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Appendix 1A: Student Population

Demographic Data Table #1

School	Enroll-ment	Free and Reduced %	ELs 08/09	Reclass RFEP % 08/09	Program Improv. 08/09	Met AYP	API Score	API Similar Schools
Magnolia*	1316	100%	72%	10%	PI-5	no	685	716
Vermont*	841	99%	51%	22%	PI-3	yes	730	737
10th Street**	1110	98%	70%	17%	PI-5	no	704	716
Politi**	762	99%	62%	31%	P1-4	no	697	728
Olympic Prim.Center**	250	98%	80%	0%	PI-3	no		
Salvin Spec.Ed Center**	300	94%	82%	0%			780	

Demographic Data Table #2

School	Enrollment	Calendar	Afric-Amer not Hisp.	Hispanic or Latino	White not Hispanic	Other	Title 1	SBM
Magnolia*	1316	1 track	1.4%	98.2%	0.0%	0.0%	yes	yes
Vermont*	841	1 track	7.8%	91.6%	0.5%	0.0%	yes	yes
10th St.**	1110	4 tracks	1.0%	98.0%	1.0%	1.0%	yes	no
Politi**	762	1 track	0.5	97.5	0.5	1.4	Yes	No
Olympic Prim. C**	250	4 tracks	1.5	96.4	0.0	2.0	Yes	No
Salvin Spec Ed. Center**	300	1 track	16%	80%	1%	3%		

Source: LAUSD School Report Cards *Sending School **Affected School

Appendix 2A: English Language Arts Curriculum and Open Court Reading

California Language Arts Content Standards
Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve:
www.cde.ca.gov

Haager, D. *The California Reading First Year 5 Evaluation Report*. Education Data Systems. 2008.
This document discusses the role of curriculum, professional development, curriculum-embedded assessments, collaborative teacher meetings, District commitment and coaching in the successful implementation of *Open Court Reading 2000 and 2002 and Foro abierto para la lectura* in Reading First Schools.

McGraw-Hill Education. "Results With Open Court Reading." June 2008.
This report describes the results achieved from teaching elementary student to read utilizing the Open Court Reading Program: Schools and District examined in the report included: Lemoore Union Elementary School District; Sacramento City Unified School District; Kelso Elementary (Inglewood, CA); Curtis Creek School District; Canopy Oaks Elementary; Hartsfield Elementary (Tallahassee, Florida); Fort Worth Independent School District; and Public School 161 (Crown Heights, Brooklyn, New York). Los Angeles and Oakland Unified School Districts were also mentioned in a section titled "And the Success Continues."

A report from the Department of Education's What Works Clearinghouse summarizing Open Court:
http://ies.ed.gov/ncee/wwc/reports/beginning_reading/open_court/

What Works Clearinghouse. *Open Court Reading.* This report identifies 30 studies of Open Court Reading that were published or released between 1985 and 2007. Study designs and evidence standards are examined and reviewed.
https://www.sraonline.com/productsamples.htm?show=2&qid=342&tid=1

Appendix 2B: Mathematics Research and Scope and Sequence

Research

Publisher's compilation of the evidence for success of *Everyday Math*:
http://www.everydaymathsuccess.com/

The Department of Education's *What Works Clearinghouse*'s summary of research on elementary math programs:
http://ies.ed.gov/ncee/wwc/reports/elementary_math/topic/

A two-page fact sheet summarizing the research behind *Everyday Math*:
http://www.everydaymathsuccess.com/pdf/EM_TOP5.pdf

Scope and Sequence

Everyday Math correlated to the California Mathematics Content Standards K-6:
https://www.wrightgroup.com/download/common/CA_07_EM_Gr_K-6_Standards_Map.pdf

A short description of the *Everyday Math* scope and sequence and links to content by grade level:
http://www.everydaykelly.com/about.html#scope

University of Chicago School Mathematics Project: *Everyday Math* - implementation resources, information, and advice specific to each grade level:
http://everydaymath.uchicago.edu/educators/grade_specific/

A sample of *Everyday Math's* goals for 1st grade:
http://everydaymath.uchicago.edu/about/program_goals/Grade1GLGs.pdf

Appendix 2C: Research on Meeting the Needs of English Language Learners

Artiles et al, 2005:
One of the most important indicators of success in learning English is student fluency in their home language.

Collier and Thomas, 2005:
Students who participate in dual language programs perform better on standardized tests at the end of five to six years as compared to students in English immersion or bilingual programs.

Center for Applied Linguistics. Two-Way Immersion.
http://www.cal.org/twi/index.htm

Council of the Great City Schools. *Succeeding With English Learners: Lessons Learned from the Great City Schools*. October, 2009.
This report provides answers to the questions 1. Are some school districts making progress in teaching ELLs? And 2. If so, what are these districts doing that others are not? State assessment data and results from the Trial Urban District Assessment of Educational Progress (NAEP) were examined. Districts included in this report were: the Dallas Independent School District, New York City Department of Education, San Francisco Unified School District, and St. Paul Public Schools.

August, D., & Shanahan, T. (2006). Developing Reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth. Washington, D.C.: Center for Applied Linguistics and Newark, DE: International Reading Association.

Hayes, Katherine, Robert Rueda and Susan Chilton. "Scaffolding language, literacy, and academic content in English and Spanish: The linguistic highway from Mesoamerica to Southern California." *English Teaching: Practice and Critique.* in press, 2009.
http://education.waikato.ac.nz/research/files/etpc/files/2009v8n2art?.pdf
In the DP program… thoughtful content-based instruction utilising academic language connections between the students' two dominant languages (Spanish and English) with explicit recognition of the contributions of additional heritage indigenous languages from Mexico and Central America provides the scaffold to academic understanding for participating students. DP students consistently score significantly above their non-DP peers on state-mandated achievement tests:

Alanis, Iliana, et al. "Preventing Reading Failure for English Language Learners: Interventions for Struggling 1st Grade L2 Students." *NABE Journal of Research and Practice*. Winter 2003:
Supplemental reading instruction was delivered in Spanish to ELLs at risk of reading failure. Results indicated a steady improvement in reading levels as measured by the Tejas Lee, running records, interviews, and classroom observations.

Appendix 2D: PERB Evaluation of *Lectura and Foro Abierto*

Complete file:
http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_PLCY_RES_DEV/PAR_DIVISION_MAIN/RESEARCH_UNIT/PROJECTS/PERB_CURRICULUM_STUDIES/CURRICULUM_STUDIES_SPANISH_LANG_ARTS/EVALUATION%20OF%20S-L%20READING%20CURRICULA--YR1%20FINAL%20REPORT.PDF

Cited at: http://notebook.lausd.net/portal/page?_pageid=33,226299&_dad=ptl&_schema=PTL_EP

Executive Summary:

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch

To: Members, Curriculum and Instruction Committee **DATE:** February 27, 2006

From: Ted Bartell

Subject: **EVALUATION OF SPANISH-LANGUAGE READING CURRICULA**

Attached please find a copy of the Year 1 (2004-05) evaluation report on the instructional services provided to English Learners enrolled in the Spanish-Language Reading program districtwide The sample consisted of twenty-four schools that implemented Lectura and/or Foro Abierto programs for Waiver to Basic students and two Dual Language Immersion schools that implemented Foro Abierto. A total of 107 classrooms were observed over two distinct observation periods. Key findings include:

- Forty-one percent of sample K-2 Foro Abierto teachers consistently utilized the three major sections of the curricula, 55% of the teachers consistently utilized one or two major sections of the curricula, and the remaining 4 percent of teachers did not use the curriculum at all.
- For the K-2 Lectura teachers, 16 percent of the sample teachers consistently utilized the three major sections of the curricula, 64% of the teachers consistently utilized one or two major sections of the curricula, and twenty percent of teachers did not use the curriculum.
- Most of the teachers from both curriculum groups attended the five day Governor's Institute, but few Lectura teachers attended on-site professional development.
- Most second grade students (Lectura and Foro Abierto) showed positive adjusted gains on Spanish reading and language subtests (Aprenda).
- Second grade Lectura students outperformed Foro Abierto students in Spanish reading (Aprenda) at every program implementation level. The strongest difference was in classrooms with high program implementation level. The effect size difference was .81.
- The only program offered at third, fourth and fifth grade levels was Foro Abierto. The results were not promising in Spanish reading and language (Aprenda) nor in English language arts (CST) for third graders, but positive gains in English were found in the majority of sample fourth grade classrooms. Fifth graders had mixed results on all test batteries.
- The correlation of .42 between performance in Spanish reading and performance in English language arts found in this study suggests that mastering Spanish reading may help English learners in acquiring English language arts skills.

If you have any questions regarding this report, please contact Dr. Kathy Hayes, Project Director, at 213-241-5153.

Attachment

Appendix 2E: ELD Practicum

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Local District Superintendents Date: October 2, 2009

FROM: Mary Campbell, Administrator
Language Acquisition Branch

SUBJECT: Elementary Title III ELD Practicum Training

This correspondence outlines the Language Acquisition Branch continuing professional development plan to support the Title III ELD Practicum in elementary schools and to ensure that all teachers of English learners (ELs) are appropriately trained for delivery of instruction.

On September 28, 2004 the Board approved the Title III ELD Practicum as a three-day professional development for teachers to maximize the delivery of the existing English Language Development (ELD) curriculum with enhanced instruction. From 2005 through 2008, K-5 teachers of ELs and elementary administrators participated in the ELD Practicum. Last year, School ELD Trainers, K-5 teachers and elementary administrators were offered four ELD Practicum Support Modules to deepen their knowledge and enhance their instructional practice.

This year, teachers of English learners who have not completed the mandated components of the ELD Practicum at any grade level will be invited to attend the following ELD Practicum components:

- Thinking Maps (one-day pre-requisite for the ELD Practicum)
- ELD Practicum (three-day training by grade level)
- ELD Practicum Support Modules (four one-hour sessions)

The Local District Elementary EL/Access to Core Experts will be working with principals to identify teachers who may be in need of these mandatory professional development components of the ELD Practicum. Details and logistics of training will be shared based on the needs identified for your specific sites.

Administrators who supervise teachers of English learners and who have not completed the administrative training component will be invited to attend the required two-hour session.

Funding for substitute coverage for the ELD Practicum participants will be provided through the LAB Title III funding requests.

Description of Continued Trainings 2009-2010

Thinking Maps® Training The purpose of this one-day training facilitated by LAB Lead Trainers is to provide K-5 teachers of ELs with prerequisite training of the use of visual tools for scaffolding academic content for instruction prior to participation in the ELD Practicum.
ELD Practicum The purpose of this three-day school site training facilitated by LD Lead Trainers is to provide K-5 teachers with ELs with methodologies and strategies to maximize the delivery of instruction for English Language Development leading to academic English proficiency. The participants are teachers assigned to teach ELs who have never received the ELD Practicum professional development in any grade level.
ELD Practicum Support Modules for K-5 Teachers The purpose of this training facilitated by the School ELD Trainers is to deepen the K-5 teachers' understanding of the ELD Practicum. The four one-hour modules include: ELD Strategies, Multi-level Differentiation, Assessing Pull and Write, and the ELD Instructional Tool.
School ELD Trainers The purpose of this two-day training facilitated by LD Lead Trainers is to enable new School ELD trainers to support K-5 teachers of ELs to deepen and support the delivery of ELD instruction. This support includes facilitating grade-level meetings, providing professional development and modeling lessons.
Elementary School Administrators ELD Practicum Training The purpose of this two-hour training facilitated by the LD Lead Trainers is to deepen administrative knowledge and support of the ELD Practicum and Practicum Support Modules for administrators who have never received the ELD Practicum professional development.

Please contact Dona Lawrie, Language Acquisition Branch at 213-241-5582 should you have any questions regarding the ELD Practicum.

c: Board Members
Ramon Cortines
James Morris
Judy Elliott
Sharon Robinson
Matt Hill
Local District Administrators of Instruction
Local District Directors School Services
Local District EL Coordinators
Elementary Principals

Appendix 2F: Implementing a Two-Way Bilingual Immersion Program

Email communication from Rosa Molina. Two-Way California Association for Bilingual Education (CABE). January, 2009.

The following elements are determined to be the factors that are necessary for the successful implementation of a Two-Way Bilingual Immersion (TWBI) program (equivalent to dual language):

1. The TWBI Program must be designed as a "choice program" for families of EO and EL students that want to participate in the TWI program. Parents should be asked to sign **parent compacts** that are also signed by the school district officials and make a multi-year commitment.
2. Program needs to be designed K-12 so that you don't have to re-negotiate for a program when the kids get to middle school/high school. A Task Force should be gathered to write a master plan delineating the components of the programs so that all staff and new staff in years to come to understand the most important components of a successful TWBI program.
3. Classes should be formed so that they are linguistically balanced to ensure a balance of ELs and EO students so that you have student language models in each of the languages.
4. All staff members (admin, teachers, classified, district level support) associated with the program must attend multiple inservices to understand the program components and know how to market the program to the families from the community.
5. Teachers must be carefully selected and demonstrate both grade level knowledge and native-like literacy in the Spanish language (target language) and English.
6. Assessments in English and Spanish must be selected for on-going measures of both academic and linguistic progress of the students in the program to include: CELDT, CST and Aprenda (primary language testing)
7. Parents should be offered informational evenings to describe the program elements and outcomes in terms of academics in both languages –
    - Preschool and K Orientations
    - Monthly trainings
    - Annual reviews of the program elements for each grade level
8. The Spanish language must become the status language as students work to become bilingual and biliterate. The language must be promoted throughout the school and school newsletters, websites, etc. Parent Meetings and parent materials should always be translated.
9. TWBI Teachers participate in monthly planning, preservice and inservice to develop a strong repertoire of skills enabling them to deliver the TWBI program successfully.
10. TWBI Teachers and paraprofessionals must sign on and know that they will be engaged in extensive professional development networks to plan, study and research effective practices.
11. The TWBI Instructional day is designed to allow students instruction in both languages on a daily basis.
12. 90/10 TWBI Program Designs demonstrate the most promising research results in terms of ensuring both English and Spanish competencies.

Appendix 2G: SDAIE Strategies

From: Sweetwater Union High School District, Chula Vista, CA
http://www.suhsd.k12.ca.us/suh/---suhionline/sdaie/glossary.html

SDAIE Strategies

A Glossary of Instructional Strategies

Anticipatory Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ...." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for

'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, evaluation.

Cooperative Dialogue -
1.Students number off one through four.
2.Each student pairs with another student from a different group who has the same number.
3.Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4.Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below.
Comparison-Contrast Matrix-Students determine similarities and differences between two

people, things, solutions, organisms stories, ideas, or cultures.
Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.
Interval Graphs-Chronological order, bar graphs, parallel events, number value.
Flowcharts - Sequential events, directions, decision making, writing reports, study skills.
Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.
Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first ___pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did ____ ? How does ____relate to your life or experiences? Compare ____to __. What if____? Predict _____) Papers are

exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.
Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off I to 4. Teacher asks a question. Students consult one another to

make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously-selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.
Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.
Movie Poster Advertise the content from a lesson by creating a movie poster complete with

ratings, pictures, actors, descriptions, and comments by a critic.
Comic Strip Create a 6-paneled comic strip of the lesson content.
Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.
Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:
Right There The answer is located directly in the reading
Think and Search The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.
On My Own The answer is "beyond the lines." The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style not important.

Quickwriting -Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

RAFT -May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups

of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide 1. Headings Read -Around- Students take turns reading the headings of the reading
2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.
5. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.
Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.
Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers.
the teacher. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quickwrite until they all have been read. Step 1: A interviews B C interviews D Step 2: B interviews A D interviews C Step 3:A interviews C and D about B B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards Each student selects a difficult vocabulary word fro the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

Appendix 3A: Student Discipline Referral Form from Character Counts!

STUDENT NAME: _____ GRADE: _____ DATE: _____

Teacher Comments on the Problem:

_____
_____
_____

Student Comments:

_____
_____
_____

Trustworthiness

cheating/lying
breaking a promise
no pass
other _____

Fairness

playing rough
not following game rules
copying
other _____

Respect

hitting
running in a walk-only area
disrupting class
innapropriate language
other _____

Caring

pushing
throwing things
teasing or name calling
bullying
other _____

Responsibility

bringing personal items to school
not returning _____
not following directions
not bringing _____
other _____

Citizenship

littering
running in a walk-only area
yelling in a quiet area
vandalizing other's property
other _____

ACTION:

_____

Teacher Signature: _____ Parent Signature: _____

Appendix 3B: Resources for Career Education and a College-bound Culture

Hoyt, K., Marland, S. Career Education Syllabus—Overview of career education programs in Arkansas. http:www.clt.astate.edu/dagnew/CMLP98.HTM

This document defines career education terms, provides a history of career education, discusses the differences in vocational and career education, and provides a continuum for career education curricula from elementary school through adult education.

ASU Mothers and Daughters program

This program seeks to develop a college-bound mind-set in young Latinas and their mothers.
http://diverseeducation.com/article/11830/1.php

"ASU partners with 14 school districts in Phoenix and the East Valley to mentor students, raise their aspirations and teach skills for them to succeed. The university said the program has promoted higher education to more than 6,000 young women and their mothers over the years."

We will investigate partnership with USC, Foshay Learning Center, and West Adams Preparatory High School to initiate a similar program.

Appendix 3C: Bell Schedule 2010-2011, *Central Region ES#15*

7:30 – 4:30	School Office Hours
8:01 – 2:20	Pupil Hours
8:00 – 1:20	Tuesday Pupil Hours
8:00 – 1:35	Shortened Thursday Pupil Hours
8:00 – 1:00	Minimum Days
7:41 – 2:30	Teacher Hours
7:20 – 7:50	Breakfast Served
7:56	Warning Bell
8:01	Class Begins

Recess:

9:50 – 10:10	Primary and Kinder Recess
10:15 – 10:35	Upper Grades Recess

Lunch:

11:20 – 12:00	Kindergarten
11:40 – 12:20	Grades 1-3
12:00 – 12:40	Grades 4-5

Dismissal

1:00	Dismissal (Minimum Day)
1:20	Dismissal (Tuesdays)
1:35	Dismissal (Shortened Thursdays)
2:20	Dismissal

Appendix 3D: Health Programs

Too Good for Drugs:
http://www.mendezfoundation.net/home.php

Second Step:
http://www.cfchildren.org/programs/ssp/overview/

Office of Health Education Programs
http://www.lausd.k12.ca.us/lausd/offices/hep/index2.html

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Health and Human Services

Health Education Programs

Beliefs

We believe that all children must be healthy to be educated, and must be educated to be healthy.
We believe that all student academic achievement depends upon safe and drug-free schools, and healthy, resilient youth.

Vision

The vision of the Health Education Programs unit is for all students to have optimum physical, social, and emotional health and have campuses that are violence-and drug-free so that they will be enthusiastic learners and able to achieve their highest academic potential.

Mission

The Mission of the Health Education Programs Unit is to assist schools in providing for the health education needs of all the students and ensuring that campuses are violence and drug-free environments where students and other stakeholders can be safe and where all students can achieve their highest academic potential.

Why Teach Health?

The Health Education Programs (HEP) staff coordinates much-needed services to ensure that schools are safe, drug-free, and conducive to learning. Many adolescents are coming to school with a variety of health-related problems that make successful learning difficult, if not impossible. Morever, the following research findings show that promoting assets and resilience among students is correlated with both greater motivation to achieve and less involvement in risky behavior.

1. Recent research indicates that adolescents who use drugs have been found to have reduced attention spans, lower interest in homework, lower grades, more negative attitudes toward school, increased absenteeism, and higher dropout rates.
2. Coping difficulties associated with stress-related violence both at school and at home threaten academic performance and are exhibited by lack of interest and behavior problems at school, low grades, low self-esteem, and a high dropout rate.
3. Emerging evidence suggests exposure to violence has lifelong effects on learning.
4. Exposure to neighborhood and school violence contributes significantly to the prediction of poor school attendance, inappropriate behavior, and low grades among a sample of secondary school students.
5. Schools that enhance child skill development through health education, parenting classes, and teacher training see increases in students' school connectedness and achievement.
6. Childbirth during the high school years is associated with significantly reduced academic achievement and other negative education outcomes.

"What we do in the name of health, safety, and well-being is linked with teaching and learning. Teaching and learning can't take place if students aren't healthy, aren't physically and mentally fit, or aren't safe"

William Modzeleski, Safe and Drug Free Schools Program, U.S. Department of Education

Appendix 4A: SPSA Accountability Matrix CES #15 is attached as a separate file, to simplify formatting.

Appendix 4B: Student Assessment Plan

Table 4. Student Assessments

Grade Level	Benchmark Assessments	Unit Exams	State-Required Exams	Summative Projects
K	LAS		*CELDT*	trimester writing assessments
1	3 fluency tests per year SOAR data or equivalent benchmark assessments 3 CLOZE comprehension tests per year, such as the Degrees of Reading Power (DRP)	*Everyday Math* chapter and/or unit tests	Aprenda *CELDT*	trimester writing assessments
2	3 fluency tests per year SOAR data or equivalent benchmark assessments 3 CLOZE comprehension tests per year, such as the Degrees of Reading Power (DRP)	*Everyday Math* chapter and/or unit tests	Aprenda CST *CELDT* *STS* *CAPA*	trimester writing assessments
3	3 fluency tests per year SOAR data or equivalent benchmark assessments 3 CLOZE comprehension tests per year, such as the Degrees of	*Everyday Math* chapter and/or unit tests	Aprenda CST *CELDT* *STS*	trimester writing assessments student-led conference presentation

Grade Level	Benchmark Assessments	Unit Exams	State-Required Exams	Summative Projects
	Reading Power (DRP)		*CAPA* *CMA*	
4	3 fluency tests per year SOAR data or equivalent benchmark assessments 3 CLOZE comprehension tests per year, such as the Degrees of Reading Power (DRP) District Periodic Algebra Readiness Assessments District Periodic Biology, Chemistry and Integrated Coordinated Science Assessments	*Everyday Math* chapter and/or unit tests	Aprenda CST *CELDT* *STS* *CAPA* *CMA*	trimester writing assessments student-led conference presentation
5	3 fluency tests per year SOAR data or equivalent benchmark assessments 3 CLOZE comprehension tests per year, such as the Degrees of Reading Power (DRP) District Periodic Algebra Readiness Assessments	*Everyday Math* chapter and/or unit tests	Aprenda CST *CELDT* *STS* *CAPA* *CMA*	trimester writing assessments student-led conference presentation

Grade Level	Benchmark Assessments	Unit Exams	State-Required Exams	Summative Projects
	District Periodic Biology, Chemistry and Integrated Coordinated Science Assessments			

Appendix 4C: California Assessments

California Assessment System 2009–10

Test		Type	Participants	Grade Level(s)	Content Tested
Standardized Testing and Reporting (STAR) Program	CSTs	CR SB MC PA	All students unless their individualized education program indicates assessment with CAPA or CMA.	2–11	**Grades 2–11** English-Language Arts • Mathematics **Grade 7** Writing **Grades 8–11** History-Social Science **Grades 5, 8–11** Science
	CAPA	CR SB PA	Students with significant cognitive disabilities who are unable to take the CSTs even with accommodations or modifications and whose individualized education program indicates assessment with CAPA.	2–11	**Grades 2–11** English-Language Arts • Mathematics **Grades 5, 8, 10** Science
	CMA	CR SB MC PA	Students whose individualized education program indicates assessment with CMA. For a complete list of criteria, please go to: http://www.cde.ca.gov/ta/tg/sr/cparticpcriteria.asp	3–11	**Grades 3–9** English-Language Arts **Grades 3-7** Mathematics **Grades 7–11** Algebra **Grade 7** Writing **Grades 5, 8, 10** Science
	STS	CR SB MC	Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months.	2–11	Reading/Language Arts • Mathematics
	EAP	SB MC PA	Voluntary.	11	**Augmentations to CSTs in:** English-Language Arts • Algebra II Summative High School Mathematics
CELDT		CR SB MC PA	All newly enrolled students whose primary language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they are reclassified.	K–12	**Grades K–12** Listening • Speaking • Reading • Writing
CAHSEE		CR SB MC PA	All grade 10 students. Students in grades 11 and 12 and adult students who have not previously passed. Students with disabilities are exempt from meeting the CAHSEE requirement as a condition of graduation or receiving a diploma.	10-12 Adult students	English-Language Arts • Mathematics
PFT		CR PA	All students.	5, 7, 9	Aerobic Capacity • Body Composition Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance • Flexibility
CHSPE		CR MC PA	Voluntary. Ages 16 and up or completed grade 10.	–	Reading • Language • Mathematics
GED		CR MC PA	Voluntary. Age 18. Age 17 if eligible.	–	Reading • Writing • Mathematics Science • Social Science
NAEP		CR MC	A sample of grade eligible students in selected schools.	Grades 4, 8, 12	U.S. History • Civics • Geography Writing • Mathematics

Note: Results include individual, school, district, county, and state except for EAP—individual only, NAEP—national and state only, CHSPE—individual, school, and district only, and GED—individual only.

Legend:

STAR - Standardized Testing and Reporting Program
CSTs - California Standards Tests
CAPA - California Alternate Performance Assessment
CMA - California Modified Assessment
STS - Standards-based Tests in Spanish
EAP - Early Assessment Program
CELDT - California English Language Development Test
CAHSEE - California High School Exit Examination
PFT - Physical Fitness Test
CHSPE - California High School Proficiency Exam
GED - General Educational Development
NAEP - National Assessment of Educational Progress
SB - Standards-based
CR - Criterion-referenced
MC- Multiple choice
PA- Performance assessment

Appendix 5A: Educational Research and Dissemination (ER&D)

http://www.aft.org/topics/teacher-quality/erd.htm

The American Federation of Teachers Educational Research and Dissemination (ER&D) Program is a union-sponsored, research-based professional development program. It is designed to help local unions build the capacity to deliver high-quality professional development services, either on their own or in collaboration with their school districts. The AFT has long recognized that a research-grounded knowledge base is essential to professional practice. The ER&D Program was created in 1981 to encourage classroom educators to improve their practice and their students' performance by becoming users of research. The American Educational Research Association awarded ER&D its highest honor as an exemplary program that "bridges the gap between research and practice." Beginning with a single course delivered to teachers in three pilot sites, the program has now expanded to include 12 strands that are available to all union constituents—teachers, paraprofessionals, and school-related personnel—in more than 200 locals across the country.

The ER&D Program meets the criteria for "high quality professional development" as defined in the No Child Left Behind Act of 2001. ER&D delivers scientifically based research in a focused, sustained framework that promotes the application of research-validated concepts and strategies.

http://www.aft.org/topics/teacher-quality/downloads/WhatisERD.pdf

Appendix 5B: Professional Development Research

The current state of research shows that good teaching can make a significant positive impact on student achievement and that certain professional development programs have shown great promise in improving teachers' efficacy by large margins. Research also demonstrates that many if not most professional development efforts do not live up to this promise and are, in fact, ineffectual. A review of the research and the professional development programs that were found to be effective suggests the following elements are key to developing an effective professional development program:

- Alignment with curriculum: Teachers must be engaged in learning that is highly relevant to the curriculum they will be teaching their students. Therefore all professional development sessions must be tightly aligned to subject matter content, instructional methods, and the timing of when teachers will present the material to their students.

- High-Intensity: Anything worth teaching is worth teaching in-depth. One-shot workshops are widely thought to have little or no impact. Effective professional development efforts ranged from thirty-two to thirty-six hours over one school year. In addition, successful efforts involved teachers from entire grade levels or schools, thus raising the likelihood of extra collaborative learning after-hours. High-intensity training can be measured both in hours of commitment and depth of focus.

- Sustained Intensity: Effective professional development efforts took a long-range approach and were implemented over one to two years.

- Immediate Feedback: The most effective professional development intervention that has been identified, studied by Angrist and Lavy (2001) gave teachers immediate feedback through weekly training.

Research on Effective Professional Development

Angrist, Joshua D. and Lavy, Victor. Does Teacher Training Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools. *Journal of Labor Economics.* Vol 19. No. 2. April, 2001. pp. 343 – 369.

Bressoux, Pascal, Kramarz, Francis, and Prost, Corinne. Teachers' Training, Class Size and Students' Outcomes: Evidence from Third Grade Classes in France. *CREST, CEPR, IZA*. Université de Grenoble. *CREST, EHESS* Paris-Jourdan, Cornell University. Preliminary. April 2006.

Corcoran, Thomas B. Helping Teachers Teach Well: Transforming Professional Development. *CPRE Policy Briefs.* Consortium for Policy Research in Education. New Brunswick, NJ. 1995.

Desimone, Laura M., Porter, Andrew C., Garet, Michael S., Yoon, Kwang Suk, and Birman, Beatrice F. Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study. *Educational Evaluation and Policy Analysis.* American Educational Research Association Vol. 24, No. 2. Summer, 2002. pp. 81-112. Stable URL: http://www.jstor.org/stable/3594138 Accessed: 22/11/2008 03:48

Garet, Michael S., Porter, Andrew C., Desimone, Laura, Birman, Beatrice F., and Yoon, Kwang Suk. What Makes Professional Development Effective? Results from a National Sample of Teachers. *American Educational Research Journal*. Vol. 38, No. 4. Winter, 2001. pp. 915-945. Stable URL: http://www.jstor.org/stable/3202507

Jacob, Brian, and Lefgren, Lars. The Impact of Teacher Training on Student Achievement: Quasi-Experimental Evidence from School Reform Efforts in Chicago. *The Journal of Human Resources*, University of Wisconsin Press. Vol. 39, No. 1. Winter, 2004. pp. 50-79. Stable URL: http://www.jstor.org/stable/3559005. Accessed: 22/11/2008 03:34

Lee, Okhee, Deaktor, Rachael, Enders, Craig, and Lambert, Julie. Impact of a Multiyear Professional Development Intervention on Science Achievement of Culturally and Linguistically Diverse Elementary Students. *Journal of Research in Science Teaching.* Vol. 45. No. 6. pp. 726-747. 2008.

Research on Teacher Effectiveness

Finds wide variation in teacher effectiveness:

Clotfelter, Charles, Ladd, Helen F., and Vigdor, Jacob. How and Why do Teacher Credentials Matter for Student Achievement? *Calder Working Paper 2*. National Center for Analysis of Longitudinal Data in Education Research. March 2007.

Suggests that teachers who are one standard deviation above average have a positive impact of about one-fifth of a standard deviation on the test scores of their students:

Rivkin, Steven G., Hanushek, Eric. A., and Kain, John F. Teachers, Schools and Academic Achievement. *Econometrica*, Vol. 73. No. 2. March 2005. 417–458.

Demonstrates that successful teachers are unequally distributed:

Clotfelter, Charles, Ladd, Helen F., Vigdor, Jacob, and Wheeler, Justin. High Poverty Schools and the Distribution of Teachers and Principals. *Calder Working Paper 1*. National Center for Analysis of Longitudinal Data in Education Research. March 2007.

Suggests that most of the positive effects from highly-skilled teachers fade out over time:

Jacob, Brian, Lefgren, Lars, and Sims, David. The Persistence of Teacher-Induced Learning Gains. *NBER Working Paper Series.* National Bureau of Economic Research. Cambridge, MA. June 2008.

Appendix 5D: Professional Development Evaluation Form

	4	3	2	1
Alignment	Every activity and all material connect directly to material I will teach my students over the next several weeks.	Activities and materials connect to what I teach my students over the course of the year.	Many activities and most materials connect to what I teach my students.	I see few connections between what I teach and the materials and activities presented here.
High-Intensity	This session engaged my full interest and had everyone actively working on relevant activities.	This session kept me engaged with active, relevant activities.	This session lost my interest at times.	I had difficulty focusing on the material and activities presented.
Sustained Intensity	Our grade-level or school team has plans in place for how to begin implementing these ideas in our teaching.	I have a plan on how to implement these ideas in my teaching.	I can see some ways to implement these ideas in my teaching.	I am not sure how to implement these ideas, or I have little interest in doing so.
Feedback	I receive regular feedback on my classroom implementation of what I learn in PD and how it compares to model implementations.	I receive occasional feedback on my classroom implementation of what I learn in PD and how it compares to models.	I have access to models of exemplary classroom implementations of the materials and activities in this PD.	Little or no feedback on my implementation is available without my sustained effort.

How will you use what you have learned in this session in your own classroom? What modifications do you anticipate needing to make?

_____
_____
_____
_____

How can this professional development session be improved?

_____
_____
_____
_____

Appendix 8A: Community Engagement Resources and Models

The following is just the beginning of a list of community engagement resources and models that *CES #15* will use to help forge strong ties to the community. The principal will be responsible for furthering this list and ensuring that contacts with these groups are initiated, developed, and utilized.

The USC Family of Schools Network

The USC Family of Schools program is made up of more than 1,300 USC students, faculty and staff that work with thousands of parents, teachers, school administrators, neighbors, police officers and other community representatives to develop ways in which children can access the community's rich resources, including its institutions of higher learning, its museums, libraries and recreation facilities.
http://www.thenewsroom.org/usc/20090707/usc-awards-850000-community-programs.html

Education Consortium of Central Los Angeles

The Education Consortium of Central Los Angeles is a group that brings together local resources – individuals and organizations dedicated to working in partnership – to address the challenges faced by local students seeking quality education.

Appendix 8B: Magnolia Place – Services Available

PARENTING

Parent and Child Art Program
This free 8 week arts program allows parents and children to spend time together exploring art forms including crafts, drama, music and improvisation games. Please contact Esmeralda Jordan
(213) 342-0185.

Family Services
An in-home/center counseling program that assists parents with resources, referrals and parenting education training. Please contact Sandra Diaz
(213) 342-0191.

Parenting Classes
The curriculum includes topics such as child development, discipline, health and safety, differences and diversity, and communication. Please contact Esmeralda Jordan
(213) 342-0185.

NuParent
Parenting education from the last trimester of pregnancy through 5 years of age. Topics are: bonding, communication, infant massage, child development, routines, guidance and discipline, getting ready to learn and also lots of fun activities. Please contact Marylou Romero (213) 342-0172.

Foster Care & Adoption
Interested in becoming a foster or adoptive parent? For information on our next info session call (800) 730-3933.

SCHOOL READINESS

Infant/Toddler and Family Enrichment Program (0-5 years)
A program for parents and children under the age of 5 years old to enhance relationships between parent and child as well as strengthen parenting skills. Please contact Claudia Solano
(213) 342-0101.

PACE Head Start & Children's Bureau Preschool Programs
Magnolia Place provides service to children 3–5 years old and their families to develop skills that will increase the children's success in kindergarten. Please contact Claudia Solano (213) 342-0101.

Family, Friends & Neighbors
A program that provides training, resources and mentorship to increase nonlicensed childcare providers' capacity to provide safe and nurturing care for children ages 0–5. Please contact
Tina Moreno (213) 342-0182.

HEALTH

St. John's Well Child & Family Clinic Center
Center provides primary preventive medical and dental services including physical examinations, immunizations, prenatal care and dental hygiene.
Call (213) 749-0947.

Health Program
This program utilizes Promotoras to emphasize the prevention of common childhood illnesses and the promotion of healthy habits. Please contact Esmeralda Jordan (213) 342-0185.

ECONOMIC DEVELOPMENT

Financial Fitness Club
Improve your financial success by attending our workshops about money, paying yourself first and your credit. Please contact Ana Anguiano (213) 342-0100.

Small Business Guidance and IDA Opportunities
PACE will give onsite orientations regarding small business start-up trainings, consultation, and financial programs available. Please contact Ana Anguiano
(213) 342-0100.

Early Childhood Care & Education Class
LA Adult School teaches early childhood development and child care techniques --- 20 credits toward certification and ECE degrees. Please contact Nancy Rodriguez (213) 342-0184.

English as a Second Language (ESL)
LA Adult School improves parent and child school readiness by teaching English as a second language. Please contact Esmeralda Jordan
(213) 342-0185.

COMING SOON

Legal Services
Public Counsel, EDN (Eviction Defense Network), and Para los Niños have teamed up to provide legal services for community members, including issues relating to housing/tenancy protection, immigration, and domestic issues.

For more information please contact Ana Anguiano at (213) 342-0100
www.all4kids.org

Appendix 8C: Support from the people who know our students and community

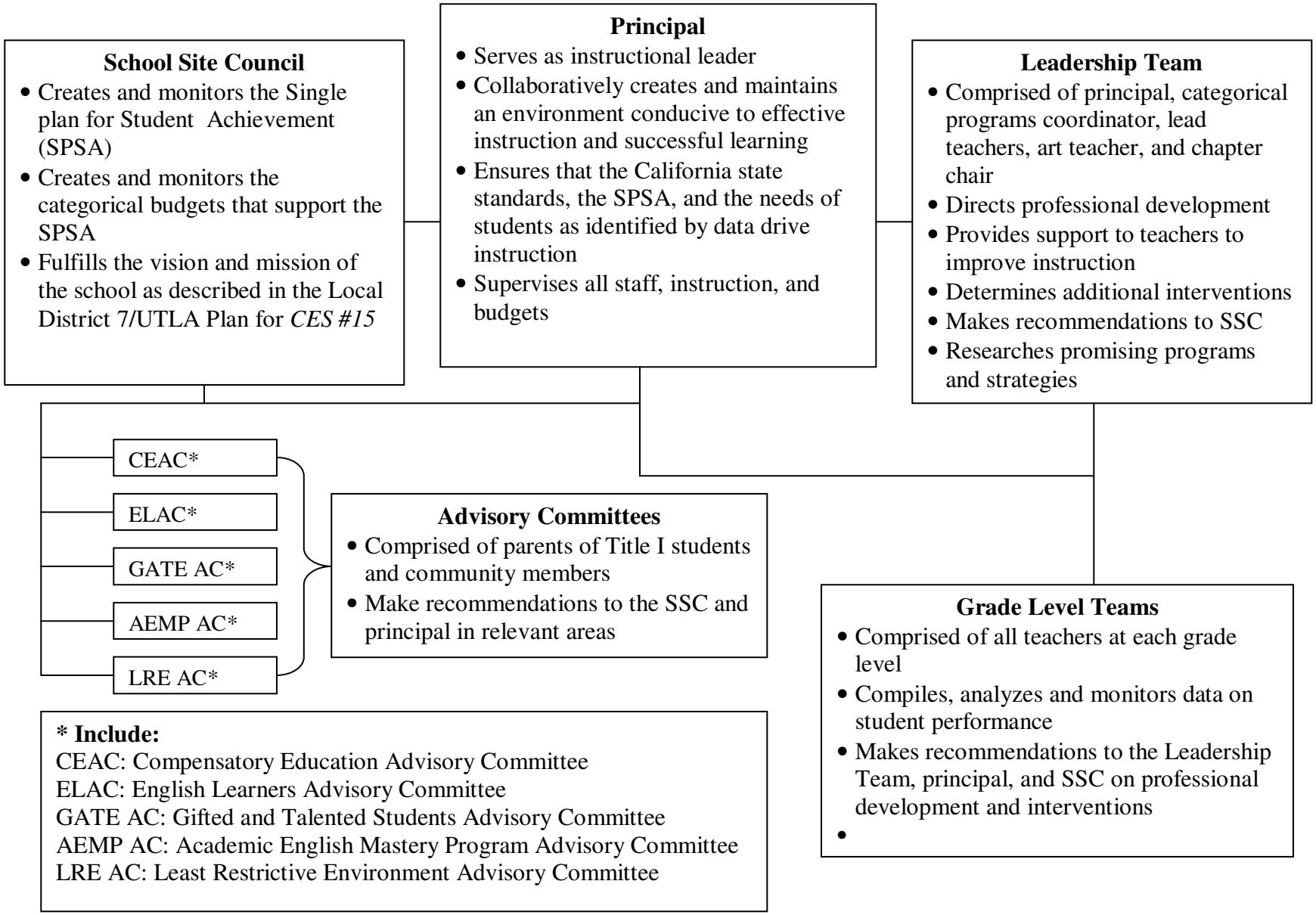
The following people at Magnolia Elementary School and Vermont Avenue Elementary School support our combined Local District 7/UTLA proposal for *Central Region Elementary School #15*.

Magnolia Elementary School
- Luis Velasco, Principal
- Mark Beck, UTLA Chapter Chair
- Carmen Chavez, UTLA Co-chair
- Susanna Landa, EL Coordinator
- David Hessel, SSC Chair

Vermont Avenue Elementary School
- Brenda A. Cortez, Principal
- Jeanette Boston, UTLA Chapter Chair
- Victor Sanchez, SSC Chair and Title I Coordinator
- Carmen Lopez, EL Coordinator
- Valencia Hughley, Intervention Coordinator

Principal Michael Terry of Salvin Special Education Center has already begun planning for ways to partner with our new school, including such possibilities as main streaming as appropriate, cross-age tutoring, sharing facilities such as the Salvin Pool, and shared professional development (email communication, Dec. 30, 2009).

Appendix 9A: ***Central Region ES #15*** **Organizational Chart**



Appendix 10A: Capacity of School Planning Team

The following section includes the resumes of the principal architects of this plan.

PROFESSIONAL RÉSUMÉ

Robert R. Barner, Ph.D.
4501 Don Timoteo Drive
Los Angeles, CA 90008

(323) 296-6863 (Home)
(323) 810-1737 (Office)
(323) 810-1737 (Cell)

E-mail address: rbarner147@aol.com
FAX: 323-296-6863

EDUCATION

Post-Doctoral - **Harvard University, Graduate School Of Education**

Ph.D. **-** **UCLA, Administrative & Policy Studies in Educational Administration; Cognate – Management and Economics.**

M.A. **-** **Loyola Marymount, Counseling Psychology**

B.S. **-** **University of Redlands, Chemistry and Biology**

CREDENTIALS

Standard Life Teaching Credentials in Biology and Chemistry -Life
Community College Life Credential in Psychology and Chemistry-Life
Pupil Personnel Services - Life
Administrative Services - Clear

PROFESSIONAL WORK EXPERIENCES

Assistant Superintendent, Educational Programs, (LACOE)	2001- 2007
Director, Standards, Assessment & Accountability (LAUSD)	2000- 2001
Assistant Superintendent, Intervention Prog. (LAUSD)	1999- 2000
Admin. Coord. Office of Deputy Superintendent (LAUSD)	1998- 1999
Cluster Administrator, Jordan / Locke Cluster (LAUSD)	1994- 1998
Adjunct Professor, GSE Pepperdine University	1992- 2001
Associate Professor, CSU Dominguez Hills	1990- 2003
Principal, Manual Arts H.S., (LAUSD)	1991- 1994
Assistant Principal, Manual Arts H.S. (LAUSD)	1987- 1991
Administrative Dean, Canoga Park H.S. (LAUSD)	1986- 1987
Teacher, Chemistry, Biology, Granada Hills H.S. (LAUSD)	1976- 1980

As Assistant Superintendent, Educational Programs (LACOE), I have been able to

- Facilitate a change in the beliefs, attitudes, and behaviors of staff in three divisions, regarding student academic achievement
- Redefine the principal's role to that of an instructional leader
- Provide SB1193 training for over 800 staff
- Increase the percentage of students passing the GED and CAHSEE
- Professionally develop every math teacher in Algebra instruction
- Expand mental health services to students in CDS sites
- Help facilitate Career Ladder for paraeducators
- Assist LACOE in meeting the Comite' compliance for the first time in 23 years
- Make major improvements in the processing, retrieval, and submitting of student records
- Monitor the implementation of Theme Based camps
- Facilitate the implement of the Small Group Instruction (SGI) model in court schools

PROFESSIONAL AFFILIATIONS / CIVIC ORGANIZATIONS

Association of California School Administrators (ACSA)
SELPA Superintendent's Committee (52 L.A. County Superintendents)
Phi Beta Sigma Fraternity
Phi Delta Kappa (UCLA)
GSE Alumni Association (UCLA)
Education Consortium of South Central Los Angeles
Community Police Advisory Board
Statewide Advisory Committee, California Youth Authority
Student Programs and Services Steering Committee (SPSSC)
President's Commission on LAUSD Governance
Probation Commission
WASC Accreditation Chair and Member (4 years)

GRADUATE COURSES TAUGHT: Pepperdine Univ. & CSU Dominguez Hills

Multiculturalism and Ethical Impacts on Education of Second Language Students
Language Acquisition
Legal Aspects of Education
Principles of Curriculum & Instruction
Research and Evaluation
Historical, Social & Philosophical Foundations of Education
School Management & Finance
Technology in the Classroom
Statistics & Probability

Professional Publications and Honors, Special Abilities & Achievements

2003 – Man Of Valor Award –Maranatha Community Church
2001 - Diane E. Watson Leadership Award

1998 - Pepperdine (PDK) Professor of the Year
1997 - Cluster Administrator of the Year (PEP)
1995 - Adjunct Professor of the Year - Pepperdine University
1995 - Recipient of the Bill Black Award for Parental Involvement
1996- "Parents Of The Decade Award" Westchester YMCA
Presenter or Keynote Speaker on more than 100 events in my career
Presenter: Stanford University, "An Analysis By Item Of Stanford-Binet Intelligence Test Responses For Three –and Four-Year-Old Phenylketonuric Children."
Presenter: Western Regional Council on Educating Black Children
Served on Negotiations team with LAUSD
Member of Negotiations team with LACOE
Chair of the Western Regional Council of Educating Black Children Conference (twice)
National Science Foundation Recipient (Biology)
Authored text: Towards Understanding Student Failure in Large Urban Schools, 1992
Authored article in Urban Review Journal on Formative Evaluation and Mathematics Attainment at low SES Schools. (Vol 23, No. 4, 1991)
Lecturer on School Discipline and Crisis Intervention
Family featured in the August 1996 issue of Ebony Magazine for Successful Parenting at National level
Bilingual in Spanish
Proficient in Computer Technology

RESUMÉ

MELBA F. COLEMAN, Ed.D.
1569 Autumn Court **Home:**
(951) 845-0631
Beaumont, CA 92223 **Cell: (310)**
487-5991

Academic Degrees

1980	Doctor of Education (Ed.D.) Major: Educational Administration Minor: Curriculum
.	**University of Southern California (USC)** Los Angeles, California
1974	Master of Science (MS) School Management and Administration **Pepperdine University** Los Angeles, California
1964	Bachelor of Arts (BA) Education **California State University, Los Angeles** Los Angeles, California
Credentials	General Administration Standard Teaching General Elementary General Secondary Adult Education Community College Supervisor

Professional Experience

2003-2009	Coach—New Principals Academy and AB 75--**Los Angeles Unified School (LAUSD)** –Completed Cognitive Coaching Training
2002-2004	Interim Principal—**LAUSD, Districts 3, 7**
2004-2006	Professional Expert, **Los Angeles County Office of Education**
1998-2000	Vice President, University Advancement Division **California State University, Dominguez Hills**

1994-1998 Relations	Assistant Vice President, University and Government University Advancement Division **California State University, Dominguez Hills**
1993-1994	Executive Director (Interim) CSU Project Literacy **California State University, Chancellor's Office**
1991-1993	Associate Professor Graduate Education **California State University, Dominguez Hills** <u>Courses Taught</u> **GED 501**, Learning and Development **GED 503,** Socio-Cultural Issues in Education **GED 510**, Process of Curriculum Development **GED 515**, Curriculum Development in Reading, Language Arts **GED 519**, Field Studies in Urban Education
1990	Guest Lecturer, Graduate Education Urban School Leadership **University of California, Los Angeles**
1987-1991	Principal, 102nd Street Elementary School (Florence Griffith-Joyner) L**os Angeles Unified School District**
1984-1987	Principal, Harding Street Elementary School **Los Angeles Unified School District**
1981-1984	Assistant Principal, Hawaiian Avenue Elementary School **Los Angeles Unified School District**
1981-1991	Adjunct Professor, Education Psychology Career Guidance, Curriculum **California State University (Northridge & Dominguez Hills)**
1990-1992	Lecturer, Teach for America Teacher Corporation. **"Grief and Loss Curriculum"** University of Southern California
1979-1981	District Consultant: Career Education, District Office **Los Angeles Unified School District**
1975-1979 (WOW)	Project Director: Career Awareness – Wonders of Work **Los Angeles Unified School District (**9 Schools**)**
1964–1975 Elementary, 52nd	Classroom Teacher: McDonnell Elementary, Brooklyn Street Elementary, Foshay Junior High **Los Angeles Unified School District**

Professional Presentations

Urban School Administration – Presentations:

National Staff Development Conference; National Counseling and Guidance Conference;

California State University, Los Angeles; California Lutheran University; University of Laverne.

Professional Publications

1994 Coleman, M. *Victims of Violence: Helping Kids Cope.* Chapter in Schools, Violence and Society. Editor: Allan M. Hoffman. Greenwood Publishing Group, Inc.: Westport, Ct Coleman, M. and Brodsky, 1994

1994-1997 "*Kids in Crisis*." (1994) Instructor Magazine. Scholastic Publishing Company: New York, New York. Coleman, M. et. al.(Monthly Column)

1993 Children Grieve, Too. (1993) Caring About Children: Los Angeles, CA. Coleman, M. (Fall 1991)

1991 *Making a Difference on 'Charcoal Alley'. Women of Power 21:50-53.*

1990 "*The Ten Schools Program – A Comprehensive Intervention for Children of Color, Los Angeles Unified School District*." American 2000 Resource Handbook. Coleman, M. (1991)

1982 *Career Awareness curriculum in Tomorrow's Workforce*: A Blueprint for Action. Los Angeles, CA.: Commission on Workers, Education and Employment. Coleman, M. et al. (1982)

1980 *Mind Your Money.* Elementary mathematics kit. Burlingame, CA: Industry Education Council of California. Coleman, M. et al. (1980).

1981 *Food for Thought.* An elementary career awareness kit. Burlingame, CA: Industry Education Council of California.

Media Experience

1998-1999 Television host, "Inside Dominguez Hills." CSUDH

1991 **National Channels:** CBS, *60 Minutes* (September 13, 1992); NBC, (4) *Hard Copy; CBS, (2) CBS This Morning.*

1987-1991 **Local Channels:** KCBS, Channel 2; KNBC, Channel 4; KABC, Channel 7; KCOP, Channel 13; KLCS, Channel 58; Long Beach City College; Los Angeles County, Education Television Network.

1987-1991 **Radio Interviews**

Stations: **KFWB, KHJ, KWKW, KACE, KJLH, Australian Talk Radio**

Newspaper/Magazine Interviews

1975-1989 Los Angeles Times Magazine (September 3, 1989); Newsweek Magazine (November 7, 1989); Instructor Magazine (February, 1978); Los Angeles Times, (April 3, 1975); Los Angeles Sentinel (March 20, 27, and April 9, 1975).

Film Consultant

1975 *It All Depends On You* (Career Awareness)
1976 *Development Program* (The Magic Circle Self-Esteem Program, Dr. Uvaldo Palomares
1977 *To Help Them Learn* (Self-Esteem, 1977)
1978 *After the Ouch* (Health Education, 1978)

Grants/Awards Honors

2001 Rose Award, USC

1999 City of Carson Business Awards

1998 Magnificent Woman, City of Carson

1992 *The Bridge Coalition* an Educational Partnerships Grant Proposal submitted to the United States Office of Education co-authored with Cynthia Hammond and Rita Lee (1992)

1991 Research, Scholarship, Creative Activities Grant: *Restructuring The Principalship.* California State University, Dominguez Hills

1990 Fellowship Recipient: Harvard University Principals' Center, Riordan Foundation

1990 Dodger Hero: Los Angeles Dodgers

1980 Mayor's Apple Award: Mayor Tom Bradley

1980 Golden Apple Award: Security Pacific Bank

1978 Alexander Hamilton Free Enterprise Award: Los Angeles Area Chamber of Commerce

1979 Woman of the Year: Kappa Alpha Psi, USC Center

1976 Outstanding Educator Award: Industry Education Council of Southern California

Consultant

2001	Neutrogena Corporation/LAUSD, FACES Project, **Program Evaluatiom**
1993	Stanford University, California Wellness Foundation, *Violence Prevention Initiative.*
1994	Department of Water and Power, *Rejuvenated Schools Project.* **Program Development, Administration and Evaluation**
1994	Los Angeles County Office of Education, Telecommunications Education Advancing Math and Science (TEAMS) **Program Evaluation**
1989 – 1994	National Advisory Council, Scholastic Publishing;

Professional Organizations

Association for Supervision and Curriculum Development
Phi Delta Kappa
Women in Educational Leadership
Educare (USC)
Delta Mu Delta Honor Society (Honorary Member)

Community Organizations

1998	Carson Public Relations Committee (Chair) Carson Coordinating Council
1998	Dominguez Carson Rotary Club
1994	City Scholars Foundation Board
1993	Adopt A School Council, Los Angeles Unified School District
1993	Camp Fire Boys and Girls Board of Directors
1991	Performing Tree Board of Directors (Secretary)

References

Available upon request

Andrea G. Mauk
1817 W. 47th Street
Los Angeles, California 90062
Home (323) 292-1897
Cell (213) 864-8872
email: agm0702@lausd.net

CERTIFICATION: State of California Multiple Subjects Teaching Credential with Authorization to Teach English Language Learners

TEACHING EXPERIENCE:

Tenth Street Elementary School 1000 Grattan Street, L.A. CA 90015
9/2002 to present (213) 380-8990

- Experience teaching Kindergarten, 1st, 3rd and 4th grades
- Helped students raise CST scores
- Recognized and submitted student's names who successfully tested for GATE
- Multiple students published in L.A. Times
- Multiple students won annual La Opinion Art Contest 2005 and 2006
- Multiple students selected for Johns Hopkins Summer Institute

EDUCATION:
CSULA Presently Attending Masters Program in Curriculum and Instruction
UCLA Extension Writers' Program (Writing for Children) presently attending
LAUSD District Intern Program completed 3/2003
Scottsdale Community College studied art and animation1996-1997
Arizona State University, Bachelor of Arts in Theatre 1995, Dean's List,

SPECIAL SKILLS: Speak, read and write Spanish, use computers (both Mac and PC) to enhance instruction, award winning artist and poet, professionally trained in animation, photography, cinematography, playwriting, screenwriting, singing and dance.

PROFESSIONAL PREPARATION:

Differentiation for Gifted Students 1 & 2, taught by LaRoyce Bell, Lucy Hunt & Consuelo Pacheco
Academic English Mastery Program (AEMP), GSAT Leader 2006-07,

ACTIVITIES & MEMBERSHIPS: Grade Level Facilitator, 2003-2006; Nutrition Network Lead Teacher 2005-2007, UTLA co-chair, 2006-07; Local School Leadership Council, 2005-2007; California Science Teachers Association Member 2005-2007, Presenter 2007; AEMP GSAT Member 2005-06

Cheryl Ortega
1918 No. Berendo St.
Los Angeles. Ca 90027

Education: BA French/English Immaculate Heart College Los Angeles 1969
Bilingual Certificate of Competence (Spanish) 1978

Work Experience: Bilingual classroom teacher (retired) LAUSD 38 yrs.
Logan St. Elementary School 1990-2008
Fletcher Dr. Elementary School 1973-1990
Hillside Elementary School 1970-1973

Professional Experience : Presenter at California Assn. for Bilingual Education Annual Conference 2008, 2009, 2010

Member UTLA/LAUSD Spanish Language Arts Task Force 2003

Professional affiliations: Member -Board of Directors United Teachers Los Angeles
Director of Bilingual Education 2005 – present
Member UTLA Bilingual Education Committee 1995 - present

Member California Teachers' Assn. Language Acquisition Committee 2005- present

I was invited to participate in this plan-writing group as a subject field expert on Dual Language Programs and primary language literacy. I have not been authorized by UTLA to speak on terms or conditions of employment.

Clent J. Rutledge

8838 Menlo Ave.
Los Angeles, CA, 90044-4816
323-778-2107 home
213-447-5698 cell
clentrutledge@gmail.com

Certification:

Preliminary Administrative Services, August 2002
Elementary Multiple Subject, September 1998
Specialist Instruction in Special Education (Severely Handicapped), January 1999

Experience

1996 – Present, Special Education Teacher, Sophia T. Salvin Special Education Center, LAUSD

- Plan daily activities and assignments
- Supervise and instruct students in all subjects and areas
- Coordinate with classroom staff
- Purchase supplies for classroom needs

1988 – 1996, Substitute Teacher, Los Angeles Unified School District

- Supervise and instruct students in all subjects and areas
- Fulfill duties and plans of classroom teacher
- Coordinate with classroom staff and school administration

Other Professional Activities:

Union Chapter Chair-1 year, Social Committee Chairperson-3 years
English Language Learner Coordinator-3 years, Administrative Designee-5 years
Behavior Intervention Team-11 years, Behavior Intervention Case Manager-9 years
Spirits In Action Special Games, Special Olympics
1 month as Interim Principal

Education:

July 1996 – May 2002, California State University Dominguez Hills,
Teaching and Administrative Credentials
August 1979 – May 1983, University of Missouri-Columbia, B.A.

Curriculum Vitae

Ralph W. Sanders
5455 W. 118th Place
Del Aire, California 90304
310-643-9895

History

Teacher at Leo Politi School
LAUSD 1998-Present
Science Lead Teacher at Leo Politi School
Group Home Tutor various locations
LAUSD 2004-2008
Teacher at Humphreys Avenue School
LAUSD 1986-1998

Education

California State Los Angeles Teaching Credential 1991
University of Utah Bachelor of Political Science, Bachelor of Spanish Arts 1982

MICHAEL B. BENNETT

Home Address:
14313 Killion Street
Sherman Oaks, CA 91401
(818) 782-9218
e-mail: mike.bennett@lausd.net

Business Address:
17340 San Jose Street
Granada Hills, CA 91344
(818)832-3870

OBJECTIVE: A policy making position in public education making use of my extensive experience as a teacher, union leader and school administrator engaged in educational reform.

PROFESSIONAL PROFILE:

(August 2004 - present)

Principal, Patrick Henry Middle School
Granada Hills, CA

(July, 2000 - June 2004)

Director, Middle Schools- Local District C
Los Angeles Unified School District

Assist Local District Superintendent in developing and implementing strategic plans and direct support to the nine middle schools in the Local District and ensuring that students achieve high academic standards in accordance with applicable laws, Board Rules, administrative regulations and procedures.
Evaluate school site principals.

(November 1992 - June, 2000)
7.75 years

Principal, Francis Parkman Middle School
Woodland Hills, CA

Chief Educational Officer supervising a staff of 85 people in one of 80 Middle Schools within the Los Angeles Unified School District.

Supervised all certificated (teaching) and classified (non-teaching) personnel and managed a school site budget of over $3.8 million. Provided instructional leadership

For entire staff, 1200 students and parents.

(August 1987-November 1992)
5 years

Assistant Principal, Washington Irving Middle School, Los Angeles, CA

Responsible for the day to day operations of a Middle School with a staff of 100 and 1500 students. Provided instructional leadership to various departments within the school; responsible for overall safety and student discipline; administered all student activities; provided leadership in reconfiguring the school from a junior high to a middle school.

(February 1987-August 1987)
6 months

Administrative Dean, Theodore Roosevelt High School, Los Angeles, CA

Responsible for the Attendance Office of one of the largest high schools within the Los Angeles Unified School District's Senior High School Division.

(August 1984-February 1987)
2.5 years

Advisor, Senior High School Division, Los Angeles Unified School District, Los Angeles, CA

Responsible for coordinating a joint venture between the Ford Foundation, the Constitutional Rights Foundation and the Foundation and the Los Angeles Unified District to develop Community Service Groups in each of the District's 49 high schools; coordinated student leadership activities for all of the District's high schools; coordinated the Academic Decathlon.

(January 1980 - August 1984)
4.5 years

Vice-President, United Teachers Los Angeles

Served as UTLA/AFT Vice-President for the largest teachers union in the State of California and the second largest in the United States; responsible for the daily operations of the Union which had 22,000 members; served as President of UTLA Local 1021, AFT, AFL-CIO;

as a Vice-President of the California Federation of Teachers, AFT, AFL-CIO; as Chair of the UTLA Political Action Committee; as a member of the Union's Negotiating Team; as a member of the COPE Executive Board and a delegate to the Los Angeles County Federation of Labor.

(January 1966 - January 1980)
14 years

Teacher, Hollenbeck Junior High School, Los Angeles, CA

Taught social studies to predominantly Mexican-American students in East Los Los Angeles; served as Social Studies Department Chair; Coordinator of Student Activities, 9th grade class sponsor; served as pilot teacher for Prentice Hall Textbook Publishers. Led Staff Development for teachers in the East Los Angeles Area; served as Integration Coordinator.

(April 1995 - present)

Adjunct Instructor, National University
TED 605 - The Diverse Classroom
IL 603 - Alignment & Evaluation of Curriculum
CI 606 - Issues and Trends in Curriculum
CI 604 - Global Perspectives in Education
IL 605 - Issues in Curriculum Leadership

(August 2001 - present)

Instructor, Cal State University, Northridge
Educational Leadership Policy Studies, School of Education

EDUCATION:

1994 — UCLA Anderson School of Management Certificate

1974 — California State University, Los Angeles
M.A., Urban Education

1974 — Administrative Services Credential

1965 — California State University, Northridge
General Secondary Teaching Credential (Life)

1964 — California State University, Northridge

B.A., History and Political Science

PROFESSIONAL ORGANIZATIONS:

- •President, Middle School Principals' Organization, L.A.U.S.D. (1997-1999)
- •President, Middle School Assistant Principals' Organization, L.A.U.S.D., (1992)
- •Member, Associated Administrators-Los Angeles
- •Member, National Association of Secondary School Principals
- •Member, Region 8 Panel, California League of Middle Schools

COMMUNITY:

- •Member, Board of Parking Commissioners, City of Los Angeles (1976-1979) by Mayor Tom Bradley.
- •Member, Board of Transportation Commissioners, City of Los Angeles (1979-1984) by Mayor Bradley.
- •Commissioner, Human Relations Education Commission, (1999-2003) by Board Member Valerie Fields.
- •Public Member, State Board of Funeral Director and Embalmers (1992-1995) by Senate President Pro Tempore David A. Roberti
- •President, Temple Ner Maarav, Encino (1998-1999)
- •Treasurer, Association of Jewish Educators

REFERENCES PROVIDED UPON REQUEST

Marco Antonio Flores

1658 West 23rd Street • Los Angeles, California 90007
Home: 323-734-8200 • Cell: 323-497-1772
mfloves@lausd.net
Employee # 629606

Education Experience

University of Southern California
B.A. Spanish
University Of La Verne
Masters In Education Management
Administrative Credential
District Intern Program
Multiple Subject Credential - BCLAD – Spanish

Professional Experience

Vermont Avenue Elementary – LAUSD **1991 - 2001**
Teacher, ELL Coordinator, Technology Coordinator, UTLA Chairperson, Community Outreach Coordinator, Safety Council, Teacher of the Year Candidate Los Angeles County, AEEP – Teacher

Norwood Street School – LAUSD **2001 - 2005**
ELL Coordinator, Title VII Director, Title III Coordinator, Governance Council, Health Start Board Member, Special Education Representative, Special Events Director, Grant Director

24th Street School – LAUSD **2005 - 2007**
Assistant Principal, Elementary Instructional Specialist (AP-EIS)

Manchester Avenue School – LAUSD **2007 - 2009**
Teacher, SSC member, Budget and Single Plan Committee

Wellness Facilitator – LAUSD **2009 –**
Safe Schools / Healthy Students Initiative – Washington Prep HS

Award and Recognition

Certificate of Merit from 8th Council District, Los Angeles City Council
Certificate of Recognition from 1st Council District, Los Angeles City Council
Certificate of Recognition from 10th Council District, Los Angeles City Council
Certificate of Merit from Mayors Office, Los Angeles City
Certificate of Merit from 1st District, Los Angeles County Board of Supervisors
Certificate of Recognition from Department of Neighborhood Empowerment, LA
Certificate of Merit California State Assembly 48th District
Certificate of Merit California State Senate 26th District

Catherine R. Proctor

1220 S. Windsor Blvd.
323-369-3926
merowr@aol.com

Objective

I seek to create and promote a positive learning environment where students are eager to grow into lifelong learners and to prepare them to excel as both scholars and citizens of the 21st century world.

Skills

Proficient in Microsoft Word, Excel and Power Point
Excel in Internet Research
AFT trained Educational Research and Dissemination Presenter
Academic English Mastery Program Facilitator/Presenter

Education

Howard University
May, 1995
BA English

District Intern Program
February, 1999
* Multiple Subject Credential

Experience

Teacher, Nevin Avenue Elementary
September, 1996– Present

Grades taught: 2^{nd}, 3^{rd}, 4^{th}

Health Education Program Co-Coordinator
2002-2005

Nutrition Network Coordinator
2003-2004

UTLA Co-Chair
2000-2003

UTLA Chapter Chair
2003-2006, 2008-2009

Member of School Assistance and Intervention Teams (SAIT)
2006-2008

AEMP Facilitator
November 2007- Present

Kevin James Schaaf

14534 Yukon Avenue, Hawthorne, CA 90250 310-634-2411
kevin_schaaf@hotmail.com

EDUCATION

University of California, Los Angeles; Master of Public Policy 2009
University of California, Los Angeles; Master of Education with CLAD credential 2001
Brown University, Providence, R.I.; B.A. English and American Literature 1995

PUBLIC POLICY EXPERIENCE

Research Consultant; ***United Teachers Los Angeles***, March 2009 – present
-Summarize and conduct research on charter schools and merit pay for president of teacher's union.

Program Evaluation; ***Centinela Youth Services***, September 2008 – April 2009
-Gathered and analyzed data on effectiveness and implementation of peer mediation in an urban high school.

Municipal Policy; ***Environmental Programs Manager, Manhattan Beach, CA***, January – March 2009
-Synthesized academic research and municipal data to conduct cost-benefit analysis of transportation policies.

Education Research and Policy Design; ***Dr. Meredith Phillips***, September – December 2008
-Synthesized research and designed a quantitative protocol to evaluate teacher training programs.

Corps Member Advisor; ***Teach For America, Los Angeles Institute***, April – August 2008
-Analyzed student and teacher performance data and implemented curricular changes based on results.
-Coached and evaluated a team of twelve new teachers.

Budget Analysis; ***Mike Dennis, Jag Pathirana, City Manager, Hawthorne, CA***, March – June 2008
-Applied Government Finance Officer's Association models to develop a long-term financial plan.

Policy Design and Implementation; ***Algalita Marine Research Foundation***, March – June 2008
-Created implementation plan to help a nonprofit firm address the impact of plastics on local ecosystems.

Graduate Student Researcher; ***The State of South LA, Demographic Report***, January – March 2008
-Assembled GIS data, 2000 Census Data: Pumas, LEHD, and ACS, and CA Dep. of Ed: API and CBEDS.

Regional School Performance Project; ***Geographic Information Systems (GIS)***, August – September 2007
-Utilized Tiger shapefiles, Census and API data to analyze school performance in comparison to demographics.

TEACHING EXPERIENCE

Teacher, grades 3, 6; ***Lawndale Elementary School District***, 2000 – 2007
-Grade-Level Chair two years. Supervised two student teachers. Co-founded after-school enrichment club.

Technology Assistant; ***Nah-Tah-Wahsh Public School Academy, Hannahville, MI***, 1997 – 1999

Teacher, grades 4-5, 5; ***East Moorhead Elementary, Moorhead, MS. Teach For America***, 1995 – 1997
-Founded student-written school magazine, and first interscholastic soccer and flag-football teams.

ORGANIZING EXPERIENCE

Founding Vice President; ***Lawndale Democratic Club, Lawndale, CA***, August 2004 – 2006

Training Director; ***Steering Committee, South Bay for Dean, Kerry***, November 2003 – November 2004
-Developed volunteer trainings for election.

Community / School Organizer*; **Sunflower County Freedom Project, Sunflower, MS***, 1998 – 2000
-Assisted in founding college preparatory program for 7 – 12 grade students.
-Developed curriculum, raised funds, recruited students, and taught.

SKILLS

Proficient in Stata, SPSS, ArcGIS, Excel, PowerPoint; Conversant in Spanish; Certified Mediator

Appendix 10B: Job Description for Principal

NATURE AND SCOPE OF JOB:

The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe and respectful learning environment that meets the approved curricula and mission of the school. In order to achieve academic excellence the school Principal will work collaboratively with all members of the school staff hired and communicate effectively with all stakeholders.

JOB FUNCTIONS AND RESPONSIBILITIES:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Supervise the instructional programs of the school, by evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis.
3. Provide strong instructional leadership.
4. Collaborate with staff to establish procedures for evaluation and selection of instructional materials and equipment.
5. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
6. Establish a professional and respectful rapport with students and with staff. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel.
7. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for.
8. Work with staff to seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
9. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
10. Ensure that all operational systems are in place and functioning effectively.

Appendix 10C: Research on Effective School Leadership

Michael Fullan, Selected References

Michael Fullan is recognized as one of the foremost authorities on school leadership and change. According to his biography, he has "developed a number of partnerships designed to bring about major school improvement and educational reform. He participates as researcher, consultant, trainer, and policy advisor on a wide range of educational change projects with school systems, teachers' federations, research and development institutes, and government agencies in Canada and internationally. He has published widely on the topic of educational change." The following is a partial selected list of publications he has either authored, edited, or contributed to in some way.

- *The New Meaning of Educational Change, 3rd Edition (*Teacher College Press)
- *Leading in a Culture of Change (*Jossey-Bass). 2001.
- *Bass Reader on Educational Leadership* (Jossey-Bass)
- *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive.*
- *The Role of the head in School*
- *What's Worth Fighting for in Your School? Working for Improvement?*
- *The Literacy Principal: Leading, Supporting, and Assessing Reading and Writing Initiatives*
- *What's Worth fighting for in the principalship? Strategies for taking charge in the elementary school principalship.*

Reeves, D. B. (2006) *The Learning Leader. How to Focus School Improvement for Better Results.* Association for Supervision and Curriculum Development. Alexandria, VA
www.ascd.org

Successful Principals develop focused missions and monitor instruction closely
Based on a study that reviewed 15 case studies of successful turnaround elementary schools, successful principals developed highly focused missions to guide improvement, and were described as spending a lot of time in classrooms, monitoring teachers and modeling good teaching. Each successful school case study indicated that teachers were involved in making important school-level decisions.
http://www.darden.virginia.edu/uploadedFiles/Centers_of_Excellence/PLE/KeysToSuccess.pdf

Quoting from ASCD Briefs:
Transformative school leaders focus on priorities
The best school leaders create a sense of community and collaboration while keeping their focus on teaching and learning, writes Educational Leadership editor in chief Marge Scherer. Schools improve when leaders focus on the essentials, such as literacy, and are "transformers" -- striving to make their school a better place for students and staff.
Educational Leadership (10/2009)

Great leaders offer clear goals, make fair decisions
A former classroom teacher who works as an educational consultant and literacy coach writes that quality school leadership is essential to education. Rebecca Alber offers teachers a few ways to spot great leaders. Administrators should offer clear goals, make fair decisions, have a firm grasp on classroom instruction and be visible in the classroom, she writes. Edutopia.org (8/14)

Award-winning principal has inclusive management style
Middle-school Principal Sheila Kahrs has been honored for her leadership style, which includes shared decision-making. Kahrs includes teachers in some hiring decisions, prevents high turnover by focusing on mentoring and uses data to drive instruction. Despite a high number of low-income students, the school produces some of the highest test scores in Georgia . Education Week (premium article access compliments of EdWeek.org) (9/16)

Inspiring Principal Spends 80% of Work Time in Classrooms
Principal Matthew Tessier has led one California elementary school off of a federal watch list for poor student achievement, and he is close to doing the same for a second. Tessier spends about 80% of his work time in classrooms, emphasizes writing instruction and gives educators 90 minutes per week to share instruction ideas and techniques. "It starts with leadership," said his district's superintendent. "He's the type of person that inspires greatness." San Diego Union-Tribune (9/19)

Appendix 10D: Lead Teacher Job Description

Qualifications:

- Permanent status in LAUSD or other public school district
- Minimum of five years of teaching experience at the elementary school level (K-6)
- CLAD or BCLAD certification
- Valid California elementary teaching credential
- Meet standard performance ratings on Stull Evaluations in the preceding four years, have no Notice of Unsatisfactory Service
- Recognized as "Highly Qualified" teacher under terms of ESEA (NCLB)
- Two letters of recommendation from former colleagues (preferably one teacher, one administrator)
- Experience in teaching or mentoring teachers (Master teacher for student teachers, BTSA support provider)
- Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Teaching experience at multiple grade levels
- Evidence of expertise in at least one, preferably two, of four areas (English Literacy, Spanish Literacy, Math, and Science)

Roles and Responsibilities

- Team with another lead teacher to teach one regular elementary school class
- Teach half time each day. Collaborate with lead teacher partner to ensure consistent learning environment and delivery of instruction.
- Lead individualized professional development in one of four areas half time each day.
- Participate with leadership team to develop a rubric for assessing and improving teachers' instruction, based on high-quality models
- Observe teachers and provide written and oral feedback using an agreed upon rubric designed to help teachers identify the next steps they can take to improve student performance
- Conduct demonstration lessons that drive student achievement and respond to the identified needs of individual teachers
- Analyze student achievement data and facilitate teachers' analysis of data to support problem solving
- Together with the leadership team and based on student achievement data, collaboratively plan and deliver professional development sessions, including lesson study.

Note: The lead teacher position does not evaluate teachers, but provides feedback to improve instruction.

Appendix 12A: Budget

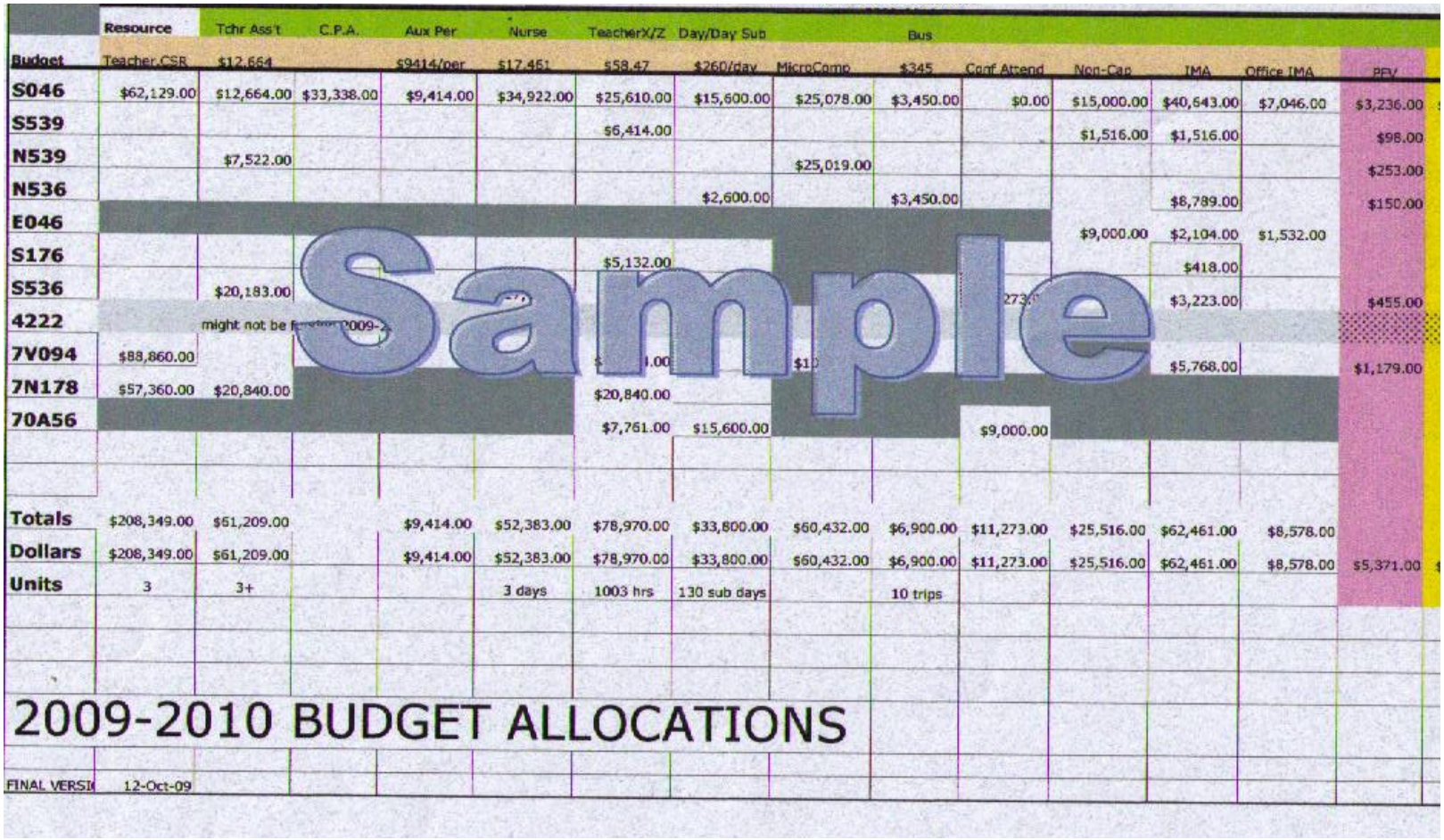
Traditional School	Students	Per Student	TOTAL
I.M.A. (General Revenue)	525	$30	$15,750
S046 (Title One)	525	$402	$211,050
S 536 (Bilingual Els)	420	$292	$122,640
S536 (ReDes)	80	$188	$15,040
TOTAL Categorical Income			$348,730
Purchase Nurse 1 day			$16,400.00
Purchase Psyc 1 day			$16,400.00
5% for Prof Dev.			$17,436.00
Off Norm Teacher*	3	$85,000	$255,000
TOTAL COSTS			$305,236.00
Amount left to budget			$43,494.00

Possible expenditures
Technology
Intervention
Coordinating differentials
library, Kindergarten aide(s)

NOTES:

Off-Norm Teacher	Norm	0.5	
	Norm	0.5	
	S046	0.5	$42,500
	S046	0.5	$42,500

Request for Waiver for P.D.
If QEIA Funds
Can be used to fund
Nurse
Psych
Off-Norm Positions (art teacher)
this will then free up Categorical Funds for Technology, Intervention.

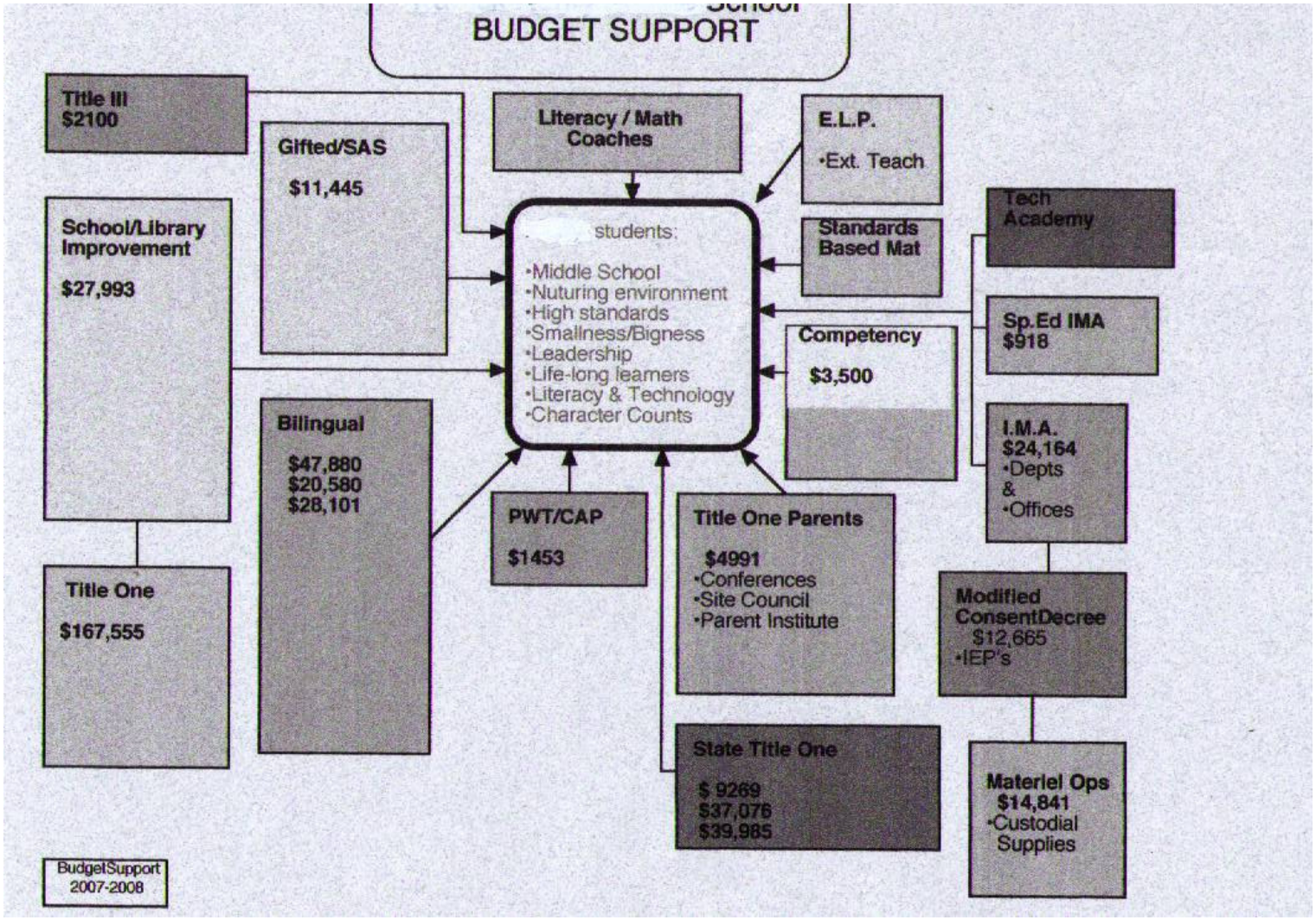


	Resource	Tchr Ass't	C.P.A.	Aux Per	Nurse	TeacherX/Z	Day/Day Sub		Bus					
Budget	Teacher.CSR	$12,664		$9414/per	$17,461	$58.47	$260/day	MicroComp	$345	Conf Attend	Non-Cap	IMA	Office IMA	PEV
S046	$62,129.00	$12,664.00	$33,338.00	$9,414.00	$34,922.00	$25,610.00	$15,600.00	$25,078.00	$3,450.00	$0.00	$15,000.00	$40,643.00	$7,046.00	$3,236.00
S539						$6,414.00					$1,516.00	$1,516.00		$98.00
N539		$7,522.00						$25,019.00						$253.00
N536							$2,600.00		$3,450.00			$8,789.00		$150.00
E046											$9,000.00	$2,104.00	$1,532.00	
S176						$5,132.00						$418.00		
S536		$20,183.00										$3,223.00		$455.00
4222		might not be												
7V094	$88,860.00											$5,768.00		$1,179.00
7N178	$57,360.00	$20,840.00				$20,840.00								
70A56						$7,761.00	$15,600.00			$9,000.00				
Totals	$208,349.00	$61,209.00		$9,414.00	$52,383.00	$78,970.00	$33,800.00	$60,432.00	$6,900.00	$11,273.00	$25,516.00	$62,461.00	$8,578.00	
Dollars	$208,349.00	$61,209.00		$9,414.00	$52,383.00	$78,970.00	$33,800.00	$60,432.00	$6,900.00	$11,273.00	$25,516.00	$62,461.00	$8,578.00	$5,371.00
Units	3	3+			3 days	1003 hrs	130 sub days		10 trips					

Sample

2009-2010 BUDGET ALLOCATIONS

FINAL VERSI 12-Oct-09


BUDGET SUPPORT
Title III
$2100
Gifted/SAS
$11,445
Literacy / Math Coaches
E.L.P.
•Ext. Teach
School/Library Improvement
$27,993
students:
•Middle School
•Nuturing environment
•High standards
•Smallness/Bigness
•Leadership
•Life-long learners
•Literacy & Technology
•Character Counts
Standards Based Mat
Tech Academy
Sp.Ed IMA
$918
Competency
$3,500
Bilingual
$47,880
$20,580
$28,101
I.M.A.
$24,164
•Depts
&
•Offices
PWT/CAP
$1453
Title One Parents
$4991
•Conferences
•Site Council
•Parent Institute
Title One
$167,555
Modified ConsentDecree
$12,665
•IEP's
State Title One
$ 9269
$37,076
$39,985
Materiel Ops
$14,841
•Custodial Supplies
BudgetSupport
2007-2008

2008-2009

Fund:	Program:	4170	Allocation:	$24,400.00

Date	Item	Cost	Balance
7/1/08	Opening Balance	$0.00	$24,400.00
7/1/08	Allocation to Art	$60.00	$24,340.00
7/1/08	Allocation to Computer Tech	$118.00	$24,222.00
7/1/08	Allocation to English-Language Arts	$930.00	$23,292.00
7/1/08	Allocation	25.(	00
7/1/08	Allocatio gn L ge	1.(	00
7/1/08	Allocatio Library	$	,849.30
7/1/08	Allocatio	1.(	30
7/1/08	Allocation to	70.(	,608.30
7/1/08	Allocati o P	$773.4	,834.90
7/1/08	Allocatio	$933.(	90
7/1/08	Allocation to Social Studies	$1,027.00	$18,874.90
7/1/08	Allocation to SpED	$128.00	$18,746.90
7/1/08	Allocation to Health	$148.20	$18,598.70
7/1/08	Allocation to Drama	$40.50	$18,558.20
7/1/08	Allocation to Tech Academy	$147.00	$18,411.20

SAMPLE

2008-2009

7/1/08	Allocation to DRW	$40.50	$18,370.70
7/1/08	Allocation to Attendance Office	$450.00	$17,920.70
7/1/08	Allocation to Audio-Visual	$400.00	$17,520.70
7/1/08	Allocation to Counseling Office	$450.00	$17,070.70
7/1/08	Allocation to Health Office	$200.00	$16,870.70
7/1/08	Allocation to Main Office	$4,000.00	$12,870.70
7/1/08	Allocation to Textbook Room	$200.00	$12,670.70
7/1/08	Allocation for Oce Copier	$10,483.00	$2,187.70
7/1/08	Allocation to Paper	$2,000.00	$187.70
	TOTAL ALLOCATION		$24,212.30

New Elementary School

BUDGET CONTROL SHEET 2010/2011

Program:_____ Fund: _____

DATE	DESCRIPTION	COST	BALANCE

REQUEST FOR SCHOOL FUNDING

All requests for funds must support the vision and mission of *CES #15* as described in the SPSA.

Destination: Date, Time(s), Location and Name of Conference

_____

Purpose of Conference

_____

_____

Rationale: How Does Conference Meet the goals in our School Plan?

_____

_____

How Will the Substance of the Conference Be (a) Shared with Staff; (b) Applicable to your current assignment or team?

_____

_____

_____

Funding: Amount requested for this: (Attach copy of flyer to this form)

Registration Fees: $_____ Approved ____

Substitute Coverage: Yes____ No____ Re-Submit ____

Other: $_____

Requested by:

_____ Date:_____

Appendix 4A: SPSA Accountability Matrix CES #15

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46%	10%						
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math **% Proficient/Advanced CST ELA by grade:** 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%	All students	**Instruction** Teachers use classroom sets of grade level core E/LA books to provide rigorous Reading comprehension and vocubulary development instruction. A phased in Dual Language Program will be implemented in Kindergarten. Implement researched-based Math Program. Differentiated ELD instruction targeting our ELD population using core curriculum, and supplemental materials such as Readers Theatre and Literature circles using Books. Teachers use classroom set of grade level core literatura books to provide rigorous Reading comprehension and vocubulary development instruction. **Research based Professional Development** Lesson Study Teachers in grades K-5 will participate in lesson study to acquire specific strategies to improve the reading and writing comprehension skills. Teachers have an opportunity to experience the application of these strategies to observe	District textbook Funds *OCR & Lectura* *Everyday Math Alternative Lesson Plans(ALP's)* Lead Teacher will be purchased to release teachers to participate in lesson study. Title 1, Title 3, Bilingual, Title 1 Stimulus	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%	Principal Teachers Coordinator Principal Bilingual/Title 1 Coordinator Lead Teachers	November 2010 November 2010 November 2010

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			a demo lesson. Unit Planning. Teachers will be given time to work in collaboration with their grade levels to select focus standards and create lessons based on Blooms Taxonomy. Teachers K-5 will be trained in techniques to enhance reading comprehension and vocabulary using Reciprocal Teaching, Readers Theatre, and Accelerated Reader.				
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) **% Proficient/Advanced CST Math by grade:** 2008 2009 Change District 35% 37% +2% Grade 2 – 56% 57% +1% Grade 3 – 57% 60% +3% Grade 4 – 58% 59% +1% Grade 5 – 48% 53% +5% Grade 6 – 31% 35% +4% Grade 7 – 28% 28% 0% Gen Math – 15% 17% +2% Algebra 1 – 17% 19% +2% Geometry – 11% 14% +3% Algebra 2 – 13% 14% +1% HS Math – 29% 30% +1%		EL Learners and all students EL Learners And all students EL Learners (All Students)	Weekly teacher training meetings for new teachers and other teachers needing extra support in classroom management, Word, analysis skills, vocabulary and literary response. Paraprofessionals, under the direct supervisión of a highly qualified teacher will have monthly trainings to acquire specific strategies to help improve Reading and comprehension skills of at-risk students. **Interventions** Identify students who are not making adequate progress by examining the data during grade level meetings. Teachers create targeted lessons using differentiated strategies to meet the students' academic needs.Response to Intervion (RTI) Strategies will be used.	District-sponsored training rate to allow for after school training for teachers for training of effective strategies. Title 1 Training during the regular school day. Paraprofessionals trained by the Title 1 Coordinator and the Lead Teachers. Title 1 and Bilingual Lead Teacher will be purchased to release teachers to attend staff development. Title 1, Bilingual, Title 3 IMA, Title 1	Monitoring quarterly assessments Administrative Classroom visits Monitoring quarterly assessment data Monitoring quarterly assessment data, ELD Portfolios and Data, and Administrative Team, Classroom Visits Quarterly District Assessments	Principal Bilingual/Title 1 Coordinator Bilingual/Title 1 Coordinator Principal, Bilingual/Title 1 Coordinator Principal, coordinator	November 2010-ongoing November 2010-ongoing November 2010-ongoing November 2010-on-going

Appendix 4A: SPSA Accountability Matrix CES #15

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		EL Learners All Students	Teachers and Coordinators have meetings to train parents for learning to improve students' fluency and comprehension.	Professional Development Lead Teacher will be purchased to release teachers to attend staff development . Title 1	Monitoring Quarterly Assessments		
		EL Learners (All Students)		Title 1 Parent Involvement	Quarterly District Assessments, STAR testing data	Title 1/Bilingual Coordinator	November 2010-ongoing

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			NA		**Grades 6/7-8:** • % of students scoring proficient or above on the Periodic Assessments **Grades 9 and 10:** • Increase the % of students scoring proficient or above on the periodic assessments **Grade 11:** • Increase the % of students "ready for college" on the Early Assessment Program (EAP) of Readiness for College English **Grade 9-12:** • Increase the number of students on-track in terms of credits earned		
% Proficient/Advanced CST Science and Social Science: 2008 2009 Change Biology 24% 24% 0% Chemistry 12% 14% +2% Earth Sci. 21% 26% +5% Physics 19% 20% +1% Integ. Sci1 7% 8% +1% Integ. Sci2 2% 0% -2% Integ. Sci3 3% 7% +4% Soc. Sci. 23% 28% +5% World Hist. 18% 23% +4% U.S. Hist. 25% 32% +7% **% Proficient/Advanced CST History / Social Science by grade:** **Social Science** 2008 2009 Change Grade 8 25% 30% +5% **World History** 2008 2009 Change Grade 9 16% 19% +3%	10%		NA		• See monitoring indicators for CST on page 34		

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Grade 10 19% 24% +5% Grade 11 8% 8% 0% **U.S. History** 2008 2009 Change Grade 11 25% 32% +7%			NA				
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math 07-08 08-09 Change ELA 33% 31% -2% MATH 42% 40% -2%	-10	All FBB and Bb on the CST in ELA and Math	Differentiated instruction targeting our FBBs and BB population using core curriculum TBLT, supplemental materials such as Measuring UP and Language! for ELA and *Everyday Math, Readers Theater* And Literature Circles Peer-Assisted Learning Strategies (PALS)pull-out reading program will be used with below-grade level readers	Professional Development Lead Teacher will Release teachers to attend staff development Title 1, Bilingual, Title 3, Title 1 Stimulus	• See monitoring indicators for CST on page 34	Teachers Principal Lead Teachers Title1/Bilingual	November 2010 ongoing
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. 07-08 08-09 Change 9.3% 9.2% -.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 08-09 Change	varies by school varies	GATE African American Hispanic students	Use all District criteria to identify more gifted and talented students. Provide enrichment materials and activities for gifted students, especially in the Visual and Performing Arts as curricular extensions. Establish a mentor program for African-American and Hispanic students.	GATE funds Title 1 Bilingual	• Number of state identified Gifted students	Teachers Principal Lead Teachers Community Partners District Gifted and Talented Office	November 2010 ongoing

Appendix 4A: SPSA Accountability Matrix CES #15

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	*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.*	*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.*	*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	*Indicate when the strategy will be implemented and projected date of completion.*
African Americans 6.6% 6.6% .0% Hispanics 6.9% 7.0% .1%	by school						
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities **Prof/Adv CST ELA Subgroups:** 07-08 / 08-09 / Change African American 25% / 27% / +2% Hispanic 31% / 33% / +2% English Learners 20% / 23% / +3% Sts. w/ Disabilities 11% / 12% / +1%	10%	**African American and Hispanic Students Students With Disabilities**	Differentiated Instruction targeting our African American and Hispanic populations using core curriculum, TBLT, CRRE materials and supplemental materials such as Measuring Up for ELA and Math, Readers Theatre and Literature Circles.	Lead teacher will be purchased to release teachers to attend AEMP Professional Development Title 1, Bilingual, Title 3,	• See monitoring indicators for CST on page 34	Lead Teacher will be purchased to release teachers to attend staff development.	November 2010
Accelerate the performance of Standard English Learners (SEL)	10%	**SEL/s**	Differentiated Instruction targeting our SEL using core curriculum, CRRE materials and supplemental materials such as Measuring Up for ELA and Math, Readers Theatre and Literature Circles. The *Academic English Mastery Program (AEMP)* will focus on Standard English Learners.	Lead Teacher will be purchased to release teachers to attend staff development. Title 1, Bilingual, Title 3, Title 1.	• See monitoring indicators for on page 50 &51	Lead Teacher will be purchased to release teachers to attend staff development. Title 1, Title 3, Title 1.	November 2010
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 07-08 / 08-09 / Change 54.8% / 55.7% / +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	3%	**EL Learners**	Teachers will identify areas of success and areas of needs of EL's.They will be trained by Calif. Assn. for Bilingual Education (CABE) and Two way CABE and Asian Pacific and Other Languages Office (APOLO) to implement best practices to address the needs.	District provided professional development time. CABE Two Way CABE APOLO	Monitor quarterly assessments in writing ELD Portfolios (K-12) ELD Practicum/Into English Assessments (-5)	Principal and Bilingual/Title 1 Coordinator	November 2010

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		EL Learners	Teachers utilizing ELD portfolios to monitor the students progress in writing which will enable them to move up to a higher ELD level.	District provided professional development times.			
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv 07-08 08-09 Change 36.3% 39.3% +3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%	EL Learners EL Learners	Teachers receive staff development and instructional strategy materials to ensure students were ready to perform well on the CELDT test. Teachers are trained in the application of targeted strategies to develop adequate reading, writing, listening skills.	District sponsored Teacher Staff Development Days Lead teacher will be purchased to release teachers to attend staff development. Title 1 Stimulus, Bilingual.	Monitoring CELDT test scores Administrative Team Visits See monitoring indicators for AMAO 1	Principal and Coordinator Administrative Team Members	November 2010 November 2010
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST 07-08 08-09 Change ELA 24.3 27.0 +2.7% Math 34.1 36.3 +2.1%		EL Learners	Use of *Measuring Up* books in ELA and math to prepare students for rigorous CST prep.	Title I IMA	Monitoring the quarterly District Assessments Monitoring the CST results.	Administrative Team Members	November 2010
Increase EL reclassification rates at the elementary, middle, and high school levels 07-08 08-09 Change EL 13.5 15.8 +2.3 MS 22.4 20.8 +8.4 HS 10.3 12.4 +2.1	5%	**EL Learners**	Teachers are required to turn ELD portfolios in even when students are not making progress. Teachers meet with principal and bilingual coordinator to identify students not making progress and to plan effective strategies to accelerate their ELD progress.	Professional Development Lead Teachers will provide release time for teachers to attend PD. Title 1 Bilingual Coord.	• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters	Principal Title1/Bilingual Coordinator	November 2010 ongoing

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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 07-08 / 08-09 / Change ELA 25% / 27% / +2% MATH 26% / 27% / +1%	35% ELA 35% Math	Students with Disabilities	Differentiated instruction targeting students with disabilities. Make necessary modifications for maximum learning for students with disabilities. Meet needs of SWD as outlined in their Individualized Education Program (IEP). Provide the Least Restrictive Environment, Resource Specialist Program (RSP) assistance as needed.	Professional Development Partnership with Salvin	• See monitoring indicators for CST on page 34 • CAPA	Principal Lead Teachers Title 1 Coordinator Paraprofessionals	November 2010 ongoing

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

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Graduation rate will increase 06-07 07-08 Change 67.1% 72.4% +5.3%	8%		NA		• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation)		
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 07-08 08-09 Change 57% 60% +3%	6%		NA		• Increased participation in CAHSEE preparation		
Dropout rate will decrease. 06-07 07-08 Change 31.7% 26.4% -5.3%	6%		NA		Monitor students at risk: • 85% of students are in attendance for 96% or more of the time • Increase in pass rates in English and/or math courses • Increase in number of students receiving an E or S in Work Habits or Cooperation • Increase attendance rates for both students and teachers to 96%.		

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. 07-08 08-09 Change 25% TBD% +__%	80%		NA		A-G enrollment and passing rates • Decrease the number of students receiving Fails in A-G courses by 10%. • Increase the percent of students earning C's or higher in A-G courses.		

Increase the enrollment in Advanced Placement course
 	
07-08 08-09 Change
1.8% 1.9% + .1%
 	
Increase pass rates on AP tests
 	
07-08 08-09 Change
44.1% TBD% +TBD%
	5%
	
	5%
			NA		Advanced Placement courses –
					• Increase Advanced Placement offerings at all high schools.
					• Increase the number of tests administered by 10%
					• Increase the number of subject matter tests administered by:
					  • At least 2 (if the school administers less than 15 subject matter tests)
					  • At least 1 (if the school administers less than 20 subject matter tests)		

Increase students preparedness for College Career Readiness		All Students	Elementary Students will experience activities that include: career days, mentoring/adopt a student program, college awareness, curricular trips to colleges and universities, guided tours to work sites and job shadowing opportunities.	Title 1	Middle Schools • Students passing core classes with C or better Elementary • Students getting 3 or 4 on report cards	Principal Lead Teachers Title/Bilingual Coordinator Teachers	January 2011- June 2011

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
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"*	*All Students*	*Community Representative-* *Runs parent workshops with parents to Increase student achievement* *Calls parents to participate in parent meetings.* *Works with Parent volunteer program*	*Title 1 Regular*	• ***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.*	*Principal* *Title 1/Bilingual Coordinator*	*November 2010* *Ongoing*
		All Students	*Administrators and Coordinators lead workshops for parents about:* *How to help their students that are not doing their homework, class work, and not succeeding on District assessments.* *How to help students who are basic improve in their test scores.*	*Title 1 Parent Involvement*		*Principal* *Title 1/Bilingual Coordinator*	*November 2010* *Ongoing*
		All Students	*Student led conferences provide opportunities for parents to review student work and assignments. These conferences take place twice a year.*	*Core*		*Administrative Team Members*	November 2010 Ongoing
		All K-3 Students	*Reading is Fundamental program (RIF) will help parents enhance the importance of reading out loud to their children.*	*Bilingual/Title 1 RIF*		*Principal* *Lead Teacher*	November 2010 ongoing

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree	All Students	• Establish partnerships with various community agencies, e.g. Magnolia Place • Publish and distribute school newsletter to parents and community partners	Professional Develop Core Title 1 Bilingual	• 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	Principal Lead Teachers Coordinator	September 2010-Ongoing
Decrease the number of suspensions 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD	25%	All Students	• Develop and implement school-wide discipline plan based on District Guidelines • Develop and implement a Student Recognition Program • Purchase and use character-building programs, e.g. *Character Counts* and *Second Step* • Utilize SWIS computer data on behavioral outcomes	Professional Development Core Title 1 Bilingual	• 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	Principal Lead Teachers Coordinator	September 2010-Ongoing
Increase attendance of staff and students 07-08 08-09 Change Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%	All Students	• Create and implement an Attendance Incentive Plan	Professional Development Core Title 1 Bilingual	• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition	Principal Lead Teachers Coordinator	September 2010-Ongoing

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

Safe Schools

Local District 7 has a Safe Schools goal for all its elementary schools that states "Students will attend safe and orderly schools."

ES #15 will adhere to district policies and school rules. Visitors to our school will enter a warm welcoming environment where it is evident that we have done the following:

- Established systems with clear expectations for staff, parents, students and all stakeholders,
- Trained each new teacher on how to establish and enforce classroom and school standards and behavior,
- Instituted an incentive program for students and staff
- Developed and implemented a school-wide discipline plan,
- Maintained a clean, attractive and orderly campus that fosters a positive nurturing learning environment for students,
- Classrooms are clean, orderly, well equipped and reflect quality teaching and learning,
- Established systems for reporting needed repairs,
- Maintained a closed campus that adheres to District Policy, and
- Displayed appropriate signage.

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Decrease in the number of Title 1 Schools In PI status					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Increase in the number of QEIA schools meeting annual targets					• ⅔ implementation of Class Size Reduction target • ⅔ implementation of 300:1 student to counselor ratio.		