professional learning is focused on improving practice and performance by providing Professional Development on scaffolding techniques, SDAIE and Content Based ELD for teachers to gain in-depth knowledge of their content standards, to work on lesson design, and to review student work and performance data for students not meeting reclassification criteria.			NA	NA	RFEF Monitoring Roster, Accountability Report of RFEF students, decrease % of RFEF students at-risk, academic grades	Administrators, ELL Coordinator, ELD Coach, Teachers
78% of RFEF students do not demonstrate proficiency on CST-ELA and academic grades	In order to assure that all reclassified students reach and maintain proficiency in the CSTs, the school will take the following actions: Implement a common 40 minute Academic English block by track and grade level when RFEF students will receive instruction that is directly related to the ELA standards that support the development of academic English. The school administration will support and monitor the implementation of the school-wide Academic English block. This time will be given priority and be protected from interruption.			NA	NA		

Indicate in this page is a.

☐ Continuation

or a

☒ New Key Finding(s)

Single Plan for Student Achievement Update 2008-2009

School

Twenty-Eighth Street EL.

Local District

5

State Code

19-64733

School

Code

6

0

1

9

5

9

0

1. Specific data used for Key Finding(s): CST Scores _____ AMAOs _____ CELDT Scores _____ Periodic Assessments _____ AMOs _____ Needs Assessments/Survey(s) _____ Other _____	2. Targeted Subgroup(s):	3. Action Plan(s) (Check appropriate action plan(s) as needed.) ☒ English/Language Arts ☐ Mathematics ☒ English Language Development ☐ Science History/Social Science _____ Graduation Rate _____ School Organization and Support Structures _____ School, Family, and Community Partnerships _____	4. Key Finding(s)	5. Strategies/Activities (include Proposed Expenditures)	6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring
SPSA Evaluation tool used by the CEAC committee ranked involvement as the lowest category.				On a quarterly basis, the school leadership team will provide timely data to the Advisory Committees on student progress. Recommendations from the committees will be sought.	NA	Agendas; Sign-Ins; Minutes	Administrators, ELL Coordinator, ELD Coach, Teachers
SPSA Evaluation tool used by the Lead teachers ranked Teaching and Learning as the lowest category.				- School Administrators will develop and sustain a school culture that supports academic success for all students by: - Leading the staff in re-establishing annual SMART goals for each grade level that reflect high expectations for all students. - Reviewing data with staff; recognize & celebrate progress, to assure continuous improvement.	NA	Agendas; Sign-Ins; Minutes	Administrators, ELL Coordinator, ELD Coach, Teachers
SPSA Evaluation tool used by the SSC ranked Governance and Administration as the lowest category.				- On a consistent basis the Lead. Team will report to SSC on School's implementation of strategies and actions steps that comprise the SPSA - On a quarterly basis, the Lead. Team will report the schools' progress toward the school-wide academic goals.	NA		

PROGRAM IMPROVEMENT YEAR 4

School Restructuring Plan

Modification to the Single Plan for Student Achievement (SPSA)

The School Restructuring Plan is based on the following principles of restructuring: a major reorganization of the school's structure that makes fundamental reforms; substantial promise of enabling the school to make Annual Yearly Progress (AYP); and consistency with State law. The implementation of the plan, prepared by the School in collaboration with the Local District, is the shared responsibility of the School, Local District, and Central Office. **This page documents the restructuring plan that the school will follow in 2008-2009 should it progress in PI status.**

Directions: Select one or more Restructuring Options and check the appropriate box(es). Indicate whether a Compact will be used.

☐ Enter into a contract with an outside entity to manage or provide guidance in the management and operation of the school.

☐ Reopen the school as a charter school. Schools selecting this option will not complete a restructuring plan. Instead, the school will submit a charter proposal.

☒ Implement major restructuring actions as written in the "School Organization and Support Structures" section of the SPSA that are consistent with the principles of restructuring. (Refer to the principles of restructuring above.) Indicate the major restructuring option(s):

☐ High Priority Schools Grant (HPSG) ☐ School Assessment and Intervention Team (SAIT)

☐ Quality Education Investment Act (QEIA) ☐ Small Learning Communities (SLC)

☐ Personalized Learning Environments for Middle Schools (PLEs) See Office of School Redesign Website

Will the school be using a Compact Agreement? ☐ Yes ☒ No

☒ The School Restructuring Plan has been discussed with stakeholders on the following dates:

☐ School Administrators 5/22/08 Date

☒ Faculty and Staff 5/20/08 Date

☒ Parents/Community Members 5/22/08 Date

School: Wadsworth Ave

LD Superintendent's Signature: Carolyn Schreiber

Principal's Signature: Janet Kiddoo

Date: 06/12/08

Date: 5/30/08

Schools writing a new SPSA this year should include this document as part of the plan. Schools, with plans written prior to this year, should include this document as part of the SPSA Annual Update. Local District Superintendents should send this form to **Julie Slayton**, Executive Director, Office of Strategic Planning and Accountability with a copy to **Janet Kiddoo**, Interim Director, Program Improvement Unit **no later than May 30, 2008**.

If applicable, identify the findings from the process which led to SPSA update.

☐ PI Year 1 Identification
☐ PI Year 2 NCLB Review
☐ PI Year 3 Identification
☒ PI Year 4/5 Restructure
☐ School Assistance Intervention Team (SAIT)
☐ WASC Accreditation

Single Plan for Student Achievement Update 2008-2009

Title I Program

☐ TAS
 ☒ SWP

School Wadsworth Avenue Elementary Local District 5 State Code 19-64733 School Code 6 0 1 9 8 1 4

1. Specific data used for Key Finding(s):	2. Targeted Subgroup(s):	3. Action Plan(s)	6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring
4. Key Finding(s) Based on the results of the CST Data for 2007, the school did not meet the adequate yearly progress proficiency target of 24.4% for English Language Arts: - School wide 19.2% - Hispanic Latino 19.8% - Socio-Economically Disadvantaged 19.7% - English Learners 16.3%	English Learner Hispanic/Latino Socioeconomically Disadvantaged	(Check appropriate action plan(s) as needed.) ☒ English Language Arts ☒ Mathematics ☒ English Language Development ☐ School, Family, and Community Partnerships ☐ School Organization and Support Structures			

The School Site Council revised the Single Plan for Student Achievement with the advice and review of applicable school advisory committees.

Sonane Cubero
Principal

5/29/08
Date

W. J. Lopez
School Site Council Chairperson

05/29/08
Date

Victorina Martinez
CEAC Chairperson

6.4.08
Date

Violeta Valentin
School Site Council Chairperson

05/29/08
Date

du C. [Signature]
Local District Superintendent/Designee

06/12/08
Date



*Local District Superintendent/Designee

*Required for Program Improvement schools only.

Indicate if this page is a:

☒

Continuation

or a

☐

New Key Finding(s)

Single Plan for Student Achievement Update 2008-2009

Wadsworth Avenue
School Elementary

Local District 5

State Code 19-64733

School

Code

6	0	1	9	8	1	4
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1. Specific data used for Key Finding(s): ☒ CST Scores ☒ AMAOs ☒ CELDT Scores ☒ Needs Assessments/Survey ☒ AMOs ☒ Modified Consent Decree (MCD) ☐ Other ☒ Periodic Assessments	2. Targeted Subgroup(s): ☒ English Learner ☐ Hispanic/Latino ☐ Socioeconomically Disadvantaged	3. Action Plan(s) (Check appropriate action plan(s) as needed.) ☒ English/Language Arts ☐ School, Family, and Community Partnerships ☐ Mathematics ☐ School Organization and Support Structures ☒ English Language Development			
4. Key Finding(s)	5. Strategies/Activities (include Proposed Expenditures)	6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring	
Based on the results of the CST Data for 2007, the school did not meet the adequate yearly progress proficiency target of 24.4% for English Language Arts: - School wide 19.2% - Hispanic Latino 19.8% - Socio-Economically Disadvantaged 19.7% - English Learners 16.3%	Develop, communicate, review and revise the Single Plan for Student Achievement Update with all members of the school community annually - Create a vision and Mission statement to drive the work of the SPISA within the first three months of the school year - Monitor the effectiveness of the activities and strategies of the SPISA every six weeks		- SPISA distributed and communicated to all members of the school community by the 1st month of the school year. - Vision and Mission communicated and posted - Analyze multiple sources of data: SOAR, student writing samples, ELD portfolios every 6 weeks - Agendas and sign-ins from professional development and parent meetings	- Administrators - School Site Council	

Single Plan for Student Achievement Update 2008-2009

School Wadsworth Avenue
Elementary

Local District 5 State Code 19-64733 School Code 6 0 1 9 8 1 4

1. Specific data used for Key Finding(s):	2. Targeted Subgroup(s):	3. Action Plan(s)	6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring
☒ CST Scores ☒ AMAOs ☒ CELDT Scores ☒ Needs Assessments/Survey ☒ AMOs ☒ Modified Consent Decree (MCD) ☒ Other ☒ Periodic Assessments	2. Targeted Subgroup(s): English Learner Hispanic/Latino Socioeconomically Disadvantaged	3. Action Plan(s) (Check appropriate action plan(s) as needed.) ☒ English/Language Arts ☐ School, Family, and Community Partnerships ☐ Mathematics ☐ School Organization and Support Structures ☒ English Language Development			
4. Key Finding(s) Based on the results of the CST Data for 2007, the school did not meet the adequate yearly progress proficiency target of 24.4% for English Language Arts: - School wide 19.2% - Hispanic Latino 19.8% - Socio-Economically Disadvantaged 19.7% - English Learners 16.3%	5. Strategies/Activities (include Proposed Expenditures) Ensure consistent implementation of the standards-based core curriculum in RLA in all classrooms across all grade levels - Adhere to appropriate instructional minutes daily - Develop and implement a common understanding of rigor focused on comprehension and vocabulary strategies on: - Concept Question Board - Inquiry Journals - Academic Conversations - Higher order thinking questioning techniques - Develop common agreements around quality grade level writing: design rigorous tasks, align standards-based rubrics, provide meaningful written and verbal feedback to students to support them monitoring the quality of their work - Provide additional differentiated instructional support for all students daily through IWT - Fund sub days used to plan instruction and support(peer observation, modeling, co teaching, Lesson Study)			7. Means of Evaluating Progress towards Proficiency - Classroom observations with meaningful feedback weekly - Analysis of SOAR data every 6 weeks	8. Monitoring - Administrators - Instructional Coaches - School Site Council
			70A56	\$12,500 (50)	

Single Plan for Student Achievement

Update 2008-2009

School Wadsworth Avenue Elementary Local District 5 State Code 19-64733 School Code 6 0 1 9 8 1 4

1. Specific data used for Key Finding(s):	2. Targeted Subgroup(s):	3. Action Plan(s)	6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring
4. Key Finding(s) Based on the results of the CST Data for 2007, the school did not meet the adequate yearly progress proficiency target of 24.4% for English Language Arts: - School wide 19.2% - Hispanic Latino 19.8% - Socio-Economically Disadvantaged 19.7% - English Learners 16.3%	2. Targeted Subgroup(s): English Learner ☒ Hispanic/Latino ☒ Socioeconomically Disadvantaged ☒ Other ☐	3. Action Plan(s) (Check appropriate action plan(s) as needed.) ☒ English Language Arts ☐ Mathematics ☒ English Language Development ☐ School, Family, and Community Partnerships ☐ School Organization and Support Structures	6. Funding Source(s) 7S536 7OA56 \$10,666 \$2,000 (50)	7. Means of Evaluating Progress towards Proficiency - Classroom Observation - Analysis and monitoring of ELD achievement data - ELD Portfolios - CELDT results - Reclassification rates 15% increase of reclassified students moving to proficiency on SOAR data - Increase of 15% of EL Students moving at least one ELD level	8. Monitoring - Administrators - ELD Coordinator - School Site Council

Single Plan for Student Achievement

Update 2008-2009

Wadsworth Avenue
School Elementary

Local District 5 State Code 19-64733 School Code 6019814

1. Specific data used for Key Finding(s):		2. Targeted Subgroup(s):	3. Action Plan(s)	6. Funding Source(s)	7. Means of Evaluating Progress towards Proficiency	8. Monitoring
4. Key Finding(s)	5. Strategies/Activities (include Proposed Expenditures)		(Check appropriate action plan(s) as needed.)	Cost(s)		
X CST Scores X CELDT Scores X AMOs Other X AMAOs X Needs Assessments/Survey Modified Consent Decree (MCD) Periodic Assessments	Ensure that Professional Development meets the needs of the adult learner to support student learning - Structure Professional Development to provide two grade level meetings per month to build a collaborative professional learning community through the implementation of the continuous cycle of improvement: -analyze data -plan instruction - plan support/PD - implement instruction - reflect on student outcomes - Training rate used to establish protocols and norms for grade level collaboration after regular scheduled hours or off track - Training rate used to create and model data driven strategies and activities to support accelerated student learning after regularly scheduled hours and off-track	English Learner Hispanic/Latino Socioeconomically Disadvantaged	X English/Language Arts Mathematics X English Language Development School, Family, and Community Partnerships School Organization and Support Structures	70A56 \$2,660 70A56 \$5,660	Agendas and sign-in from professional development, grade level and parent meetings.	- Administrators - School Site Council - Instructional Coaches - Leadership Council

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX D

**INSTRUCTIONAL STRATEGIES ALIGNMENT
FOR MUSIC**

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 1/BEGINNING -- LISTENING		
STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGY
Phonemic and Morphological Awareness	Listen to conversations between and among fluent English speakers.	Call and response/echo songs. Books and charts of illustrated songs and rhymes.
	Listen attentively to simple stories/ information, told or read by a fluent English speaker (live or on tape).	Story songs, cumulative songs, reading a story connected to a song.
Listening Comprehension Vocabulary		
	Receive instruction in English phonemic awareness.	Rote learning of lyric songs and rhymes/chants/poems/recitation. Vowel songs/letter sound songs/alphabet songs (<i>Apples and Bananas</i>)
	Receive instruction in understanding one-step commands and executing them.	Teaching movement and music through historical play parties (<i>Old Brass Wagon, Paw Paw Patch, Shake Them 'Simmons Down</i>), and dances (i.e. square dances).

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 1/BEGINNING – SPEAKING		
STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGY
Oral Responses and Syntax	Explicit instruction in vocabulary strategies: (a) use prior knowledge to learn new words, (b) multiple repetition in multiple contexts; (c) meaningful use.	Extensive learning of songs by rote and repeating them through singing games (<i>Circle Round the Zero</i>), finger plays, (<i>This Old Man, Click Your Heels</i>), and historical play parties.
	Daily “English free talk” through low-risk partner talk, informal communication games, language experiences.	Instrumental sharing and creating sounds to match lyrics (<i>We Are Playing in the Forest</i>)
Pronunciation of Sounds and Morphemes	Explicit instruction in pronunciation focusing on minimal pairs that reflect sounds transferred from the native language.	Fill-in-the-blank songs (<i>Going on a Picnic</i>) Alphabet Letters songs
Vocabulary	Range of speaking vocabulary is very limited (500 words).	Body part songs.

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 2/EARLY INTERMEDIATE - LISTENING			STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGY
	Phonemic and Morphological Awareness	Listening Comprehension	Vocabulary	Listen to conversations between and among fluent English speakers.	Call and response/echo songs. Books and charts of illustrated songs and rhymes.
				Listen attentively to simple stories/ information, told or read by a fluent English speaker (live or on tape).	Story songs, cumulative songs, reading a story connected to a song.
				Receive instruction in English phonemic awareness.	Rote learning of lyric songs and rhymes/chants/poems/recitation. Vowel songs/letter sound songs/alphabet songs (<i>Apples and Bananas</i>)
				Receive instruction in understanding one-step commands and executing them.	Teaching movement and music through historical play parties (<i>Old Brass Wagon, Paw Paw Patch, Shake Them 'Simmons Down</i>), and dances (i.e. square dances).

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 2/EARLY INTERMEDIATE -- SPEAKING		
STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGY
Oral Responses and Syntax	Pronounce, repeat many times, and meaningfully use the names of common nouns and verbs in the immediate environment.	Songs with interchangeable nouns and verbs, “zipper songs” (<i>Mary Wore a Red Dress, Clap Your Hands</i>).
	Daily “English free talk” through low-risk partner talk, informal communication games, language experiences.	Instrumental sharing Creating sounds to match lyrics (<i>We Are Playing in the Forest</i>) Fill-in-the-blank songs (<i>Going on a Picnic</i>) Alphabet Letters songs
Pronunciation of Sounds and Morphemes	Explicit instruction in pronunciation focusing on minimal pairs that reflect sounds transferred from the native language.	
Vocabulary	Explicit instruction in production of functional sentences in the imperative mood in the form of one-step and two-step commands	Visual to verbal movement instruction. Instrumental ostinati using verbal rhythmic pattern.

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 3/INTERMEDIATE -- LISTENING			STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGY
Phonemic and Morphological Awareness	Listening Comprehension			Listen to and understand the use of technical and academic vocabulary supported by concrete experiences and visual support.	Using visuals with lyric analysis. Students track displayed lyrics as songs are sung by class
				Listen to, understand, and execute multi-step commands and directions in the form of tasks and activities.	Teaching movement and music through historical play parties and dances (i.e. square dances). Student generate skit based on the lyric of traditional children's songs. (<i>I Know an Old Lady</i>)
Vocabulary				Learn to generate, associate, categorize, and organize words heard from oral conversations and	Listen to songs/stories and create rhythmic ostinati using words from song. Sentence Strip Scramble (Group lyric analysis strategy)

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 3/INTERMEDIATE - SPEAKING		
STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGY
Oral Responses and Syntax	Daily “English free talk” through partner talk, informal communication games and small group discussions.	Analyzing musical instruments through pair share. Singing Games including call and response and filling-in-the-blanks <i>This Old Man</i> letters replace the numbers. (“knick knack on my apple”)
Pronunciation and Use of Suprasegmentals (intonation, phrasing, and stress) Suprasegmentals: denoting a feature of an utterance other than the consonantal and vocalic components, e.g., (in English) stress and intonation.	Practice oral communication in various functions: imaginative, ideational, heuristic, and manipulative functions of language.	Learning to perform aesthetically accurate songs, rhymes, and poems.
	Deliberate practice of suprasegmentals through oral dialogues, oral retelling, role play, dramatic presentations, and poetry recitations.	Listen to music that tells a story (<i>Peter and the Wolf, Firebird</i>) and orally retell the story Learning to properly use musical elements to convey meaning when performing music. Students perform song dialogues with truncated lyrics Combine various lyrics with familiar songs.
Vocabulary	Oral rehearsal before writing, then oral retelling/sharing after writing.	Listen to music and create/write a class story. Lyric development games--Students use other 5-letter words in the song, <i>BINGO</i>

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 4/EARLY ADVANCED - LISTENING			
STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGY	
Phonemic and Morphological Awareness	Listen to and understand the use of technical and academic vocabulary supported by concrete experiences and visual support.	Using visuals with lyric analysis.	
	Listening Comprehension	Develop conscious unidirectional, bidirectional, and auto-directional listening strategies.	Lyric/language analysis--Students identify all nouns, verbs, etc. in a presented song.
		Listen to, understand, and execute multiple-step commands and directions in the form of tasks and activities.	Learning to perform songs, rhymes, and poems aesthetically accurate.
Vocabulary	Learn to generate associate, categorize, and organize words heard from oral conversations and taped stories and dialogues.	Teaching movement and music through historical play parties and dances (i.e. square dances).	Question students about details from selected songs that are learned
		Listen to songs/stories and create rhythmic ostinati using words from song.	Students take written dictation from learned song.

**TITLE I AND ELA-ELD INTERVENTION THROUGH MUSIC
INSTRUCTIONAL STRATEGIES
ALIGNMENT**

ELD 4/EARLY ADVANCED – SPEAKING		
STRAND	WHAT THEY NEED	MUSIC INSTRUCTIONAL STRATEGIES
Oral Responses and Syntax	Practice oral communication in various functions: imaginative, ideational, heuristic, and manipulative functions of language.	Analyzing musical instruments through pair share. Singing Games including call-and-response and filling-in-the-blanks
Pronunciation and Use of Suprasegmentals (intonation, phrasing, and stress)	Deliberate practice of suprasegmentals through oral dialogues, oral retelling, role play, dramatic presentations, and poetry recitations.	Listen to music that tells a story and orally retell the story
	Oral rehearsal before writing, then oral retelling/sharing after writing focusing on elaboration and embellishment.	Learning to properly use musical elements to convey meaning when performing music.
Vocabulary		Listen to music and create a class story. Students write that story down.
	Practice using logic in argumentation and persuasion.	Student groups compose and perform the background music suitable to a children's storybook.

Elementary School #17, Local District 5

Music Curriculum/Instructional Map

Submitted by Steve Venz December 24, 2009

	Enduring Understandings <i>All students will understand that...</i>	General/Vocal Music Instructional Goals (Kodaly & Orff Pedagogies) <i>All students will...</i>	Composition & Improvisation Instructional Goals <i>All students will...</i>	Instrumental Music Instructional Goals <i>All students will...</i>	Interdisciplinary Instruction
K	- o Making Music is part of my daily experiences. - o Sound can be represented by written symbols. - o Music generates an emotional response.	Sing with accuracy from memory various songs from different cultures and genres. 2.2, 3.2 Identify & describe basic musical elements. 1.2 K-1 Chorus	Use icons or invented symbols to represent the beat. 1.1	Play percussion instruments to demonstrate beat, tempo, dynamics and melodic direction. 2.3	MIND Institute Aural & oral exercises, songs and vocabulary reinforcing language arts acquisition
1st Grade	- o Music is a process that involves imitation and exploration. - o Music creates community. - o Music communicates emotions both personally and to an audience.	Read, write, and perform simple patterns of rhythm & pitch 1.1 Sing with accuracy appropriate songs from memory from different cultures. 2.1, 2.2, 3.2 K-1 Chorus	Improvise simple rhythmic accompaniments. 2.4 Describe how ideas or moods are communicated through music. 4.2	Read, write, and perform simple patterns of rhythm & pitch 1.1 Piano Instruction	MIND Institute Aural & oral exercises, songs and vocabulary reinforcing language arts acquisition

2nd Grade	- o Music has a written language that represents sound and silence. - o Music connects people with their own heritage and other cultures. - o Musicians and composers can express themselves in a variety of ways through the use of musical elements.	Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests. 1.1 Read, write, and perform simple patterns of pitch using solfege. 1.2 Perform songs accurately by memory from various cultures. 2.1, 2.2, 3.2 Identify simple musical forms. (Verse/Refrain, AB, ABA) 1.4	Compose and improvise rhythms vocally and instrumentally. 2.4 Use terminology of music to discuss individual preferences for specific music. 4.1 Identify how musical elements communicate ideas or moods. 4.3	Perform rhythmic ostinatos on instruments. 2.3 Identify visually and aurally individual musical instruments. 1.5 Piano Instruction	MIND Institute Aural & oral exercises, songs and vocabulary reinforcing language arts acquisition Current music/LA Jazz History/Social Studies lessons
3rd Grade	- o Music can be created in unison or harmony - o Music literacy skills allow us to notate our own music as well as to read and perform the music of others. - o Performing jazz music brings understanding of other cultures & communities. - o Refinement and practice of skills improves performance and deepens appreciation of jazz music.	Read, write and perform simple rhythmic and pentatonic patterns using solfege, eighth notes, quarter notes, half notes, dotted half notes, whole notes and rests. 1.1, 1.2 Sing various songs, including jazz, from memory including rounds, partner songs and ostinatos. 2.2 Identify differences and commonalities in music form various jazz styles. 3.4	Identify simple musical forms (AABA, AABB, round). 1.6 Create short rhythmic and melodic phrases in question-and-answer form. 2.4	Select and use specific criteria in making judgments about the quality of a musical performance. 4.1 Instrumental Instruction: - o Beginning World Percussion Ensemble - o Beg Strings (Violin and Cello) - o Recorder Ensemble - o Piano	MIND Institute Language Arts/music lessons Current music/LA Jazz History/Social Studies lessons

4th Grade	- o Music, performed alone or with others, is a pathway for self-expression. - o Musical literacy expedites the process of performing. - o Jazz and popular music, history and culture are influenced by one another. - o Jazz musicians use criteria to evaluate music & apply that information to their performance.	Read, write and perform melodic notation for simple songs in major keys using solfege and rhythmic patterns including sixteenth notes, dotted notes and syncopation. 1.1, 1.3 Sing a varied repertoire of jazz music including rounds, descants, solo and ensemble pieces. 2.1 Use specific criteria when judging the relative quality of musical performances. 4.1 Jazz Chorus (Gr. 4-5)	Compose and improvise simple rhythmic and melodic patterns vocally and instrumentally. 2.3 Recognize the influence of various cultures on music in California. 3.5 Explain the relationship between music and events in history. 3.1	Develop technical performance abilities on instruments. 2.1 Read, write and perform diatonic scales. 1.2 Instrumental Instruction: - o Beginning Band (Flute, Clarinet, Alto Sax, Trumpet, Trombone, drums) - o Jazz Strings (Violin, Cello, Bass) - o Guitar Ensemble - o World Percussion Ensemble - o Piano	MIND Institute Language arts/music lessons Science/music lessons Current music/LA Jazz History/Social Studies lessons
5th Grade	- o Layering of sounds can enhance the performance of a simple song. - o Making music is a way of communicating with others, participating in the community, and understanding oneself. - o Jazz musical styles evolve over time. - o Improvising is a way to learn about personal musical preferences.	Read, write and perform simple melodic notation in major & minor keys and rhythmic notation including quarter note triplets and tied syncopation. 1.1, 1.3 Sing a varied repertoire of jazz music including songs in unison and two-part harmony. 2.2 Describe the influences of various cultures and historical events on musical forms and styles of the United States. 3.3, 3.4 Jazz Chorus (Gr. 4-5)	Compose and improvise perform basic rhythmic, melodic and chordal patterns independently. 2.3 Identify and analyze differences in tempo and dynamics in contrasting music selections. 4.1	Identify, describe and perform music forms including theme and variations and twelve-bar blues. 1.6 Develop and apply appropriate criteria to support personal preferences for specific musical works. 4.2 Instrumental Instruction: - o Advanced Jazz Band - o Adv. String Ensemble - o Guitar Ensemble - o World Percussion Ensemble - o Piano	MIND Institute Language arts/music lessons Science/music lessons US Jazz History/Social Studies lessons

****Numbers correlate to the specific CA Music Standard being addressed.**

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX E

**SAMPLE INTEGRATED ARTS LESSON
(MUSIC)**

CCSESA Arts Initiative – Sample Integrated Arts Lesson

GRADE	CONTENT INTEGRATION	TITLE OF LESSON
K	MUSIC/ENGLISH LANGUAGE ARTS	RECITE & MEMORIZE WITH RHYME, RHYTHM AND MELODY

MATERIALS/RESOURCES	
<i>Making Music</i> Series First Grade “Wake Me Shake Me”. CD 9-4 “Star Light Star Bright” CD 3-36	

PHASE	LESSON
Warm-up (<u>10</u> minutes)	Students are seated in a circle facing the teacher - Listen to this song “Wake Me Shake Me” and show me the steady beat by patting on your legs. - You are going to clap hands with your neighbor in a moment but first let’s practice in the air. Follow me as I clap my hands together and then clap hands with a pretend partner. - Turn & face your neighbor as your partner. Do these same movements while keeping the steady beat during the song. - What things do we do in the morning to get ready to go to school? Tell me first, then sing it to me. (Give an example to the students such as 1st speaking then singing “I get out of bed”.) Who else would like to volunteer? (Choose a few other students) - If we speak the words to the song “Wake Me Shake Me” it is a poem. Poems are spoken and have rhyming words. - When we recite, that means we practice saying the words. It helps us to get better at remembering the words and our speaking. Please recite “Wake Me Shake Me” after me. Let me know if you can tell me where the steady beat is even though we are not singing. (Help students to discover that steady beat is there and can guide you when you are reciting a poem as well as when you are singing a song) - Rhymes help us to remember songs and poems because the rhyming words sound similar. - Let’s all say the poem together from memory while we listen for the rhyming words. (Children recite from memory) What are the rhyming words? - When you add the music, it becomes a song. - The Rhythm of the words helps us to remember the song because it is a pattern that is easy to remember. Let’s all clap the rhythm of the words. (Guide students to clap the rhythm of the words) - The tune makes it easy to remember a song because we can think about what the notes sound like. - Let’s all hum the tune of “Wake Me Shake Me”. (Option : Instruct students to move their hands up and down to show which way the notes are going as they sing.) - Why is it important to use reciting and singing to remember? (Guide students in a discussion. It will help us . . .)
Review/Application	Now we are going to use what we just learned to memorize a new poem and song “Star Light Star Bright”.

CCSESA Arts Initiative – Sample Integrated Arts Lesson

(<u>10</u> minutes)	a. Repeat after me. First we're going to use the steady beat to guide us as we recite the poem. b. Next let's listen for the rhyming words in the poem "Star Light Star Bright". c. Practice reciting the poem with your neighbor as you clap the rhythm of the words. d. Repeat after me to echo the song "Star Light Star Bright". e. Let's all recite the poem together by memory. Now let's all sing the song together.
Assessment (<u>10</u> minutes)	10. Who would like to volunteer to recite or to sing one of the songs we learned today. "Wake Me Shake Me" or "Star Light Star Bright". (Tell the students that if they sing alone, this is called a solo)
Closing (<u>5</u> minutes)	11. One way to practice memorizing our songs and poems is to use them when we are jumping rope. Let's all stand and pretend we have our ropes with us. Let's jump to the beat as we perform these two songs.
Connections	
Extensions	Students write their own suggestions for rhyming words in songs such as "Down by the Bay". Do a class activity and use a graphic organizer to show the differences between a speech, a poem and a song.
Differentiation	

CCSESA Arts Initiative – Sample Integrated Arts Lesson

GRADE	ESSENTIAL QUESTION	INTEGRATED STUDENT OBJECTIVE
1	Why is it important to use reciting and singing to help us remember?	Students will demonstrate their understanding of ways to memorize by singing a song and reciting a poem from memory.
Descriptors	MUSIC	ENGLISH LANGUAGE ARTS
Standards	2.2 Sing Age appropriate songs from memory	Speaking Applications 2.1 Recite poems, rhymes, songs and stories.
Student Objectives	The students will demonstrate their understanding of ways to memorize by singing a song from memory.	The student will recite a poem from memory.
Assessment Rubric	Can the students sing a song from memory?	Are students able to recite “Starlight Star bright from memory?”
KEY KNOWLEDGE		
Prior Knowledge	Rhythm of the Words	N/A
New Concepts	Memorizing using Rhyme, Rhythm & Melody.	Memorizing using Rhyme Reciting to become better speakers
New Vocabulary	Practice Tune Melody Rhythm Solo	Recite
SKILLS		
Prerequisite Skills	Clapping the Rhythm of the Words Can show the difference between speaking and singing voice	N/A
New Skills	Learning how to use rhyme, rhythm and melody to memorize.	Learning how to practice reciting

CCSESA Arts Initiative – Sample Integrated Arts Lesson

GRADE	ESSENTIAL QUESTION	INTEGRATED STUDENT OBJECTIVE
2	How do we describe sound?	The student will be able to demonstrate and describe the relationship between pitch and size.
Descriptors	MUSIC	SCIENCE
Standards	4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.	1.G Students know sound is made from vibrating objects and can be described by pitch and volume.
Student Objectives	The student will be able show pitch through movement.	The student will be able to demonstrate and describe the relationship between pitch and size.
Assessment Rubric	Students use movement to show high and low.	The student will be able to physically show the relationship between pitch and length.
KEY KNOWLEDGE		
Prior Knowledge	Recognize loud and soft, high and low	Sound is caused by vibration. Sound is described by volume.
New Concepts	Students can describe pitch with movement.	Pitch is the way to describe the highness and lowness of a sound.
New Vocabulary	Pitch - the way to describe the highness and lowness of a sound. High Low	length pitch - the way to describe the highness and lowness of a sound.
SKILLS		
Prerequisite Skills	Students have sung high and low notes. Students have experience changing volume with instruments and voice.	Experience comparing lengths of objects.
New Skills	Show high and low with movement	To predict the highness and lowness of sound

CCSESA Arts Initiative – Sample Integrated Arts Lesson

GRADE	CONTENT INTEGRATION	TITLE OF LESSON
2	MUSIC/SCIENCE	DESCRIBING PITCH THROUGH MOVEMENT AND COMPARISON

MATERIALS/RESOURCES
resonator bells, boomwackers and sound shapes Balance and Motion Foss Kit OR 4 sets of 5 PVC pipes cut in descending lengths (5, 5.5, 4.5, 4, 3.5 inches) and 1 dowel

PHASE	LESSON
Warm-up (<u>5</u> minutes) <i>Pease Porridge</i>	1. Sing using hand signals to show high and low, “Hello, everyone.” Students sing, “Hello, Ms (Mr) _____” 2. Sing “How are you today?” Students sing, “Very well. Thank you.” 2. Guide students to sing the song and use hands to show the high and low sounds. 3. Sing in a high voice, “Can you sing a high note?” Students repeat. 3. Sing in a low voice, “Can you sing a low note?” Students repeat.
New Concept (<u>15</u> minutes)	4. Ask the essential question: How do we describe sound? 5. Review what we know already about sound. Elicit prior knowledge from the children that sound can be described by volume (loud and soft). 6. “How else can we describe sound?” Various answers including high low. 7. “We can describe sound by its volume and by its pitch.” Define the terms volume (Loud and Soft) and pitch. (The highness and lowness of a sound) 8. Put out high and low resonator bells. Play each once. Ask the question, “Do they sound the same?” Add a middle bell. 9. “Why do they sound different? This is what we are going to explore today. Why do different objects produce different pitches?”
Review/Application (<u>15</u> minutes)	10. Invite the students to test the sounds produced by tubes of different lengths in groups of five children,. Remind the children of the question “Why do different objects produce different pitches?” 11. Tell the groups to prepare short oral presentations explaining what they have discovered. 12. Use the resonator bells to underscore the students discovery that pitch is related to length. (Show the difference in length between the bells and play them again to further reinforce the concept..)
Assessment (<u>15</u> minutes)	13. Guide the children to use the tubes to play patterns of low, medium & high (3 tubes). (Ask one student to play. Ask the other four to respond, showing the highness and lowness with their bodies.) 14. Bring out five boomwhackers. Ask five children to arrange themselves according to pitch, high to low. Ask five new children arrange themselves from low to high. 15. Repeat this activity with sound shapes. 16. “Let’s take the highest and lowest boomwhacker and play a game.”

CCSESA Arts Initiative – Sample Integrated Arts Lesson

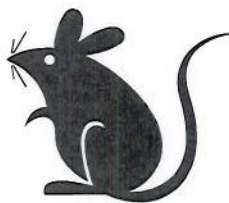
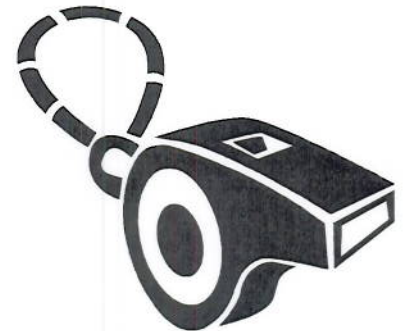
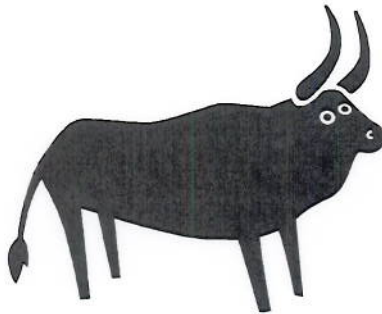
	a. Ask two students to each take a boomwhacker. b. Conduct or ask a student leader to conduct by pointing to one of the two students to tell him/her when to play). c. Instruct the rest of the class to physically match the pitch of the sound as the boomwackers are played. (moving hands or bodies high or low). 17. Repeat, observing students for comprehension. Then guide the students to repeat the activity, this time with their eyes closed. Observe to see how well the students are able to match their movement to the highness and lowness of the sound being played.
Closing (5 minutes)	1. Review the essential question: How do we describe sound? How do we describe the lowness and highness of a sound? How can we show this with our bodies? 2. Sing “Good-bye boys and girls.” Students sing, “Goodbye , Ms (Mr) _____”

Connections	
Extensions	Listen to the Carnival of the Animal and move to show high and low sounds (Donkey, Cuckoo Bird)
Differentiation	

SOUNDS CAN BE HIGH AND LOW



We hear high sounds and low sounds. Which pictures show animals or things that make high sounds? Which pictures show animals or things that make low sounds?



DAY	Activities:
1	Point to each picture, asking students to make the sound each picture represents.
2	Point to each picture, asking students to say high or low for each.
3	Ask students to name other animals or things that make high sounds.
4	Ask students to name other animals or things that make low sounds.
5	Ask students to draw two pictures, one representing a high sound and one representing a low sound.

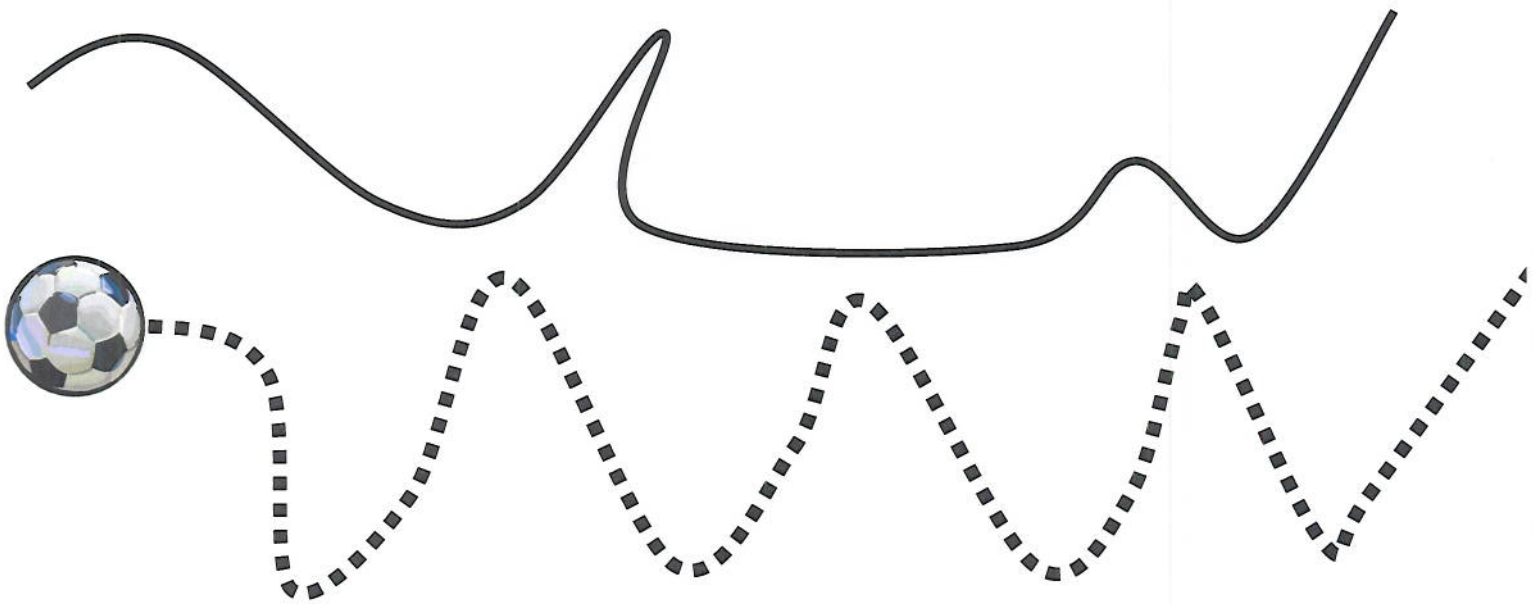
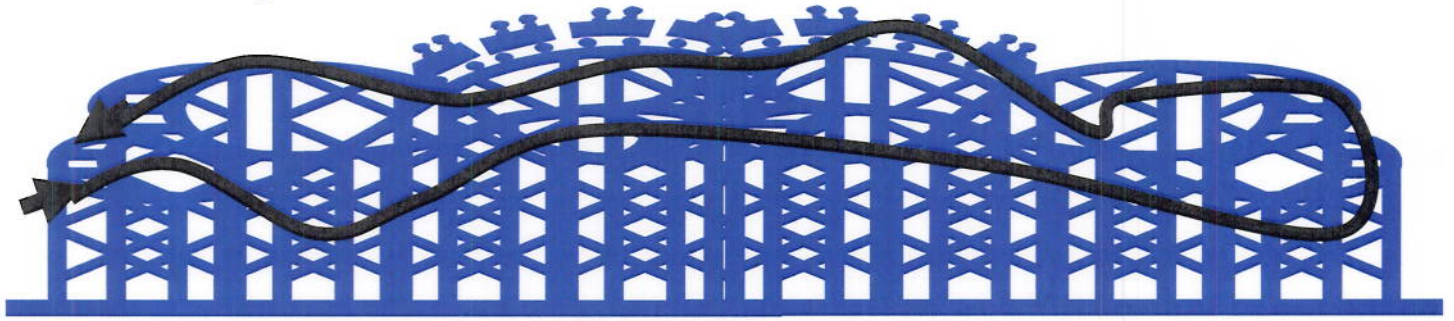


“I am looking to see who is showing me their best effort!”

WE CAN SHOW HIGH AND LOW SOUNDS



We can make high and low sounds with our voices.



DAY	Activities:
1	Point to picture 1, asking students to move their voices up and down as you point.
2	Point to picture 3, asking students to move their voices up and down as you point.
3	Point to picture 3, asking students to move their voices up and down as you point.
4	Draw a picture on the board, then ask students to follow with their voices as you point.
5	Ask students to draw a picture they can follow with their voices. Let them practice it.

“I am looking to see who is showing me their best effort!”



WE CAN SHOW HIGH AND LOW SOUNDS



We can show high & low sounds by showing pictures of things that are normally high & low in space.



We can show high and low sounds by putting pictures higher and lower on a page.



DAY	Activities:
1	Point to the star and fish picture, asking students to make a high and then a low sound.
2	Ask students to follow the other pictures making high, medium and low sounds.



“I am looking to see who is showing me their best effort!”

CCSESA Arts Initiative – Sample Integrated Arts Lesson

GRADE	ESSENTIAL QUESTION	INTEGRATED STUDENT OBJECTIVE
3	How do the attributes of an instrument affect the sound?	Students will be able to describe and demonstrate how sound is produced on various instruments.
Descriptors	MUSIC	SCIENCE
Standards	1.5 Describe the way sound is produced on various instruments.	5.e Collect data in an investigation and analyze those data to develop a logical conclusion.
Student Objectives	The student will be able to describe and demonstrate how sound is produced on various instruments.	Students will be able to investigate musical instruments to collect data and use the data to explain how the attributes of the instruments affect their sound.
Assessment Rubric	The students will play and describe the sound of different instruments.	The students will collect data comparing attributes of different instruments and chart their results.
KEY KNOWLEDGE		
Prior Knowledge	Pitch Volume	Students know energy can be carried from one place to another by sound waves. Students know that many forces in physical sciences are invisible
New Concepts	There is a relationship between material and quality of sound (duration, volume, pitch)	Students can identify the attributes (material, size, method of sound production) of a musical instrument and relate it to the quality of sound (decay, volume, pitch)
New Vocabulary	Duration, striking, shaking, hitting, scraping	Decay, Pitch, volume, length, data, attribute
SKILLS		
Prerequisite Skills	Experience playing simple percussion instruments. Students have sung <i>John Kanaka</i>	Comparing and charting comparison
New Skills	Predict quality of sound based on the way the instrument looks and is played.	Apply data to a logical conclusion that they can demonstrate.

CCSESA Arts Initiative – Sample Integrated Arts Lesson

GRADE	CONTENT INTEGRATION	TITLE OF LESSON
3	MUSIC/SCIENCE	WHAT DOES IT SOUND LIKE AND WHY? EXPLORING MUSICAL INSTRUMENTS

MATERIALS/RESOURCES	
<i>Making Music</i> Grade 3, “John Kanaka” CD 2-37, assorted percussion instruments timer, measuring tape	

PHASE	LESSON
Warm-up (10 minutes)	1. Guide students to choose a percussion instrument to play and to sit in a circle. 2. Teacher (or student leader), play a simple rhythm pattern. Guide class to repeat the pattern on their instruments. 3. Guide students to take turns playing individually and to focus on listening to hear the different instrument sounds.
New Concept (15 minutes)	4. Continue to guide students with individual playing until you see that the students show awareness of the different sounds. 5. Discuss the sound quality of each instrument (volume, pitch, and decay – how long it lasts), how is it created (by striking, shaking, hitting, scrapers), and begin to compare through discussion. 6. Ask the children to sort themselves into groups based on instruments that have similar attributes. (They might sort into groups by materials: metals, woods, skins; by the way sound is produced: shaking, striking, scraping; or size of instruments) 7. Ask the groups to discuss why their instruments are similar. 8. Guide the whole class to collaboratively charts the results of their discussions. 9. Ask the children to sort themselves in a different manner to find other qualities their instruments might have in common. 10. Add these new results to the collaborative chart.
Review/Application (15 minutes)	11. Arrange the students in small groups and distribute a few instruments to each group arbitrarily. Ask the students to compare the instruments in a variety of ways. How they compare may be left up to students. Give each group a timer and a measuring tape. Tell them that they can choose to use these tools to measure decay, note material, size, and the manner in which sound is produced. 12. After 8 minutes have the children share their strategies and then continue working to expand their exploration.
Assessment (10 minutes)	13. Give the groups an opportunity to chart and share their results. 14. Ask the question “Which of these differences (things done differently to play the instrument) resulted in different sounds?”

CCSESA Arts Initiative – Sample Integrated Arts Lesson

	15. Guide the students to form groups again and choose another way to show different ways showing the different qualities Ask the students to demonstrate the differences they made (things they did differently to produce different sounds) while using the instruments. 16. Guide the students to take turns conducting by pointing to the different groups to show them when to play.
Closing (_5_ minutes)	17. Accompany the song, <i>John Kanaka</i>, asking the different instrument groups to play at different times. 1. Guide the class to decide what group of instruments will play on which phrase. The game rule is that two instrument groups will play instruments while the remaining students sing. Rotate groups.

Connections	
Extensions	
Differentiation	

CCSESA Arts Initiative – Sample Integrated Arts Lesson

GRADE	ESSENTIAL QUESTION	INTEGRATED STUDENT OBJECTIVE
4	How are fractions used to divide abstract things like time in music?	The student will be able read, write and perform rhythmic notation using fraction concepts.
Descriptors	MUSIC	MATH
Standards	1.3 Read write & perform rhythmic notation.	1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions.
Student Objectives	The student will be able read write and perform rhythmic notation using fraction concepts.	The student will interpret music notation as fractions.
Assessment Rubric	Did the student accurately write and perform their rhythm?	Can the student recognize music notation as fractions?
KEY KNOWLEDGE		
Prior Knowledge	Steady Beat Rhythmic Speaking using Tah, Ti Ti and Rest	Whole to Part
New Concepts		
New Vocabulary	Rest Quarter/tah Eighths/ti-ti Beat box	Interpret
SKILLS		
Prerequisite Skills	Moving to a steady beat	Identify fractions and write using words and number symbols
New Skills	Reading Rhythms as Fractions	Interpret identify and match music and music notation to fractions.

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GRADE	CONTENT INTEGRATION	TITLE OF LESSON
4	MUSIC/MATH	FRACTIONS AND MUSIC

MATERIALS/RESOURCES
Rhythm Chart (To make Overhead), Circle Worksheet <i>Making Music Grade 4</i> “College Hornpipe” CD 5-1, “Turn the Beat Around” CD 4-11, “Little Birdie” CD 4-15, Assorted Rhythm Instruments

PHASE	LESSON
Warm-up (10 minutes)	- Echo my movements to the steady beat. - Make up your own movements to the steady beat - Echo my movements as I perform some rhythms with movement. (Clap hands and/or do other body motions to different rhythms) - Make up your own movements to the rhythms that I clap. - Follow my lead and clap as I point to these hearts, on this overhead transparency. (Rhythm Chart) They represent the steady beat. (Teacher points to each heart symbol keeping time with the steady beat. - See overhead graphic. Optional- Play music to accompany this beat activity, one piece or several. College Hornpipe, Turn the World Around, Sonata in F Major for Bassoon, La Peri “Fanfare”, Little Birdie) (Move to next line) These lines also represent the steady beat. As I point, clap and speak them by saying TAH (Move to the next line) The Z symbol represents silence in music. We call it a rest. Clap this line but do not clap when I point to the rest symbol. - This next line uses “beat boxes” because some of the beats are divided. Clap two times when I point to a divided beat box. Please say ti-ti when you clap the divided beats. - Underneath the divided beat boxes is a new way to show a divided beat. It shows two connected lines. Perform this line as I point to each symbol on the steady beat. - This is a rhythm in written in music notation. Clap the rhythm as I point based on the previous lines.
New Concept (20 minutes)	- Teacher asks the essential question - How are fractions used to divide abstract things like time in music? - Define the term fraction (Elicit responses of how we define and interpret fractions) - Can we use fraction circles to show how time is divided into parts? - We are going to create music rhythms using our circle worksheet. (see worksheet graphic) Clap #'s 1-6 with a partner. - Next work with a partner to make four circle rhythms. (#'s 7-10) if you have fraction circles use them first to create your rhythms before writing them on your worksheet. - Clap your circle rhythms - Are we using fraction circles to interpret our musical patterns? (yes) - If rhythm is sound divided into fractions, how do musicians interpret this on paper?

CCSESA Arts Initiative – Sample Integrated Arts Lesson

	What language can they use? (Rhythmic notation) d. Interpret your circle rhythms by writing them out below each circle using the rhythmic notation that musicians use.
Review/Application (<u>5</u> minutes)	7. Perform your rhythm with your choice of rhythm instruments
Assessment (<u>5</u> minutes)	8. Read and perform someone else's written rhythm notation.
Closing (<u>10</u> minutes)	9. Take turns performing your rhythms to a variety of music (Choose music with a strong steady beat as in #3 above)

Connections	
Extensions	Explore how equivalent fractions can be used to add up to one measure i.e. $\frac{1}{8} + \frac{1}{8} + \frac{1}{4} + \frac{1}{2} =$ One four beat measure
Differentiation	Work one to one with student, pair with student leader, Partner with child to demonstrate to others (EL)

GRADE	ESSENTIAL QUESTION	INTEGRATED STUDENT OBJECTIVE
5	How does music's power to inspire affect an artist like a writer's contribution to society?	Students will show their understanding of how tempo and dynamics in music communicate ideas by writing a narrative.
Descriptors	MUSIC	ENGLISH LANGUAGE ARTS
Standards	4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.	Writing Strategies 1.1 Create multiple-paragraph narrative compositions; a. Establish and develop a situation or plot b. Describe the setting c. Present an ending
Student Objectives	Students will show their understanding of how tempo and dynamics in music communicate ideas by writing a narrative based on how these elements occur in a musical selection.	Students will write a narrative inspired by an instrumental selection.
Assessment Rubric		Does the student narrative demonstrate that the student clearly understands the correct writing process as well as to use specific music elements and mood of the music for inspiration.
KEY KNOWLEDGE		
Prior Knowledge	Dynamics Tempo	
New Concepts	Learn how tempo and Dynamics in music can communicate ideas and mood.	
New Vocabulary	Dynamics- Loud to Soft Tempo- Speed (Fast to Slow)	Plot Setting Ending Narrative
SKILLS		
Prerequisite Skills		Knowledge of the format for multiple paragraph narrative compositions
New Skills		Being able to base a narrative on a musical selection

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GRADE	CONTENT INTEGRATION	TITLE OF LESSON
5	MUSIC/ENGLISH LANGUAGE ARTS	MUSIC CAN COMMUNICATE A STORY

MATERIALS/RESOURCES
<i>Making Music</i>, 5th Grade “The River” a suite by Virgil Thompson CD 6 –13, “Infernal Dance” from “The Firebird Suite” by Stravinsky CD 8-28, CD Player, Music Elements Chart Example of Narrative Graphic

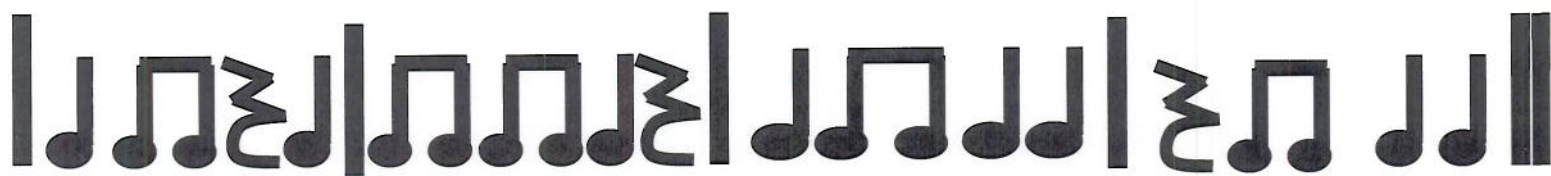
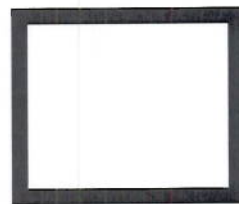
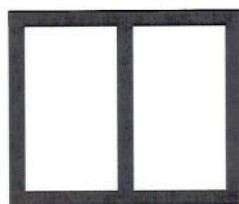
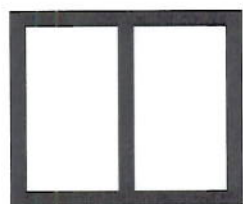
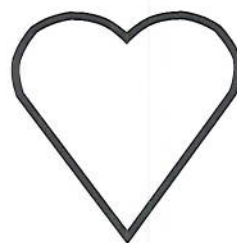
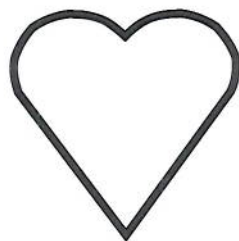
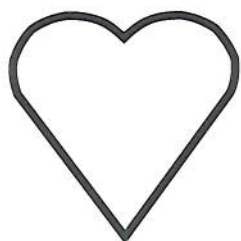
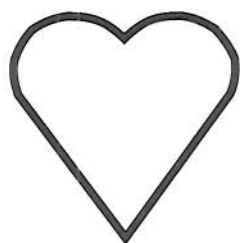
PHASE	LESSON
Warm-up (<u>5</u> minutes)	Day 1 - We'll begin today with an activity based on music elements. Your instruction is simply to make your hands move big and small according to the music that you hear. Please close your eyes while listening and moving to the music. (Teacher writes on the board: hands, big and small. Teacher plays 30 seconds of the Finale from “The River” a suite by Virgil Thompson CD 6 -13 in the Fifth Grade <i>Making Music</i>. (This is an instrumental piece with obvious short sections of loud and soft music.) - Continue with the activity but now open your eyes to see how your classmates are moving. (Leave the music playing for one more minute so the students can observe each other.) - A composer writes music to communicate ideas. When we hear music it inspires ideas in us. What did you hear in the music that determined when you would move your hands big or small? (Lead students to notice that the loudness and softness in the music was the music element most often chosen to guide the students as to when they would move their hands.) What are some examples that show that how each student moved their hands was unique to that student? (One student might have made their hands look like they were holding a big ball to indicate “big” while another student might hold both hands up to reflect what they felt was “big” in the music.) - How does music inspire ideas, mood and imagination? We are going to talk about two elements that a composer uses to communicate ideas and mood in music. <i>dynamics</i> describes the loudness and softness in music. <i>tempo</i> describes the speed of the music. - When you hear music at the movies, what is the connection between the elements, <i>dynamics and tempo</i>, and the moods and ideas that they inspire in the story? (Guide the students to make a connection between the music elements, mood, and ideas. i.e. slow-sad-leaving friends. See Chart) - We're now going to create a story based on elements in the music and the mood that they create. We are going to talk about what comes to mind when you listen to this music? - Teacher encourages further discussion about <i>setting</i>, <i>plot</i> characters, <i>ending</i> and sequence. - Teacher uses a graphic organizer to display student ideas. (See Chart of example)
New Concept (<u>30</u> minutes)	
Review/Application (<u>15</u> minutes)	I'd like you to visualize a story while the music is replayed. Pay particular attention to how the <i>dynamics</i> and <i>tempo</i> elements in the music influence your story. (Teacher may option to give the students the opportunity to repeat the process on their own with

CCSESA Arts Initiative – Sample Integrated Arts Lesson

	a new music selection “Infernal Dance” from “The Firebird Suite” by Stravinsky in <i>Making Music</i> 5 th Grade CD 8-28 is suggested)
(10 minutes)	8. Write a rough draft of a narrative composition based on the ideas we have discussed today.
Day 2	
Assessment (25 minutes)	9. Divide into pairs and discuss the elements of <i>dynamics</i> and <i>tempo</i> while the music is playing. 10. Work on your final draft. (While the students work on their final draft, the teacher speaks with each student individually to see if the student can show that their story is an appropriate match with the dynamics and tempo elements as well as the mood of the music.)
Closing (15 minutes)	11. Who would like to share their stories? (Teacher chooses a few students to share their stories) 12. Let’s listen to the music and reflect on the stories we have just heard as we listen. 13. Tell the students about the ideas the composer intended to communicate when they wrote the music.
Connections	
Extensions	Repeat the same process with another piece of music. Learn the music symbols that represent dynamics and tempo.
Differentiation	

<i>MUSIC</i> ELEMENTS		Mood Or Emotion	Idea or Inspiration About
DYNAMICS	LOUD	Angry Triumphant Heroic	A Storm Winning a Medal Rescuing
	SOFT	Sad Happy Relieved	Losing a Pet Finding a Pet Arriving Home
	FAST	Excited Happy Anxiety	Racing Dancing Visiting
TEMPO	SLOW	Peaceful Sad Boredom	Flower Growing After a Fire Doing the Same Thing

RHYTHM



tah | tan .

speak these 4 beats



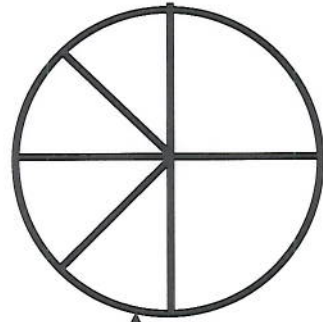
2. ti | ti | ti | ti

Clap & speak these divided beats



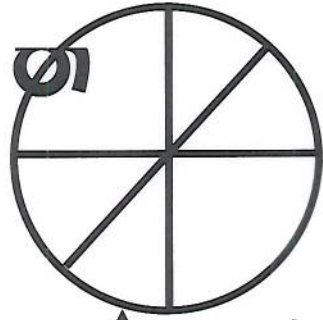
Start

5.



Start

6.



Start

8.

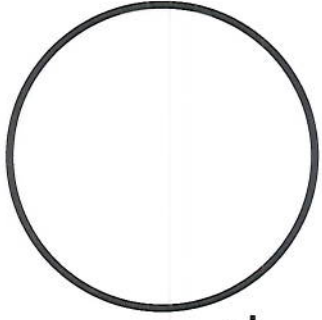
Rule: Do not put a rest into a ti-ti divided beat, an 1/8 division.)



9.



10.



Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX F

ELD ACCESS STRATEGIES



LANGUAGE ACQUISITION BRANCH

Proficiency Plus

Offices Of English Learner and Standard English Learner Programs

That Support Learning for English Learners, Standard English Learners, and Students With Disabilities		
ACCESS STRATEGIES		
ACCESS STRATEGIES	APPLICATION THAT CHANGES PRACTICE	CLASSROOM OBSERVABLES for transformative implementation
Cooperative and Communal Learning Environments: supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal. Working collaboratively in small groups, students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning.	Teachers... - Establish the concept of the <i>classroom as a family</i> structure and build on this in ways that affirm high achievement and academic success - Provide opportunities for students to interact with their peers through structure-based and role-based cooperative learning activities - Provide a variety of ways for students to demonstrate their understanding of academic concepts - Integrate group learning tasks, discussions, and presentations into daily instruction - Maximize the amount of time available for listening and speaking in low-risk cooperative learning environments - Arrange classroom seating to reflect regular collaborative learning opportunities - Co-create classroom norms and procedures with students	Students... - Support and assist one another to accomplish learning goals - Interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, problem-solve and negotiate meaning - Demonstrate understanding of academic concepts through their preferred learning styles and strengths - Demonstrate understanding of academic concepts based on their linguistic competence - Work collaboratively in small groups to foster language development and share their understanding of academic concepts - Participate in the creation and support of classroom norms and procedures
Instructional Conversations: discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. ICs provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking. These classroom interactions create opportunities for students' conceptual and linguistic development by making connections between academic content, students' prior knowledge, and cultural experiences	Teachers... - Promote student-centered, higher-order thinking and learning - Weave together students' prior knowledge with background information to build deeper understanding of text and academic content - Elicit student input while integrating academic content in discussions to promote deeper student inquiry - Advocate the use of text features, citations and reasoning to support an argument or position - Integrate oral language development into all curricular areas - Co-construct knowledge with students through interactive discussion, connected turns, and comments that build upon previous discourse - Collaborate with and encourage students to volunteer and influence the selection of speaking to construct meaning from text and academic content - Negotiate and clarify meaning throughout lessons and discussions	Students... - Engage in classroom discussions to advance deeper understanding and authentic application of academic concepts - Use text features, citations and reasoning to construct and support an argument or position - Co-construct knowledge through interactive discussion, connected turns, and comments that build upon previous discourse - Negotiate and clarify meaning throughout lessons and discussions - Use more complex academic vocabulary and language to convey ideas

ACCESS STRATEGIES 2008-2009



LANGUAGE ACQUISITION BRANCH

Proficiency Plus

Offices Of English Learner and Standard English Learner Programs

ACCESS STRATEGIES	APPLICATION THAT CHANGES PRACTICE	CLASSROOM OBSERVABLES for transformative implementation
Academic Language Development (ALD): the teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse. ALD builds on the conceptual knowledge and vocabulary students bring from their home and community environments. Academic language proficiency is a prerequisite skill that aids comprehension and prepares students to effectively communicate in different academic areas.	Teachers... - Develop students' awareness of the language requirements appropriate for different situations - Provide explicit instruction and model appropriate use of academic language - Build upon students' language to develop academic English - Scaffold academic English to support students' oral and written communication - Utilize a thesaurus of conceptually coded words to support students' development of academic vocabulary - Focus on vocabulary development with an emphasis on synonyms, antonyms, affixes, word origins and word families - Provide multiple opportunities for students to practice using academic language in context	Students... - Demonstrate an awareness of the language requirements appropriate for different situations - Communicate ideas effectively using academic language - Use academic language on a daily basis in a variety of formats for all language domains: listening, speaking, reading, and writing - Produce work that reflects appropriate use of academic language
Advanced Graphic Organizers: visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking processes. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material.	Teachers... - Plan the strategic use of visual tools and graphic organizers to facilitate learning - Promote students use of visual tools and graphic organizers to enhance and clarify their thinking - Model thinking about new information and academic concepts using visual tools and graphic organizers to build concepts, show relationships, and organize ideas - Provide students opportunities to demonstrate their understanding of academic content through the use of visual tools and graphic organizers	Students... - Use visual tools and graphic organizers to enhance and clarify their thinking - Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas - Develop new ways to organize and visually represent their thinking to facilitate advanced understanding of academic concepts via writing tasks and oral presentations - Select and utilize appropriate graphic organizers based on cognitive understanding of tasks

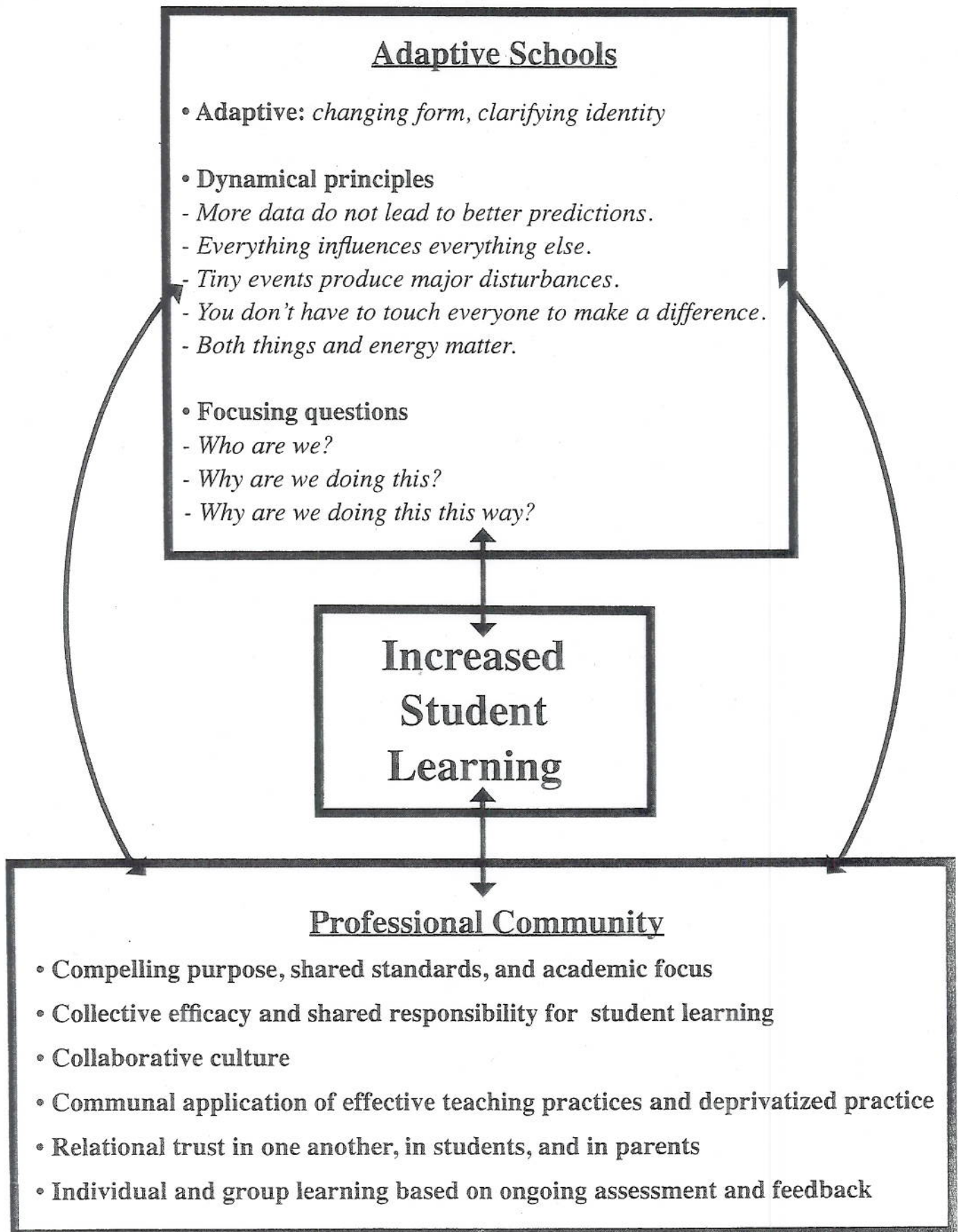
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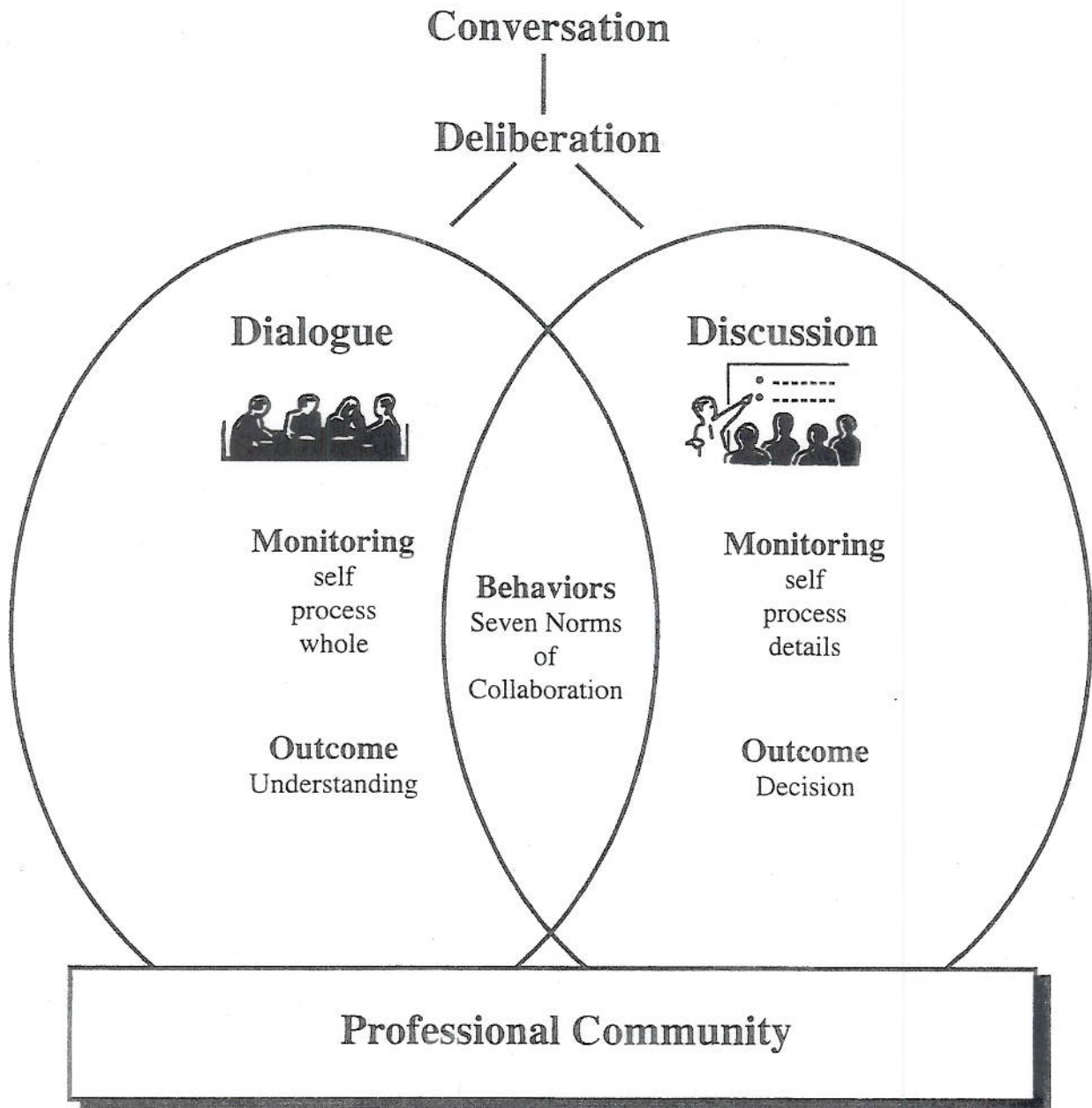
APPENDIX G

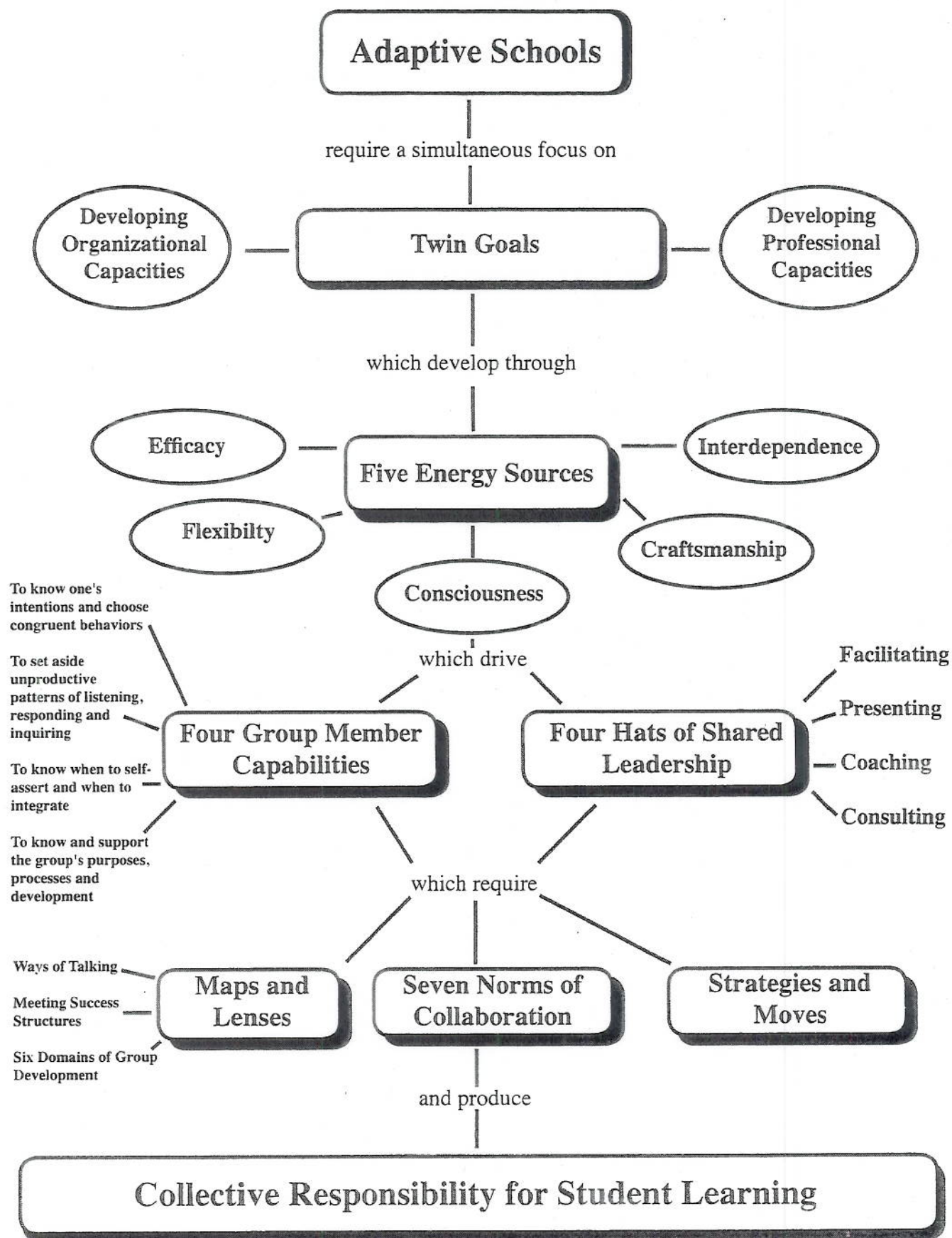
ADAPTIVE SCHOOLS TEMPLATES

Adaptive Schools and Professional Community



Ways of Talking





Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX H

**SINGLE TRACK INSTRUCTIONAL SCHOOL
CALENDAR**



SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2010-2011
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

- Pupil Free Days**
Friday, September 10, 2010
Thursday, June 29, 2011
- * If a school selects Monday, February 7, 2011 as a Pupil Free Day, then Thursday, June 29, 2011 becomes an Instructional Day

JULY JULIO	AUGUST AGOSTO	SEPTEMBER SEPTIEMBRE	OCTOBER OCTUBRE	NOVEMBER NOVIEMBRE	DECEMBER DICIEMBRE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

09-06-2010	09-07-2010	09-08-2010	09-09-2010	09-10-2010	09-11-2010	09-12-2010	10-01-2010	10-02-2010	10-03-2010	10-04-2010	10-05-2010	10-06-2010	10-07-2010	10-08-2010	10-09-2010	10-10-2010	10-11-2010	10-12-2010	11-01-2010	11-02-2010	11-03-2010	11-04-2010	11-05-2010	11-06-2010	11-07-2010	11-08-2010	11-09-2010	11-10-2010	11-11-2010	11-12-2010	12-01-2010	12-02-2010	12-03-2010	12-04-2010	12-05-2010	12-06-2010	12-07-2010	12-08-2010	12-09-2010	12-10-2010	12-11-2010	12-12-2010	12-13-2010	12-14-2010	12-15-2010	12-16-2010	12-17-2010	12-18-2010	12-19-2010	12-20-2010	12-21-2010	12-22-2010	12-23-2010	12-24-2010	12-25-2010	12-26-2010	12-27-2010	12-28-2010	12-29-2010	12-30-2010	12-31-2010	01-01-2011	01-02-2011	01-03-2011	01-04-2011	01-05-2011	01-06-2011	01-07-2011	01-08-2011	01-09-2011	01-10-2011	01-11-2011	01-12-2011	01-13-2011	01-14-2011	01-15-2011	01-16-2011	01-17-2011	01-18-2011	01-19-2011	01-20-2011	01-21-2011	01-22-2011	01-23-2011	01-24-2011	01-25-2011	01-26-2011	01-27-2011	01-28-2011	01-29-2011	01-30-2011	01-31-2011	02-01-2011	02-02-2011	02-03-2011	02-04-2011	02-05-2011	02-06-2011	02-07-2011	02-08-2011	02-09-2011	02-10-2011	02-11-2011	02-12-2011	02-13-2011	02-14-2011	02-15-2011	02-16-2011	02-17-2011	02-18-2011	02-19-2011	02-20-2011	02-21-2011	02-22-2011	02-23-2011	02-24-2011	02-25-2011	02-26-2011	02-27-2011	02-28-2011	02-29-2011	03-01-2011	03-02-2011	03-03-2011	03-04-2011	03-05-2011	03-06-2011	03-07-2011	03-08-2011	03-09-2011	03-10-2011	03-11-2011	03-12-2011	03-13-2011	03-14-2011	03-15-2011	03-16-2011	03-17-2011	03-18-2011	03-19-2011	03-20-2011	03-21-2011	03-22-2011	03-23-2011	03-24-2011	03-25-2011	03-26-2011	03-27-2011	03-28-2011	03-29-2011	03-30-2011	03-31-2011	04-01-2011	04-02-2011	04-03-2011	04-04-2011	04-05-2011	04-06-2011	04-07-2011	04-08-2011	04-09-2011	04-10-2011	04-11-2011	04-12-2011	04-13-2011	04-14-2011	04-15-2011	04-16-2011	04-17-2011	04-18-2011	04-19-2011	04-20-2011	04-21-2011	04-22-2011	04-23-2011	04-24-2011	04-25-2011	04-26-2011	04-27-2011	04-28-2011	04-29-2011	04-30-2011	05-01-2011	05-02-2011	05-03-2011	05-04-2011	05-05-2011	05-06-2011	05-07-2011	05-08-2011	05-09-2011	05-10-2011	05-11-2011	05-12-2011	05-13-2011	05-14-2011	05-15-2011	05-16-2011	05-17-2011	05-18-2011	05-19-2011	05-20-2011	05-21-2011	05-22-2011	05-23-2011	05-24-2011	05-25-2011	05-26-2011	05-27-2011	05-28-2011	05-29-2011	05-30-2011	05-31-2011	06-01-2011	06-02-2011	06-03-2011	06-04-2011	06-05-2011	06-06-2011	06-07-2011	06-08-2011	06-09-2011	06-10-2011	06-11-2011	06-12-2011	06-13-2011	06-14-2011	06-15-2011	06-16-2011	06-17-2011	06-18-2011	06-19-2011	06-20-2011	06-21-2011	06-22-2011	06-23-2011	06-24-2011	06-25-2011	06-26-2011	06-27-2011	06-28-2011	06-29-2011	06-30-2011	07-01-2011	07-02-2011	07-03-2011	07-04-2011	07-05-2011	07-06-2011	07-07-2011	07-08-2011	07-09-2011	07-10-2011	07-11-2011	07
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Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX I

DAILY SCHEDULES



Daily Schedule

Kindergarten

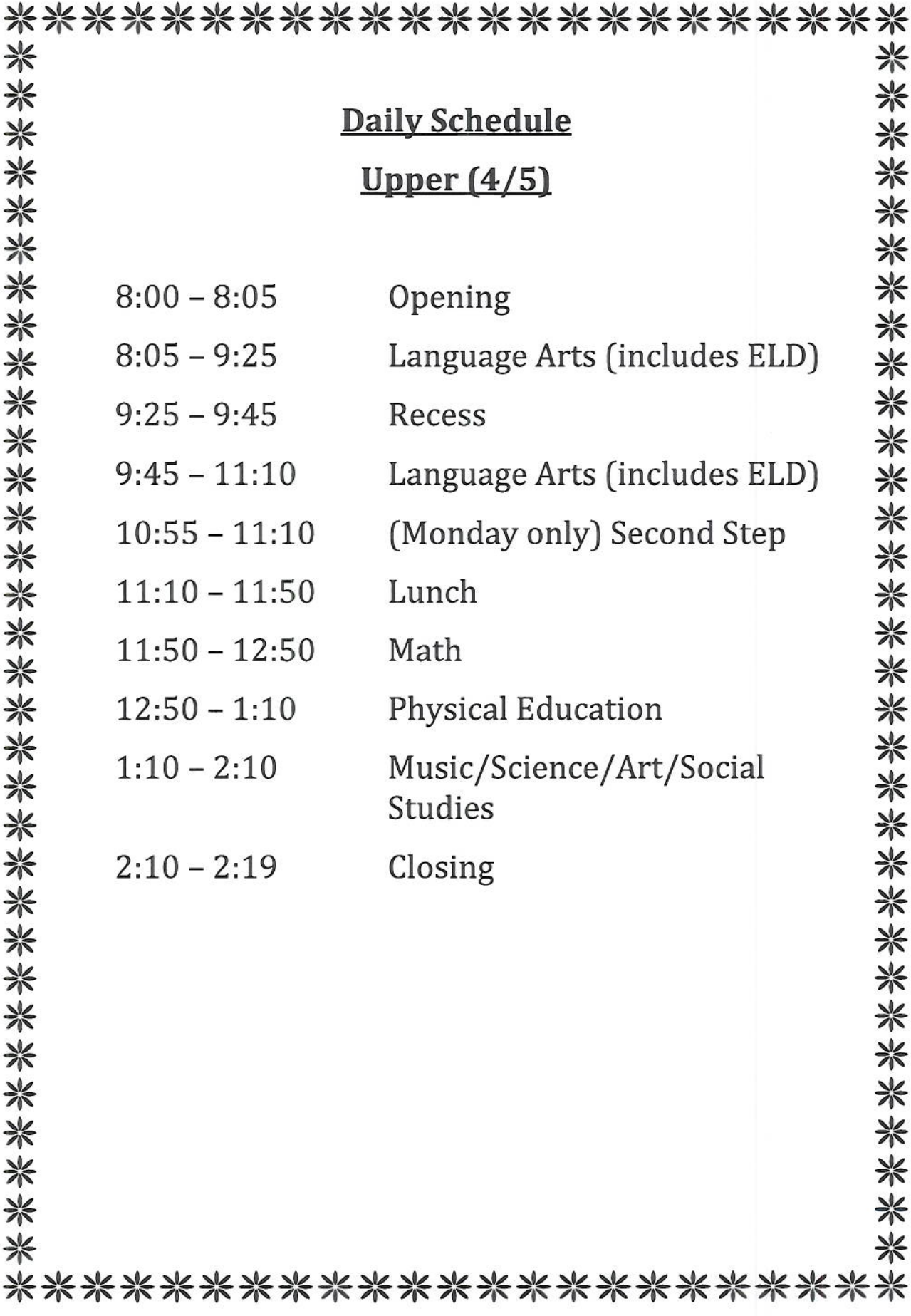
8:00 – 8:15	Opening
8:15 – 10:15	Language Arts (includes ELD)
10:00 – 10:15	(Monday Only) Second Step
10:15 – 10:35	Recess
10:35 – 11:00	Universal Access
11:00 – 12:00	Math
12:00 – 12:40	Lunch
12:40 – 1:00	Physical Education
1:00 – 2:00	Music/Science/Art/Social Studies
2:00 – 2:19	Closing



Daily Schedule

Primary (1-3)

8:00 – 8:05	Opening
8:05 – 10:05	Language Arts (includes ELD)
10:05 – 10:25	Recess
10:25 – 11:20	Language Arts (includes ELD)
11:20 – 11:35	Second Step (Monday)
	Intensive Vocabulary Development (Tues-Fri)
11:35 – 12:35	Math
12:35 – 1:15	Lunch
1:15 – 1:35	Physical Education
1:35 – 2:15	Music/Science/Art/Social Studies
2:15 – 2:19	Closing



Daily Schedule

Upper (4/5)

8:00 – 8:05	Opening
8:05 – 9:25	Language Arts (includes ELD)
9:25 – 9:45	Recess
9:45 – 11:10	Language Arts (includes ELD)
10:55 – 11:10	(Monday only) Second Step
11:10 – 11:50	Lunch
11:50 – 12:50	Math
12:50 – 1:10	Physical Education
1:10 – 2:10	Music/Science/Art/Social Studies
2:10 – 2:19	Closing

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX J

**CLASS DESCRIPTION
PRINCIPAL ELEMENTARY**

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, ELEMENTARY SCHOOL

A. Job Purpose

Serves as the instructional leader, chief fiscal officer, and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

B. Responsible to

Local District Superintendent or designee

C. Subordinates

Assistant Principal, Elementary School, as assigned; Assistant Principal, Elementary Instructional Specialist, as assigned; Teachers; School Nurse; School Psychologist; Pupil Services and Attendance (PSA) Counselor; Psychiatric Social Worker; Cafeteria Manager; and Plant Manager, as assigned, for administrative direction when functioning at the school site; Administrative Assistant; Paraprofessionals, as assigned; other certificated, classified and unclassified personnel, as assigned

D. Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

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

E. Qualifications

Education

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

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

Experience

Required

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

Desirable

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

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

Knowledge, Skills, Abilities, and Personal Characteristics

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

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

Health

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

Credentials

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

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

NOTE: This is a Master Salary Table class

Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX K

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Los Angeles Unified School District

CENTRAL REGION ELEMENTARY SCHOOL #17

APPENDIX L

ACCOUNTABILITY MATRIX

Central Region Elementary School #17 Local District 5

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase the number of schools that meet or exceed their API targets CRES #17 will meet or exceed their API Targets to meet AYP criteria: 2010-11 - API of 710 2011-12 - API of 740 or a gain of 1 point 2012-13 - API of 770 or a gain of 1 point 2013-14 - API of 800 or a gain of 1 point 2014-15 - API of 830 or a gain of 1 point CRES 16/18 will meet or exceed State API growth targets annually, based on the determined base API calculated by the State using multiple criteria in 2011. 2008-09 282 out of 613 schools in LAUSD= 46%	10%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	Accelerate API growth through effective implementation of the RTI² Multi-Tiered Framework for Instruction, Intervention, and Support, to ensure all students have equal and full access to the core program. Instruction and intervention is matched to student needs based on student outcomes from multiple measures. Tier 1 Provide access to the core through, high quality rigorous instruction, based on Content Standards inclusive of key access methodologies: - Cooperative and Communal Learning Environments - Instructional Conversations - Academic Language Development - Advanced Graphic Organizers Tier 2 Provide increasing levels of instructional time and intensity for students, identified by data from multiple measures, for appropriate acceleration and interventions. Tier 3 Provide a structure to ensure students not meeting grade level content standards, who need intensive instruction receive targeted instruction and more frequent monitoring for assurance of the instructional progress.	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III N176 Title II	Annually, decrease the number of students scoring in the quintiles levels of Far Below Basic and Below Basic by at least 5% as evidenced by the spring CST results Annually, increase the number of students scoring in the quintile levels of Proficient and Advanced by at least 10% as evidenced by the spring CST results	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015

Central Region Elementary School #17 Local District 5

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Increase the number of schools that meet or exceed their API targets <i>continued</i> CRES#17 will meet or exceed their API Targets to meet AYP criteria: 2010-11 - API of 710 2011-12 - API of 740 or a gain of 1 point 2012-13 - API of 770 or a gain of 1 point 2013-14 - API of 800 or a gain of 1 point 2014-15 - API of 830 or a gain of 1 point CRES 16/18 will meet or exceed State API growth targets annually, based on the determined base API calculated by the State using multiple criteria in 2011. 2008-09 282 out of 613 schools in LAUSD= 46%	10%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	RTI² Multi-Tiered framework for Instruction, Intervention and Support provides a structure within to ensure that instruction, academic, and behavioral/social emotional needs are the highest priority, through the implementation of the Research Based Problem Solving Model: • Identify Problem • Analyze Problem • Design Intervention • Student Response to Intervention Create a data collection/assessment system to inform decisions at each tier of service • Administer diagnostic screening assessments to identify gaps in learning (phonemic awareness, phonics and decoding, oral reading fluency, spelling, vocabulary, reading comprehension) • Instructional staff will engage in regular, ongoing analysis of multiple sources of student assessment data, at least every six weeks • Multiple measures of data will include using publisher designed, school designed, ELA/ Math core assessments	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III N176 Title II	Annually, decrease the number of students scoring in the quintiles levels of Far Below Basic and Below Basic by at least 5% as evidenced by the spring CST results Annually, increase the number of students scoring in the quintile levels of Proficient and Advanced by at least 10% as evidenced by the spring CST results	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015

Central Region Elementary School #17 Local District 5

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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math CRES #17 will meet or exceed the required proficiency target for the number of students scoring proficient or advanced on the CST for ELA 2010-11 67.6% 2011-12 increase by a minimum of 10% 2012-13 increase by a minimum of 10% 2013-14 increase by a minimum of 10% 2014-15 increase by a minimum of 10% 2014-15 Increase by a minimum of 10% LAUSD % Proficient/Advanced CST ELA by grade: <table><tr><th></th><th>2008</th><th>2009</th><th>Change</th></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</td></tr><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></table>		2008	2009	Change	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%	10%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	Accelerate AYP growth through effective implementation of the RT¹² Multi-Tiered Framework for Instruction, Intervention, and Support, to ensure all students will have equal and full access to the core curriculum. Instruction and intervention is matched to student needs based on student outcomes from multiple measures. (See API strategies/activities page 1 & 2) Teachers will honor the required instructional minutes and effectively and consistently implement rigorous standards-based curriculum daily The instructional program will be extended to support universal access for all students focused on phonemic awareness, phonics and decoding, spelling linked to decoding, and reciprocal skills, vocabulary related to reading and writing 30 minutes extra support for ELs, SELs struggling readers K-5 15 – 20 minutes intensive vocabulary development for K-3 Teachers will provide inquiry-based learning through projects that are performance based Rigorous, standards-based, high quality	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III N176 Title II	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics Grades 2, 3, 4, 5/6: Language Arts: % of students at benchmark on the most recent fluency, 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 6%	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015
	2008	2009	Change																																																				
District	34%	38%	+4%																																																				
Grade 2 –	44%	48%	+4%																																																				
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Grade 8 –	31%	31%	0%																																																				
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Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																				
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) CRES #17 will meet or exceed the required proficiency target for the number of students scoring proficient or advanced on the CST for Math 2010-11 68.5% 2011-12 increase by a minimum of 10% 2012-13 increase by a minimum of 10% 2013-14 increase by a minimum of 10% 2014-15 increase by a minimum of 10% % Proficient/Advanced CST Math by grade: <table><tr><th></th><th>2008</th><th>2009</th><th>Change</th></tr><tr><td>District</td><td>35%</td><td>37%</td><td>+2%</td></tr><tr><td>Grade 2</td><td>–</td><td>57%</td><td>+1%</td></tr><tr><td>Grade 3</td><td>–</td><td>60%</td><td>+3%</td></tr><tr><td>Grade 4</td><td>–</td><td>59%</td><td>+1%</td></tr><tr><td>Grade 5</td><td>–</td><td>48%</td><td>+5%</td></tr><tr><td>Grade 6</td><td>–</td><td>31%</td><td>+4%</td></tr><tr><td>Grade 7</td><td>–</td><td>28%</td><td>0%</td></tr><tr><td>Gen Math</td><td>15%</td><td>17%</td><td>+2%</td></tr><tr><td>Algebra 1</td><td>–</td><td>17%</td><td>+2%</td></tr><tr><td>Geometry</td><td>–</td><td>11%</td><td>+3%</td></tr><tr><td>Algebra 2</td><td>–</td><td>13%</td><td>+1%</td></tr><tr><td>HS Math</td><td>–</td><td>29%</td><td>+1%</td></tr></table>		2008	2009	Change	District	35%	37%	+2%	Grade 2	–	57%	+1%	Grade 3	–	60%	+3%	Grade 4	–	59%	+1%	Grade 5	–	48%	+5%	Grade 6	–	31%	+4%	Grade 7	–	28%	0%	Gen Math	15%	17%	+2%	Algebra 1	–	17%	+2%	Geometry	–	11%	+3%	Algebra 2	–	13%	+1%	HS Math	–	29%	+1%	10%		instruction at each tier will use the following strategies, as appropriate, throughout the day: - Identify similarities and – differences - Summarizing and note taking - Reinforcing effort and recognition - Nonlinguistic representations - Cooperative learning - Setting objectives and providing feedback - Generating testing hypothesis - Cues, questions advanced organizers Teachers will provide explicit sequential practice and assessment on the following focus areas: - Phonemic awareness - Phonics and decoding - Spelling linked to decoding and reciprocal skills - Vocabulary – key vocabulary related to reading and writing Teachers will ensure skills acquired from the study of jazz music transfer to student academic success in Math and ELA: - Sound to print connections - Text to life connections - Language acquisition - Patterns and ratios To ensure the implementation of effective instruction and assessment teachers will		or critical grade-level span in reading, writing, and mathematics	Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	9/2010 – 6/2015
	2008	2009	Change																																																								
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Central Region Elementary School #17 Local District 5

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

High Academic Achievement Action Plan

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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)			build necessary knowledge and skill through high quality <i>Professional Development</i>. The focus will be to build collective efficacy through mastery experiences that allow teachers to reflect on instructional practice to meet student needs: • Teaming/partnering with colleagues • Providing teachers leadership roles • Engaging in collegial inquiry based on data • Mentoring • Develop a collaborative culture that improves learning for all students based on five attributes: shared norm/values, collective focus on student learning, collaboration, deprivitized practice, reflective dialogue ▪ Provide core training in <i>Adaptive Schools</i> to develop and facilitate skilled collaborative groups ▪ Provide targeted training for teacher conceptual development and a broad repertoire of teaching strategies to accelerate student learning		Grades 2, 3, 4, 5/6: Language Arts: • % of students at benchmark on the most recent fluency, 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 6%		6/2015
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math	-10	Potential student population from feeder schools:	Ensure students scoring Far Below Basic and Below Basic advance on CST quintile levels, through effective implementation of	The school will identify resources needed to support the	Annually, decrease the number of students scoring in the quintiles levels of Far Below Basic and Below Basic by at	Administrators Instructional	9/2010 – 6/2015

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ELA MATH 07-08 33% 08-09 31% Change -2% 42% 40% -2%		African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	RTI/Multi-Tiered Framework for Instruction, Intervention, and Support, to ensure all students will have equal and full access to all curricula. Instruction and intervention is matched to student needs based on student outcomes from multiple measures. (See API strategies accountability, page 1 - 2)	implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III N176 Title II	least 5% as evidenced by the spring CST results	Leadership Team Data Team	
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. 07-08 9.3% 08-09 9.2% Change -.1% Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population. 07-08 6.6% 08-09 6.6% Change .0% 6.9% 7.0% .1% African Americans Hispanics	varies by school varies by school	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	Depending on student candidates, (intellectual, creative, specific academic or leadership ability, high achievement, performing and visual arts talents) the school will monitor all students for placement, to increase students identified as Gifted at a minimum of 6% for the school-wide student population and numerically significant subgroups All teachers will be trained in GATE acceleration strategies: ■ Differentiation ■ Alternate learning environments ■ Developing problem solving abilities ■ Develop sensitivity to others ■ Develop commitment to constructive ethical standards ■ Develop realistic, healthy self-concepts	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III	6% of the school site's population will be identified as Gifted	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population continued.							

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Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities Prof/Adv CST ELA Subgroups: <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>Hispanic</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table> Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities continued		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	10%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	Ensure RTI ² Multi-Tiered Framework for Instruction, Intervention and Support among students with Disabilities, English Learners, African American students and other at risk students provides early intervention to benefit learning the school will: • Ensure 100% compliance to IEP goals and Least Restrictive Environment • Fully integrate school-based mental health professionals • Ensure students receive opportunities to practice oral and written language • Implement SDAIE strategies	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III	• See monitoring indicators for CST on page 3 and 4
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																						
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07-08 54.8% 08-09 55.7% <u>Change</u> +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1% AMAO 1 – Meet or exceed the percentage AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English continued	3%	feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	the CELDT teachers will: - Implement effective ELD strategies e.g. Think Pair Share, Pull Out and Think/Write, and vocalized reading - Teach ELD curriculum for a minimum of 30 – 45 minutes daily - Plan, and implement differentiated lessons based on ELD standards - Ensure students are provided instruction and intervention matched to their needs, through the effective implementation of the Multi-Tiered Framework for Instruction, Intervention, and Support. See page 1 and 2)	needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Instructional Leadership Team Data Team	
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv 07-08 36.3% 08-09 39.3% <u>Change</u> +3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	To ensure EL students score early advanced and advanced as determined on the annual CELDT teachers will: - Implement effective ELD strategies e.g. Think Pair Share, Pull Out and Think/Write, and vocalized reading - Teach ELD curriculum for a minimum of 30 – 45 minutes daily - Plan, and implement differentiated lessons based on ELD standards - Consistent use of ELD curriculum and CELDT –like activities - Ensure students are provided instruction and intervention matched to their needs through the effective implementation of the Multi-Tiered Framework for Instruction, Intervention, and Support. (See page 1 and 2)	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III	• See monitoring indicators for AMAO 1	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015

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AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST ELA Math	<table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>24.3</td><td>27.0</td><td>+2.7%</td></tr><tr><td>34.1</td><td>36.3</td><td>+2.1%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	24.3	27.0	+2.7%	34.1	36.3	+2.1%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	See strategies/activities for CST accountabilities on page 3 and 4	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III	See monitoring indicators on page 3 and 4	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015			
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
24.3	27.0	+2.7%																	
34.1	36.3	+2.1%																	
Increase EL reclassification rates at the elementary, middle, and high school levels EL MS HS	5% <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>13.5</td><td>15.8</td><td>+2.3</td></tr><tr><td>22.4</td><td>20.8</td><td>+8.4</td></tr><tr><td>10.3</td><td>12.4</td><td>+2.1</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	13.5	15.8	+2.3	22.4	20.8	+8.4	10.3	12.4	+2.1	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	To increase the number of EL students who meet Reclassification criteria, the school will ensure the following: - Teachers will analyze ELD data and consistently monitor student progress to modify instruction and provide additional interventions as needed - Instructional staff will collaborate to design high quality instruction targeted at student individual needs - Instructional staff thoughtfully select appropriate strategies to ensure access to the designed lessons(See access strategies page 1-2) - Ensure students are provided instruction and intervention	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III	• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEF Monitoring Rosters	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
13.5	15.8	+2.3																	
22.4	20.8	+8.4																	
10.3	12.4	+2.1																	

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Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs <table> <tr> <td>ELA</td><td>25%</td><td>07-08</td><td>27%</td><td>08-09</td><td>27%</td><td>Change</td><td>+2%</td></tr> <tr> <td>MATH</td><td>26%</td><td></td><td>27%</td><td></td><td></td><td></td><td>+1%</td></tr> </table>	ELA	25%	07-08	27%	08-09	27%	Change	+2%	MATH	26%		27%				+1%	35% ELA 35% Math	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	matched to their needs through the effective implementation of the Multi-Tiered Framework for Instruction, Intervention, and Support. (See API accountabilities page 1 and 2) See strategies/activities for CST accountabilities on pages 3 and 4	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S636 N536 S539 N539 S176 Title III	• See monitoring indicators for CST on page 3 and 4	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015
ELA	25%	07-08	27%	08-09	27%	Change	+2%																
MATH	26%		27%				+1%																

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase students preparedness for College Career Readiness		Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	The school will inspire students to prepare for and attend college through the following activities: - Form College Committee comprised of staff , parents, and community - College banners displayed in all classrooms - Conduct monthly "College Bound" student meeting that highlight college or career - Every fifth grader and parent will be provided opportunities to develop clear understanding of A-G requirements - Annual parent College Clinic to learn CAHSEE requirements, graduation requirements, SAT exam, college entrance requirements, financial aid - Maintain continued articulation with Jefferson Pipeline of schools to ensure students receive personalization as they matriculate.	The school will identify resources needed to support the implementation of strategies/activities to meet accountabilities, pending allocation of funding sources: S046 V094 Stimulus S536 N536 S539 N539 S176 Title III	<u>Elementary</u> Students getting 3 or 4 on report cards	Administrators Instructional Leadership Team Data Team	9/2010 – 6/2015

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that - there are opportunities for parent involvement - they feel welcome at this school - there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).	At least 90% of parents respond "Strongly agree" or "agree"	Potential student population from feeder schools: - African American - Hispanic/Latino - Socioeconomically Disadvantaged - English Learners - Students with Disabilities	N/A Although Central Region Elementary School #17 did not participate in the 2009 School Experience Survey for Parents, the parents would be encouraged to respond to the survey in the 2010 – 2011. The school values the parent voice and would use the outcomes of the survey to reflect on current practices, and open communication to improve the quality of the learning experience. Please refer to page 33 in our proposal, outlining our desire to connect with our school community as valued partners.		Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.	Administrators Instructional Leadership Team Data Team	

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Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment. See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree	N/A	The students of Central Region Elementary School #17 will participate in the School Experience Survey for Students in the 2010 – 2011. The intent of our proposed discipline plan is to ensure a sound educational environment conducive to learning. Please refer to pages 21-23 of our proposal.		- Increased and improved parent partnerships and welcoming environments - Increased external partnerships to support instructional incentives and parent participation support - Increased clear and accurate, updated communication regarding school policy and procedures, between school and home - Increased clear and accurate, updated communication regarding school policy and procedures, between school and home		
Decrease the number of suspensions 06-07 83,542 07-08 75,049 08-09 <u>Change</u> TBD	25%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	The school will ensure a safe school through the implementation the Board District Discipline Policy and is committed to provide a sound educational environment for all learners. - Develop and set clear behavioral expectations that are build the concepts of safe, respectful and responsible actions - Students accept responsibility for their behavior choices - Set clear systems of reward and consequences for actions		- Decrease non-mandatory suspension rates at all schools by 25%. - Increase the number of preventive school-wide discipline plans that are effectively implemented - Team Implementation Checklist - Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools	Administrators Instructional Leadership Team Data Team	

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase attendance of staff and students 07-08 08-09 Change Students: 93.99% TBD Staff: 93% TBD TBD Increase attendance of staff and students continued	96% 96%	Potential student population from feeder schools: African American Hispanic/Latino Socioeconomically Disadvantaged English Learners Students with Disabilities	Establish a Professional Culture through training on Adaptive Schools to become a high functioning collaborative community organized by: • Compelling purpose • Collective efficacy • Collaborative culture • Communal application of effective teaching practices • Trust in on another • Individual and group learning based on ongoing assessment and feedback	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score. • Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition	Administrators Instructional Leadership Team Data Team	

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutive years			See strategies/activities for API and CST accountabilities pages 1, 2, 3 and 4) Provide high quality instruction and intervention matched to students needs through the implementation of the RTI² Multi-Tiered Framework for Instruction , Intervention and Support to ensure meeting AYP criteria Create collaborative culture of learning and the belief that all students can and will learn : • High expectations for students, colleagues parents, colleagues and self • Collective efficacy • Staff trust in parents and students	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score. • Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target	Administrators Instructional Leadership Team Data Team	
Decrease in the number of Title 1 Schools In PI status			See strategies/activities for API and CST accountabilities pages 1, 2, 3 and 4) Provide high quality instruction and intervention matched to students needs through the implementation of the RTI² Multi-Tiered Framework for Instruction , Intervention and Support to ensure meeting AYP criteria Create collaborative culture of learning and the belief that all students can and will learn : • High expectations for students, colleagues parents, colleagues and self • Collective efficacy • Staff trust in parents/students	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score. • Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target	Administrators Instructional Leadership Team Data Team	