

Appendix 1

Identified Students

Language Arts (continued)

Listening/Speaking/Viewing

Level

	K	1	2	3	4	5	6
Listening/Speaking							
Analyze/Evaluate Intent and Content of Speaker's Message		✓	✓	✓	✓	✓	✓
Ask and Answer Questions	✓	✓	✓	✓	✓	✓	✓
Determine Purposes for Listening			✓	✓	✓		
Follow Directions	✓	✓	✓	✓	✓	✓	✓
Learn about Different Cultures through Discussion					✓	✓	✓
Listen for Poetic Language (Rhythm/Rhyme)	✓	✓	✓	✓			
Participate in Group Discussions		✓	✓	✓	✓	✓	✓
Respond to Speaker	✓	✓	✓	✓	✓	✓	✓
Use Nonverbal Communication Techniques	✓	✓	✓	✓	✓	✓	✓
Speaking							
Describe Ideas and Feelings	✓	✓	✓	✓	✓	✓	✓
Give Directions					✓	✓	✓
Learn about Different Cultures through Discussion				✓	✓	✓	✓
Participate in Group Discussions	✓	✓	✓	✓	✓	✓	✓
Present Oral Reports			✓	✓	✓	✓	✓
Read Fluently with Expression, Phrasing, and Intonation			✓	✓	✓	✓	✓
Read Orally		✓	✓	✓	✓	✓	✓
Share Information	✓	✓	✓	✓	✓	✓	✓
Speak Clearly at Appropriate Volume	✓	✓	✓	✓	✓	✓	✓
Summarize/Retell Stories	✓	✓	✓	✓	✓	✓	✓
Understand Formal and Informal Language	✓	✓	✓	✓	✓	✓	✓
Use Appropriate Vocabulary for Audience		✓	✓	✓	✓	✓	✓
Use Elements of Grammar in Speech				✓	✓	✓	✓
Viewing							
Analyze Purposes and Techniques of the Media				✓	✓	✓	✓
Appreciate/Interpret Artist's Techniques							
Compare Visual and Written Material on the Same Subject	✓				✓		
Gather Information from Visual Images	✓	✓	✓	✓	✓	✓	✓
View Critically		✓	✓	✓	✓	✓	✓
View Culturally Rich Materials	✓	✓	✓		✓	✓	✓
Penmanship							
Cursive Letters			✓	✓	✓	✓	✓
Manuscript Letters	✓	✓	✓				
Numbers	✓	✓	✓	✓			

Scope and Sequence (continued)

Language Arts

Grammar

Level

Parts of Speech

	K	1	2	3	4	5	6
Adjectives	✓	✓	✓	✓	✓	✓	✓
Adverbs			✓	✓	✓	✓	✓
Conjunctions			✓	✓	✓	✓	✓
Nouns	✓	✓	✓	✓	✓	✓	✓
Prepositions	✓			✓	✓	✓	✓
Pronouns	✓	✓	✓	✓	✓	✓	✓
Verbs	✓	✓	✓	✓	✓	✓	✓

Sentences

Fragments					✓	✓	✓
Parts (Subjects/Predicates)		✓	✓	✓	✓	✓	✓
Subject/Verb Agreement	✓	✓	✓	✓	✓	✓	✓
Structure (Simple, Compound, Complex)				✓	✓	✓	✓
Types (Declarative, Interrogative, Exclamatory, Imperatives)	✓	✓	✓	✓	✓	✓	✓
Verb Tenses	✓	✓	✓	✓	✓	✓	✓
Verbs (Action, Helping, Linking, Regular/Irregular)	✓	✓	✓	✓	✓	✓	✓

Usage

Adjectives	✓	✓	✓	✓	✓	✓	✓
Adverbs			✓	✓	✓	✓	✓
Articles	✓	✓	✓	✓	✓	✓	✓
Nouns	✓	✓	✓	✓	✓	✓	✓
Pronouns	✓	✓	✓	✓	✓	✓	✓
Verbs	✓	✓	✓	✓	✓	✓	✓

Mechanics

Capitalization (Sentence, Proper Nouns, Titles, Direct Address, Pronoun "I")	✓	✓	✓	✓	✓	✓	✓
Punctuation (End Punctuation, Comma Use, Quotation Marks, Apostrophe, Colon, Semicolon, Hyphen, Parentheses)	✓	✓	✓	✓	✓	✓	✓

Spelling

Contractions		✓	✓	✓		✓	
Inflectional Endings			✓	✓	✓	✓	
Irregular Plurals			✓	✓	✓	✓	✓
Long Vowel Patterns		✓	✓	✓	✓	✓	✓
Multisyllabic Words			✓	✓		✓	
Phonograms		✓	✓	✓			✓
r-controlled Vowel Spellings		✓	✓	✓	✓	✓	✓
Short Vowel Spellings		✓	✓	✓	✓	✓	✓
Silent Letters				✓			
Sound/Letter Relationships		✓	✓	✓			
Special Spelling Patterns (-ough, -augh, -all, -al, -alk, -ion, -sion, -tion)		✓	✓	✓	✓	✓	✓

Language Arts

Writing/Composition

	Level						
	K	1	2	3	4	5	6
Approaches							
Collaborative Writing		✓					
Group Writing							
Process							
Brainstorming/Prewriting	✓	✓		✓	✓	✓	
Drafting	✓	✓		✓	✓	✓	
Revising	✓	✓		✓	✓	✓	
Proofreading	✓	✓		✓	✓	✓	
Publishing	✓	✓		✓	✓	✓	
Forms							
Biography/Autobiography	✓	✓	✓	✓	✓	✓	✓
Business Letter				✓	✓	✓	✓
Describe a Process		✓	✓	✓	✓	✓	✓
Descriptive Writing	✓	✓	✓	✓	✓	✓	✓
Expository/Informational Text	✓	✓	✓	✓	✓	✓	✓
Folklore (Folktales, Fairy Tales, Tall Tales, Legends, Myths)			✓	✓	✓		
Friendly Letter		✓	✓	✓	✓	✓	✓
Historical Fiction						✓	✓
Journal Writing		✓	✓	✓	✓	✓	✓
Narrative		✓	✓	✓	✓	✓	✓
Personal Writing		✓	✓	✓	✓	✓	✓
Persuasive Writing	✓	✓	✓	✓	✓	✓	✓
Play/Dramatization				✓	✓	✓	✓
Poetry		✓	✓	✓	✓	✓	✓
Realistic Story				✓			
Writer's Craft							
Characterization			✓	✓	✓	✓	✓
Descriptive Writing	✓	✓	✓	✓	✓	✓	✓
Dialogue		✓	✓	✓	✓	✓	✓
Effective Beginnings			✓	✓	✓	✓	✓
Effective Endings			✓	✓	✓	✓	✓
Event Sequence		✓	✓	✓	✓	✓	✓
Figurative Language	✓		✓	✓	✓	✓	✓
Identifying Thoughts and Feelings	✓		✓	✓	✓	✓	✓
Mood and Tone				✓	✓	✓	✓
Plot (Problem/Solutions)	✓	✓	✓	✓	✓	✓	✓
Point of View				✓	✓	✓	
Rhyme	✓	✓	✓	✓	✓	✓	
Sensory Details				✓		✓	✓
Sentence Variety				✓		✓	✓
Sentence Elaboration				✓		✓	✓
Setting	✓		✓	✓		✓	✓
Suspense and Surprise			✓	✓	✓	✓	
Topic Sentences			✓	✓	✓	✓	✓
Using Comparisons						✓	
Purposes							
Determining Purposes for Writing	✓	✓				✓	

Inquiry and Research

	Level						
	K	1	2	3	4	5	6
Study Skills							
Charts, Graphs, and Diagrams/Visual Aids			✓		✓	✓	✓
Collaborative Inquiry			✓	✓	✓	✓	✓
Communicating Research Progress Results			✓	✓	✓	✓	✓
Compile Notes						✓	✓
Conducting an Interview							✓
Finding Needed Information			✓	✓	✓	✓	✓
Follow Directions	✓			✓			
Formulate Questions for Inquiry and Research			✓			✓	✓
Give Reports					✓	✓	✓
Make Outlines				✓		✓	✓
Making Conjectures			✓	✓	✓	✓	✓
Maps and Globes					✓		✓
Note Taking			✓	✓	✓	✓	✓
Parts of a Book			✓	✓	✓		
Planning Investigation			✓	✓	✓	✓	✓
Recognizing Information Needs			✓	✓	✓	✓	✓
Revising Questions and Conjectures			✓	✓	✓	✓	✓
Summarize and Organize Information					✓	✓	✓
Time Lines					✓	✓	✓
Use Appropriate Resources (Media Source, Reference Books, Experts, Internet)					✓	✓	✓
Using a Dictionary/Glossary		✓	✓	✓	✓	✓	✓
Using a Media Center/Library					✓		✓
Using a Thesaurus			✓	✓	✓	✓	✓
Using an Encyclopedia					✓		✓
Using Newspapers and Magazines					✓		✓
Using Technology							

Reading (continued)

Level

	K	1	2	3	4	5	6
Comprehension Strategies							
Asking Questions/Answering Questions		✓	✓	✓	✓	✓	✓
Making Connections		✓	✓	✓	✓	✓	✓
Monitoring and Clarifying		✓	✓	✓	✓	✓	✓
Monitoring and Adjusting Reading Speed			✓	✓	✓	✓	✓
Predicting/Confirming Predictions	✓	✓	✓	✓	✓	✓	✓
Summarizing		✓	✓	✓	✓	✓	✓
Visualizing		✓	✓	✓	✓	✓	✓
Comprehension Skills							
Author's Point of View			✓	✓	✓	✓	✓
Author's Purpose			✓	✓	✓	✓	✓
Cause and Effect	✓	✓	✓	✓	✓	✓	✓
Classify and Categorize	✓	✓	✓	✓	✓	✓	✓
Compare and Contrast	✓	✓	✓	✓	✓	✓	✓
Drawing Conclusions	✓	✓	✓	✓	✓	✓	✓
Fact and Opinion			✓	✓	✓	✓	✓
Main Idea and Details	✓	✓	✓	✓	✓	✓	✓
Making Inferences		✓	✓	✓	✓	✓	✓
Reality/Fantasy	✓	✓		✓			
Sequence		✓	✓	✓	✓	✓	✓
Vocabulary							
Antonyms	✓	✓	✓	✓	✓	✓	✓
Comparatives/Superlatives		✓	✓	✓	✓	✓	✓
Compound Words	✓	✓	✓	✓	✓	✓	✓
Connecting Words (Transition Words)						✓	✓
Context Clues		✓	✓	✓	✓	✓	✓
Contractions			✓	✓	✓	✓	
Figurative Language				✓		✓	
Greek and Latin Roots				✓	✓		
High-Frequency Words	✓	✓	✓	✓	✓	✓	✓
Homographs			✓	✓	✓	✓	
Homophones/Homonyms		✓	✓	✓	✓	✓	✓
Idioms					✓	✓	✓
Inflectional Endings		✓	✓	✓	✓	✓	✓
Irregular Plurals				✓		✓	✓
Multiple Meaning Words			✓	✓	✓	✓	✓
Multisyllabic Words			✓	✓		✓	
Position Words	✓	✓				✓	
Prefixes			✓	✓	✓	✓	✓
Question Words		✓					
Base or Root Words		✓	✓	✓	✓	✓	✓
Selection Vocabulary	✓	✓	✓	✓	✓	✓	✓
Suffixes		✓	✓	✓	✓	✓	✓
Synonyms		✓	✓	✓	✓	✓	✓
Time and Order Words (Creating Sequence)				✓	✓	✓	✓
Utility Words (Colors, Classroom Objects, etc.)	✓	✓					
Word Families			✓	✓	✓	✓	✓

Scope and Sequence

Reading

Level

	K	1	2	3	4	5	6
Print/Book Awareness (Recognize and understand the conventions of print and books)							
Capitalization	✓	✓	✓			✓	✓
Constancy of Words						✓	✓
End Punctuation	✓	✓				✓	✓
Follow Left-to-right, Top-to-bottom	✓	✓					
Letter Recognition and Formation	✓	✓					
Page Numbering		✓					
Picture/Text Relationship	✓				✓		
Quotation Marks	✓	✓	✓			✓	✓
Relationship Between Spoken and Printed Language		✓					
Sentence Recognition							
Table of Contents	✓	✓					
Word Length	✓						
Word Boundaries		✓					
Phonemic Awareness (Recognize discrete sounds in words)							
Oral Blending: Words/Word Parts	✓	✓	✓				
Oral Blending: Initial Consonants/Blends	✓	✓	✓	✓			
Oral Blending: Final Consonants	✓	✓	✓	✓			
Oral Blending: Initial Vowels		✓					
Oral Blending: Syllables		✓					
Oral Blending: Vowel Replacement					✓		
Segmentation: Initial Consonants/Blends	✓	✓	✓	✓		✓	
Segmentation: Final Consonants	✓	✓	✓	✓			
Segmentation: Words/Word Parts	✓	✓	✓	✓	✓	✓	
Rhyming	✓	✓			✓	✓	
How the Alphabet Works							
Letter Knowledge	✓	✓	✓	✓			
Letter Order (Alphabetic Order)	✓	✓					
Letter Sounds	✓	✓	✓	✓	✓		
Sounds in Words	✓	✓	✓	✓	✓		
Phonics (Associate sounds and spellings to read words)							
Blending Sounds into Words	✓	✓					
Consonant Clusters		✓		✓			
Consonant Digraphs		✓		✓	✓		
Consonant Sounds and Spellings	✓	✓	✓	✓			
Phonograms	✓	✓		✓			
Syllables	✓	✓			✓		✓
Vowel Diphthongs		✓		✓			✓
Vowels: Long Sounds and Spellings	✓	✓	✓	✓	✓	✓	✓
Vowels: r-controlled		✓	✓	✓	✓	✓	✓
Vowels: Short Sounds and Spellings	✓	✓	✓	✓	✓	✓	✓

7:30	School Opens, Breakfast Service Begins
8:00	Full Breakfast Service Ends
8:00*	Morning Line-up
8:00	Instructional Day Begins (Grades K-5)
9:30 - 9:50*	Recess for Grades K, 3, and Room 43
9:55 - 10:15*	Recess for Grades 1, 4, and Room 50
10:20 - 10:40*	Recess for Grades 2, and 5
10:50-11:30*	Lunch for Pre-K, Kinder, Grade 3, and Room 43
11:40-12:20*	Lunch for Grades 1, 4, and Room 50
12:30-1:10*	Lunch for Grades 2, and 5
1:10-2:10	Psychomotor
2:29*	Dismissal

*** DENOTES BELL**

10

Coordinator Duties and Responsibilities

Instructional Coordinator

Instructional Program
Acting Principal in Asst.
Principal's Absence
Student Discipline
Master Calendar
Agendas/Sign-Ins for
Title 1 Program-School
Plan Compliance
Compensatory Ed. Advisory
Council
Attend Meetings as needed
District, TSP, School, etc...
Plan Writing (all)
Pacing Plan Materials
District Standardized Testing Program
Test data maintenance
Student Profiles
Special Schedules -
Auditorium Assemblies
Special Events, etc...
Textbook management
District Publications
Progress Reports, Standards
Parent Handbook
State Frameworks
Recruit/Screen Paraeducators
Surveys-All
Student Volunteers
Yard duty/Splitting Classes
Ordering/Inventory
of supplies
Monitoring of grade level
meetings
Resource for all student
Activities, ie Career Day,
Fifth Grade Culmination,
All assemblies, etc...
Resource for School-Wide events,
Peace Fair, Black History, Cinco
De Mayo,
Teacher Workrooms/supplies
EIS/UCTP
Professional Development
Other duties as assigned

Language Acquisition Coordinator

Instructional Program
Acting Principal in Asst.
Principal's Absence
Student Discipline
Master Calendar
Master Plan Compliance
Redesignation/ELD levels
Student Portfolios
English Language Advisory Council
Student enrollment screening and
placement
Attend Meetings as needed
District, TSP, School, etc...
Language Appraisal Team
ELD Practicum/ Enhanced ELD
ELD Materials/ ordering and
distribution
Cultural Awareness
Translation of correspondence and
other school related materials
State Frameworks
Recruit/Screen Paraeducators
Surveys-LA program related
Student Volunteers
Yard duty/Splitting Classes
Monitoring of grade level
Meetings
Resource for all student
Activities, ie Career Day,
Fifth Grade Culmination,
All assemblies, etc...
Resource for School-Wide events,
Peace Fair, Black History, Cinco
De Mayo,
Teacher Workrooms/supplies
EIS/UCTP
Professional Development
Other duties as assigned

Position Title: **Classroom Teachers** (All Grade Levels)
Florence Griffith Joyner Elementary school

General Description:

Primary responsibilities include:

- making knowledge accessible to all students
- developing students cognitive capacity and respect for learning
- fostering students' self-esteem, motivation, and sense of civic responsibility.

* Required Education, Knowledge, Skills, and Abilities to Perform Essential Job Functions:

The classroom teacher will meet all qualifications and behavior standards as set by State of California. In accordance with certification requirements and the performance expectations of the Los Angeles Unified School District , all classroom teachers shall meet the following employment criteria.

1. The minimum of a Bachelor's Degree from an accredited college or university.
2. A valid California Teacher's Credential with CLAD
3. Professional verification of successful classroom teacher performance and/or student teaching experience.
4. Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education.
5. Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for diverse students.
7. Regular and predictable attendance is essential.

Summary of Essential Functions

The Classroom Teacher:

- meets regular and predictable attendance requirements.
- plans for and guides the learning process to help students achieve program objectives.
- maintains a classroom atmosphere conducive to learning.
- implements useful diagnostic and progress assessment measures.
- selects and uses effective instructional methods and learning materials.
- establishes a cooperative relationship with all assigned students.
- maintains open lines of communication with parents/guardians.
- engages in professional growth activities through an ongoing program of job-related knowledge and skill development.
- works collaboratively to achieve the overall purposes of the school program.

NOTE: The statements herein are intended to describe the general nature and level of work being performed by teachers. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of teachers.

Class Description
COUNSELOR, ELEMENTARY SCHOOL

Reporting Relationships

Receives administrative direction from the principal of the school to which assigned and technical direction from a central office support services administrator.

Subordinates

Classified personnel as assigned

Functions

Essential Functions

1. Provides individual and group counseling and guidance for students at school(s) to which assigned.
2. Provides liaison service for the school with Pupil Services and Attendance counselors, school psychologists and other support services personnel.
3. Advises parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
4. May serve as a member of the local review process for an elementary school.
5. Plans activities with the receiving middle school that contribute to student orientation for the 6th or 7th grade.
6. Interprets student behavior to teachers and parents in order to promote a better learning situation for the student.
7. Helps students effectively utilize the educational opportunities of the school.
8. Provides classroom guidance activities and school-wide guidance programs.
9. Confers with the principal, or designee, regarding supplementary counseling needs of the student(s).
10. Serves as a staff resource person in school-community relations.
11. Assists in the preparation of information for entry on students' cumulative records; contributes data concerning student needs to assist in the development of the total educational plan of the school.
12. Evaluates the performance of subordinate personnel.

Other Functions

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

Qualifications

Education and Experience

Required

A bachelor's degree from an accredited college or university.

Desirable

1. Completion of a District-approved internship-type program designed to provide school counseling/guidance experiences while serving as a Counseling-Assistant.
2. Full-time teaching service in a public or private institution while holding a valid teaching credential.
3. Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services.
4. Experience in individual or group counseling of school-age children.

Knowledges, Skills, Abilities and Personal Characteristics

1. Knowledge of and experience in the use of counseling and guidance techniques with elementary pupils.

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7394	GF-Targeted Inst Imp
LAUSD Program	14172	TIIPG-10Sch Prog-Discretny F
Version / Year	CM0 / 2010	
Grant / Funded	NOT RELEVANT / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		112,124.00	
Direct	Budgeted	112,124.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
11578 ASMNONCLRM B1T 22/09	1POSITN	1110-2100-14172 190001	19100706 ASMT, NONCLSRM, PREP	BSXX	30053627 Name:	C	07/01/2009 07/01/2009	6.000 5.000	50.00 1.00	0.00	
21190 OFFICE TECH AGC/6	1POSITN	1110-2100-14172 240001	24102828 OFFICE TECHNICIAN	AGXX	30334797 Name: Sandy Velez	A	07/01/2009 06/30/2010	8.000 5.000	100.00 1.00	55,946.00	
12106 ITIN NURSE	20THS-L	1110-3140-14172 120041	Health Svcs Sal-Reg				07/01/2009 06/30/2010			34,922.00	
50147 MAINTENANCE OF EQUIP	30TH-L	1110-1000-14172 560006	Maint Of Equipment				07/01/2009 06/30/2010			19,000.00	
40267 IMA	30TH-O	1110-1000-14172 430010	Instr Mat-Gen Purp				07/01/2009 12/31/9999			2,256.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-7091 GF-EIA:LEP
LAUSD Program	7S536 CE-Eco Impact Aid/Dis Bil Dir
Version / Year	CM0 / 2010
Grant / Funded	110002 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		139,056.00	
Direct	Budgeted	137,621.00	
Indirect	Limit	6,952.00	
	Budgeted	1,435.00	
Document		1.032 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
11222 CAT PRG AD B1T 27/09	1POSITN	4760-2100-7S536 190001	19100704 ADVSR, CTEGORCL PGM	BSXX	30048447 Name: Lizeth Dominguez	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	96,587.00	
10559 DAY TO DAY SUBS	20THS-L	4760-1000-7S536 110002	Tchr Sal-Subs				07/01/2009 06/30/2010			12,859.00	
11681 Indirect CRD DIF CAT PRG ADV	20THS-L	4760-2100-7S536 190004	Other Cert Sal-Suppl				07/01/2009 06/30/2010			1,435.00	
40239 POTENTIAL FINDING VAR	30TH-L	4760-1000-7S536 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			1,391.00	
40261 PENDING DISTRIBUTION	30TH-L	4760-1000-7S536 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			26,284.00	
50073 PARENT CONF ATTND	30TH-L	4760-1000-7S536 520002	Travel/Conf Attndnce				07/01/2009 06/30/2010			500.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7090	GF-Eco Impact Aid
LAUSD Program	7S539	CE-EIA State Comp Ed (SCE)SCHS
Version / Year	CM0 / 2010	
Grant / Funded	110003 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		17,024.00	
Direct	Budgeted	17,024.00	
Indirect	Limit	851.00	
	Budgeted	0.00	
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
40239 POTENTIAL FINDING VAR	30TH-L	1110-1000-7S539 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			170.00	
40267 IMA	30TH-L	1110-1000-7S539 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			16,854.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-4035	GF-T2 Pt A Tchr Qlty
LAUSD Program	7N178	NCLB-T2A-T Teacher Quality
Version / Year	CM0 / 2010	
Grant / Funded	200029 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		53,400.00	
Direct	Budgeted	53,400.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7N178 110001	11100731 ELEMENTARY TEACHER	CSXX	30337039 Name: Gustavo Murillo	A	07/01/2009 06/30/2010	6.000 5.000	50.00 1.00	42,175.00	
11316 STAFF TRNG R 1 CERT	20THS-L	1110-2100-7N178 190004	Other Cert Sal-Suppl				07/01/2009 06/30/2010			5,632.00	
40261 PENDING DISTRIBUTION	30TH-L	1110-1000-7N178 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			5,593.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-3011	GF-ARRA LowInc&Neglc
LAUSD Program	709V4	ARRA-T1-Part A Recovery Fds-Pmt
Version / Year	CM0 / 2010	
Grant / Funded	200908 /	OPR00000
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		2,619.00	
Direct	Budgeted	2,619.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
40261	30TH-L	1110-1000-709V4	Instl Mat&Supls-Bud				07/01/2009			2,619.00	
PENDING DISTRIBUTION											
		430009					06/30/2010				

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3010 GF-TIA Low-Inc&Neg
LAUSD Program	7S046 CE-NCLB T1 Schools
Version / Year	CM0 / 2010
Grant / Funded	110001 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		528,776.00	
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	
	Budgeted	44,357.00	
Document		8.389 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10275 E MTH COAC B1T 27/09	1POSITN	1110-2100-7S046 110001	11100848 INSTRNL COACH, ELEM MATH	BSXX	30331680 Name: Lee Dorsey	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	96,587.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050200 Name: Roesha Robinson	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050319 Name: Ariane Turner	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050390 Name: Katie Recinos	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050527 Name: Olga Ruan	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050588 Name: Carlos Bravo	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30051988 Name: Vanessa Gutierrez	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30053169 Name: Yesenia Quintero	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332839 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332840 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332841 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-3010	GF-TIA Low-Inc&Neg
LAUSD Program	7S046	CE-NCLB T1 Schools
Version / Year	CM0 / 2010	
Grant / Funded	110001 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		528,776.00	
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	10.000 %
	Budgeted	44,357.00	8.389 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
50174 CURRICULAR TRIPS	30TH-L	1110-1000-7S046 580012	Contract Bus Svcs				07/01/2009 06/30/2010			3,000.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7091	GF-EIA:LEP
LAUSD Program	7N536	CE-EIA-LEP/Dis Bil-Add'l Alloc
Version / Year	CM0 / 2010	
Grant / Funded	110002 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		45,786.00	
Direct	Budgeted	45,786.00	
Indirect	Limit	2,289.00	5.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10600 TCHR AST DEG TK NW/1	1POSITN	4760-1000-7N536 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050136 Name: Diana Luna	A	01/01/2008 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	4760-1000-7N536 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050257 Name: Nancy Corona	A	07/01/2008 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
21720 COMMUNITY REP.	20THS-L	4760-2100-7N536 290004	Other Class-Supple				07/01/2009 06/30/2010			9,340.00	
40239 POTENTIAL FINDING VAR	30TH-L	4760-1000-7N536 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			458.00	
40267 IMA	30TH-L	4760-1000-7N536 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			10,660.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7090	GF-Eco Impact Aid
LAUSD Program	7N539	CE-EIA-State Comp Ed-Add'l Alloc
Version / Year	CM0 / 2010	
Grant / Funded	110003 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		42,777.00	
Direct	Budgeted	42,777.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10484 PROF DEV TCHR Z-TIME	20THS-L	1110-1000-7N539 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			12,859.00	
40239 POTENTIAL FNDING VAR	30TH-L	1110-1000-7N539 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			428.00	
40267 IMA	30TH-L	1110-1000-7N539 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			19,140.00	
50174 CURRICULAR TRIPS	30TH-L	1110-1000-7N539 580012	Contract Bus Svcs				07/01/2009 06/30/2010			10,350.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-4203 GF-T3 LEP
LAUSD Program	7S176 T3A-LEP-Limited Eng Profncy
Version / Year	CM0 / 2010
Grant / Funded	200027 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		30,900.00	
Direct	Budgeted	30,900.00	
Indirect	Limit	1,545.00	
	Budgeted	0.00	
Document		0.000 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10375 PROF DEV TCHR X-TIME	20THS-L	1110-1000-7S176 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			14,868.00	
40261 PENDING DISTRIBUTION	30TH-L	1110-1000-7S176 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			10,300.00	
40267 IMA	30TH-L	1110-1000-7S176 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			5,732.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3011 GF-ARRA LowInc&Neglc
LAUSD Program	7V094 ARRA-T1-Part A Recovery Fds-Sch
Version / Year	CM0 / 2010
Grant / Funded	200908 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		214,758.00	
Direct	Budgeted	213,323.00	
Indirect	Limit	21,475.00	
	Budgeted	1,435.00	
Document		0.668 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10163 E LT COACH BIT 27/09	1POSITN	1110-2100-7V094 110001	11100844 INSTRNL COACH, ELEM READI	BSXX	30331660 Name: Danielle Coleman	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	96,587.00	
11746 INTRVN SUP COORD BIT	1POSITN	1110-2100-7V094 190001	19100706 ASMT, NONCLSRM, PREP	BSXX	30331659 Name: Matt Cina	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	96,587.00	
10480 TCHR Z TIME	20THS-L	1110-1000-7V094 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			16,088.00	
11622 Indirect COORD DIFF TCHR	20THS-L	1110-2100-7V094 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			1,435.00	
11651 DIFF E LITERACY COAC	20THS-L	1110-2100-7V094 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			1,860.00	
40239 POTENTIAL FINDING VAR	30TH-L	1110-1000-7V094 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			2,148.00	
40267 IMA	30TH-L	1110-1000-7V094 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			53.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3010 GF-TIA Low-Inc&Neg
LAUSD Program	7S046 CE-NCLB T1 Schools
Version / Year	CM0 / 2010
Grant / Funded	110001 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation	528,776.00		
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	10.000 %
	Budgeted	44,357.00	8.389 %
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332871 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332872 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332873 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332874 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332875 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332876 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332877 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332878 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
11222 CAT PRG AD B1T 27/09	1POSITN	1110-2100-7S046 190001	19100704 ADVSR, CTEGORCL PGM	BSXX	30334466 Name: Shirley Alston-Ransom	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.50	48,295.00	
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7S046 110001	11100731 ELEMENTARY TEACHER	CSXX	N0048714 Name:	C	10/08/2009 10/08/2009	6.000 5.000	50.00 1.00	0.00	
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7S046 110001	11100731 ELEMENTARY TEACHER	CSXX	30021727 Name:	C	10/08/2009 10/08/2009	6.000 5.000	50.00 1.00	0.00	
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7S046 110001	11100731 ELEMENTARY TEACHER	CSXX	30337039 Name: Gustavo Murillo	A	07/01/2009 06/30/2010	6.000 5.000	50.00 1.00	42,175.00	
20382 ED AIDE III C 1T/5	1POSITN	1110-1000-7S046 210001	21104581 EDUC AIDE 3 & RESTRICTED	CSXX	30083052 Name: Rubie Whitlow	A	07/01/2006 12/31/9999	3.000 5.000	100.00 0.38	10,488.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3010 GF-TIA Low-Inc&Neg
LAUSD Program	7S046 CE-NCLB T1 Schools
Version / Year	CM0 / 2010
Grant / Funded	110001 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		528,776.00	
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	
	Budgeted	44,357.00	
Document		8.389 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30089251 Name: Irene Aguirre	A	07/01/2008 12/31/9999	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30099741 Name: German Valencia	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30099753 Name: Maria Casarez	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30331661 Name: Ceasar Molina	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
10480	20THS-L	1110-1000-7S046 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			0.00	
TCHR Z TIME											
10701	20THS-L	1110-1000-7S046 110005	Tchr Asst Salaries				07/01/2009 06/30/2010			5,000.00	
TCHR AST RELIEF											
11641 Indirect	20THS-L	1110-2100-7S046 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			0.00	
CRD DIF CAT PRG ADV											
11661	20THS-L	1110-2100-7S046 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			1,861.00	
DIF EL MATH COACH											
11681 Indirect	20THS-L	1110-2100-7S046 190004	Other Cert Sal-Suppl				07/01/2009 06/30/2010			717.00	
CRD DIF CAT PRG ADV											
12104	20THS-L	1110-3110-7S046 120021	Guidance/Mel Sal-Reg				07/01/2009 06/30/2010			41,662.00	
ITIN PSYCH SCHOOL K											
12106	20THS-L	1110-3140-7S046 120041	Health Svcs Sal-Reg				07/01/2009 06/30/2010			34,922.00	
ITIN NURSE											
21427 Indirect	20THS-L	1110-2100-7S046 240003	Office Pers-Overtime				07/01/2009 06/30/2010			5,000.00	
CLERICAL OVERTIME											
21532 Indirect	20THS-L	1110-8100-7S046 220003	M&O Sal-Overtime				07/01/2009 06/30/2010			3,000.00	
CUSTODIAL OVERTIME											
21720	20THS-L	1110-2100-7S046 290004	Other Class-Supple				07/01/2009 06/30/2010			19,000.00	
COMMUNITY REP.											
40169	30TH-L	1110-1000-7S046 430002	Advisory Comm Exps				07/01/2009 06/30/2010			2,000.00	
ADVISORY COMM EXP											
40239	30TH-L	1110-1000-7S046 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			5,875.00	
POTENTIAL FNDING VAR											
40267	30TH-L	1110-1000-7S046 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			21,586.00	
IMA											

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-3010	GF-TIA Low-Inc&Neg
LAUSD Program	70A56	CE-NCLB-T1-Prog Imprvmt Sch
Version / Year	CM0 / 2010	
Grant / Funded	110001 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		58,753.00	
Direct	Budgeted	58,753.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10370 PROF DEV TCHR REG	20THS-L	1110-1000-70A56 110001	Tchr Sal-Reg Assgmt				07/01/2009 06/30/2010			31,890.00	
40261 PENDING DISTRIBUTION	30TH-L	1110-1000-70A56 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			26,863.00	

Experience

Required

Minimum of five years successful full-time certificated public school teaching experience at the elementary level in kindergarten and grades one through six.

Desirable

1. Experience in collaborative planning and delivery of differentiated professional development in the area of mathematics content and pedagogy.
2. Prior experience as a mathematics coach.

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

Knowledge, Skills, Abilities and Personal Characteristics

1. Knowledge of California State Mathematics standards, content, and pedagogical research regarding mathematics instruction.
2. Knowledge of differential classroom instructional practices that promote student academic success.
3. Knowledge and understanding of the needs of a diverse student population, including English language learners.
4. Ability to work effectively with student, parents, and all racial, ethnic, linguistic, disability, and socio-economic groups.
5. Knowledge of professional development techniques and leadership skill to guide individuals and groups in team building, consensus seeking, and conflict management.
6. Ability to work collaboratively and effectively with District personnel in developing and implementing a suitable educational program.
7. Ability to compose and comprehend written communication and make formal, public presentations.
8. Ability to travel to other sites/locations, provide evening and weekend educational workshops for parents.

Credentials

Required

A valid California teaching credential authorizing service at any grade level, K-6 must be in force and on file in the Office of the Los Angeles County Superintendent of Schools.

Desirable

Appropriate certification to teach ELL students (CLAD, BCLAD, SB1969 certificate, and BCC or LDS Certificate) must be in force and on file in the Office of the Los Angeles County Superintendent of Schools.

Regular Days

Regular Days

Discussion

No. of Days: 26

No. of Days: 26

Minimum Days Minutes for this Bell Schedule can only be displayed if the Total Minutes for Days, Minimum Days and Shortened Days have all been submitted

No. of Days: 3

No. of Days: 3

Appendix 16

Job Descriptions Support Personnel and Teachers

John Sayers

8828 Pershing Drive #303
Playa del Rey, CA 90293
310-578-2041
jsayer@lausd.net

EDUCATION:

Eastern Connecticut State University
B.S. Degree in Elementary Education
Nursery-Adult Teaching Credential

Willimantic, CT
1986

University of LaVerne
M.A. Degree in Educational Management
Preliminary Administrative Services Credential

LaVerne, CA
2001

National University
Professional Clear Administrative Services Credential

La Jolla, CA
2003

EMPLOYMENT:

Los Angeles Unified School District

Los Angeles, CA

107th Street School
First and Second Grade Teacher

1986-1988

93rd Street School
Fourth and Sixth Grade Teacher

1988-1992

Responsible for all aspects of classroom management and curriculum for up to 33 fourth and sixth grade students. Fourth grade for the first year and sixth grade for the next three. Responsible for English language development with primary Spanish speakers.

93rd Street School
Computer Resource Specialist

1992-1999

Responsible for all aspects of technology for the school site. This included purchasing suggestions, maintenance and upkeep, staff development, and implementation of curriculum in a lab environment for all classes, K-5.

Instructional Coordinator

1999-2001

Responsible for all aspects of Title 1 compliance including reports, interaction with classroom teachers and students, and ordering of materials to facilitate Title 1 compliance for the school. Other duties include, but are not limited to, supervision of students, maintenance of records of all equipment and materials, ordering and maintaining adequate levels of supplies, implementing and working with Parent Councils, budgeting of Title 1 funds, STAR coordination, and supervision of Paraprofessionals.

96th Street School
Assistant Principal

2001-2004

Assist the Principal with all aspects of the approved educational programs and the operations of the school. Supervise and evaluate faculty and staff. Other duties include, but are not limited to, supervision of students, budgeting, staffing, and the coordination and implementation of staff development. Perform all of the duties of the Principal in his absence.

Florence Griffith Joyner Elementary School
Principal

2004-Present

Responsible for all aspects of the approved educational programs and operations of the school.

REFERENCES:

To be furnished upon request.

Appendix 15

Résumé, Principal

Florence Griffith Joyner elementary School
Principal Elementary School

Job Purpose:

Serves as instructional leader, chief fiscal officer, and administrator in partnership with the School Leadership Team for the three houses at Florence Griffith Joyner elementary school; responsible for the direction of the instructional and operation of the school plant and related facilities.

Responsible to:

School's Community

Requirements:

1. Candidate must comply with LAUSD guidelines for administrators, including all required credentials and educational requirements.
2. A minimum of three years of experience as a principal.

Functions:

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Work with the School Leadership Team according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD/UTLA collective bargaining agreement for Expanded School-Based Management.
3. Interprets and implements state education laws, rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
4. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social and academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
5. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress towards meeting the goals; develops the School's Educational Plan and measures the outcomes of these goals.
6. Prepares the schools budget and is responsible for the monitoring of expenditures of all school funds in accordance with federal and state guidelines.
7. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, district policy and procedures, and the school's student's responsibility code.
8. Organizes and conducts school extra-curricular activities and fundraising events.
9. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
10. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD master Plan for English Language Learners.
11. Maintains positive public relations and outreach contacts with parents and community groups.

12. Provides effective professional development and training for all stakeholders to improve student achievement.
13. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
14. Evaluates the performance of certificated and classified personnel assigned to the school site in accordance with collective bargaining agreements.

Knowledge, Skills, Abilities, and Personal Characteristics

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

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

Appendix 14

Job Description, Principal

Florence Griffith Joyner

The following people made substantial contributions to this plan.

Gloria Hernandez, ELAC President
Laquitta Flowers, CEAC President
Argemina Perez, School Site Council President
Elizabeth Beltran, Parent
Margree Epps, Parent
Latoya Wallece, Parent
Cassandra Baxter, Parent
Melissa Mejia, Parent
Gloria Hernandez, Parent
Elizabeth Belton, Parent
Teresa Thomas, Parent

June Royes, FGJ Assistant Principal EIS
Matt Cima, Intervention Coordinator
Glenn Turnley, Technology Coordinator
Michelle Charters, PSA Counselor
Shirley Ransom, SB65 Outreach Coordinator
Michelle Bonner, Psychologist
Ali Hedayat, Counselor
Coleman, Danielle, Literacy Coach
Irma Cardenas, School Cafeteria Manager
Ken Honowitz, Plant Manager
German Valencia, School Administrative Assistant
Rita Ramos, Paraprofessional
Annel Mosqueda, Beyond the Bell Program

Supervisor Francisco Antonio Gonzalez, School Director, Local District 7
Sergio Franco, Transformational Schools Program Director
Dr. George McKenna, Local District 7 Superintendent
Dr. Brenda Manuel, Assistant Superintendent of Instruction
Nanetta Arceneaux, School Director, Local District 7
Rosalinda Lugo, School Director, Local District 7
Frances Haywood, LD7 Administrator
Barbara Lake, LD7 Administrator
Dr. Sharon Robinson, Local District 7
Nader Delnavez, Local District 7
Rachel Bonvonsky, Local District 7
Pam Gray, Literacy Coordinator, LD7
Learning Point Associates
LASDI

Florence Griffith Joyner

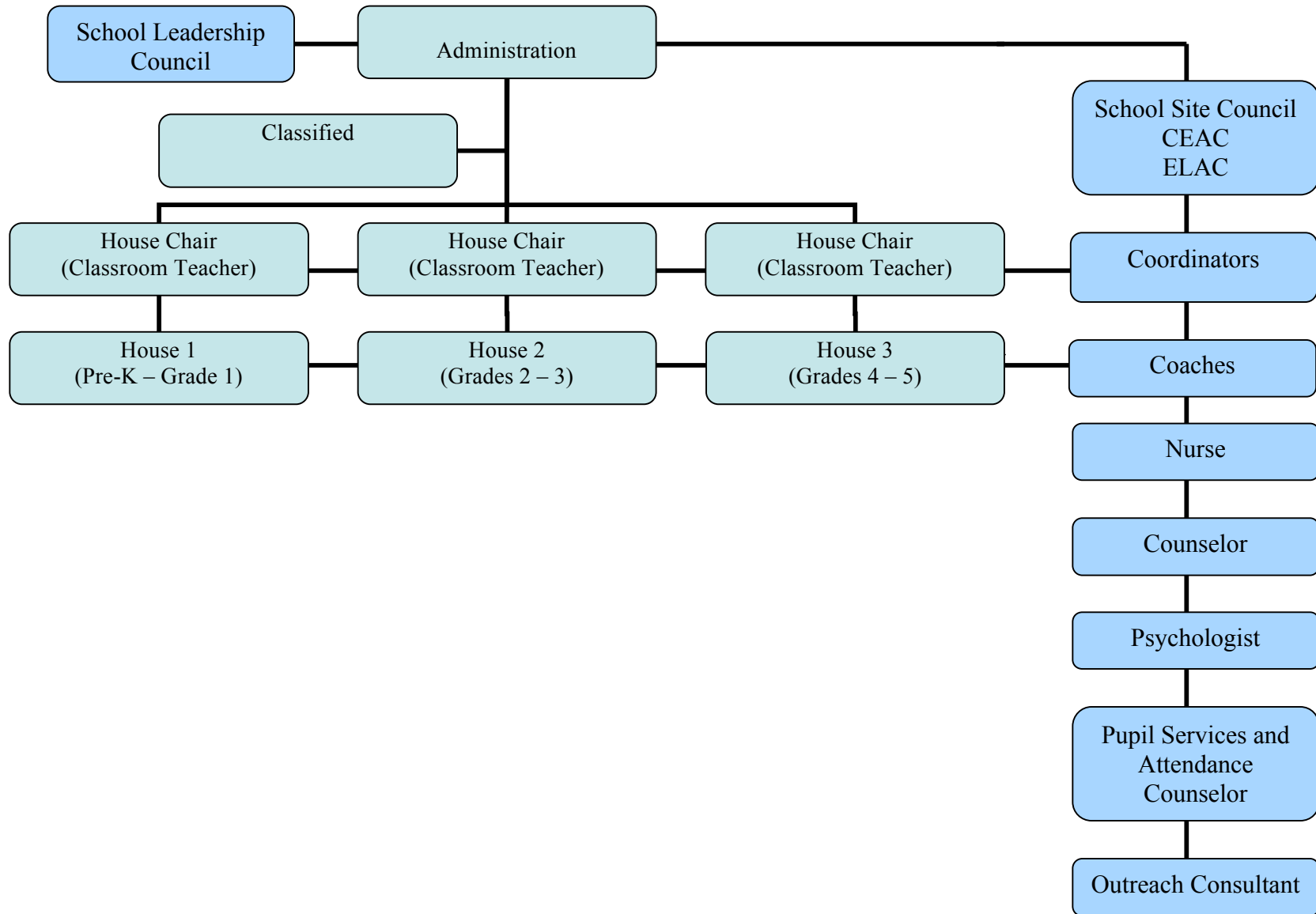
The Following Teachers made substantial contributions to this plan.

Aceval, Fresia Rosa	Reyes, Norma
Amis, Veronica	Riccardi, Rosa
Byron, Marsha	Salgado, Susana
Campion, Kelli	Schuhmacher, Italina
Cooper, Janice	Sedeghi, David
Dolan, Claire	Simpson-Johnson, Yvette
Dominguez, Lizeth	Sklarsh, Sandra
Gerhardt, Sharon	Torres, Patricia
Gibson, Virginia	Valdes, Elizabeth
Hayes, James	Vong Taylor, Christie
Hedayat, Ali	Warsaw, Robert
Herrera, Elva	Westbrook, Sharon
King, Noelle	Wood, Sabrina
Laguna, Sergio	Aceval, Sergio, Substitute Teacher
Lewis, Maurine	Parada Lucia, Substitute Teacher
Liu, Emily	
Lopez, Consuelo	
Madison, Paula	
Marquez, Marco	
Medley-Hall, Verona	
Murillo, Gustavo	
Najera, Nancy	
Nares, Lucila	
Ossey-Black, Kendra	
Perez, Hortencia	
Pipersburgh, Hubert	
Powell, Anne	
Ramirez, Nora	

Appendix 13

List of Contributors to Plan Writing
And
List of Committed Teachers

Florence Griffith Joyner Elementary School leadership Organizational Chart



Appendix 11

FGJ Organizational Chart

Appendix 12

Partnership Letters

Florence Griffith Joyner
Proposed Professional Development Calendar 2010-2011
Weekly Hours Assigned for PD

Month/Week	Week 1	Week 2	Week 3	Week 4	Total
July					
August			30 hrs	30 hrs	60
September	2hrs	2hrs	2hrs	2hrs	8
October	2hrs	2hrs	2hrs	2hrs	8
November	2hrs	2hrs	2hrs	2hrs	8
December	2hrs	2hrs			4
January	12hrs	2hrs	2hrs	2hrs	18
February	2hrs	2hrs	2hrs	2hrs	8
March	2hrs	2hrs	2hrs	2hrs	8
April	2hrs	2hrs	2hrs	2hrs	8
May	2hrs	2hrs	2hrs	2hrs	8
June	2hrs	2hrs	2hrs		6
					144

Appendix 10

Professional Development Calendar

Operational Goals and Metrics

Safe and Orderly School

	Goals	Metrics
1.	Adherence to District Policies and school rules	5 % or better attendance rate for students, teachers and staff
1.	Establish systems with clear expectations for staff, parents, students and all stakeholders	Fair or better rating of school facilities according to Williams legislation
2.	Schools are clean, attractive and reflective of a positive learning environment	Timely submission of reports and adherence to deadlines
3.	Classrooms are always clean, orderly, well supplied, equipped, and reflect quality teaching and learning	Decrease in incident reports
	Use trouble call system to report needed repairs	Monitor trouble call logs for completion of repairs in a timely fashion
	Maintain a closed campus policy that adheres to District policy and guidelines	Resources are allocated to provide adequate supervision and security

Student Discipline

1.	Implement a school wide discipline plan	15% Decrease in suspensions
2.	Teacher will be trained on how to establish and enforce classroom and school standards and behavior	10% Decrease of student discipline referrals
3.	Provide incentives for students and staff	10% Decrease in incident reports
4.	Seek parent and community volunteers to assist with supervision.	Reduction of incidents during recess and lunch periods

Student Supervision

1.	Hire and train an adequate number of supervision staff.	Reduction of incidents during recess and lunch periods
2.	Monitor the effectiveness of the supervision staff.	Reduction of incidents during recess and lunch periods
3.	Seek parent and community volunteers to assist with supervision	Reduction of incidents during recess and lunch periods

Maintenance and Upkeep of New Facility

1.	Maintain a clean and graffiti free school	Secure the appropriate paint colors
2.	Establish rules and procedure for displaying materials in the new facilities which does not include stapling, push pins or use of adhesive tape	Monitor and remove inappropriate use materials
3.	Establish a school beautification program	The school will be clean, attractive, and well maintained at all times.

Teacher Retention and Stability

1.	Provide teachers support in the areas of instruction	Conduct periodic teacher and staff satisfaction surveys.
2.	Provide teachers all instructional materials required for all instructional programs.	Conduct periodic teacher and staff satisfaction surveys.
3..	Provide teachers with essential materials, supplies, and equipment for their classrooms.	Conduct periodic teacher and staff satisfaction surveys.
4.	Provide a safe environment	Conduct periodic teacher and staff satisfaction surveys.
5.	Provide leadership and decision making opportunities	Use of Professional Learning Community model
6.	Teachers will be fully credentialed and highly qualified	Review of personnel records
7.	Paraprofessional staff will be highly qualified	Review of personnel records

Financial Solvency

1.	Expenditure of funds will be based on school determined needs	Plan budgets in a timely fashion and monitor expenditures systematically
2.	Include all councils in budget discussions	Implement compliance procedures
3.	Seek grants to enhance school programs.	Grants received to enhance school programs
4.	Identify business partners for an Adopt-A- School program	Number and involvement of Adopt-A-School Partners

Partnerships

1.	Seek and identify community/public services agencies partners	Number and involvement of partners
2.	Seek and identify university and college partnerships	Number and involvement of partners
3.	Seek and identify partnerships with churches and religious organizations	Number and involvement of partners
4.	Seek and identify business partners	Number and involvement of partners
5.	Seek and identify partnership with law enforcements	Number and involvement of partners
6.	Develop relationships with local political leaders	Number and involvement of partners

NCLB Accountabilities

1.	Teachers will be fully credentialed and highly qualified	Review of personnel records
2.	Paraprofessional staff will be highly qualified	Review of personnel records
3.	Teachers will be assigned to classes based on appropriate credentials	Review of personnel records
4.		

Modified Consent Decree

1.	Full compliance with MCD Outcomes that are applicable	Review, monitor, and make necessary modifications based on monthly MCD School Reports
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Organization and Schedules

1.	Master Calendar	Ascertain that all activities are scheduled
2.	Organization of Classrooms	All students are assigned in accordance with state and district guidelines
3.	Organizational chart to establish duties and responsibilities of staff	Monitor to ascertain that all aspects of school life are functioning effectively and efficiently

Based on the above goals and metrics the school will be able to monitor progress and provide corrective actions when needed.

Appendix 8

Operational Goals and Metrics

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																																				
Increase the number of schools that meet or exceed their API targets <u>2008-09</u> 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: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</td></tr><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></table> % Proficiency Rates ELA <u>Florence Griffith Joyner Elementary School</u> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 2 –</td><td>25.1</td><td>28.9</td><td>+3.8</td></tr><tr><td>Grade 3 –</td><td>9.0</td><td>11.6</td><td>+2.6</td></tr><tr><td>Grade 4 –</td><td>22.8</td><td>21.9</td><td>-0.9</td></tr><tr><td>Grade 5 –</td><td>12.5</td><td>17.2</td><td>+4.7</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 2 –	25.1	28.9	+3.8	Grade 3 –	9.0	11.6	+2.6	Grade 4 –	22.8	21.9	-0.9	Grade 5 –	12.5	17.2	+4.7	10%	All Students	Rtl2 Model Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Differentiated instructionAdd depth and complexity to curriculumScaffold lessonsExplicit instruction in vocabulary, fluency, comprehension strategies and skillsFlexible groupingsLearning centersHigher level thinking questionsIndependent studyPreview, review, re-teach, and frontload Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support) <ul style="list-style-type: none">Explicit instruction in vocabulary, comprehension strategies and skillsAcademic Engagement Time (AET)Effective student engagement in instructionStrategic or supplemental interventionScaffold lessonsInstruction aligned to students' instructional needs based on data	Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	All students who are currently proficient and advance plus those targeted students in the basic range will be expected to score proficiency or advanced on the CST Language Arts: --% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: -- % of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: --% of students that are proficient on the mathematics periodic assessment At least 10% of students scoring basic or below on the CST will move to the proficient level to meet Safe Harbor On going formative assessments: Use of My Data to track student progress SOAR Data Intervention Program Assessments Periodic Assessments Teacher created assessments	All Teachers Coordinators Coaches Administrator	September 2010- Ongoing
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																																								
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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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		All Students	<p>from multiple measures</p> <ul style="list-style-type: none"> Increase the impact of core instruction to achieve proficiencies Additional time to learn using core instructional strategies or a different instructional pedagogy More intensive vocabulary and comprehension skills and strategic instruction. Use of: Open Court Intervention Guide, Soar to Success, Voyager and/or ELD Practicum <p>Coordinators and coaches share assessment data from Math and ELA with parents during the SSC, CEAC, and ELAC meetings. PD will focus on improving proficiency in ELA by continuous analysis of data and grade level planning</p> <p>Coordinators and coaches will lead a school-wide Professional development using Scientifically based research in areas of: Reading comprehension Academic Vocabulary Effective Assessment Building Rtl2 – Intervention Activities</p> <p>Teachers will collaborate during the school day on lesson study that will focus on designing lessons. Substitutes will used to release the teachers to plan activities related to the categorical program</p> <p>Teachers will receive professional development after school on effective use of assessments, data analysis and the use of data to drive instruction.</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539)</p> <p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>	<p>Administrators visit classrooms</p> <p>Classroom observations, Teacher Feedback, Progress Reports</p> <p>Professional Development evaluations</p> <p>SOAR Assessment, Teacher created assessments, student portfolios, and writing assessments</p> <p>Classroom observation, teacher feedback, progress reports</p> <p>Classroom observations</p> <p>Classroom observations, improved student attendance, reduced referrals</p> <p>PD evaluations, SOAR assessments, Rtl2 implementation</p>	<p>All Teachers</p> <p>Coordinators</p> <p>Coaches</p> <p>Administrator</p> <p>Administrators, literacy coach, coordinators</p> <p>Administrator, Literacy coaches</p> <p>Administrator, Coordinators</p>	September 2010- Ongoing

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

High Academic Achievement Action Plan

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			<p>Teachers will attend conferences to acquire differentiated and research-based instructional strategies to support students not meeting grade level standards.</p> <p>Professional development time will be purchased to support PD (after school, days before the beginning of school year, Saturdays)</p> <p>Teacher will attend workshops to focus on providing support for at-risk students.</p> <p>Conference attendance will be funded to allow teachers to attend conferences.</p> <p>Bridge Coordinator purchased to support instruction, intervention, and services to students with disabilities.</p> <p>Instructional/Literacy Coach funded to support and build teacher capacity using appropriate evidence-based strategies and a three tier-ed approach to teaching using RtI2 intervention strategies.</p> <p>Categorical Program Coordinator funded to provide demo lessons, conduct professional development, activities, and conduct student programs/ activities.</p> <p>Teacher Assistants funded to provide instructional support in the classroom under the direct supervision of the teacher. (Tier 2 and 3 Support)</p> <p>Intervention Coach-The instructional coach will provide differentiations and support to the student's in small group setting</p> <p>Class Size Reduction Teacher-The class-</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>	<p>PD evaluations, SOAR assessments, RtI2 implementation</p> <p>Teacher observations, feedback, student assessments</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>	<p>Administrator, Literacy Coaches, Coordinators</p> <p>Administrator, Literacy Coaches, Coordinators</p> <p>Administrator, Coordinators</p>	

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>size reduction teacher will be used to reduce class size for students at risk of academic failure and English Learners.</p> <p>Education Aide II-The education aide II provides clerical tasks related to categorical programs and assists in communication with parents.</p> <p>Non-register Carrying Teachers- The highly qualified non-register carrying teacher will provide direct service 100% of the 6 hour work day.</p> <p>Nurse-The nurse will provide health-related services, health counseling, referral, and follow-up on preventative health concerns. The nurse will provide staff development in health related issues and health related counseling.</p> <p>PSA –The PSA counselor will develop and monitor an individual student attendance plan. The PSA counselor provide individual counseling to students, group counseling and conduct staff professional development related to data analysis in development of the SPSA.</p> <p>Library Aide- The library aide performs clerical and computer duties in the school library.</p> <p>Office Technician- The office technician will provide clerical services in connection with the categorical program.</p> <p>Copy Machine: The school will lease copy machines to support the categorical programs.</p>				
<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)</p> <p>% Proficient/Advanced CST Math by grade:</p>		All Students	<p>Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support)</p> <ul style="list-style-type: none"> Explicit instruction in vocabulary, 	<p>Title I (7SO46) Teacher X time Title I(70A56))</p>	<p>At each assessment period: All students who are currently proficient and advance plus those targeted students in the basic range will be expected to score</p>		<p>September 2010- Ongoing</p>

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<p> <u>2008</u> <u>2009</u> <u>Change</u> 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% </p> <p>% Proficiency Rates Math</p> <p><u>Florence Griffith Joyner Elementary School</u></p> <p> <u>2008</u> <u>2009</u> <u>Change</u> Grade 2 – 44.0 32.4 -11.6 Grade 3 – 32.3 38.1 +5.8 Grade 4 – 30.7 31.8 +1.1 Grade 5 – 30.3 23.1 -7.5 </p>			<p>comprehension strategies and skills</p> <ul style="list-style-type: none"> Academic Engagement Time (AET) Effective student engagement in instruction Strategic or supplemental intervention Scaffold lessons Instruction aligned to students' instructional needs based on data from multiple measures Increase the impact of core instruction to achieve proficiencies Additional time to learn using core instructional strategies or a different instructional pedagogy More intensive math vocabulary and comprehension skills and strategic instruction. Use of Envision, Math PD <p>Trainings for teachers after school in math strategies to support the students</p> <p>2nd grade-place value, fraction and decimals</p> <p>4th grade-decimals, fractions, and negative numbers.</p> <p>5th grade-statistics, data analysis</p> <p>6th grade-rational numbers, algebraic thinking</p> <p>data analysis, geometry</p> <p>Bridge Coordinator purchased to support instruction, intervention, and services to students with disabilities.</p> <p>Math Coach funded to support and build teacher capacity using appropriate evidence-based strategies and a three tier-ed approach to teaching using RtI2 intervention strategies.</p> <p>Categorical Program Coordinator funded to provide demo lessons, conduct professional</p>	<p>Title I (7SO46)</p> <p>Teacher X/Z time</p> <p>Title I(70A56))</p> <p>ELL Funds (7S536)</p> <p>Title III (S176)</p> <p>EIA-SCE (7S539)</p> <p>Parent Title I (7EO46)</p>	<p>proficiency or advanced on the CST</p> <p>Math:</p> <p>--% of students that are proficient on the mathematics periodic assessment</p> <p>-- -- At least 10% of students scoring basic or below on the CST will move to the proficient level to meet Safe Harbor</p> <p>On going formative assessments:</p> <p>Use of My Data to track student progress</p> <p>Quarterly Assessment</p> <p>Intervention Program Assessments</p> <p>Periodic Assessments</p> <p>Teacher created assessments</p> <p>Administrators visit classrooms</p> <p>Classroom observations, Teacher Feedback, Progress Reports</p> <p>PD evaluations</p> <p>Teacher created assessments, student portfolios, and writing assessments</p> <p>Classroom observation, teacher feedback, progress reports</p> <p>Classroom observations, improved student attendance, reduced referrals</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>	<p>Administrators, instructional/math coach, coordinators</p> <p>Administrators, instructional/math coach,</p> <p>Administrators, instructional/math coach,</p> <p>Administrators, instructional/math coach</p>	<p>September 2010- Ongoing</p>

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			development, activities, and conduct student programs/ activities. Teacher Assistants funded to provide instructional support in the classroom under the direct supervision of the teacher. Professional development time will be purchased to support afterschool PD. Substitutes will used to release the teachers to plan activities related to the categorical program.	Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	Teacher observations, feedback, student assessments. Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, Teacher created assessments, and student portfolios Math Program quarterly assessments, PD evaluations, teacher feedback, and progress reports	Administrators, instructional/math coach,																																																																									
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			<p>Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.</p> <p>Actively help students understand how key concepts across the curriculum relate to each other as you are teaching.</p> <p>Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.</p> <p>Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.</p> <p>Teach students to follow a specific set of procedures to solve problems or use a process.</p> <p>Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Provide to students additional instructional materials. These materials will be copied using copy machines to enhance the categorical programs.</p> <p>Provide students with instructional software. (for example, Accelerated Readers, Leap Frog,</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I (7SO46) Teacher X/Z time</p>			

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			Waterford) Provide students with access to technology such as laptops, desktop, white board, LCD projectors, Franklin Dictionaries, digital cameras, electronic readers, IPODS, video recorders, document cameras. Custodial overtime -The custodial provide additional support as a direct result of program activities at the school. Custodial supplies -Additional custodial supplies will be purchase limited to those supplies used in connection with programs.	Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46																									
<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>9.3%</td><td>9.2%</td><td>-.1%</td></tr></table> <p>Gifted School Data</p> <table><tr><td>Schools</td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>FG Joyner</td><td>0.7</td><td>0.6</td><td>-0.1</td></tr></table> <p>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African Americans</td><td>6.6%</td><td>6.6%</td><td>.0%</td></tr><tr><td>Hispanics</td><td>6.9%</td><td>7.0%</td><td>.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		9.3%	9.2%	-.1%	Schools	2008	2009	Change	FG Joyner	0.7	0.6	-0.1		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanics	6.9%	7.0%	.1%	<p>varies by school</p>
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Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities Prof/Adv CST ELA Subgroups: <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>Hispanic</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table> Prof/Adv CST ELA Subgroups: <u>Florence Griffith Joyner Elementary School</u> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>AA</td><td>14.2</td><td>16.2</td><td>+2.0</td></tr><tr><td>Hispanic</td><td>18.5</td><td>22.1</td><td>+3.6</td></tr><tr><td>Soc-Econ Dis</td><td>17.0</td><td>20.2</td><td>+20.2</td></tr><tr><td>EL</td><td>8.4</td><td>8.3</td><td>-0.1</td></tr><tr><td>SWD</td><td>2.2</td><td>3.9</td><td>+1.7</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%		<u>2008</u>	<u>2009</u>	<u>Change</u>	AA	14.2	16.2	+2.0	Hispanic	18.5	22.1	+3.6	Soc-Econ Dis	17.0	20.2	+20.2	EL	8.4	8.3	-0.1	SWD	2.2	3.9	+1.7	10%	African American, Hispanic, SEL's, SWD ELL Rtl2 Model Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Differentiated instructionAdd depth and complexity to curriculumScaffold lessonsExplicit instruction in vocabulary, fluency, comprehension strategies and skillsFlexible groupingsLearning centersHigher level thinking questionsIndependent studyPreview, review, re-teach, and frontload Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support) <ul style="list-style-type: none">Explicit instruction in vocabulary, comprehension strategies and skillsAcademic Engagement Time (AET)Effective student engagement in instructionStrategic or supplemental interventionScaffold lessons Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support) <ul style="list-style-type: none">Academic Engagement Time	Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46) <
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Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<ul style="list-style-type: none"> • Effective student engagement in instruction • Frequent monitoring of assessments and student progress • Cooperative leaning environment • Academic language development • Graphic organizers • Instructional Conversations • Use of Envision and OCR <p>Administrators' Periodic Review of Welligent System for MCD Compliance.</p> <p>Coaches and Coordinators will conduct professional development after school hours and during bank-timed on CRRE, Scaffolding strategies, SDAIE, and RTI2 strategies</p> <p>Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.</p> <p>Actively help students understand how key concepts across the curriculum relate to each other as you are teaching.</p> <p>Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.</p> <p>Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.</p>	EIA-SCE (7S539) Parent Title I (7EO46)		Classroom Teachers AP-EIS	
				Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539)		Administrators Coordinators Coaches Bridge Coordinator RST	September 2010- Ongoing

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			<p>Teach students to follow a specific set of procedures to solve problems or use a process.</p> <p>Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Collaboration and articulation between special education teachers and the general education teacher.</p> <p>Implementation of the MCD Outcomes</p> <p>Nurse-The nurse will provide health-related services, health counseling, referral, and follow-up on preventative health concerns. The nurse will provide staff development in health related issues and health related counseling</p> <p>Psychologist-The psychologist will provide counseling to students with academic problems, achievement goals potential dropout, behavior and social skills. The psychologist will conduct professional development sessions on topics such as child development, adolescent issues, classroom management.</p> <p>Bridge Coordinator</p> <p>Intervention Coordinator</p>	Parent Title I (7EO46)		Classroom Teachers AP-EIS	
Accelerate the performance of Standard	10%	SEL	Rtl2 Model	Title I (7SO46)	On going formative assessments:	Administrators,	September

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English Learners (SEL) % Advanced/Proficient In ELA <u>Florence Griffith Joyner Elementary School</u> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>AA</td><td>14.2</td><td>16.2</td><td>+2.0</td></tr></table> % Advanced/Proficient In Math <u>Florence Griffith Joyner Elementary School</u> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>AA</td><td>22.7</td><td>20.2</td><td>-2.4</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	AA	14.2	16.2	+2.0		<u>2008</u>	<u>2009</u>	<u>Change</u>	AA	22.7	20.2	-2.4			Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Differentiated instructionAdd depth and complexity to curriculumScaffold lessonsExplicit instruction in vocabulary, fluency, comprehension strategies and skillsFlexible groupingsLearning centersHigher level thinking questionsIndependent studyPreview, review, re-teach, and frontload Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support) <ul style="list-style-type: none">Explicit instruction in vocabulary, comprehension strategies and skillsAcademic Engagement Time (AET)Effective student engagement in instructionStrategic or supplemental interventionScaffold lessons Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Effective student engagement in instructionFrequent monitoring of assessments and student	Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46) Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	Use of My Data to track student progress SOAR Data Intervention Program Assessments Teacher created assessments PD evaluations, teacher feedback, and progress reports Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios Lesson study model where teachers observe best practices and engaging in the reflective process. Quarterly Assessment Intervention Program Assessments Periodic Assessments Teacher created assessments Implementation of observed Lesson study best practices and engaging and reflection	Coordinators, and coaches, teachers AEMP Facilitators Administrators, Coordinators, and coaches, teachers AEMP Facilitators	2010- Ongoing
	<u>2008</u>	<u>2009</u>	<u>Change</u>																				
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			<p>on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Differentiate instruction targeting our African American and Hispanic populations using core curriculum, TBLT, AEMP strategies, CRRE materials and supplemental materials for ELA and Math, Readers Theatre and Literature Circles.</p> <p>Teachers and teacher assistants will participate in professional development that focuses on the use of AEMP and CRRE strategies.</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>	<p>Parent Title I (7EO46) Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>																	
<p>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> <p>2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%</p> <p>English Learner Progress on CELDT</p> <table><tr><td>Schools</td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>FG Joyner</td><td>56.1</td><td>55.2</td><td>-0.9</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	54.8%	55.7%	+0.9%	Schools	2008	2009	Change	FG Joyner	56.1	55.2	-0.9	3%	ELL	<p>Teachers will be trained on Thinking Maps and review enhanced ELD Practicum lessons.</p> <p>Demo lessons for teachers on effectively implementing “Into English” lessons.</p> <p>Teachers will collaboratively plan ELD lessons after school and/or on Saturdays.</p> <p>Teachers will review portfolios periodically to monitor student progress.</p> <p>Provide after-school and /or Saturday intervention for 4th and 5th grade students scoring FBB or BB on CST. Intervention will focus on enhancing writing and the use of Thinking Maps as a thinking tool</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>	<p>ELD Portfolios (K-6)</p> <p>ELD Practicum,/Into English Assessments (K-6) On going formative assessments: Use of My Data to track student progress</p> <p>SOAR Data</p> <p>CELDT Data</p> <p>Intervention Program Assessments</p> <p>Teacher created assessments</p> <p>PD evaluations, teacher feedback, and progress reports</p>	<p>Administrators Coordinators Coaches Teachers</p>	<p>September 2010- Ongoing</p>
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			<p>Provide after-school and /or Saturday intervention for students who are having difficulties making adequate language progress. The Intervention will focus on enhancing writing and the use of Thinking Maps as a thinking tool</p> <p>Out of classroom staff and teacher assistant pull out students who scored FBB and BB on the CST in grades 2-5.</p> <p>The coordinator will provide Professional Development and Demo Lessons on: Scaffolding Strategies, SDAIE Strategies Building Oral Vocabulary Written Language Patterns Comprehension Strategies Hampton Brown's Decoding Level 1, 2, 3 SRA's Conventional Decoding 'Monitor Portfolios for Adequate Progress ELD Practicum TBLT, Thinking Maps.</p>		<p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>Quarterly Assessment</p> <p>Periodic Assessments</p> <p>Administrative Team Visits Monitoring CELDT test scores</p>		

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AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>36.3%</td><td>39.3%</td><td>+3%</td></tr></table> 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2% ELL Students Scoring Early Advanced and Advanced on CELDT <table><tr><td><u>Schools</u></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>FG Joyner</td><td>16.3</td><td>18.0</td><td>+1.8</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	36.3%	39.3%	+3%	<u>Schools</u>	<u>2008</u>	<u>2009</u>	<u>Change</u>	FG Joyner	16.3	18.0	+1.8	5%	EL Coordinator will conduct workshops during school and after school hours on effective scaffolding, SDAIE, ELD strategies, written and oral language. CELDT Preparation Activities Coordinator will provide professional development for teacher assistants during and after school hours on how to reinforce and support instruction under the direct supervision of a highly qualified teacher. The coordinator will provide Professional Development and Demo Lessons on: Scaffolding Strategies, SDAIE Strategies Building Oral Vocabulary Written Language Patterns Comprehension Strategies Hampton Brown’s Decoding Level 1, 2, 3 SRA’s Conventional Decoding ‘Monitor Portfolios for Adequate Progress ELD Practicum TBLT Thinking Maps	ELL 7S536 Title I- 7s046 Title I -7oA56	ELD Portfolios (K-6) ELD Practicum./Into English Assessments (K-6) On going formative assessments: Use of My Data to track student progress SOAR Data CELDT Data Intervention Program Assessments Teacher created assessments PD evaluations, teacher feedback, and progress reports Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios Lesson study model where teachers observe best practices and engaging in the reflective process. Quarterly Assessment Periodic Assessments Administrative Team Visits Monitoring CELDT test scores	Administrators Coordinators Coaches Teachers	September 2010- Ongoing			
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AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA 24.3</td><td>27.0</td><td>+2.7%</td></tr><tr><td>Math 34.1</td><td>36.3</td><td>+2.1%</td></tr></table> <table><tr><td><u>Schools</u></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>FG Joyner</td><td>16.3</td><td>18.3</td><td>+2.0</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA 24.3	27.0	+2.7%	Math 34.1	36.3	+2.1%	<u>Schools</u>	<u>2008</u>	<u>2009</u>	<u>Change</u>	FG Joyner	16.3	18.3	+2.0		EL RtI2 Model Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Differentiated instructionAdd depth and complexity to curriculumScaffold lessonsExplicit instruction in vocabulary, fluency, comprehension strategies and skills	IMA Bilingual 7s536 Title I- 7s046 Title I -7oA56	Monthly EL assessments for specific grade level Open Court standards Monitoring quarterly assessments and CST results ELD Portfolios (K-6) ELD Practicum./Into English Assessments (K-6) On going formative assessments: Use of My Data to track student progress SOAR Data	Administrators Coordinators Coaches Teachers	September 2010- Ongoing
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<p>EL scoring Prof/Adv on CST % In ELA <u>Florence Griffith Joyner Elementary School</u></p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>8.4</td><td>8.3</td><td>-0.1</td></tr></table> <p>EL scoring Prof/Adv on CST % In Math <u>Florence Griffith Joyner Elementary School</u></p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>30.1</td><td>27.7</td><td>-2.4</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	EL	8.4	8.3	-0.1		<u>2008</u>	<u>2009</u>	<u>Change</u>	EL	30.1	27.7	-2.4		<ul style="list-style-type: none">• Flexible groupings• Learning centers• Higher level thinking questions• Independent study• Preview, review, re-teach, and frontload <p>Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support)</p> <ul style="list-style-type: none">• Explicit instruction in vocabulary, comprehension strategies and skills• Academic Engagement Time (AET)• Effective student engagement in instruction• Strategic or supplemental intervention• Scaffold lessons <p>Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support)</p> <ul style="list-style-type: none">• Academic Engagement Time (AET)• Effective student engagement in instruction• Frequent monitoring of assessments and student progress• Cooperative leaning environment• Academic language development• Graphic organizers• Instructional Conversations• Use of Envision and OCR <p>Coaches and Coordinators will conduct professional development after school hours and during bank-timed on CRRE, Scaffolding strategies, SDAIE, and RTI2 strategies</p> <p>Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.</p> <p>Actively help students understand how key concepts across the curriculum relate to each</p>	<p>CELDT Data</p> <p>PD evaluations, teacher feedback, and progress reports</p> <p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Quarterly Assessment Intervention Program Assessments</p> <p>Periodic Assessments</p> <p>Teacher created assessments</p>		
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<p>Increase EL reclassification rates at the elementary, middle, and high school levels</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>13.5</td><td>15.8</td><td>+2.3</td></tr><tr><td>MS</td><td>22.4</td><td>20.8</td><td>+8.4</td></tr><tr><td>HS</td><td>10.3</td><td>12.4</td><td>+2.1</td></tr></table> <p>Reclassification Rates</p> <table><tr><td><u>Schools</u></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1	<u>Schools</u>	<u>2008</u>	<u>2009</u>	<u>Change</u>	5%	EL	<p>CELDT preparation activities</p> <p>Monitoring progress reports</p> <p>Monitoring the RFP's Monitoring Roster</p> <p>Teachers are required to turn ELD portfolios even when students are not making progress.</p> <p>Teachers meet with principal and EL coordinator to identify students not making progress to discuss effective strategies to</p>	<p>Title I- 7s046</p> <p>Title I -7oA56</p>	<p>EL monitoring rosters, and where possible EL students not moving or reclassifying</p> <p>RFEP Monitoring Rosters</p> <p>Monthly EL assessments for specific grade level</p> <p>Open Court standards</p> <p>Monitoring quarterly assessments and CST results</p> <p>ELD Portfolios (K-6)</p>	<p>Administrators</p> <p>Coordinators</p> <p>Coaches</p> <p>Teachers</p>	<p>September 2010- Ongoing</p>
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FG Joyner	6.9	10.8	+3.9			<p>accelerate their ELD progress.</p> <p>Coordinator will monitor EL portfolios monthly</p> <p>Coordinator will work with teachers in providing demo lessons on effective SDAIE and writing strategies.</p> <p>Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Provide to students additional instructional materials.</p> <p>Provide students with instructional software. (for example, Accelerated Readers, Leap Frog, Waterford)</p> <p>Provide students with access to technology such as laptops, desktop, white board, LCD projectors, Franklin Dictionaries, digital cameras, electronic readers, IPODS, video recorders, document cameras.</p>		<p>ELD Practicum,/Into English Assessments (K-6)</p> <p>On going formative assessments: Use of My Data to track student progress</p> <p>SOAR Data</p> <p>CELDT Data</p> <p>Intervention Program Assessments</p> <p>Teacher created assessments</p> <p>PD evaluations, teacher feedback, and progress reports</p> <p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>Quarterly Assessment Intervention Program Assessments</p> <p>Periodic Assessments</p> <p>Teacher created assessments</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>											
<p>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CST</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>MATH</td><td>26%</td><td>27%</td><td>+1%</td></tr></table> <p>ELA <u>Florence Griffith Joyner Elementary</u></p>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%	35% ELA 35% Math	SWD	<p>Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support)</p> <ul style="list-style-type: none">Academic Engagement Time (AET)Effective student engagement in instructionFrequent monitoring of assessments and student progressCooperative leaning environment		<p>Instruction aligned to students' instructional needs based on data Special Education Team Review Modified Consent Decree Outcomes</p> <p>Administrators' Periodic Review of Welligent System for MCD Compliance Monthly ELA student Assessments</p> <p>Open Court Unit Assessments</p> <p>IWT monitoring of RtI2</p>	Administrators, Coordinators, and coaches Bridge coordinator RST Teachers	September 2010- Ongoing
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
ELA	25%	27%	+2%																
MATH	26%	27%	+1%																

Florence Griffith Joyner

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

High Academic Achievement Action Plan

<u>School</u>			
	<u>2008</u>	<u>2009</u>	<u>Change</u>
SWD	6.5	21.6	+15.0
<u>Math</u>			
<u>Florence Griffith Joyner Elementary School</u>			
	<u>2008</u>	<u>2009</u>	<u>Change</u>
SWD	17.4	21.6	+4.2

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

High Academic Achievement Action Plan

			<p>what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Collaboration and articulation between special education teachers and the general education teacher.</p> <p>Implementation of the MCD Outcomes</p> <p>Nurse</p> <p>Psychologist</p> <p>Bridge Coordinator</p> <p>Intervention Coordinator</p>				
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South Region Elementary School #2

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

Graduation Rate

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

South Region Elementary School #2

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. <u>07-08</u> <u>08-09</u> <u>Change</u> 25% TBD% + __%	80%	N/A	N/A		A-G enrollment and passing rates <ul style="list-style-type: none"> Decrease the number of students receiving Fails in A-G courses by 10%. Increase the percent of students earning C's or higher in A-G courses. 		
Increase the enrollment in Advanced Placement course <u>07-08</u> <u>08-09</u> <u>Change</u> 1.8% 1.9% + .1% Increase pass rates on AP tests <u>07-08</u> <u>08-09</u> <u>Change</u> 44.1% TBD% +TBD%	5% 5%	N/A	N/A		Advanced Placement courses – <ul style="list-style-type: none"> Increase Advanced Placement offerings at all high schools. Increase the number of tests administered by 10% Increase the number of subject matter tests administered by: <ul style="list-style-type: none"> At least 2 (if the school administers less than 15 subject matter tests) At least 1 (if the school administers less than 20 subject matter tests) 		
Increase students preparedness for College Career Readiness	All		Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers. Recognizing a college/university weekly. Extending invitations to parents and community persons to participate in Career Day activities. Arranging visits to local college, universities, and trade schools. Seeking on-going relationship with Southwest College, University of California at Los Angeles, California State University Dominguez Hills, University of Southern California, Los Angeles Trade and Technical College, Charles Drew	Parent Title I (7EO46) Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	Students getting 3 or 4 on report cards The number of college Career Readiness Activities The number of parents and community involved in Career Day The number of visits by local college, universities and trade schools	Administrators Teachers Coaches Coordinators Parents Fremont Family of Schools	September 2010- Ongoing

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>University of Medicine and Science, and/or other local college and universities.</p> <p>Forming a partnership with Fremont High School to provide on site Adult Class for parents.</p> <p>Building relationships with neighborhood businesses to work with and support school activities.</p> <p>Planning Parent Colleg Days to expose parents to opportunities at nearby colleges/universities.</p> <p>Students will write essays expressing an interest in College Career Readiness.</p> <p>Students will be exposed to the literature selections in OCR either universal or research based, provide foundation for independent inquiry and investigation. Students will use the Research Cycle to ask questions, discuss, research, write about, and think about concepts and ideas centered around the themes they read. Coaches and Coordinators will provide teachers professional development on the proper usage, planning, and instruction of these curricular areas.</p>		<p>The number of relationships with local businesses.</p> <p>The number of parents participating in Parent College Day</p> <p>The number of student essays expressing an interest in College Career Readiness in grades Pre-Kinder through 6th grade</p>		

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school There is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 	At least 90% of parents respond “Strongly agree” or “agree”	All Students	<p>Full staff parent center will be established with a focus on educational activities.</p> <p>Community Representation will staff the parent center and will conduct workshops with parents to increase student achievement</p> <p>The parents will receive a school calendar and weekly parent bulletin to maintain an open communication system at the school.</p> <p>Parent participation in school activities: Parent conferences, Back-to-School, Open House, Literacy and Math Nights, Advisory Councils, Community and cultural events, Art and science fairs</p> <p>Positive interaction between the principal, Administrators, or support staff with parents and members of the community. Front office protocol:</p> <ul style="list-style-type: none"> - Answer phones - Greeting parents at the counter - Welcoming lobby <p>Professional demeanor and accessibility to parents and community by school staff</p> <p>Clear communication with parents and community members</p> <p>Invite parents to attend CEAC, ELAC and SCC presentations on: Honors Program for student achievement Curriculum and Assessment; Workshops on the significance of testing, Importance of Attendance everyday and on test days.</p> <p>Teachers will participate in professional development on how to effectively</p>	<p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p>	<p>Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.</p> <p>The number of parents participating in parent workshops.</p> <p>Feedback from parents on the school calendar and weekly parent bulletin.</p> <p>Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10</p> <p>The number of parents in attendance at Parent conferences, Back-to-School, Open House, Literacy and Math Nights, Advisory Councils, Community and cultural events, Art and science fairs</p> <p>Feedback from parents, community and teachers regarding the positive interaction between the principal, administrators or support staff.</p> <p>Parent home involvement should be at 90% for elementary schools</p> <p>Communication – Communication should be at 90% for elementary schools</p> <p>Parent Survey</p> <p>Number of parents in attendance at the CEAC, ELAC and SCC presentations on: Honors Program for student achievement Curriculum and Assessment; Workshops</p>	<p>Administrators , Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators , Coordinators, ELAC, CEA, SSC chair persons</p>	September 2010- Ongoing

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			<p>communicate with parents in order to increase opportunities for parent engagement</p> <p>During parent conferences teachers will provide for parents updates on their child's progress, including the results of formative and summative assessments. And review of the standards taught in the grade level. Strategies will be provided to parents on how to assist the child at home.</p> <p>Teachers will provide for parents on-going and timely feedback on their child's progress.</p> <p>During CEAC and ELAC meetings Coordinators and coaches will lead parent workshops on: How to Help Your Child at Home, Grade Level Standards and Assessments, Literacy and Math, The significance of AYP/API/PI</p> <p>Conduct Back to School Reading Nights, Reading Comprehension Nights, and Vocabulary Nights for parents to interact with their children in the specific subject areas.</p> <p>Calls parents to participate in parent meetings.</p> <p>Works with Parent volunteer program.</p> <p>Administrators and Coordinators lead workshops for parents about: How to help their students that are not succeeding; How to help students not doing their homework, class work, and not succeeding on district assessments; and to help students who are basic improve in their test scores.</p> <p>Student Led conferences provide opportunities for parents to review student work and</p>		<p>Parent Survey</p> <p>The number of parents in attendance at parent conferences</p> <p>Parent Survey</p> <p>Feedback from the parent workshop evaluations</p> <p>Parent Survey</p> <p>Number of parent volunteers</p> <p>Feedback from the parent workshop evaluations</p> <p>Parent Survey and teacher feedback</p>	<p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair</p>	

South Region Elementary School #2

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>assignments. These conferences take place twice a year.</p> <p>Targets parents of K and 1 attend classes to develop their English skills and to acquire specific strategies in the CORE curriculum to support their children at home.</p> <p>Coordinators and Teacher Committee members lead the Math and Science family Nights. These are offered to parents to support the students and families interest and knowledge in math and science activities.</p> <p>Parents Center-resource room and parent access to trainings and workshops. Math, ELA and science workshops, family learning nights, and parent trainings provided by coaches.</p> <p>Parents will receive a monthly survey requesting feedback on the quality of school services.</p> <p>Small Learning Communities will create their own identify to promote self-esteem, pride and a sense of belonging. This will include banners, signs and other items.</p> <p>Parent will attend parent conferences sponsored by district and non-district groups.</p> <p>Clerical Relief and Overtime- The school's clerical staff will provide short term clerical help to directly support the categorical program.</p> <p>Nurse-The nurse will provide health-related services, health counseling, referral, and follow-up on preventative health concerns. The nurse will provide staff development in health related issues and health related counseling. The</p>		<p>The number of parents in attendance</p> <p>The number of parents in attendance Workshop evaluations</p> <p>The number of parents in attendance Workshop evaluations</p> <p>Percentage of surveys returned</p>	<p>persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p>	

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

Parent and Community Engagement

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			<p>nurse will provide parent in serve training and health related counseling and education.</p> <p>PSA –The PSA counselor will develop and monitor an individual student attendance plan. The PSA counselor provide individual counseling to students, group counseling and conduct staff professional development related to data analysis in development of the SPSA. The PSA counselor will provide parent education workshops, referrals to community services and home visit/in home counseling.</p> <p>Community Representative–The community representative will advice and interpret local school or classroom relationships and service as a liaison between the school and community.</p> <p>Parent Resource Liaison: The parent resource liaison will maintain a program in the parent providing various resources and information to parents through workshops, orientations, and training programs.</p>				

(Name) School

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																				
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	Closed Campus Partnering with Community agencies, i.e. Sherriff’s office Parent meetings, parent newsletters Community Forums Parent Handbook To promote a positive academic, behavioral and social environment the school will use the problem solving model, the data based decision-making, the academic engagement time, and professional development component of RT12 to identify the behavioral needs of students and monitor their progress. It is expected that with this approach there will be academic, as well as behavioral progress, in all students. The school has systems in place to ensure a safe, organized, clean, attractive and calm environment. Increased clear and accurate, updated communication regarding school policy and procedures, between school and home Campus Aides	Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56	Decrease in incident reports The number of partnerships Feedback on parent survey Number attending forums Monthly parent feedback surveys 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 The number of planters with health plants. Graffiti free Clean bathroom	Administrators Coordinators Coaches Teachers	September 2010-ongoing																				
Decrease the number of suspensions <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>83,542</td><td>75,049</td><td>TBD</td><td>TBD</td></tr></table> <table><tr><td></td><td colspan="3">% Rate</td></tr><tr><td><u>Schools</u></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>FG Joyner</td><td>6.2</td><td>4.3</td><td>-1.9</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	83,542	75,049	TBD	TBD		% Rate			<u>Schools</u>	<u>2008</u>	<u>2009</u>	<u>Change</u>	FG Joyner	6.2	4.3	-1.9	25%	All Students	Student Success Team, counseling, and mentoring, programs will provide support to students. Implementation of Character Building program. Implementation of the School-Wide Positive	Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56	Decrease non-mandatory suspension rates Evaluation form from teachers and parents regarding the effectiveness and implementation of Character Building program Evaluation form from teachers and parents	Administrators Coordinators Coaches Teachers	September 2010-ongoing
<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																								
83,542	75,049	TBD	TBD																								
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(Name) School

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

School Organization/Support Services

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			Behavior Support Plan (SWPBSP) 				

(Name) School

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutiveAllars	N/A	N/A	N/A		<ul style="list-style-type: none">• Schools meet CST annual measurable objective targets or• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year• Schools meet or exceed 95% participation rate• Schools meet or exceed API target• Schools meet or exceed graduation rate target		September 2010-ongoing
Decrease in the number of Title 1 Schools In PI status	N/A	N/A	N/A		<ul style="list-style-type: none">• Schools meet CST annual measurable objective targets or• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year• Schools meet or exceed 95% participation rate• Schools meet or exceed API target• Schools meet or exceed graduation rate target		September 2010-ongoing
Increase in the number of QEIA schools meeting annual targets	N/A	N/A	N/A		<ul style="list-style-type: none">• $\frac{2}{3}$ implementation of Class Size Reduction target• $\frac{2}{3}$ Implementation of 300:1 student to counselor ratio.		September 2010-ongoing

Appendix 9

Accountability Matrix

Appendix 7

School Calendars

1.) Safe Harbor

Language Arts

Significant Subgroup	Step 1: % At or Above Proficient	Step 2: % At or Above Proficient Subtract from 100	Step 3: Multiply results from step 2 by .10	Step 4: Add Step 3 to Step 1 = Safe Harbor Target
All Students	20.2%	$100\% - 20.2\% = 79.8\%$	$79.8\% \times 10 = 7.9\%$	$7.9\% + 20.2\% = 28.1\%$
African American	16.2%	$100\% - 16.2\% = 83.8\%$	$83.8\% \times 10 = 8.3\%$	$8.3\% + 16.2\% = 24.5\%$
Hispanic	22.1%	$100\% - 22.1\% = 77.9\%$	$77.9\% \times 10 = 7.7\%$	$7.7\% + 22.1\% = 29.8\%$
Socio-Economic Disadvantage	20.2%	$100\% - 20.2\% = 79.8\%$	$79.8\% \times 10 = 7.9\%$	$7.9\% + 20.2\% = 28.1\%$
English Learners	8.3%	$100\% - 8.3\% = 91.7\%$	$91.7\% \times 10 = 9.1\%$	$9.1\% + 8.3\% = 17.4\%$
Students w/ Disabilities	3.9%	$100\% - 3.9\% = 96.1\%$	$96.1\% \times 10 = 9.6\%$	$9.6\% + 3.9\% = 13.5\%$

Mathematics

Significant Subgroup	Step 1: % At or Above Proficient	Step 2: % At or Above Proficient Subtract from 100	Step 3: Multiply results from step 2 by .10	Step 4: Add Step 3 to Step 1 = Safe Harbor Target
All Students	31.6%	$100\% - 31.6\% = 69.4\%$	$69.4\% \times 10 = 6.9\%$	$6.9\% + 31.6\% = 38.5\%$
African American	20.2%	$100\% - 20.2\% = 79.8\%$	$79.8\% \times 10 = 7.9\%$	$7.9\% + 20.2\% = 28.1\%$
Hispanic	37.2%	$100\% - 37.2\% = 62.8\%$	$62.8\% \times 10 = 6.2\%$	$6.2\% + 37.2\% = 43.4\%$
Socio-Economic Disadvantage	31.1%	$100\% - 31.1\% = 69.9\%$	$69.9\% \times 10 = 6.9\%$	$6.9\% + 31.1\% = 38\%$
English Learners	27.7%	$100\% - 27.7\% = 72.3\%$	$72.3\% \times 10 = 7.2\%$	$7.2\% + 27.7\% = 34.9\%$
Students w/ Disabilities	7.8%	$100\% - 7.8\% = 92.2\%$	$92.2\% \times 10 = 9.2\%$	$9.2\% + 7.8\% = 17\%$

Appendix 6

Safe Harbor

Appendix 5

Scope and Sequence

English Language Arts

Math

English Language Development

Science

History Social Studies

Health

OCR

enVision

TBLT Lessons

FOSS

Scotts-Forman

McGraw Hill

Appendix 4

Budget

ARTICLE XXVII

SHARED DECISION MAKING AND SCHOOL-BASED MANAGEMENT

1.0 General: This Article addresses two critical issues in local school governance: 1) "shared decision making"--which refers to how certain local policy decisions are made at the school site, taking into consideration the respective interests, roles and responsibilities of the site administrator, the faculty, the parents/community, students, and other employees, and 2) "school-based management"--which refers to the nature and scope of policy decisions to be made at the local school level as compared to the central District level, in an effort to reform or restructure the operations of the local school.

2.0 Shared Decision Making--Local School Leadership Councils

2.1 Composition: Local school leadership councils shall be established to perform the functions described in Section 2.0. The number of members of each local council shall be determined in accordance with the table set forth below. 50% of the Council shall be comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining unit employees at the site; the other 50% shall be comprised of the principal, elected parent/community representatives, an elected non-certificated employee representative and, at the secondary level, a student representative. On the councils the number of parent/community representatives shall be as follows:

<u>Council Size</u>	<u>Number of Positions</u>
16	5
14	5
12	4
8	2
6	1

Such representatives should be elected specifically to serve on the Council. Within these parent/community positions there is a special guarantee for parents, pursuant to Section 2.9e below. Only parents and community members and non-certificated District employees (including TA's) shall be eligible for election to the positions allocated to parents and community. Certificated District employees are not eligible for election to such positions. In secondary schools, the student leadership class shall either select the student representative to the Council, or may establish the process by which the student representative is determined. All elections of Council members shall be jointly supervised by the principal and UTLA Chapter Chair, and the applicable procedures are set forth in Sections 2.8 and 2.9 below. In the event of any change in the size of a council the basic 50-50 ratio shall be maintained. The number of members of local school leadership councils (including the principal and UTLA Chapter Chair who shall serve as co-chairs of the Council) shall be as follows:

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- a. Regular Elementary schools (K-6)
 - over 1000 students 14
 - 1000 students to 500 12
 - Less than 500 students 8
- b. Regular Junior high/middle schools 16
- c. Regular Senior high schools 16

d. Small Schools--are defined as follows, and shall have the size of school leadership council indicated, unless the principal and Chapter Chair jointly determine that a larger or smaller council is appropriate:

<u>Size of School</u>	<u>Size of Council</u>
6 or fewer teachers	6 (3 teacher reps)
7-15 teachers	8 (4 teacher reps)
16-25 teachers	12 (6 teacher reps)

When the Council is limited to 6 positions, the principal, UTLA Chapter Chair and parent/community representative shall determine whether the sixth seat is to go to a student representative or to a representative of the classified employees.

e. Children Centers--When there are more than 3 teachers at a center, the rules for small schools shall apply. See d above. In determining the size of the center's Council, all teachers working at the center will be counted regardless of the number of hours worked. When there are 3 or less teachers at a center the size of the council will be determined by the site administrator and the Chapter Chair (council co-chairs), subject to the 50-50 ratio; in the event the co-chairs cannot reach agreement on the size or composition of the Council, the dispute shall be submitted to the co-chairs of the Central Council for resolution.

f. Special Education Schools--are to have their own site councils following regular K-12 pattern, but combined secondary-elementary programs are to use the secondary system.

g. Magnet Schools and Centers--are to follow the above regular K-12 pattern if they do not share the site with another school. When located on the same site as another school, magnet programs are to have available the three options listed below; the option to be chosen is to be determined each year by the principal in charge of the magnet and the magnet's UTLA Chapter Chair, after consultation with the faculty and parents of the affected magnet program.

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Option 1: The magnet school will have a separate and independent Local School Leadership Council. In such cases the rules of size and composition shall be as provided in paragraphs a. through d. above. There shall be coordination of common issues and concerns between this Council and the Council serving the other school(s) on the site, and joint meetings conducted with respect to subjects which require a common approach. This Option 1 shall apply unless the principal and Chapter Chair agree that Option 2 or 3 is preferable.

Option 2: Elect a magnet Council pursuant to Option 1 and have it function as a separate council for issues which are unique to the magnet program, such as the local magnet budget. However, that Council would select one elected teacher representative and one elected parent/community representative to become additional permanent members of the host school's Leadership Council, with the intention that issues common to the magnet program and the host school would be determined by the augmented Leadership Council. If a school has more than one magnet and decides to exercise this option, the total size of the school council would be increased by two additional members representing each separate magnet. The magnet representatives to the host school's Leadership Council would also be supported by an alternate delegate from the magnet's Leadership Council.

Option 3: A third option is to have a single-wide council representing both the regular school program and any magnet centers that opt to be a part of the school-wide council. In this case, the size and make-up of the council would be pursuant to paragraphs a through d above, and there would be no separate magnet council and no augmentation of the size of the regular council. Magnet teachers, parents/community, students and classified personnel would be eligible to participate along with the constituents of the host school. If a school decides to select the third option but did not elect their Council on a school-wide basis, a new election would be conducted.

If a situation involves a common site and also happens to involve the same Chapter Chair serving both programs, the Chapter Chair may serve on both or may designate an alternate to serve on one.

h. [Itinerant employees--initially may vote proportionately at assigned schools (see Section 2.2 below); future status will be determined in ongoing discussions between District and UTLA.]

i. Adult Education-- (Includes Occupational Centers, Skill Centers, and Business/Industry Center)--a Leadership Council shall be formed for each administrative unit which shall encompass all locations, branches and offices which report to that school's or center's principal. Council size shall depend upon the school's size as follows:

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-fewer than 500 students	8
-from 500-1000	12
-from 1001-1500	14
-more than 1500	16

For purposes of community voting the election area shall be the high school attendance zone within which the Adult Education school is situated. Occupational Centers, Skill Centers, and Business/Industry Center shall, for purposes of community voter eligibility, be deemed District-wide. In the Adult Education programs, adult students shall be eligible to vote for the community council seats, and a student candidate shall be guaranteed at least one of the community seats on each Council (see Section 2.9e for the mechanics of this guarantee). Because most Adult Education students are adults and parents, the special guarantee for parents (as compared to community--see 2.9 e) is not applicable. However, parents of students concurrently enrolled in the regular K-12 and adult programs, shall also be eligible to vote and serve as community representatives on the Adult Education Council. For purposes of voting by teachers, each teacher employed within the adult school/center shall have one vote, without regard to number of hours assigned. Similarly, students and parents/community shall have one vote each, without regard to number of instructional hours. Adult Education elections of faculty representatives shall be conducted at the annual organizational meeting which is conducted before the Fall term.

2.2 Itinerant Personnel in Health and Human Services and Special Education Local District Advisory Committee The District agrees that the Local District Superintendent or designee establish a meeting schedule with representatives of itinerant personnel selected by UTLA in Health and Human Services and Special Education in each local district in order to participate in and make recommendations regarding local district issues and concerns. Meetings should be held a minimum of once every two months.

2.3 Alternates: There shall be two "alternate" Council members elected designated for the categories of teacher, parent/community representative, student, and classified. Administrators and Chapter Chairs shall designate one alternate. In year-round schools, additional alternates may be selected so that there can be a full complement of representatives for each category for any one time. Alternates shall be permitted to attend and participate in any council deliberations, and may vote if their regular representative(s) are absent.

2.4 Functions And Responsibilities: The local school leadership councils shall consider all points of view and shall solicit the advice and counsel of parent organizations, other employee groups and all other interested parties. The local councils shall have the following functions and responsibilities:

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a. Participation in shared decision making training. It is recommended that they participate in training prior to beginning their decision-making.

b. Determination of the following matters:

- (1) Staff development program
- (2) Student discipline guidelines and code of student conduct
- (3) Schedule of school activities and events, and special schedules (e.g., final exam schedules and schedules designed to accommodate additional preparation time for elementary teachers). For purposes of this paragraph, "schedule" shall include, but not be limited to, a determination by the Council of what activities shall take place. The Council shall not have authority over the scheduling of school activities and events mandated by the Board of Education.
- (4) Guidelines for use of school equipment, including the copy machine
- (5) The following local budgetary matters:
 - (a) Instructional Material, account 4170
 - (b) Lottery Funds, account 5381
 - (c) School-Determined Needs, account 3986
 - (d) State Textbook and Related Material, accounts 4111, 4152 and 4267
 - (e) Year-Round School Incentive Discretionary Funds
 - (f) Student Integration Program Discretionary Funds
 - (g) Instructional Material - - Special Education Schools Account 2544 (for Special Education School Councils only)

In making determinations in the matters listed above, the local school leadership council operates within the same set of powers and constraints as previously applied to the principal. However, future additional District restrictions upon local discretion in the above areas may be imposed only by action of the Board of Education. In addition, all determinations shall be consistent with applicable laws, regulations, and collective bargaining agreements. Councils in Alternative Schools shall have the scope of their decision-making determined by the Board policy applicable to their special programs rather than being limited to the above five subject matters.

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The focus of local council activity shall be upon establishment of local policy and planning direction rather than day-to-day administration or execution of policy and plans. The local council shall not be obliged to act in the designated areas, and may delegate its authority to existing school committees if it believes they are functioning satisfactorily.

c. These local school leadership councils are expected (but not required--see above) to supplant the previous local school planning committees dealing with lottery funds, student discipline, staff development or any other matters listed in b. above; however, the new council shall not supplant other existing councils and committees which operate in subject matters beyond those listed in b. above (e.g. School Advisory Councils) or which have an independent statutory basis (e.g., Chapter I Councils, Bilingual Advisory Councils, or S.I.P. Councils).

d. The site administrator shall maintain an up-to-date file containing all District memoranda, directives and bulletins governing Local School Leadership Council activities and make it available to the Chapter Chair upon request.

2.5 Decisions: The attainment of consensus whenever possible shall be a primary goal. Both parties recognize that decisions made by consensus are the most effective in promoting cooperation and commitment to the policies which are established by the local Council. Only if consensus cannot be reached shall decisions on the matters set forth in Section 2.4b be made by majority vote. In order to be resolved by vote at the meeting in the event consensus fails, the meeting agenda (see Section 2.6 below) must have identified the proposed action with sufficient particularity that the Council members could have, prior to the meeting, meaningfully consulted with all interested parties with respect to the specific action under consideration, as provided in Section 2.4 above. The vote required shall be a majority of those committee members present at the meeting. With respect to procedures governing voting matters, Robert's Rules of Order shall be applicable to issues not addressed herein. The site administrator shall ensure that all policy decisions of the Local School Leadership Council are reduced to writing and communicated to all staff and school community.

2.6 Agenda: An agenda shall be prepared by the co-chairs of the Council and distributed at least five working days prior to each council meeting. Agenda items and supporting documents may be submitted by any committee member, at least 24 hours prior to preparation of the agenda.

2.7 Meetings: Members of the local councils could expect to attend the equivalent of two one-hour meetings per month. Alternate meetings will be scheduled for the convenience of the parent and community representatives.

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a. At the secondary level, the local school shall, insofar as practical, schedule teacher members of the local Council so as to provide a common preparation period. Alternate meetings shall be scheduled during such period. Paid class coverage, if available, will be provided on meeting days for any teacher members having teaching duties during such period.

b. At the elementary level, at least one of the monthly meetings may be scheduled during the 30-minute duty-free period.

c. Meetings of Leadership Councils in Adult Education and Children Centers shall be scheduled at a mutually convenient time, and if there is no time mutually convenient to the Council members then the meetings shall be held at alternating times to meet the convenience of the teacher and community representatives.

d. All meetings of the local councils shall be exempt from the faculty meeting limitations of Article IX, Section 4.2

2.8 Election Procedures for Employee Representatives:

a. Secret ballot elections shall be conducted for the certificated and non-certificated employee seats, following similar procedures. (1) Faculty representatives on the council are to be elected on an "at large" basis by the regular contract certificated employees assigned to the site with itinerant employees voting on a proportional basis corresponding to the number of days per week served at the site. (2) Non-certificated representatives shall be elected on an "at large" basis, with all non-certificated employees (including TA's) regularly assigned to the site having an equal vote.

b. The nomination process shall be open to all eligible voters assigned to the site. Nominations shall be either submitted by the nominee or with the written consent of the nominee.

c. Election notices shall be posted and distributed among the employees at the site, and mailed to the homes of off-track employees.

d. Elections for each year's term of office shall be as follows: Secondary teachers' elections are to be in May before the secondary master schedule is established; elementary teacher elections are to be in late spring after assignments for the next year have been tentatively set. The non-certificated employee elections are to be no later than the first school month of the school year (July/August for Year-round, September/October for Traditional). Any elections for alternates and/or replacements (including teachers) are also to occur during the first month of the school year. However, schools which wish to conduct elections on Back-to-School night may delay the elections until that date. The term of

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office for Council members is to be October 15 to October 14 in traditional calendar schools, and August 1 to July 31 in year-round calendar schools. Subject to the approval of the existing Local School Leadership Councils, elections of secondary, elementary, non-certificated employees, and parent/community representatives for each year's term of office at single track common calendar 90/30 schools shall be conducted before September 23. Any elections for alternates and/or replacements (including teachers) are also to occur before September 23. Multitrack year-round schools' elections must be held and finalized prior to July 31. See Section 2.1 for special rules affecting Adult Education elections.

e. Local schools may lengthen the terms of membership (from one year to two years) on Local School Leadership Council, subject to the following procedures:

- (1) Such a decision could be made only upon affirmative recommendation of the School Leadership Council and approval of the Principal and the UTLA Chapter Chairperson.
- (2) In order to achieve staggered terms, a plan may include a phase-in period whereby some positions are initially one year and others are two-years.
- (3) Procedures for implementation must be reduced to writing and published prior to any new elections, and a copy retained for public information in the school office.
- (4) Any elected members must be able to complete their full term of office.
- (5) Schools must at all times comply with the guarantees of the minimum number of parents as per Section 2.9e, below.

2.9 Election Procedures for Parent/Community Representatives:

a. Voter Eligibility for parent/community elections shall be based upon any one of the following criteria:

- (1) Parents of a pupil attending the school, including natural or adoptive parent, legal guardian, or other person having primary responsibility for the support and welfare of the pupil;
- (2) Adult residents of the school's attendance area;

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- (3) Adults whose primary place of employment is within the school's attendance area (this includes non-certificated employees of the District);
- (4) For schools which do not have a designated attendance area (e.g., magnet programs), their election area shall be the high school attendance area within which the magnet is situated;
- (5) When pupils are transported to the school from another attendance area (e.g., PWT or CAP receiving) the election area for categories 2, 3 and 4 above shall be expanded to include those from the sending school area;
- (6) Certificated personnel employed by the District are not eligible to vote except when they qualify as a parent under category 1 above;

b. Nominations: Are to be submitted in writing two working days prior to the election, or may be submitted from the floor at the election meeting. Nominations shall be either submitted by the nominee or with the written consent of the nominee. Nominees are not subject to any residency or employment requirement, but in order to qualify for the minimum guarantee for parents as provided below, they must meet the definition of parent as provided above. Certificated employees of the District are not eligible for nomination.

c. Election Notices: Shall be sent home with students, and submitted to local newspapers serving the areas affected. The notices are to be mailed to the homes of off-track students.

d. Sign-in: At the election meeting there shall be a sign-in procedure, where each voter shall disclose appropriate information indicating eligibility and status (parent or community).

e. Ballot Procedure: The parent/community representatives are to be elected, during the first month of the school year (July/August for Year-round, September/October for Traditional) by secret ballot among all attending eligible voters. All ballots are to be submitted in sealed secret ballot envelopes, and enclosed within another envelope on which the voter will print his or her name and address. The ballots shall be collected and placed in the large envelope provided for this purpose. This envelope shall be sealed and the principal and Chapter Chair shall sign their names over the seal. The ballots shall then be secured in a safe place for five working days before being counted. The five day period is intended to permit any voter eligibility issues to be raised and resolved prior to the vote count. For this purpose the voter sign-in sheets shall be subject to

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review by any interested person. The vote count shall occur at the time announced at the election meeting, and shall occur in the presence of any interested persons who wish to attend. Prior to the vote count the sealed secret ballot envelope shall be separated from the envelope which carries the voter's name and address, and inter-mingled with the other secret ballot envelopes. Then, the ballots shall be removed from the secret ballot envelopes and counted. The nominees who received the greatest number of votes are to be declared elected, with the two who receive the next greatest number of votes elected as alternates, except that in no event shall there be fewer parents* than the following (depending upon size of the Council):

- 3 out of the 5 parent/community positions
- 2 out of the 4 parent/community positions
- 1 out of the 2 parent/community positions
- 1 out of the 2 alternate parent/community positions

f. Disputes: The Principal and Chapter Chair shall determine any disputed eligibility issues using the above criteria, and shall also be primarily responsible for resolving any disputes relating to election procedures. If they are not able to resolve a dispute acceptable to the involved parents/community, the dispute shall be referred to the co-chairpersons of the central council for final determination. Said co-chairpersons may delegate this authority. Disputes relating to this Section 2.9 are not subject to the grievance procedures of the LAUSD/Agreement.

3.0 School-Based Management

3.1 UTLA and the District shall each designate one person to oversee the implementation of the functions described below.

- a. Study of shared decision making (SDM) and site based management (SBM), and other reform programs
- b. Development of SDM and SBM training programs and other mutually agreed upon programs.
- c. Development of SBM program guidelines, recognizing the need to reconcile the concepts of local autonomy, self-determination and local diversity with the potentially conflicting concepts of accountability, standards and coordination.

*As defined in a.I above. These guarantees are minimums, not maximums. If necessary to meet this minimum number of parents, the parent nominee(s) who received the next greatest number of votes are to be declared elected. The election results and ballots are to be retained on file by the school office.

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d. Information sharing.

3.2 A local school decision to embark upon the development of a SBM plan requires a two-thirds vote of the certificated bargaining unit employees at the site, and concurrence of the principal followed by immediate involvement and full participation of parent and community representatives. Also, before the eventual local proposal for a SBM plan can be submitted for review/preliminary approval, it must have the formal approval of each of the three: certificated bargaining unit employees at the site, the principal, and the parents/community. Also, any such SBM proposal must contain statements of accountability and anticipated positive impact upon student achievement. All SBM plan approvals are to be conditional, and of a specific duration so as to permit future monitoring, review and revision. Other SBM requirements:

a. Each SBM school shall continue to comply with all laws, contracts and District policies and directives, except to the extent that any proposed variations have been specifically identified in the Plan and any appropriate local option waivers have been obtained. There are no implied waivers. For example, a waiver permitting a new local school employee selection process does not waive the laws and policies governing non-discrimination and affirmative action. Similarly, a waiver permitting a change in name of a school's leadership council changes the name but does not change that council's authority unless so specified in the Plan.

- (1) A waiver request approved at an SBM school according to applicable District guidelines and policies, including approval of the site principal, that is subsequently denied by the Local District Superintendent or designee may be reviewed/appealed according to this section.
- (2) The review/appeal shall be directly to the General Superintendent and the UTLA President or their designees. These two individuals shall select a third person.
- (3) The decision of this group shall be final and binding on all parties.

b. All local options/waivers are subject to review annually. Any substantive changes to an approved Plan must be adopted in compliance with the School-Based Management Guidelines dated April 30, 1990.

c. The School's SBM Plan shall not be interpreted or applied so as to impose any additional costs or funding obligations upon the District.

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d. Approval of a school's proposed SBM Plan is not to be regarded as precedent for other schools or for Plan renewal at the applicant school.

e. Peer evaluation is subject to Article X. Any applicable State waivers and other provisions may be jointly determined by UTLA and the District. Before any peer evaluation may be implemented, teachers serving as evaluators must have completed the prescribed hours of training, unless State waivers have been requested and approved. Service as evaluator must be voluntary, and if it is paid, the school's proposal must specify the source of funds to be used for payment. District forms currently in use must be utilized. The school's peer evaluation plan must be reduced to writing and submitted to the union and the District for review prior to implementation.

f. All employees new to the site and all prospective employees being considered for positions at the site are to be provided a written copy of the approved School-Based Management Plan including all related waivers. It is the responsibility of the site council to assure that all site employees are aware of the Plan and related waivers.

g. Monitoring of SDM at the local sites.

h. Monitoring of SBM at the local sites.

3.4 Conflicts with Board Policy, the Collective Bargaining agreement or Conflicts with applicable Law and Regulations in LEARN Schools. It is recognized that SBM is an innovative process and that proposals may be considered which conflict with current Board of Education policy and/or current collective bargaining and/or applicable law and/or regulation agreements. In the event there is a conflict between Board Policy and/or a collective bargaining agreement and a SBM proposal, the District and UTLA shall each consider at their discretion whether a waiver or a change in the conflicting policy or agreement is appropriate. Any decision of a SBM school which is in conflict with any state or local law or regulation shall be null and void, unless, with the agreement of the District and UTLA, a waiver or exemption has been obtained.

Appendix 3

UTLA/LAUSD Bargaining Agreement XXVII

Florence Griffith Joyner Elementary
Student Assessment Profile (1st - 5th)

Name: _____ Grade: _____

Teacher: _____ Room: _____

ELD Level: _____
1st Reporting Period 2nd Reporting Period 3rd Reporting Period

CA Standards Test:

ELA: _____
FBB BB B P A

Math: _____
FBB BB B P A

Math Quarterly Assessment Scores: _____
Q1 Q2 Q3 Q4

Open Court Assessments:

	Fluency 1	Fluency 2	Comp.	Check Skills	Spelling	Vocab.	Writing
1	_____	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____	_____	_____

Comments: _____

Appendix 2

Student Assessment Profile

Group of Students Targeted to Make AYP in ELA

Grade	Proficient & Advanced	Strong Basic	Total Number of Students at Proficient, Advanced, & High Basic	Percent of Students Targeted to make AYP
2 nd Grade				
3 rd Grade	40	18	58	$156/58 = 37\%$
4 th Grade	18	19	37	$138/37 = 27\%$
5 th Grade	33	13	46	$129/46 = 35\%$
Total	91	40	141	$423/141 = 33\%$

Student's Level

A = Students who scored Advanced on CST

P = Students who scored Proficient on CST

B High = Students who scored High Basic on CST

Open Court Reading Assessment

Basic
Strategic
Intensive

F = Fluency
C = Comprehension
V = Vocabulary

Below is a list of targeted students expected to make AYP by name, classroom teacher, grade, CST History, CEDLT Scores, and current/ 09 periodic assessment scores.

Room	Teacher	Student's Name	Grade	CST Raw Score 2008-09	Student's CST Level 2008-09	CEDLT SCORES 1-5	2009 OCR Periodic Assessment F C V		
11	Nares	LOPEZ-RIVERA, NAYELI	3	331	B High	3	B	S	I
14	Araiza	GUZMAN-CRUZ, MARITZA	3	331	B High	2	I	I	I
14	Araiza	MELENDEZ, KELLY	3	331	B High		I	I	S
15	Schuhmacher	GONZALEZ, ASHLYNN	3	331	B High		S	B	B
18	Warsaw	SERRANO, MARCO ANTONIO	3	331	B High	3	B	B	S
32	Byron	STARK, KAYLA LEANN	3	331	B High		B	B	B
11	Nares	WEST, TYRE'ONNA RAYNEISHA	3	335	B High		B	B	S
14	Araiza	ARREOLA, BABY ELINORA	3	335	B High		I		S
15	Schuhmacher	HOLMES, KALIYAH TRINITY	3	335	B High		S	I	B
18	Warsaw	HAYES, JAHVON MARTE	3	335	B High		B	S	B
32	Byron	JENKINS, ARIE ANYLA	3	335	B High		S	I	I
33	Campion	VASQUEZ, AGUSTINE JR	3	335	B High	3	B	S	B
11	Nares	ALVARADO, LUCIANO	3	342	B High	3	B	B	S
14	Araiza	JORDAN, JOHNAE DENISE	3	342	B High		I	I	I
18	Warsaw	ALBA VELASCO, VANESSA	3	342	B High	3	B	B	S
18	Warsaw	MEZA, ANA RUTH	3	342	B High	3	S	I	I
33	Campion	JIMENEZ, ABIGAIL	3	342	B High	4	B	S	I
33	Campion	MC MAHON, BRYAN ALEXIS	3	342	B High	4	B	S	I
11	Nares	AREVALO, CARLOS DAVID	3	346	B High				
11	Nares	MOSS, DESTINY ARIEL	3	346	B High		I	S	S
15	Schuhmacher	MOLINA, DEVIN GABRIEL	3	346	B High		B	B	B
18	Warsaw	MARIN, DEVIN JOSEPH	3	346	B High		B	S	S
32	Byron	WILLIAMS JR., EUGENE	3	346	B High		B		
33	Campion	FOSTER, CELESTE LEEANN-JOY	3	346	B High		I	S	I
15	Schuhmacher	CHAPMAN, ASIA PRINCESS-SIMONE	3	350	P		B	B	I
15	Schuhmacher	HERBERT, MARQUEL CHRISTINE	3	350	P		B	I	S

15	Schuhmacher	THOMAS, ANDRE ERIC	3	350
18	Warsaw	ANGEL, CRISTAL GUADALUPE	3	350
33	Campion	RAMIREZ, LESLIE ANAHI	3	350
15	Schuhmacher	HERNANDEZ, ALEJANDRA	3	354
15	Schuhmacher	MARAVILLA, NESHAMAH	3	354
15	Schuhmacher	FRANCIS, THIMOTHY WAYNE	3	358
32	Byron	LIZAOLA, KAREN LIZETH	3	358
33	Campion	DIAZ, HANNAH MARIEH	3	358
33	Campion	ROMERO SAUCEDO, KEVIN MARVIN	3	358
11	Nares	ALLEN, STANYAE DESTINY ELISE	3	363
11	Nares	TAMAYO, JOSE DE JESUS	3	363
14	Araiza	MILLER, KAMARI JAELEN	3	363
15	Schuhmacher	BASIL, KANAZ EMMANUEL	3	363
18	Warsaw	NAVA-SORIA, GUADALUPE	3	363
32	Byron	SANTIAGO, ESTEFANY	3	363
11	Nares	ARRIAGA, WENDY PAOLA	3	367
32	Byron	MARTINEZ MELIN, ALEXIS	3	367
33	Campion	CALITO, SARAHI	3	372
15	Schuhmacher	CAMPOS, FIDELIA ISABEL	3	376
15	Schuhmacher	LOBOS, HECTOR LUIS	3	376
18	Warsaw	CORTEZ JR., NICOLAS	3	376
33	Campion	IBARRA MARTINEZ, AILEEN	3	376
18	Warsaw	HERNANDEZ, KENNETH GEOVANNY	3	381
32	Byron	LOPEZ, BRIAN RICARDO	3	381
33	Campion	ROMERO, JAFET	3	381
15	Schuhmacher	MORENO, LAURA JOSEFINA	3	393
33	Campion	FOUST, KANNESHA MARIE	3	393
11	Nares	AGUILAR, LISA JENNIFER	3	399
18	Warsaw	BUSTAMANTE, SARAHI	3	405
33	Campion	BONFIL, VASHTI MELISSA	3	405
33	Campion	TURNER, LARYONA LATIERRA	3	412
33	Campion	ZETINO, ANTHONY LAWRENCE	3	412
15	Schuhmacher	POSTELL, DE'JANAYE LADEJAH-LI	3	420
18	Warsaw	ARANA, ASHLEY DARLIN	3	429
18	Warsaw	MENDEZ, ISABELLE	3	429
18	Warsaw	MARTINEZ, BRENDA	3	440

P		S	S	I
P		S	I	S
P		S	B	I
P		B	B	B
P	3	B	I	S
P		I	S	B
P	4	B	S	I
P		B	B	B
P	4	B	B	S
P		B	B	I
P	3	B	S	S
P		I	S	I
P		S	S	S
P	3	B	S	I
P	3	B	B	I
P		B	B	B
P		B	I	I
P		B	B	S
P		B	I	S
P		B	B	B
P		B	B	B
P		B	S	I
P		B	B	B
P	3	B	B	B
P		B	B	B
P		B	B	B
P		I	I	I
P		B	B	B
A		B	S	S
A		B	B	B
A		B	B	I
A	5	B	B	B
A		B	B	B
A		B	S	B
A		B	B	B
A		B	B	B

18	Warsaw	RODRIGUEZ, NOEMI	3	440	A		B	B	B
33	Campion	JACKSON, DESTINI PATRICE	3	469	A		B	B	B

Room	Teacher	Student's Name	Grade	CST Raw Score 2007-08	Student's CST Level 2007-08	CST Raw Score 2008-09	Student's CST Level 2008-09	CEDLT SCORES 1 - 5	2009 OCR Periodic Assessment F C V
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44	King	DODSON, OWEN TYLER	4	326	B	326	B High		I	B	S
46	Sedeghi	DOMINGUEZ, REBECCA	4	373	P	326	B High		B	I	I
46	Sedeghi	RENCER, JALEN DAVON	4	360	P	326	B High		B	I	I
54	Salgado	DIAZ CRUZ, CELESTE FELICITAS	4	323	B	326	B High	3	B	S	S
44	King	MARTINEZ HERNANDEZ, KEVIN ADR	4	352	P	330	B High	3	S	B	I
44	King	MARTINEZ, IAN AZULE'	4	299	BB	330	B High		S	S	S
44	King	WOOTEN, ALONZO ZIONNELL	4	341	B	330	B High		I	S	S
54	Salgado	BARRIENTOS, NATHAN DANIEL	4	326	B	330	B High	4	B	S	S
54	Salgado	HERNANDEZ, RASHEL	4	309	B	330	B High	3	S	S	I
54	Salgado	JAIME, ERIK EMILIO	4	341	B	330	B High	3	B	B	S
46	Sedeghi	HERNANDEZ, RIGOBERTO	4	330	B	338	B High	3	B	I	I
46	Sedeghi	PUEBLA, ANGEL RODOLFO	4	337	B	338	B High	4	B	S	I
54	Salgado	HERNANDEZ, MOISES ANTHONY	4	377	P	338	B High	4	S	B	S
54	Salgado	SERRANO, LESLIE	4	326	B	338	B High	4	S	S	I
54	Salgado	ACEVEDO, CHRISTOPHER	4	382	P	342	B High		B	B	S
54	Salgado	ROBINSON, PIERRE JACQUES	4	364	P	342	B High		B	B	I
54	Salgado	SAZO, ANTHONY JONATHAN	4	369	P	342	B High	4	B	S	I
54	Salgado	SMITH, TAWANNA KIERA (TWIN)	4	337	B	342	B High		B	S	I
45	Reyes	HENRY, MICHAEL LAYVELL	4	320	B	347	B High		B	S	I
46	Sedeghi	FLORES, JASON IVAN	4	418	A	347	B High	3	B	B	I
54	Salgado	FLORES, KEVIN	4	373	P	347	B High		B	B	I
54	Salgado	LLOYD, JALAN DAYVON	4	364	P	347	B High		I	S	B
54	Salgado	PEREZ, YAMILET	4	382	P	347	B High	4	B	S	B
44	King	MACON, CALEB LEE	4	382	P	351	P		S	I	B
46	Sedeghi	HICKS, DESTINEE SUCCESS	4	337	B	351	P		S	S	I
46	Sedeghi	TORRES, ANDY GABRIEL	4	373	P	351	P	4	B	I	I

46	Sedeghi	GALLARDO-ROCHA, JOSE RAFAEL	4	382	P	356
46	Sedeghi	SERRANO LOPEZ, ELVIA	4	360	P	356
54	Salgado	RODRIGUEZ ESPAIN, NAYELI	4	377	P	356
54	Salgado	HARDIE, ISAIAH JAMES	4	323	B	366
54	Salgado	SAUCEDO, THALIA UNIQUE (TWIN)	4	360	P	366
54	Salgado	TORRES, IRVIN OMAR	4	364	P	371
46	Sedeghi	DE LEON OROZCO, VICTOR	4	352	P	377
46	Sedeghi	GARCIA, SARA CAROLINA	4	377	P	396
54	Salgado	ARREGUIN, JESUS JR	4	373	P	413
54	Salgado	TORRES, JOSEPH JOSUE	4	N/A	N/A	413

P	4	B	S	I
P	4	B	I	I
P		B	B	I
P		B	S	S
P		B	B	B
P	4	S	S	B
P		S	S	S
P		I	B	B
A	4	S	B	B
A				

Room	Teacher	Student's Name	Grade	CST Raw Score 2006-07	Student's CST Level 2006-07	CST Raw Score 2007-08	Student's CST Level 2007-08	CST Raw Score 2008-09	Student's CST Level 2008-09	CEDLT SCORES 1 - 5	2009 OCR Periodic Assessment F C V
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53	Cooper	PEGO DELCID, JOHANLY NOEMI	5	N/A	N/A	352	P	326	B High		B	I	S
49	Lewis	HERNANDEZ-JIMENEZ, URIEL	5	320	B	326	B	327	B High	4	S	I	S
49	Lewis	MONTES DE OCA, DHAMAR	5	302	B	307	B	327	B High		B	S	S
49	Lewis	PEREZ, VANESSA	5	299	BB	292	BB	327	B High	3	S	I	I
48	Laguna	MEJIA, ANGELICA YESSANIA	5	N/A	N/A	288	BB	327	B High	4	B	I	I
52	Marquez	CHAVEZ JIMENEZ, ESTEBAN ISMAE	5	267	BB	274	BB	330	B High				
48	Laguna	MARQUEZ, DANIYEL JOSHUA	5	302	B	270	BB	333	B High	4	S	I	S
49	Lewis	PURVIS, ME ARA LANIECE	5	338	B	371	P	333	B High		B	B	B
49	Lewis	OREA, MAURICIO	5	350	P	288	BB	333	B High	3	B	B	S
49	Lewis	THOMAS, KADEJA DAI'JANAE	5	338	B	338	B	336	B High				
52	Marquez	CALITO, MARICARMEN	5	354	P	307	B	336	B High				
52	Marquez	MORGAN, SAVANNAH SUMMER	5	398	P	300	B	336	B High				
48	Laguna	LOPEZ, JUAN ANTONIO	5	334	B	292	BB	339	B High	3	B	S	B
53	Cooper	GONZALEZ, EVELIN BECERRA	5	274	BB	314	B	339	B High	3	I	S	S
52	Marquez	AREVALO, DANNY JOSEPH	5	358	P	285	BB	339	B High				
53	Cooper	AVILA, GIESELLE	5	N/A	N/A	278	BB	339	B High	4	I	S	S

49	Lewis	ROSALES, JESUS JONATHAN	5	342	B	318	B	342	B High	3	S	I	I
48	Laguna	VALENCIA, ARLETHE STEPHANIE	5	263	BB	258	FBB	342	B High		S	I	I
49	Lewis	RUIZ, RIGOBERTO	5	350	P	300	B	346	B High		B	S	I
52	Marquez	HERRERA, KATHERINE JESSICA	5	331	B	366	P	346	B High	5	S	B	S
53	Cooper	HERNANDEZ, JACQUELINE	5	346	B	307	B	349	B High		S	B	S
49	Lewis	RAMSEY, SUKARI IMANI	5	334	B	334	B	352	P	5	S	I	I
53	Cooper	CARRILLO SANDOVAL, DANIEL GUA	5	289	BB	307	B	352	P		I	B	I
53	Cooper	LUCKY, SHANELL BIRTISE	5	350	P	314	B	352	P	4	S	S	B
53	Cooper	VAQUERA, MIRKA CELESTE	5	354	P	311	B	353	P		S	S	B
53	Cooper	MARTINEZ, JACKELYN LIDIA	5	371	P	347	B	355	P		I	I	I
53	Cooper	RUIZ, CHRISTIAN ELIJAH	5	387	P	352	P	355	P		B	S	I
53	Cooper	LAZARO, JOSE	5	346	B	330	B	358	P		S	S	I
53	Cooper	MCGAUGHY, SACORRA BRENAE	5	387	P	342	B	358	P		B	S	B
53	Cooper	GILBERT, DIAMOND DEMARSHANAE	5	N/A	N/A	377	P	359	P		B	B	S
53	Cooper	SANDIERO, MERCY MELODY	5	405	A	334	B	362	P		B	S	S
53	Cooper	PEREZ, FRANCISCO JAVIER	5	342	B	330	B	365	P		B	S	B
53	Cooper	CASILLAS, NATALIE	5	331	B	311	B	372	P		B	S	S
49	Lewis	FOUST, LYNNESHA MONIQUE	5	334	B	356	P	372	P	3	I	S	B
49	Lewis	BROWN, AUDRENAE MONIECE	5	342	B	342	B	372	P		S	S	B
49	Lewis	SANTIAGO, ALICIA	5	334	B	307	B	372	P		S	B	B
53	Cooper	FERNANDEZ, DAISY	5	358	P	338	B	372	P		S	B	B
53	Cooper	BONFIL, EUNICE ORFA	5	302	B	292	BB	375	P		S	B	B
53	Cooper	VILLATORO, BENJI	5	331	B	390	P	375	P		B	I	B
49	Lewis	MENDOZA, FELIPE DE JESUS	5	N/A	N/A	356	P	375	P		B	S	B
53	Cooper	REYES, CLAUDIA	5	405	A	342	B	379	P		B	B	B
48	Laguna	ARAGON, ABIGAIL	5	376	P	347	B	379	P		B	B	B
53	Cooper	TRINIDAD, CAROLINE	5	342	B	326	B	379	P		B	B	B
53	Cooper	JONES, ARIUS DEBRYAN	5	398	P	342	B	383	P	A	B	B	B
49	Lewis	FLORES-GUZMAN, ELI ISAI	5	302	B	330	B	383	P		I	S	B
52	Marquez	RODRIGUEZ, LESLIE YESENIA	5	358	P	342	B	387	P		B	S	B
53	Cooper	SUTTON, DASHAWN MELVIN	5	392	P	390	P	400	A		B	B	B
53	Cooper	JIMENEZ, ROBERT JR	5	440	A	366	P	414	A		B	B	B
53	Cooper	REYES, JOSE ANTONIO	5	392	P	361	P	438	A		B	B	S
52	Marquez	LLOYD, JAMES JAMAL	5	430	A	383	P	446	A		B	B	B

Group of Students Targeted to Make AYP in Math

Grade	Proficient & Advanced	Strong Basic	Total Number of Students at Proficient, Advanced, & High Basic	Percent of Students Targeted to make AYP
2 nd Grade				
3 rd Grade	14	35	17	66/ 156 = 42%
4 th Grade	18	32	13	63 /138= 45%
5 th Grade	19	27	18	64 /129= 49%
Total	51	94	48	193 /423 = 45%

Student's Level

A = Students who scored Advanced on CST
P = Students who scored Proficient on CST
B High = Students who scored High Basic on CST

*** Targeted students by name, classroom teacher, grade, and CST History**

Room	Teacher	Student's Name	Grade	CST Raw Score	Student's CST Level
14	Araiza	LOPEZ JR, ISRAEL	3	339	B High
14	Araiza	SANDERS, DE'MONTE ANTHONY D'S	3	339	B High
15	Schuhmacher	DAVIDSON, MIRAKEL MONIQUIC	3	339	B High
32	Nares	STARK, KAYLA LEANN	3	339	B High
11	Nares	WEST, TYRE'ONNA RAYNEISHA	3	339	B High
18	Warsaw	ANGEL, CRISTAL GUADALUPE	3	339	B High
15	Schuhmacher	CAMPOS, FIDELIA ISABEL	3	339	B High
15	Schuhmacher	GARCIA, JOSE IGNACIO	3	345	B High
15	Schuhmacher	PARKER, JUSTIN FEL	3	345	B High
14	Araiza	GUZMAN-CRUZ, MARITZA	3	345	B High
33	Campion	MC MAHON, BRYAN ALEXIS	3	345	B High
11	Nares	MOSS, DESTINY ARIEL	3	345	B High
18	Warsaw	SANCHEZ, JEZEL DANIELLE	3	351	P
11	Nares	MARTINEZ, JONATHAN IDAQUEL	3	351	P
33	Campion	CALITO, SARAHI	3	351	P
34	Sklarsh	CANO, STEPHANIE	3	357	P
11	Nares	POWNS, AVANTE DARNALL	3	357	P
18	Warsaw	MOSLEY, ASHANTI LUCILLE	3	357	P
15	Schuhmacher	VALTIERRA, JOSE DE JESUS	3	363	P
18	Warsaw	MEZA, ANA RUTH	3	363	P
15	Schuhmacher	HERNANDEZ, ALEJANDRA	3	363	P
11	Nares	AVILA, OSCAR MARIANO	3	369	P
15	Schuhmacher	OREA, PAOLA	3	369	P
34	Sklarsh	AMADOR-CORDOVA, CARLOS ALEXAN	3	369	P
33	Campion	DIAZ, HANNAH MARIEH	3	369	P

11	Nares	ALLEN, STANYAE DESTINY ELISE	3	369	P
18	Warsaw	JAMES, RONNELL KEJUAN	3	376	P
33	Campion	JIMENEZ, ABIGAIL	3	376	P
15	Schuhmacher	FRANCIS, THIMOTHY WAYNE	3	376	P
32	Byron	LOPEZ, BRIAN RICARDO	3	376	P
32	Byron	LUNA, PERLA GABRIELA	3	383	P
32	Byron	WILLIAMS JR., EUGENE	3	383	P
33	Campion	RAMIREZ, LESLIE ANAHI	3	383	P
11	Nares	TAMAYO, JOSE DE JESUS	3	383	P
33	Campion	ROMERO, JAFET	3	383	P
11	Nares	AGUILAR, LISA JENNIFER	3	383	P
33	Campion	ROMERO SAUCEDO, KEVIN MARVIN	3	391	P
32	Byron	SANTIAGO, ESTEFANY	3	391	P
33	Campion	IBARRA MARTINEZ, AILEEN	3	391	P
18	Warsaw	HERNANDEZ, KENNETH GEOVANNY	3	391	P
18	Warsaw	MARIN, DEVIN JOSEPH	3	399	P
33	Campion	FOSTER, CELESTE LEEANN-JOY	3	399	P
11	Nares	ARRIAGA, WENDY PAOLA	3	399	P
11	Nares	ALVARADO, LUCIANO	3	407	P
32	Byron	MARTINEZ MELIN, ALEXIS	3	407	P
15	Schuhmacher	LOBOS, HECTOR LUIS	3	407	P
33	Campion	TURNER, LARYONA LATIERRA	3	407	P
15	Schuhmacher	GONZALEZ, ASHLYNN	3	417	A
18	Warsaw	SERRANO, MARCO ANTONIO	3	417	A
18	Warsaw	MARTINEZ, BRENDA	3	417	A
33	Campion	FOUST, KANNESHA MARIE	3	427	A
18	Warsaw	ARANA, ASHLEY DARLIN	3	427	A
18	Warsaw	MENDEZ, ISABELLE	3	427	A
18	Warsaw	RODRIGUEZ, NOEMI	3	427	A
33	Campion	JACKSON, DESTINI PATRICE	3	427	A
33	Campion	ZETINO, ANTHONY LAWRENCE	3	439	A
18	Warsaw	BUSTAMANTE, SARAHI	3	470	A
18	Warsaw	CORTEZ JR., NICOLAS	3	491	A
33	Campion	BONFIL, VASHTI MELISSA	3	491	A

Room	Teacher	Student's Name	Grade	CST Raw Score 2008	Student's CST Level 2008	CST Raw Score 2009	Student's CST Level 2009
44	King	MARTINEZ, IAN AZULE'	4	337	B	335	B High
44	King	GARCIA, EILEEN MONIQUE	4	360	P	340	B High
44	King	SANTOS, KEVIN ALEXIS	4	327	B	340	B High
45	Reyes	ARIAS PEREZ, JUAN CARLOS	4	373	P	345	B High
46	Sedeghi	MORENO, CRYSTAL ISABEL	4	307	B	345	B High
54	Salgado	JACKSON, ALBERT LEE	4	312	B	345	B High
54	Salgado	DIAZ CRUZ, CELESTE FELICITAS	4	303	B	345	B High
54	Salgado	SERRANO, LESLIE	4	343	B	345	B High
45	Reyes	SANCHEZ MECINAS, BILLY JOEL	4	360	P	351	P
46	Sedeghi	CENDEJAS, JOSE ANTONIO	4	394	P	351	P
46	Sedeghi	GARCIA, BRYAN	4	379	P	351	P
45	Reyes	ROSALES-PALMA, EMERSON ALEXIS	4	327	B	351	P
54	Salgado	BARRALES-HUESCA, CARMEN	4	366	P	356	P
46	Sedeghi	DOMINGUEZ, REBECCA	4	379	P	356	P
44	King	WOOTEN, ALONZO ZIONNELL	4	360	P	356	P
54	Salgado	BARRIENTOS, NATHAN DANIEL	4	373	P	356	P
54	Salgado	FLORES, KEVIN	4	373	P	356	P
54	Salgado	RODRIGUEZ ESPAIN, NAYELI	4	394	P	356	P
45	Reyes	RABELO, JESUS DARIO	4	402	P	362	P
54	Salgado	LUNA, CAROLINE ANNETTE	4	284	BB	362	P
54	Salgado	SMITH, TAWANNA KIERRA (TWIN)	4	366	P	369	P
45	Reyes	JACKSON, GERRIANA	4	386	P	375	P
44	King	ABREGO, OMAR JESUS	4	348	B	382	P
44	King	CHAVEZ, ALEJANDRA	4	379	P	382	P
54	Salgado	ROBINSON, PIERRE JACQUES	4	421	A	382	P
44	King	MACON, CALEB LEE	4	411	P	382	P
46	Sedeghi	HICKS, DESTINEE SUCCESS	4	379	P	382	P
54	Salgado	HARDIE, ISAIAH JAMES	4	432	A	382	P
44	King	LOMELI, YESENIA	4	348	B	389	P
44	King	MARTINEZ HERNANDEZ, KEVIN ADR	4	366	P	389	P

54	Salgado	MONTES, JIMMY HARO	4	366	P	398	P
46	Sedeghi	ROSSMAN, ABEL JOSE	4	379	P	398	P
46	Sedeghi	PUEBLA, ANGEL RODOLFO	4	348	B	398	P
54	Salgado	PEREZ, YAMILET	4	386	P	398	P
46	Sedeghi	CARMONA, MIGUEL ANGEL	4	373	P	406	P
44	King	CALVILLO, BRYAN	4	402	P	406	P
45	Reyes	MUNGUIA, ERIK DAVID	4	379	P	406	P
46	Sedeghi	SERRANO LOPEZ, ELVIA	4	394	P	406	P
46	Sedeghi	DE LEON OROZCO, VICTOR	4	421	A	406	P
54	Salgado	ARREGUIN, JESUS JR	4	373	P	406	P
46	Sedeghi	RUCKER, TIONNA ROCHELLE	4	366	P	415	A
54	Salgado	HERNANDEZ, MOISES ANTHONY	4	386	P	415	A
46	Sedeghi	FLORES, JASON IVAN	4	458	A	415	A
54	Salgado	TORRES, IRVIN OMAR	4	444	A	415	A
46	Sedeghi	AMADOR, JOHN CARLOS	4	411	P	425	A
46	Sedeghi	CASTRO, JESUS	4	421	A	425	A
54	Salgado	JAIME, ERIK EMILIO	4	444	A	425	A
54	Salgado	SAUCEDO, THALIA UNIQUE (TWIN)	4	373	P	425	A
54	Salgado	ACEVEDO, CHRISTOPHER	4	475	A	437	A
54	Salgado	SAZO, ANTHONY JONATHAN	4	394	P	437	A
54	Salgado	LLOYD, JALAN DAYVON	4	458	A	437	A
46	Sedeghi	TORRES, ANDY GABRIEL	4	421	A	437	A
44	King	ORTEGA, JOSE ANDRES	4	348	B	450	A
46	Sedeghi	GARCIA, SARA CAROLINA	4	528	A	450	A
54	Salgado	TORRES, JOSEPH JOSUE	4	N/A		450	A
46	Sedeghi	CABRAL JR, GILBERT	4	421	A	467	A
46	Sedeghi	HERNANDEZ, RIGOBERTO	4	343	B	467	A
46	Sedeghi	GALLARDO-ROCHA, JOSE RAFAEL	4	444	A	487	A

Room	Teacher	Student's Name	Grade	CST Raw Score 2007	Student's CST Level 2007	CST Raw Score 2008	Student's CST Level 2008	CST Raw Score 2009	Student's CST Level 2009
48	Laguna	AREVALO, YOLANDA ELIZABETH	5	314	B	301	B	334	B High

53	Cooper	VAQUERA, MIRKA CELESTE	5	351	P	358	P	334	B High
49	Lewis	FLORES-GUZMAN, ELI ISAI	5	263	BB	370	P	334	B High
53	Cooper	ESTRADA, BRYAN	5	409	P	231	FBB	338	B High
49	Lewis	SILVESTRE, ALYSSA	5	340	B	n/a	n/a	338	B High
48	Laguna	SANCHEZ, BLANCA ANDORE	5	n/a	n/a	n/a	n/a	338	B High
49	Lewis	OREA, MAURICIO	5	351	P	255	BB	338	B High
53	Cooper	HERNANDEZ, JACQUELINE	5	351	P	341	B	338	B High
53	Cooper	CASILLAS, NATALIE	5	319	B	320	B	338	B High
48	Laguna	RODRIGUEZ, JUAN CARLOS	5	286	BB	268	BB	342	B High
49	Lewis	MACKSON, JASMINE JANAE	5	273	BB	352	P	342	B High
48	Laguna	CANAS JONES, COBY	5	418	A	315	B	346	B High
48	Laguna	TERRELL, JAH'ZENAE' JEZETTE	5	330	B	358	P	346	B High
49	Lewis	MONTES DE OCA, DHAMAR	5	309	B	287	BB	346	B High
53	Cooper	BONFIL, EUNICE ORFA	5	370	P	336	B	346	B High
52	Marquez	HERRERA, KATHERINE JESSICA	5	364	P	325	B	351	P
49	Lewis	MENDOZA, FELIPE DE JESUS	5	N/A	N/A	377	P	351	P
49	Lewis	CORTEZ, SAMANTHA KATE	5	400	P	384	P	355	P
52	Marquez	MARTINEZ, ERIK	5	330	B	358	P	355	P
53	Cooper	GONZALEZ, EVELIN BECERRA	5	330	B	331	B	355	P
49	Lewis	RAMSEY, SUKARI IMANI	5	305	B	364	P	355	P
52	Marquez	VALADEZ, YESENIA	5	455	A	352	P	360	P
53	Cooper	SANDIERO, MERCY MELODY	5	409	P	391	P	360	P
49	Lewis	BROWN, AUDRENAE MONIECE	5	370	P	320	B	360	P
53	Cooper	PEGO DELCID, JOHANLY NOEMI	5	N/A	N/A	411	P	362	P
48	Laguna	SANCHEZ, KAYLEY EMERALD	5	N/A	N/A	268	BB	365	P
48	Laguna	MEJIA, ANGELICA YESSANIA	5	N/A	N/A	296	BB	365	P
48	Laguna	LOPEZ, JUAN ANTONIO	5	340	B	437	A	365	P
53	Cooper	LUCKY, SHANELL BIRTISE	5	400	P	426	A	365	P
48	Laguna	ARAGON, ABIGAIL	5	300	B	391	P	365	P
52	Marquez	AGUILAR, DAISY STEPHANIE	5	319	B	391	P	370	P
49	Lewis	LOPEZ, ANGELA BERENICE	5	N/A	N/A	N/A	N/A	375	P
52	Marquez	ESCOBAR, ESMERALDA MARISOL	5	319	B	358	P	375	P
48	Laguna	SANCHEZ, CHRISTIAN ORIENT	5	N/A	N/A	352	P	381	P
53	Cooper	GILBERT, DIAMOND DEMARSHANAE	5	N/A	N/A	437	A	381	P
53	Cooper	VILLATORO, BENJI	5	400	P	426	A	381	P
48	Laguna	GOMEZ, ALEJANDRO JAVIER	5	340	B	301	B	388	P

53	Cooper	TRINIDAD, CAROLINE	5	300	B	358	P	388	P
53	Cooper	AVILA, GIESELLE	5	N/A	N/A	315	B	394	P
53	Cooper	MCGAUGHY, SACORRA BRENAE	5	319	B	370	P	394	P
49	Lewis	FOUST, LYNNE SHA MONIQUE	5	295	BB	341	B	394	P
53	Cooper	JIMENEZ, ROBERT JR	5	455	A	437	A	394	P
49	Lewis	HERNANDEZ-JIMENEZ, URIEL	5	319	B	358	P	402	A
49	Lewis	PEREZ, VANESSA	5	282	BB	306	B	402	A
48	Laguna	VALENCIA, ARLETHE STEPHANIE	5	309	B	352	P	402	A
53	Cooper	LAZARO, JOSE	5	330	B	315	B	402	A
49	Lewis	PURVIS, ME ARA LANIECE	5	325	B	426	A	410	A
53	Cooper	JONES, ARIUS DEBRYAN	5	418	A	451	A	410	A
49	Lewis	ROSALES, JESUS JONATHAN	5	442	A	399	P	419	A
53	Cooper	RUIZ, CHRISTIAN ELIJAH	5	455	A	437	A	419	A
52	Marquez	RODRIGUEZ, LESLIE YESENIA	5	370	P	364	P	419	A
49	Lewis	RUIZ, RIGOBERTO	5	418	A	407	P	430	A
53	Cooper	PEREZ, FRANCISCO JAVIER	5	300	B	364	P	430	A
53	Cooper	FERNANDEZ, DAISY	5	400	P	416	A	430	A
53	Cooper	CARRILLO SANDOVAL, DANIEL GUA	5	357	P	384	P	443	A
53	Cooper	REYES, JOSE ANTONIO	5	526	A	451	A	443	A
52	Marquez	LLOYD, JAMES JAMAL	5	418	A	451	A	443	A
48	Laguna	MARQUEZ, DANIYEL JOSHUA	5	314	B	352	P	459	A
49	Lewis	SANTIAGO, ALICIA	5	364	P	416	A	459	A
53	Cooper	SUTTON, DASHAWN MELVIN	5	429	A	426	A	482	A
53	Cooper	REYES, CLAUDIA	5	442	A	486	A	518	A

Appendix 1

Identified Students

Language Arts (continued)

Listening/Speaking/Viewing

Level

	K	1	2	3	4	5	6
Listening/Speaking							
Analyze/Evaluate Intent and Content of Speaker's Message		✓	✓	✓	✓	✓	✓
Ask and Answer Questions	✓	✓	✓	✓	✓	✓	✓
Determine Purposes for Listening			✓	✓	✓		
Follow Directions	✓	✓	✓	✓	✓	✓	✓
Learn about Different Cultures through Discussion					✓	✓	✓
Listen for Poetic Language (Rhythm/Rhyme)	✓	✓	✓	✓			
Participate in Group Discussions		✓	✓	✓	✓	✓	✓
Respond to Speaker	✓	✓	✓	✓	✓	✓	✓
Use Nonverbal Communication Techniques	✓	✓	✓	✓	✓	✓	✓
Speaking							
Describe Ideas and Feelings	✓	✓	✓	✓	✓	✓	✓
Give Directions					✓	✓	✓
Learn about Different Cultures through Discussion				✓	✓	✓	✓
Participate in Group Discussions	✓	✓	✓	✓	✓	✓	✓
Present Oral Reports			✓	✓	✓	✓	✓
Read Fluently with Expression, Phrasing, and Intonation			✓	✓	✓	✓	✓
Read Orally		✓	✓	✓	✓	✓	✓
Share Information	✓	✓	✓	✓	✓	✓	✓
Speak Clearly at Appropriate Volume	✓	✓	✓	✓	✓	✓	✓
Summarize/Retell Stories	✓	✓	✓	✓	✓	✓	✓
Understand Formal and Informal Language	✓	✓	✓	✓	✓	✓	✓
Use Appropriate Vocabulary for Audience		✓	✓	✓	✓	✓	✓
Use Elements of Grammar in Speech				✓	✓	✓	✓
Viewing							
Analyze Purposes and Techniques of the Media				✓	✓	✓	✓
Appreciate/Interpret Artist's Techniques							
Compare Visual and Written Material on the Same Subject	✓				✓		
Gather Information from Visual Images	✓	✓	✓	✓	✓	✓	✓
View Critically		✓	✓	✓	✓	✓	✓
View Culturally Rich Materials	✓	✓	✓		✓	✓	✓
Penmanship							
Cursive Letters			✓	✓	✓	✓	✓
Manuscript Letters	✓	✓	✓				
Numbers	✓	✓	✓	✓			

Scope and Sequence (continued)

Language Arts

Grammar

Level

Parts of Speech

	K	1	2	3	4	5	6
Adjectives	✓	✓	✓	✓	✓	✓	✓
Adverbs			✓	✓	✓	✓	✓
Conjunctions			✓	✓	✓	✓	✓
Nouns	✓	✓	✓	✓	✓	✓	✓
Prepositions	✓			✓	✓	✓	✓
Pronouns	✓	✓	✓	✓	✓	✓	✓
Verbs	✓	✓	✓	✓	✓	✓	✓

Sentences

Fragments					✓	✓	✓
Parts (Subjects/Predicates)		✓	✓	✓	✓	✓	✓
Subject/Verb Agreement	✓	✓	✓	✓	✓	✓	✓
Structure (Simple, Compound, Complex)				✓	✓	✓	✓
Types (Declarative, Interrogative, Exclamatory, Imperatives)	✓	✓	✓	✓	✓	✓	✓
Verb Tenses	✓	✓	✓	✓	✓	✓	✓
Verbs (Action, Helping, Linking, Regular/Irregular)	✓	✓	✓	✓	✓	✓	✓

Usage

Adjectives	✓	✓	✓	✓	✓	✓	✓
Adverbs			✓	✓	✓	✓	✓
Articles	✓	✓	✓	✓	✓	✓	✓
Nouns	✓	✓	✓	✓	✓	✓	✓
Pronouns	✓	✓	✓	✓	✓	✓	✓
Verbs	✓	✓	✓	✓	✓	✓	✓

Mechanics

Capitalization (Sentence, Proper Nouns, Titles, Direct Address, Pronoun "I")	✓	✓	✓	✓	✓	✓	✓
Punctuation (End Punctuation, Comma Use, Quotation Marks, Apostrophe, Colon, Semicolon, Hyphen, Parentheses)	✓	✓	✓	✓	✓	✓	✓

Spelling

Contractions		✓	✓	✓		✓	
Inflectional Endings			✓	✓	✓	✓	
Irregular Plurals			✓	✓	✓	✓	✓
Long Vowel Patterns		✓	✓	✓	✓	✓	✓
Multisyllabic Words			✓	✓		✓	
Phonograms		✓	✓	✓			✓
r-controlled Vowel Spellings		✓	✓	✓	✓	✓	✓
Short Vowel Spellings		✓	✓	✓	✓	✓	✓
Silent Letters				✓			
Sound/Letter Relationships		✓	✓	✓			
Special Spelling Patterns (-ough, -augh, -all, -al, -alk, -ion, -sion, -tion)		✓	✓	✓	✓	✓	✓

Language Arts

Writing/Composition

	Level						
	K	1	2	3	4	5	6
Approaches							
Collaborative Writing		✓					
Group Writing							
Process							
Brainstorming/Prewriting	✓	✓		✓	✓	✓	
Drafting	✓	✓		✓	✓	✓	
Revising	✓	✓		✓	✓	✓	
Proofreading	✓	✓		✓	✓	✓	
Publishing	✓	✓		✓	✓	✓	
Forms							
Biography/Autobiography	✓	✓	✓	✓	✓	✓	✓
Business Letter				✓	✓	✓	✓
Describe a Process		✓	✓	✓	✓	✓	✓
Descriptive Writing	✓	✓	✓	✓	✓	✓	✓
Expository/Informational Text	✓	✓	✓	✓	✓	✓	✓
Folklore (Folktales, Fairy Tales, Tall Tales, Legends, Myths)			✓	✓	✓		
Friendly Letter		✓	✓	✓	✓	✓	✓
Historical Fiction						✓	✓
Journal Writing		✓	✓	✓	✓	✓	✓
Narrative		✓	✓	✓	✓	✓	✓
Personal Writing		✓	✓	✓	✓	✓	✓
Persuasive Writing	✓	✓	✓	✓	✓	✓	✓
Play/Dramatization				✓	✓	✓	✓
Poetry		✓	✓	✓	✓	✓	✓
Realistic Story				✓			
Writer's Craft							
Characterization			✓	✓	✓	✓	✓
Descriptive Writing	✓	✓	✓	✓	✓	✓	✓
Dialogue		✓	✓	✓	✓	✓	✓
Effective Beginnings			✓	✓	✓	✓	✓
Effective Endings			✓	✓	✓	✓	✓
Event Sequence		✓	✓	✓	✓	✓	✓
Figurative Language	✓		✓	✓	✓	✓	✓
Identifying Thoughts and Feelings	✓		✓	✓	✓	✓	✓
Mood and Tone				✓	✓	✓	✓
Plot (Problem/Solutions)	✓	✓	✓	✓	✓	✓	✓
Point of View				✓	✓	✓	
Rhyme	✓	✓	✓	✓	✓	✓	
Sensory Details				✓		✓	✓
Sentence Variety				✓		✓	✓
Sentence Elaboration				✓		✓	✓
Setting	✓		✓	✓		✓	✓
Suspense and Surprise			✓	✓	✓	✓	
Topic Sentences			✓	✓	✓	✓	✓
Using Comparisons						✓	
Purposes							
Determining Purposes for Writing	✓	✓				✓	

Inquiry and Research

	Level						
	K	1	2	3	4	5	6
Study Skills							
Charts, Graphs, and Diagrams/Visual Aids			✓		✓	✓	✓
Collaborative Inquiry			✓	✓	✓	✓	✓
Communicating Research Progress Results			✓	✓	✓	✓	✓
Compile Notes						✓	✓
Conducting an Interview							✓
Finding Needed Information			✓	✓	✓	✓	✓
Follow Directions	✓			✓			
Formulate Questions for Inquiry and Research			✓			✓	✓
Give Reports					✓	✓	✓
Make Outlines				✓		✓	✓
Making Conjectures			✓	✓	✓	✓	✓
Maps and Globes					✓		✓
Note Taking			✓	✓	✓	✓	✓
Parts of a Book			✓	✓	✓		
Planning Investigation			✓	✓	✓	✓	✓
Recognizing Information Needs			✓	✓	✓	✓	✓
Revising Questions and Conjectures			✓	✓	✓	✓	✓
Summarize and Organize Information					✓	✓	✓
Time Lines					✓	✓	✓
Use Appropriate Resources (Media Source, Reference Books, Experts, Internet)					✓	✓	✓
Using a Dictionary/Glossary		✓	✓	✓	✓	✓	✓
Using a Media Center/Library					✓		✓
Using a Thesaurus			✓	✓	✓	✓	✓
Using an Encyclopedia					✓		✓
Using Newspapers and Magazines					✓		✓
Using Technology							

Reading (continued)

Level

	K	1	2	3	4	5	6
Comprehension Strategies							
Asking Questions/Answering Questions		✓	✓	✓	✓	✓	✓
Making Connections		✓	✓	✓	✓	✓	✓
Monitoring and Clarifying		✓	✓	✓	✓	✓	✓
Monitoring and Adjusting Reading Speed			✓	✓	✓	✓	✓
Predicting/Confirming Predictions	✓	✓	✓	✓	✓	✓	✓
Summarizing		✓	✓	✓	✓	✓	✓
Visualizing		✓	✓	✓	✓	✓	✓
Comprehension Skills							
Author's Point of View			✓	✓	✓	✓	✓
Author's Purpose			✓	✓	✓	✓	✓
Cause and Effect	✓	✓	✓	✓	✓	✓	✓
Classify and Categorize	✓	✓	✓	✓	✓	✓	✓
Compare and Contrast	✓	✓	✓	✓	✓	✓	✓
Drawing Conclusions	✓	✓	✓	✓	✓	✓	✓
Fact and Opinion			✓	✓	✓	✓	✓
Main Idea and Details	✓	✓	✓	✓	✓	✓	✓
Making Inferences		✓	✓	✓	✓	✓	✓
Reality/Fantasy	✓	✓		✓			
Sequence		✓	✓	✓	✓	✓	✓
Vocabulary							
Antonyms	✓	✓	✓	✓	✓	✓	✓
Comparatives/Superlatives		✓	✓	✓	✓	✓	✓
Compound Words	✓	✓	✓	✓	✓	✓	✓
Connecting Words (Transition Words)						✓	✓
Context Clues		✓	✓	✓	✓	✓	✓
Contractions			✓	✓	✓	✓	
Figurative Language				✓		✓	
Greek and Latin Roots				✓	✓		
High-Frequency Words	✓	✓	✓	✓	✓	✓	✓
Homographs			✓	✓	✓	✓	
Homophones/Homonyms		✓	✓	✓	✓	✓	✓
Idioms					✓	✓	✓
Inflectional Endings		✓	✓	✓	✓	✓	✓
Irregular Plurals				✓		✓	✓
Multiple Meaning Words			✓	✓	✓	✓	✓
Multisyllabic Words			✓	✓		✓	
Position Words	✓	✓				✓	
Prefixes			✓	✓	✓	✓	✓
Question Words		✓					
Base or Root Words		✓	✓	✓	✓	✓	✓
Selection Vocabulary	✓	✓	✓	✓	✓	✓	✓
Suffixes		✓	✓	✓	✓	✓	✓
Synonyms		✓	✓	✓	✓	✓	✓
Time and Order Words (Creating Sequence)				✓	✓	✓	✓
Utility Words (Colors, Classroom Objects, etc.)	✓	✓					
Word Families			✓	✓	✓	✓	✓

Scope and Sequence

Reading

Level

	K	1	2	3	4	5	6
Print/Book Awareness (Recognize and understand the conventions of print and books)							
Capitalization	✓	✓	✓			✓	✓
Constancy of Words						✓	✓
End Punctuation	✓	✓				✓	✓
Follow Left-to-right, Top-to-bottom	✓	✓					
Letter Recognition and Formation	✓	✓					
Page Numbering		✓					
Picture/Text Relationship	✓				✓		
Quotation Marks	✓	✓	✓			✓	✓
Relationship Between Spoken and Printed Language		✓					
Sentence Recognition							
Table of Contents	✓	✓					
Word Length	✓						
Word Boundaries		✓					
Phonemic Awareness (Recognize discrete sounds in words)							
Oral Blending: Words/Word Parts	✓	✓	✓				
Oral Blending: Initial Consonants/Blends	✓	✓	✓	✓			
Oral Blending: Final Consonants	✓	✓	✓	✓			
Oral Blending: Initial Vowels		✓					
Oral Blending: Syllables		✓					
Oral Blending: Vowel Replacement					✓		
Segmentation: Initial Consonants/Blends	✓	✓	✓	✓		✓	
Segmentation: Final Consonants	✓	✓	✓	✓			
Segmentation: Words/Word Parts	✓	✓	✓	✓	✓	✓	
Rhyming	✓	✓			✓	✓	
How the Alphabet Works							
Letter Knowledge	✓	✓	✓	✓			
Letter Order (Alphabetic Order)	✓	✓					
Letter Sounds	✓	✓	✓	✓	✓		
Sounds in Words	✓	✓	✓	✓	✓		
Phonics (Associate sounds and spellings to read words)							
Blending Sounds into Words	✓	✓					
Consonant Clusters		✓		✓			
Consonant Digraphs		✓		✓	✓		
Consonant Sounds and Spellings	✓	✓	✓	✓			
Phonograms	✓	✓		✓			
Syllables	✓	✓			✓		✓
Vowel Diphthongs		✓		✓			✓
Vowels: Long Sounds and Spellings	✓	✓	✓	✓	✓	✓	✓
Vowels: r-controlled		✓	✓	✓	✓	✓	✓
Vowels: Short Sounds and Spellings	✓	✓	✓	✓	✓	✓	✓

7:30	School Opens, Breakfast Service Begins
8:00	Full Breakfast Service Ends
8:00*	Morning Line-up
8:00	Instructional Day Begins (Grades K-5)
9:30 - 9:50*	Recess for Grades K, 3, and Room 43
9:55 - 10:15*	Recess for Grades 1, 4, and Room 50
10:20 - 10:40*	Recess for Grades 2, and 5
10:50-11:30*	Lunch for Pre-K, Kinder, Grade 3, and Room 43
11:40-12:20*	Lunch for Grades 1, 4, and Room 50
12:30-1:10*	Lunch for Grades 2, and 5
1:10-2:10	Psychomotor
2:29*	Dismissal

*** DENOTES BELL**

10

Coordinator Duties and Responsibilities

Instructional Coordinator

Instructional Program
Acting Principal in Asst.
Principal's Absence
Student Discipline
Master Calendar
Agendas/Sign-Ins for
Title 1 Program-School
Plan Compliance
Compensatory Ed. Advisory
Council
Attend Meetings as needed
District, TSP, School, etc...
Plan Writing (all)
Pacing Plan Materials
District Standardized Testing Program
Test data maintenance
Student Profiles
Special Schedules -
Auditorium Assemblies
Special Events, etc...
Textbook management
District Publications
Progress Reports, Standards
Parent Handbook
State Frameworks
Recruit/Screen Paraeducators
Surveys-All
Student Volunteers
Yard duty/Splitting Classes
Ordering/Inventory
of supplies
Monitoring of grade level
meetings
Resource for all student
Activities, ie Career Day,
Fifth Grade Culmination,
All assemblies, etc...
Resource for School-Wide events,
Peace Fair, Black History, Cinco
De Mayo,
Teacher Workrooms/supplies
EIS/UCTP
Professional Development
Other duties as assigned

Language Acquisition Coordinator

Instructional Program
Acting Principal in Asst.
Principal's Absence
Student Discipline
Master Calendar
Master Plan Compliance
Redesignation/ELD levels
Student Portfolios
English Language Advisory Council
Student enrollment screening and
placement
Attend Meetings as needed
District, TSP, School, etc...
Language Appraisal Team
ELD Practicum/ Enhanced ELD
ELD Materials/ ordering and
distribution
Cultural Awareness
Translation of correspondence and
other school related materials
State Frameworks
Recruit/Screen Paraeducators
Surveys-LA program related
Student Volunteers
Yard duty/Splitting Classes
Monitoring of grade level
Meetings
Resource for all student
Activities, ie Career Day,
Fifth Grade Culmination,
All assemblies, etc...
Resource for School-Wide events,
Peace Fair, Black History, Cinco
De Mayo,
Teacher Workrooms/supplies
EIS/UCTP
Professional Development
Other duties as assigned

Position Title: **Classroom Teachers** (All Grade Levels)
Florence Griffith Joyner Elementary school

General Description:

Primary responsibilities include:

- making knowledge accessible to all students
- developing students cognitive capacity and respect for learning
- fostering students' self-esteem, motivation, and sense of civic responsibility.

* Required Education, Knowledge, Skills, and Abilities to Perform Essential Job Functions:

The classroom teacher will meet all qualifications and behavior standards as set by State of California. In accordance with certification requirements and the performance expectations of the Los Angeles Unified School District , all classroom teachers shall meet the following employment criteria.

1. The minimum of a Bachelor's Degree from an accredited college or university.
2. A valid California Teacher's Credential with CLAD
3. Professional verification of successful classroom teacher performance and/or student teaching experience.
4. Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education.
5. Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for diverse students.
7. Regular and predictable attendance is essential.

Summary of Essential Functions

The Classroom Teacher:

- meets regular and predictable attendance requirements.
- plans for and guides the learning process to help students achieve program objectives.
- maintains a classroom atmosphere conducive to learning.
- implements useful diagnostic and progress assessment measures.
- selects and uses effective instructional methods and learning materials.
- establishes a cooperative relationship with all assigned students.
- maintains open lines of communication with parents/guardians.
- engages in professional growth activities through an ongoing program of job-related knowledge and skill development.
- works collaboratively to achieve the overall purposes of the school program.

NOTE: The statements herein are intended to describe the general nature and level of work being performed by teachers. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of teachers.

Class Description
COUNSELOR, ELEMENTARY SCHOOL

Reporting Relationships

Receives administrative direction from the principal of the school to which assigned and technical direction from a central office support services administrator.

Subordinates

Classified personnel as assigned

Functions

Essential Functions

1. Provides individual and group counseling and guidance for students at school(s) to which assigned.
2. Provides liaison service for the school with Pupil Services and Attendance counselors, school psychologists and other support services personnel.
3. Advises parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
4. May serve as a member of the local review process for an elementary school.
5. Plans activities with the receiving middle school that contribute to student orientation for the 6th or 7th grade.
6. Interprets student behavior to teachers and parents in order to promote a better learning situation for the student.
7. Helps students effectively utilize the educational opportunities of the school.
8. Provides classroom guidance activities and school-wide guidance programs.
9. Confers with the principal, or designee, regarding supplementary counseling needs of the student(s).
10. Serves as a staff resource person in school-community relations.
11. Assists in the preparation of information for entry on students' cumulative records; contributes data concerning student needs to assist in the development of the total educational plan of the school.
12. Evaluates the performance of subordinate personnel.

Other Functions

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

Qualifications

Education and Experience

Required

A bachelor's degree from an accredited college or university.

Desirable

1. Completion of a District-approved internship-type program designed to provide school counseling/guidance experiences while serving as a Counseling-Assistant.
2. Full-time teaching service in a public or private institution while holding a valid teaching credential.
3. Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services.
4. Experience in individual or group counseling of school-age children.

Knowledges, Skills, Abilities and Personal Characteristics

1. Knowledge of and experience in the use of counseling and guidance techniques with elementary pupils.

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7394	GF-Targeted Inst Imp
LAUSD Program	14172	TIIPG-10Sch Prog-Discretny F
Version / Year	CM0 / 2010	
Grant / Funded	NOT RELEVANT / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		112,124.00	
Direct	Budgeted	112,124.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
11578 ASMNONCLRM B1T 22/09	1POSITN	1110-2100-14172 190001	19100706 ASMT, NONCLSRM, PREP	BSXX	30053627 Name:	C	07/01/2009 07/01/2009	6.000 5.000	50.00 1.00	0.00	
21190 OFFICE TECH AGC/6	1POSITN	1110-2100-14172 240001	24102828 OFFICE TECHNICIAN	AGXX	30334797 Name: Sandy Velez	A	07/01/2009 06/30/2010	8.000 5.000	100.00 1.00	55,946.00	
12106 ITIN NURSE	20THS-L	1110-3140-14172 120041	Health Svcs Sal-Reg				07/01/2009 06/30/2010			34,922.00	
50147 MAINTENANCE OF EQUIP	30TH-L	1110-1000-14172 560006	Maint Of Equipment				07/01/2009 06/30/2010			19,000.00	
40267 IMA	30TH-O	1110-1000-14172 430010	Instr Mat-Gen Purp				07/01/2009 12/31/9999			2,256.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-7091 GF-EIA:LEP
LAUSD Program	7S536 CE-Eco Impact Aid/Dis Bil Dir
Version / Year	CM0 / 2010
Grant / Funded	110002 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		139,056.00	
Direct	Budgeted	137,621.00	
Indirect	Limit	6,952.00	
	Budgeted	1,435.00	
Document		1.032 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
11222 CAT PRG AD B1T 27/09	1POSITN	4760-2100-7S536 190001	19100704 ADVSR, CTEGORCL PGM	BSXX	30048447 Name: Lizeth Dominguez	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	96,587.00	
10559 DAY TO DAY SUBS	20THS-L	4760-1000-7S536 110002	Tchr Sal-Subs				07/01/2009 06/30/2010			12,859.00	
11681 Indirect CRD DIF CAT PRG ADV	20THS-L	4760-2100-7S536 190004	Other Cert Sal-Suppl				07/01/2009 06/30/2010			1,435.00	
40239 POTENTIAL FINDING VAR	30TH-L	4760-1000-7S536 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			1,391.00	
40261 PENDING DISTRIBUTION	30TH-L	4760-1000-7S536 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			26,284.00	
50073 PARENT CONF ATTND	30TH-L	4760-1000-7S536 520002	Travel/Conf Attndnce				07/01/2009 06/30/2010			500.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7090	GF-Eco Impact Aid
LAUSD Program	7S539	CE-EIA State Comp Ed (SCE)SCHS
Version / Year	CM0 / 2010	
Grant / Funded	110003 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		17,024.00	
Direct	Budgeted	17,024.00	
Indirect	Limit	851.00	
	Budgeted	0.00	5.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
40239 POTENTIAL FINDING VAR	30TH-L	1110-1000-7S539 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			170.00	
40267 IMA	30TH-L	1110-1000-7S539 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			16,854.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-4035	GF-T2 Pt A Tchr Qlty
LAUSD Program	7N178	NCLB-T2A-T teacher Quality
Version / Year	CM0 / 2010	
Grant / Funded	200029 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		53,400.00	
Direct	Budgeted	53,400.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7N178 110001	11100731 ELEMENTARY TEACHER	CSXX	30337039 Name: Gustavo Murillo	A	07/01/2009 06/30/2010	6.000 5.000	50.00 1.00	42,175.00	
11316 STAFF TRNG R 1 CERT	20THS-L	1110-2100-7N178 190004	Other Cert Sal-Suppl				07/01/2009 06/30/2010			5,632.00	
40261 PENDING DISTRIBUTION	30TH-L	1110-1000-7N178 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			5,593.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-3011	GF-ARRA LowInc&Neglc
LAUSD Program	709V4	ARRA-T1-Part A Recovery Fds-Pmt
Version / Year	CM0 / 2010	
Grant / Funded	200908 /	OPR00000
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		2,619.00	
Direct	Budgeted	2,619.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
40261	30TH-L	1110-1000-709V4	Instl Mat&Supls-Bud				07/01/2009			2,619.00	
PENDING DISTRIBUTION											
		430009					06/30/2010				

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3010 GF-TIA Low-Inc&Neg
LAUSD Program	7S046 CE-NCLB T1 Schools
Version / Year	CM0 / 2010
Grant / Funded	110001 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		528,776.00	
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	
	Budgeted	44,357.00	
Document		8.389 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10275 E MTH COAC B1T 27/09	1POSITN	1110-2100-7S046 110001	11100848 INSTRNL COACH, ELEM MATH	BSXX	30331680 Name: Lee Dorsey	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	96,587.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050200 Name: Roesha Robinson	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050319 Name: Ariane Turner	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050390 Name: Katie Recinos	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050527 Name: Olga Ruan	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050588 Name: Carlos Bravo	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30051988 Name: Vanessa Gutierrez	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30053169 Name: Yesenia Quintero	A	07/01/2006 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332839 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332840 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332841 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-3010	GF-TIA Low-Inc&Neg
LAUSD Program	7S046	CE-NCLB T1 Schools
Version / Year	CM0 / 2010	
Grant / Funded	110001 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		528,776.00	
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	10.000 %
	Budgeted	44,357.00	8.389 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
50174 CURRICULAR TRIPS	30TH-L	1110-1000-7S046 580012	Contract Bus Svcs				07/01/2009 06/30/2010			3,000.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7091	GF-EIA:LEP
LAUSD Program	7N536	CE-EIA-LEP/Dis Bil-Add'l Alloc
Version / Year	CM0 / 2010	
Grant / Funded	110002 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		45,786.00	
Direct	Budgeted	45,786.00	
Indirect	Limit	2,289.00	5.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10600 TCHR AST DEG TK NW/1	1POSITN	4760-1000-7N536 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050136 Name: Diana Luna	A	01/01/2008 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	4760-1000-7N536 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30050257 Name: Nancy Corona	A	07/01/2008 12/31/9999	6.000 5.000	100.00 1.00	12,664.00	
21720 COMMUNITY REP.	20THS-L	4760-2100-7N536 290004	Other Class-Supple				07/01/2009 06/30/2010			9,340.00	
40239 POTENTIAL FINDING VAR	30TH-L	4760-1000-7N536 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			458.00	
40267 IMA	30TH-L	4760-1000-7N536 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			10,660.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-7090	GF-Eco Impact Aid
LAUSD Program	7N539	CE-EIA-State Comp Ed-Add'l Alloc
Version / Year	CM0 / 2010	
Grant / Funded	110003 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		42,777.00	
Direct	Budgeted	42,777.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10484 PROF DEV TCHR Z-TIME	20THS-L	1110-1000-7N539 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			12,859.00	
40239 POTENTIAL FNDING VAR	30TH-L	1110-1000-7N539 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			428.00	
40267 IMA	30TH-L	1110-1000-7N539 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			19,140.00	
50174 CURRICULAR TRIPS	30TH-L	1110-1000-7N539 580012	Contract Bus Svcs				07/01/2009 06/30/2010			10,350.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-4203 GF-T3 LEP
LAUSD Program	7S176 T3A-LEP-Limited Eng Profncy
Version / Year	CM0 / 2010
Grant / Funded	200027 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		30,900.00	
Direct	Budgeted	30,900.00	
Indirect	Limit	1,545.00	
	Budgeted	0.00	
Document		0.000 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10375 PROF DEV TCHR X-TIME	20THS-L	1110-1000-7S176 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			14,868.00	
40261 PENDING DISTRIBUTION	30TH-L	1110-1000-7S176 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			10,300.00	
40267 IMA	30TH-L	1110-1000-7S176 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			5,732.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3011 GF-ARRA LowInc&Neglc
LAUSD Program	7V094 ARRA-T1-Part A Recovery Fds-Sch
Version / Year	CM0 / 2010
Grant / Funded	200908 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		214,758.00	
Direct	Budgeted	213,323.00	
Indirect	Limit	21,475.00	
	Budgeted	1,435.00	
Document		0.668 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10163 E LT COACH BIT 27/09	1POSITN	1110-2100-7V094 110001	11100844 INSTRNL COACH, ELEM READI	BSXX	30331660 Name: Danielle Coleman	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	96,587.00	
11746 INTRVN SUP COORD BIT	1POSITN	1110-2100-7V094 190001	19100706 ASMT, NONCLSRM, PREP	BSXX	30331659 Name: Matt Cina	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	96,587.00	
10480 TCHR Z TIME	20THS-L	1110-1000-7V094 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			16,088.00	
11622 Indirect COORD DIFF TCHR	20THS-L	1110-2100-7V094 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			1,435.00	
11651 DIFF E LITERACY COAC	20THS-L	1110-2100-7V094 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			1,860.00	
40239 POTENTIAL FINDING VAR	30TH-L	1110-1000-7V094 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			2,148.00	
40267 IMA	30TH-L	1110-1000-7V094 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			53.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3010 GF-TIA Low-Inc&Neg
LAUSD Program	7S046 CE-NCLB T1 Schools
Version / Year	CM0 / 2010
Grant / Funded	110001 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation	528,776.00		
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	10.000 %
	Budgeted	44,357.00	8.389 %
Document			
Comment			
Status	B		

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332871 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332872 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332873 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332874 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332875 Name:	A	07/01/2009 06/30/2010	6.000 5.000	100.00 1.00	12,664.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332876 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332877 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
10600 TCHR AST DEG TK NW/1	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30332878 Name:	C	07/01/2009 07/01/2009	3.000 5.000	100.00 0.50	0.00	
11222 CAT PRG AD B1T 27/09	1POSITN	1110-2100-7S046 190001	19100704 ADVSR, CTEGORCL PGM	BSXX	30334466 Name: Shirley Alston-Ransom	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.50	48,295.00	
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7S046 110001	11100731 ELEMENTARY TEACHER	CSXX	N0048714 Name:	C	10/08/2009 10/08/2009	6.000 5.000	50.00 1.00	0.00	
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7S046 110001	11100731 ELEMENTARY TEACHER	CSXX	30021727 Name:	C	10/08/2009 10/08/2009	6.000 5.000	50.00 1.00	0.00	
11731 CSR TCHR E C1T 26/08	1POSITN	1110-1000-7S046 110001	11100731 ELEMENTARY TEACHER	CSXX	30337039 Name: Gustavo Murillo	A	07/01/2009 06/30/2010	6.000 5.000	50.00 1.00	42,175.00	
20382 ED AIDE III C 1T/5	1POSITN	1110-1000-7S046 210001	21104581 EDUC AIDE 3 & RESTRICTED	CSXX	30083052 Name: Rubie Whitlow	A	07/01/2006 12/31/9999	3.000 5.000	100.00 0.38	10,488.00	

School Budget Signature Form

Fund Center	1584901 Florence G Joyner EL Sc
Fund	010-3010 GF-TIA Low-Inc&Neg
LAUSD Program	7S046 CE-NCLB T1 Schools
Version / Year	CM0 / 2010
Grant / Funded	110001 / OPR00000
Division	D7 LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		528,776.00	
Direct	Budgeted	484,419.00	
Indirect	Limit	52,877.00	
	Budgeted	44,357.00	
Document		8.389 %	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30089251 Name: Irene Aguirre	A	07/01/2008 12/31/9999	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30099741 Name: German Valencia	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30099753 Name: Maria Casarez	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
20436 Indirect	1POSITN	1110-1000-7S046 210001	21104583 EDUC AIDE 2	CSXX	30331661 Name: Ceasar Molina	A	07/01/2009 06/30/2010	3.000 5.000	100.00 0.38	8,910.00	
ED AIDE II C 1T/4											
10480 TCHR Z TIME	20THS-L	1110-1000-7S046 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			0.00	
10701 TCHR AST RELIEF	20THS-L	1110-1000-7S046 110005	Tchr Asst Salaries				07/01/2009 06/30/2010			5,000.00	
11641 Indirect	20THS-L	1110-2100-7S046 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			0.00	
CRD DIF CAT PRG ADV											
11661 DIF EL MATH COACH	20THS-L	1110-2100-7S046 110004	Tchr Sal-Supple/Oth				07/01/2009 06/30/2010			1,861.00	
11681 Indirect	20THS-L	1110-2100-7S046 190004	Other Cert Sal-Suppl				07/01/2009 06/30/2010			717.00	
CRD DIF CAT PRG ADV											
12104 ITIN PSYCH SCHOOL K	20THS-L	1110-3110-7S046 120021	Guidance/Mel Sal-Reg				07/01/2009 06/30/2010			41,662.00	
12106 ITIN NURSE	20THS-L	1110-3140-7S046 120041	Health Svcs Sal-Reg				07/01/2009 06/30/2010			34,922.00	
21427 Indirect	20THS-L	1110-2100-7S046 240003	Office Pers-Overtime				07/01/2009 06/30/2010			5,000.00	
CLERICAL OVERTIME											
21532 Indirect	20THS-L	1110-8100-7S046 220003	M&O Sal-Overtime				07/01/2009 06/30/2010			3,000.00	
CUSTODIAL OVERTIME											
21720 COMMUNITY REP.	20THS-L	1110-2100-7S046 290004	Other Class-Supple				07/01/2009 06/30/2010			19,000.00	
40169 ADVISORY COMM EXP	30TH-L	1110-1000-7S046 430002	Advisory Comm Exps				07/01/2009 06/30/2010			2,000.00	
40239 POTENTIAL FNDING VAR	30TH-L	1110-1000-7S046 430098	Instr Mat Pot Fndg				07/01/2009 06/30/2010			5,875.00	
40267 IMA	30TH-L	1110-1000-7S046 430010	Instr Mat-Gen Purp				07/01/2009 06/30/2010			21,586.00	

School Budget Signature Form

Fund Center	1584901	Florence G Joyner EL Sc
Fund	010-3010	GF-TIA Low-Inc&Neg
LAUSD Program	70A56	CE-NCLB-T1-Prog Imprvmt Sch
Version / Year	CM0 / 2010	
Grant / Funded	110001 / OPR00000	
Division	D7	LOCAL DISTRICT 7

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		58,753.00	
Direct	Budgeted	58,753.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
Document			
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	Pos Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
10370 PROF DEV TCHR REG	20THS-L	1110-1000-70A56 110001	Tchr Sal-Reg Assgmt				07/01/2009 06/30/2010			31,890.00	
40261 PENDING DISTRIBUTION	30TH-L	1110-1000-70A56 430009	Instl Mat&Supls-Bud				07/01/2009 06/30/2010			26,863.00	

Experience

Required

Minimum of five years successful full-time certificated public school teaching experience at the elementary level in kindergarten and grades one through six.

Desirable

1. Experience in collaborative planning and delivery of differentiated professional development in the area of mathematics content and pedagogy.
2. Prior experience as a mathematics coach.

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

Knowledge, Skills, Abilities and Personal Characteristics

1. Knowledge of California State Mathematics standards, content, and pedagogical research regarding mathematics instruction.
2. Knowledge of differential classroom instructional practices that promote student academic success.
3. Knowledge and understanding of the needs of a diverse student population, including English language learners.
4. Ability to work effectively with student, parents, and all racial, ethnic, linguistic, disability, and socio-economic groups.
5. Knowledge of professional development techniques and leadership skill to guide individuals and groups in team building, consensus seeking, and conflict management.
6. Ability to work collaboratively and effectively with District personnel in developing and implementing a suitable educational program.
7. Ability to compose and comprehend written communication and make formal, public presentations.
8. Ability to travel to other sites/locations, provide evening and weekend educational workshops for parents.

Credentials

Required

A valid California teaching credential authorizing service at any grade level, K-6 must be in force and on file in the Office of the Los Angeles County Superintendent of Schools.

Desirable

Appropriate certification to teach ELL students (CLAD, BCLAD, SB1969 certificate, and BCC or LDS Certificate) must be in force and on file in the Office of the Los Angeles County Superintendent of Schools.

Regular Days

Regular Days

Discussion

No. of Days: 26

No. of Days: 26

Minimum Days Minutes for this Bell Schedule can only be displayed if the Total Minutes for Days, Minimum Days and Shortened Days have all been submitted

No. of Days: 3

No. of Days: 3

Appendix 16

Job Descriptions Support Personnel and Teachers

John Sayers

8828 Pershing Drive #303
Playa del Rey, CA 90293
310-578-2041
jsayer@lausd.net

EDUCATION:

Eastern Connecticut State University
B.S. Degree in Elementary Education
Nursery-Adult Teaching Credential

Willimantic, CT
1986

University of LaVerne
M.A. Degree in Educational Management
Preliminary Administrative Services Credential

LaVerne, CA
2001

National University
Professional Clear Administrative Services Credential

La Jolla, CA
2003

EMPLOYMENT:

Los Angeles Unified School District

Los Angeles, CA

107th Street School
First and Second Grade Teacher

1986-1988

93rd Street School
Fourth and Sixth Grade Teacher

1988-1992

Responsible for all aspects of classroom management and curriculum for up to 33 fourth and sixth grade students. Fourth grade for the first year and sixth grade for the next three. Responsible for English language development with primary Spanish speakers.

93rd Street School
Computer Resource Specialist

1992-1999

Responsible for all aspects of technology for the school site. This included purchasing suggestions, maintenance and upkeep, staff development, and implementation of curriculum in a lab environment for all classes, K-5.

Instructional Coordinator

1999-2001

Responsible for all aspects of Title 1 compliance including reports, interaction with classroom teachers and students, and ordering of materials to facilitate Title 1 compliance for the school. Other duties include, but are not limited to, supervision of students, maintenance of records of all equipment and materials, ordering and maintaining adequate levels of supplies, implementing and working with Parent Councils, budgeting of Title 1 funds, STAR coordination, and supervision of Paraprofessionals.

96th Street School
Assistant Principal

2001-2004

Assist the Principal with all aspects of the approved educational programs and the operations of the school. Supervise and evaluate faculty and staff. Other duties include, but are not limited to, supervision of students, budgeting, staffing, and the coordination and implementation of staff development. Perform all of the duties of the Principal in his absence.

Florence Griffith Joyner Elementary School
Principal

2004-Present

Responsible for all aspects of the approved educational programs and operations of the school.

REFERENCES:

To be furnished upon request.

Appendix 15

Résumé, Principal

Florence Griffith Joyner elementary School
Principal Elementary School

Job Purpose:

Serves as instructional leader, chief fiscal officer, and administrator in partnership with the School Leadership Team for the three houses at Florence Griffith Joyner elementary school; responsible for the direction of the instructional and operation of the school plant and related facilities.

Responsible to:

School's Community

Requirements:

1. Candidate must comply with LAUSD guidelines for administrators, including all required credentials and educational requirements.
2. A minimum of three years of experience as a principal.

Functions:

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Work with the School Leadership Team according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD/UTLA collective bargaining agreement for Expanded School-Based Management.
3. Interprets and implements state education laws, rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
4. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social and academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
5. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress towards meeting the goals; develops the School's Educational Plan and measures the outcomes of these goals.
6. Prepares the schools budget and is responsible for the monitoring of expenditures of all school funds in accordance with federal and state guidelines.
7. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, district policy and procedures, and the school's student's responsibility code.
8. Organizes and conducts school extra-curricular activities and fundraising events.
9. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
10. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD master Plan for English Language Learners.
11. Maintains positive public relations and outreach contacts with parents and community groups.

12. Provides effective professional development and training for all stakeholders to improve student achievement.
13. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
14. Evaluates the performance of certificated and classified personnel assigned to the school site in accordance with collective bargaining agreements.

Knowledge, Skills, Abilities, and Personal Characteristics

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

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

Appendix 14

Job Description, Principal

Florence Griffith Joyner

The following people made substantial contributions to this plan.

Gloria Hernandez, ELAC President
Laquitta Flowers, CEAC President
Argemina Perez, School Site Council President
Elizabeth Beltran, Parent
Margree Epps, Parent
Latoya Wallece, Parent
Cassandra Baxter, Parent
Melissa Mejia, Parent
Gloria Hernandez, Parent
Elizabeth Belton, Parent
Teresa Thomas, Parent

June Royes, FGJ Assistant Principal EIS
Matt Cima, Intervention Coordinator
Glenn Turnley, Technology Coordinator
Michelle Charters, PSA Counselor
Shirley Ransom, SB65 Outreach Coordinator
Michelle Bonner, Psychologist
Ali Hedayat, Counselor
Coleman, Danielle, Literacy Coach
Irma Cardenas, School Cafeteria Manager
Ken Honowitz, Plant Manager
German Valencia, School Administrative Assistant
Rita Ramos, Paraprofessional
Annel Mosqueda, Beyond the Bell Program

Supervisor Francisco Antonio Gonzalez, School Director, Local District 7
Sergio Franco, Transformational Schools Program Director
Dr. George McKenna, Local District 7 Superintendent
Dr. Brenda Manuel, Assistant Superintendent of Instruction
Nanetta Arceneaux, School Director, Local District 7
Rosalinda Lugo, School Director, Local District 7
Frances Haywood, LD7 Administrator
Barbara Lake, LD7 Administrator
Dr. Sharon Robinson, Local District 7
Nader Delnavez, Local District 7
Rachel Bonvonsky, Local District 7
Pam Gray, Literacy Coordinator, LD7
Learning Point Associates
LASDI

Florence Griffith Joyner

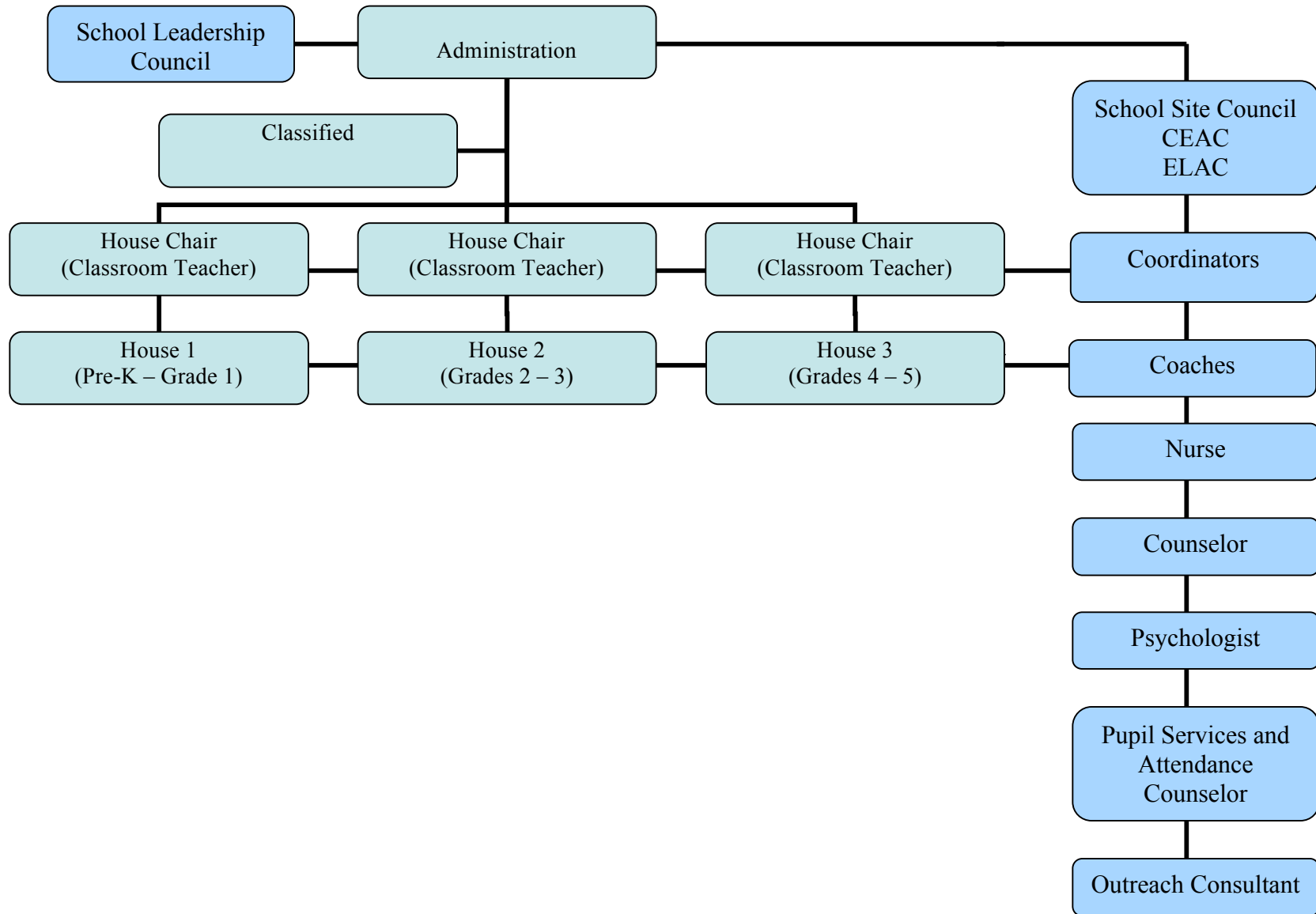
The Following Teachers made substantial contributions to this plan.

Aceval, Fresia Rosa	Reyes, Norma
Amis, Veronica	Riccardi, Rosa
Byron, Marsha	Salgado, Susana
Campion, Kelli	Schuhmacher, Italina
Cooper, Janice	Sedeghi, David
Dolan, Claire	Simpson-Johnson, Yvette
Dominguez, Lizeth	Sklarsh, Sandra
Gerhardt, Sharon	Torres, Patricia
Gibson, Virginia	Valdes, Elizabeth
Hayes, James	Vong Taylor, Christie
Hedayat, Ali	Warsaw, Robert
Herrera, Elva	Westbrook, Sharon
King, Noelle	Wood, Sabrina
Laguna, Sergio	Aceval, Sergio, Substitute Teacher
Lewis, Maurine	Parada Lucia, Substitute Teacher
Liu, Emily	
Lopez, Consuelo	
Madison, Paula	
Marquez, Marco	
Medley-Hall, Verona	
Murillo, Gustavo	
Najera, Nancy	
Nares, Lucila	
Ossey-Black, Kendra	
Perez, Hortencia	
Pipersburgh, Hubert	
Powell, Anne	
Ramirez, Nora	

Appendix 13

List of Contributors to Plan Writing
And
List of Committed Teachers

Florence Griffith Joyner Elementary School leadership Organizational Chart



Appendix 11

FGJ Organizational Chart

Appendix 12

Partnership Letters

Florence Griffith Joyner
Proposed Professional Development Calendar 2010-2011
Weekly Hours Assigned for PD

Month/Week	Week 1	Week 2	Week 3	Week 4	Total
July					
August			30 hrs	30 hrs	60
September	2hrs	2hrs	2hrs	2hrs	8
October	2hrs	2hrs	2hrs	2hrs	8
November	2hrs	2hrs	2hrs	2hrs	8
December	2hrs	2hrs			4
January	12hrs	2hrs	2hrs	2hrs	18
February	2hrs	2hrs	2hrs	2hrs	8
March	2hrs	2hrs	2hrs	2hrs	8
April	2hrs	2hrs	2hrs	2hrs	8
May	2hrs	2hrs	2hrs	2hrs	8
June	2hrs	2hrs	2hrs		6
					144

Appendix 10

Professional Development Calendar

Operational Goals and Metrics

Safe and Orderly School

	Goals	Metrics
1.	Adherence to District Policies and school rules	5 % or better attendance rate for students, teachers and staff
1.	Establish systems with clear expectations for staff, parents, students and all stakeholders	Fair or better rating of school facilities according to Williams legislation
2.	Schools are clean, attractive and reflective of a positive learning environment	Timely submission of reports and adherence to deadlines
3.	Classrooms are always clean, orderly, well supplied, equipped, and reflect quality teaching and learning	Decrease in incident reports
	Use trouble call system to report needed repairs	Monitor trouble call logs for completion of repairs in a timely fashion
	Maintain a closed campus policy that adheres to District policy and guidelines	Resources are allocated to provide adequate supervision and security

Student Discipline

1.	Implement a school wide discipline plan	15% Decrease in suspensions
2.	Teacher will be trained on how to establish and enforce classroom and school standards and behavior	10% Decrease of student discipline referrals
3.	Provide incentives for students and staff	10% Decrease in incident reports
4.	Seek parent and community volunteers to assist with supervision.	Reduction of incidents during recess and lunch periods

Student Supervision

1.	Hire and train an adequate number of supervision staff.	Reduction of incidents during recess and lunch periods
2.	Monitor the effectiveness of the supervision staff.	Reduction of incidents during recess and lunch periods
3.	Seek parent and community volunteers to assist with supervision	Reduction of incidents during recess and lunch periods

Maintenance and Upkeep of New Facility

1.	Maintain a clean and graffiti free school	Secure the appropriate paint colors
2.	Establish rules and procedure for displaying materials in the new facilities which does not include stapling, push pins or use of adhesive tape	Monitor and remove inappropriate use materials
3.	Establish a school beautification program	The school will be clean, attractive, and well maintained at all times.

Teacher Retention and Stability

1.	Provide teachers support in the areas of instruction	Conduct periodic teacher and staff satisfaction surveys.
2.	Provide teachers all instructional materials required for all instructional programs.	Conduct periodic teacher and staff satisfaction surveys.
3..	Provide teachers with essential materials, supplies, and equipment for their classrooms.	Conduct periodic teacher and staff satisfaction surveys.
4.	Provide a safe environment	Conduct periodic teacher and staff satisfaction surveys.
5.	Provide leadership and decision making opportunities	Use of Professional Learning Community model
6.	Teachers will be fully credentialed and highly qualified	Review of personnel records
7.	Paraprofessional staff will be highly qualified	Review of personnel records

Financial Solvency

1.	Expenditure of funds will be based on school determined needs	Plan budgets in a timely fashion and monitor expenditures systematically
2.	Include all councils in budget discussions	Implement compliance procedures
3.	Seek grants to enhance school programs.	Grants received to enhance school programs
4.	Identify business partners for an Adopt-A- School program	Number and involvement of Adopt-A-School Partners

Partnerships

1.	Seek and identify community/public services agencies partners	Number and involvement of partners
2.	Seek and identify university and college partnerships	Number and involvement of partners
3.	Seek and identify partnerships with churches and religious organizations	Number and involvement of partners
4.	Seek and identify business partners	Number and involvement of partners
5.	Seek and identify partnership with law enforcements	Number and involvement of partners
6.	Develop relationships with local political leaders	Number and involvement of partners

NCLB Accountabilities

1.	Teachers will be fully credentialed and highly qualified	Review of personnel records
2.	Paraprofessional staff will be highly qualified	Review of personnel records
3.	Teachers will be assigned to classes based on appropriate credentials	Review of personnel records
4.		

Modified Consent Decree

1.	Full compliance with MCD Outcomes that are applicable	Review, monitor, and make necessary modifications based on monthly MCD School Reports
----	---	---

Organization and Schedules

1.	Master Calendar	Ascertain that all activities are scheduled
2.	Organization of Classrooms	All students are assigned in accordance with state and district guidelines
3.	Organizational chart to establish duties and responsibilities of staff	Monitor to ascertain that all aspects of school life are functioning effectively and efficiently

Based on the above goals and metrics the school will be able to monitor progress and provide corrective actions when needed.

Appendix 8

Operational Goals and Metrics

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																																				
Increase the number of schools that meet or exceed their API targets <u>2008-09</u> 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: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</td></tr><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></table> % Proficiency Rates ELA <u>Florence Griffith Joyner Elementary School</u> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 2 –</td><td>25.1</td><td>28.9</td><td>+3.8</td></tr><tr><td>Grade 3 –</td><td>9.0</td><td>11.6</td><td>+2.6</td></tr><tr><td>Grade 4 –</td><td>22.8</td><td>21.9</td><td>-0.9</td></tr><tr><td>Grade 5 –</td><td>12.5</td><td>17.2</td><td>+4.7</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 2 –	25.1	28.9	+3.8	Grade 3 –	9.0	11.6	+2.6	Grade 4 –	22.8	21.9	-0.9	Grade 5 –	12.5	17.2	+4.7	10%	All Students	Rtl2 Model Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Differentiated instructionAdd depth and complexity to curriculumScaffold lessonsExplicit instruction in vocabulary, fluency, comprehension strategies and skillsFlexible groupingsLearning centersHigher level thinking questionsIndependent studyPreview, review, re-teach, and frontload Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support) <ul style="list-style-type: none">Explicit instruction in vocabulary, comprehension strategies and skillsAcademic Engagement Time (AET)Effective student engagement in instructionStrategic or supplemental interventionScaffold lessonsInstruction aligned to students' instructional needs based on data	Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	All students who are currently proficient and advance plus those targeted students in the basic range will be expected to score proficiency or advanced on the CST Language Arts: --% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: -- % of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: --% of students that are proficient on the mathematics periodic assessment At least 10% of students scoring basic or below on the CST will move to the proficient level to meet Safe Harbor On going formative assessments: Use of My Data to track student progress SOAR Data Intervention Program Assessments Periodic Assessments Teacher created assessments	All Teachers Coordinators Coaches Administrator	September 2010- Ongoing
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																																								
District	34%	38%	+4%																																																																								
Grade 2 –	44%	48%	+4%																																																																								
Grade 3 –	29%	34%	+5%																																																																								
Grade 4 –	45%	51%	+6%																																																																								
Grade 5 –	37%	42%	+5%																																																																								
Grade 6 –	33%	37%	+4%																																																																								
Grade 7 –	34%	38%	+4%																																																																								
Grade 8 –	31%	31%	0%																																																																								
Grade 9 –	31%	32%	+1%																																																																								
Grade 10 –	29%	31%	+2%																																																																								
Grade 11 –	27%	31%	+4%																																																																								
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																																								
Grade 2 –	25.1	28.9	+3.8																																																																								
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Grade 4 –	22.8	21.9	-0.9																																																																								
Grade 5 –	12.5	17.2	+4.7																																																																								

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
		All Students	<p>from multiple measures</p> <ul style="list-style-type: none"> Increase the impact of core instruction to achieve proficiencies Additional time to learn using core instructional strategies or a different instructional pedagogy More intensive vocabulary and comprehension skills and strategic instruction. Use of: Open Court Intervention Guide, Soar to Success, Voyager and/or ELD Practicum <p>Coordinators and coaches share assessment data from Math and ELA with parents during the SSC, CEAC, and ELAC meetings. PD will focus on improving proficiency in ELA by continuous analysis of data and grade level planning</p> <p>Coordinators and coaches will lead a school-wide Professional development using Scientifically based research in areas of: Reading comprehension Academic Vocabulary Effective Assessment Building Rtl2 – Intervention Activities</p> <p>Teachers will collaborate during the school day on lesson study that will focus on designing lessons. Substitutes will used to release the teachers to plan activities related to the categorical program</p> <p>Teachers will receive professional development after school on effective use of assessments, data analysis and the use of data to drive instruction.</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539)</p> <p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>	<p>Administrators visit classrooms</p> <p>Classroom observations, Teacher Feedback, Progress Reports</p> <p>Professional Development evaluations</p> <p>SOAR Assessment, Teacher created assessments, student portfolios, and writing assessments</p> <p>Classroom observation, teacher feedback, progress reports</p> <p>Classroom observations</p> <p>Classroom observations, improved student attendance, reduced referrals</p> <p>PD evaluations, SOAR assessments, Rtl2 implementation</p>	<p>All Teachers</p> <p>Coordinators</p> <p>Coaches</p> <p>Administrator</p> <p>Administrators, literacy coach, coordinators</p> <p>Administrator, Literacy coaches</p> <p>Administrator, Coordinators</p>	September 2010- Ongoing

Los Angeles Unified School District
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			<p>Teachers will attend conferences to acquire differentiated and research-based instructional strategies to support students not meeting grade level standards.</p> <p>Professional development time will be purchased to support PD (after school, days before the beginning of school year, Saturdays)</p> <p>Teacher will attend workshops to focus on providing support for at-risk students.</p> <p>Conference attendance will be funded to allow teachers to attend conferences.</p> <p>Bridge Coordinator purchased to support instruction, intervention, and services to students with disabilities.</p> <p>Instructional/Literacy Coach funded to support and build teacher capacity using appropriate evidence-based strategies and a three tier-ed approach to teaching using RtI2 intervention strategies.</p> <p>Categorical Program Coordinator funded to provide demo lessons, conduct professional development, activities, and conduct student programs/ activities.</p> <p>Teacher Assistants funded to provide instructional support in the classroom under the direct supervision of the teacher. (Tier 2 and 3 Support)</p> <p>Intervention Coach-The instructional coach will provide differentiations and support to the student's in small group setting</p> <p>Class Size Reduction Teacher-The class-</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>	<p>PD evaluations, SOAR assessments, RtI2 implementation</p> <p>Teacher observations, feedback, student assessments</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>	<p>Administrator, Literacy Coaches, Coordinators</p> <p>Administrator, Literacy Coaches, Coordinators</p> <p>Administrator, Coordinators</p>	

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			<p>size reduction teacher will be used to reduce class size for students at risk of academic failure and English Learners.</p> <p>Education Aide II-The education aide II provides clerical tasks related to categorical programs and assists in communication with parents.</p> <p>Non-register Carrying Teachers- The highly qualified non-register carrying teacher will provide direct service 100% of the 6 hour work day.</p> <p>Nurse-The nurse will provide health-related services, health counseling, referral, and follow-up on preventative health concerns. The nurse will provide staff development in health related issues and health related counseling.</p> <p>PSA –The PSA counselor will develop and monitor an individual student attendance plan. The PSA counselor provide individual counseling to students, group counseling and conduct staff professional development related to data analysis in development of the SPSA.</p> <p>Library Aide- The library aide performs clerical and computer duties in the school library.</p> <p>Office Technician- The office technician will provide clerical services in connection with the categorical program.</p> <p>Copy Machine: The school will lease copy machines to support the categorical programs.</p>				
<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)</p> <p>% Proficient/Advanced CST Math by grade:</p>		All Students	<p>Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support)</p> <ul style="list-style-type: none"> Explicit instruction in vocabulary, 	<p>Title I (7SO46) Teacher X time Title I(70A56))</p>	<p>At each assessment period: All students who are currently proficient and advance plus those targeted students in the basic range will be expected to score</p>		<p>September 2010- Ongoing</p>

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<p> <u>2008</u> <u>2009</u> <u>Change</u> 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% </p> <p>% Proficiency Rates Math</p> <p><u>Florence Griffith Joyner Elementary School</u></p> <p> <u>2008</u> <u>2009</u> <u>Change</u> Grade 2 – 44.0 32.4 -11.6 Grade 3 – 32.3 38.1 +5.8 Grade 4 – 30.7 31.8 +1.1 Grade 5 – 30.3 23.1 -7.5 </p>			<p>comprehension strategies and skills</p> <ul style="list-style-type: none"> Academic Engagement Time (AET) Effective student engagement in instruction Strategic or supplemental intervention Scaffold lessons Instruction aligned to students' instructional needs based on data from multiple measures Increase the impact of core instruction to achieve proficiencies Additional time to learn using core instructional strategies or a different instructional pedagogy More intensive math vocabulary and comprehension skills and strategic instruction. Use of Envision, Math PD <p>Trainings for teachers after school in math strategies to support the students</p> <p>2nd grade-place value, fraction and decimals</p> <p>4th grade-decimals, fractions, and negative numbers.</p> <p>5th grade-statistics, data analysis</p> <p>6th grade-rational numbers, algebraic thinking</p> <p>data analysis, geometry</p> <p>Bridge Coordinator purchased to support instruction, intervention, and services to students with disabilities.</p> <p>Math Coach funded to support and build teacher capacity using appropriate evidence-based strategies and a three tier-ed approach to teaching using RtI2 intervention strategies.</p> <p>Categorical Program Coordinator funded to provide demo lessons, conduct professional</p>	<p>Title I (7SO46)</p> <p>Teacher X/Z time</p> <p>Title I(70A56))</p> <p>ELL Funds (7S536)</p> <p>Title III (S176)</p> <p>EIA-SCE (7S539)</p> <p>Parent Title I (7EO46)</p>	<p>proficiency or advanced on the CST</p> <p>Math:</p> <p>--% of students that are proficient on the mathematics periodic assessment</p> <p>-- -- At least 10% of students scoring basic or below on the CST will move to the proficient level to meet Safe Harbor</p> <p>On going formative assessments:</p> <p>Use of My Data to track student progress</p> <p>Quarterly Assessment</p> <p>Intervention Program Assessments</p> <p>Periodic Assessments</p> <p>Teacher created assessments</p> <p>Administrators visit classrooms</p> <p>Classroom observations, Teacher Feedback, Progress Reports</p> <p>PD evaluations</p> <p>Teacher created assessments, student portfolios, and writing assessments</p> <p>Classroom observation, teacher feedback, progress reports</p> <p>Classroom observations, improved student attendance, reduced referrals</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>	<p>Administrators, instructional/math coach, coordinators</p> <p>Administrators, instructional/math coach,</p> <p>Administrators, instructional/math coach,</p> <p>Administrators, instructional/math coach</p>	<p>September 2010- Ongoing</p>

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% Proficient/Advanced CST Science and Social Science: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Biology</td><td>24%</td><td>24%</td><td>0%</td></tr><tr><td>Chemistry</td><td>12%</td><td>14%</td><td>+2%</td></tr><tr><td>Earth Sci.</td><td>21%</td><td>26%</td><td>+5%</td></tr><tr><td>Physics</td><td>19%</td><td>20%</td><td>+1%</td></tr><tr><td>Integ. Sci1</td><td>7%</td><td>8%</td><td>+1%</td></tr><tr><td>Integ. Sci2</td><td>2%</td><td>0%</td><td>-2%</td></tr><tr><td>Integ. Sci3</td><td>3%</td><td>7%</td><td>+4%</td></tr><tr><td>Soc. Sci.</td><td>23%</td><td>28%</td><td>+5%</td></tr><tr><td>World Hist.</td><td>18%</td><td>23%</td><td>+4%</td></tr><tr><td>U.S. Hist.</td><td>25%</td><td>32%</td><td>+7%</td></tr></table> % Proficient/Advanced CST History / Social Science by grade: Social Science <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 8</td><td>25%</td><td>30%</td><td>+5%</td></tr></table> World History <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 9</td><td>16%</td><td>19%</td><td>+3%</td></tr><tr><td>Grade 10</td><td>19%</td><td>24%</td><td>+5%</td></tr><tr><td>Grade 11</td><td>8%</td><td>8%</td><td>0%</td></tr></table> U.S. History <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	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%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 8	25%	30%	+5%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 9	16%	19%	+3%	Grade 10	19%	24%	+5%	Grade 11	8%	8%	0%		<u>2008</u>	<u>2009</u>	<u>Change</u>	10%	All Students	Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Differentiated instructionAdd depth and complexity to curriculumScaffold lessonsExplicit instruction in vocabulary, fluency, comprehension strategies and skillsFlexible groupingsLearning centersHigher level thinking questionsIndependent study Preview, review, re-teach, and frontload Use of FOSS to teach Science Professional development on the effective use of the FOSS kits. Substitutes will used to release the teachers to plan activities related to the categorical program	Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	All students who are currently proficient and advance plus those targeted students in the basic range will be expected to score proficiency or advanced on the CST Quarterly Assessment Intervention Program Assessments Periodic Assessments Teacher created assessments Lesson study model where teachers observe best practices and engaging in the reflective process.	Administrator Science Lead Teacher	September 2010- Ongoing
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Grade 11 25% 32% +7%							
% 5th Grade Proficient/ Advanced Science Florence Griffith Joyner Elementary School - <u>2008</u> <u>2009</u> <u>Change</u> Grade 5 – 35.9 37.6 +1.7							
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math <u>07-08</u> <u>08-09</u> <u>Change</u> ELA 33% 31% -2% MATH 42% 40% -2% % of FBB and BB Students Grades 2nd -5th ELA Florence Griffith Joyner Elementary School <u>2008</u> <u>2009</u> <u>Change</u> Grade 2 – 38.4 39.9 +1.5 Grade 3 – 54.2 53.5 -0.7 Grade 4 – 37.0 37.1 +0.1 Grade 5 – 45.6 52.3 +6.7	-10	All FBB's and BB on the CST in ELA and Math	Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support) <ul style="list-style-type: none"> • Academic Engagement Time (AET) • Effective student engagement in instruction • Frequent monitoring of assessments and student progress • Cooperative leaning environment • Academic language development • Graphic organizers • Instructional Conversations • Use of Envision and OCR <p>Scaffolding, differentiated instruction strategies will be implemented to increase student achievement and raise performance levels of students who scored FBB and BB.</p> <p>Math, literacy coach and EL coordinator will provide professional development for administrators, teachers, paraprofessional and support staff to work with " at-risk" who are scoring FBB and BB in ELA and Math.</p> <p>Non-register carrying staff will work with students who scored FBB and BB in the area of Reading Comprehension, Vocabulary Building, and Math Skills.</p>	Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	Monthly ELA student Assessments Open Court Unit Assessments IWT monitoring of RtI2 Lesson study model where teachers observe best practices and engaging in the reflective process. PD evaluations, teacher feedback, and progress reports	Administrators Coordinator Administrators, coordinators, and coaches Administrators, coordinators, and coaches	September 2010- Ongoing

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			<p>Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.</p> <p>Actively help students understand how key concepts across the curriculum relate to each other as you are teaching.</p> <p>Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.</p> <p>Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.</p> <p>Teach students to follow a specific set of procedures to solve problems or use a process.</p> <p>Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Provide to students additional instructional materials. These materials will be copied using copy machines to enhance the categorical programs.</p> <p>Provide students with instructional software. (for example, Accelerated Readers, Leap Frog,</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p> <p>Title I (7SO46) Teacher X/Z time</p>			

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			Waterford) Provide students with access to technology such as laptops, desktop, white board, LCD projectors, Franklin Dictionaries, digital cameras, electronic readers, IPODS, video recorders, document cameras. Custodial overtime -The custodial provide additional support as a direct result of program activities at the school. Custodial supplies -Additional custodial supplies will be purchase limited to those supplies used in connection with programs.	Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46																									
<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>9.3%</td><td>9.2%</td><td>-.1%</td></tr></table> <p>Gifted School Data</p> <table><tr><td>Schools</td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>FG Joyner</td><td>0.7</td><td>0.6</td><td>-0.1</td></tr></table> <p>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African Americans</td><td>6.6%</td><td>6.6%</td><td>.0%</td></tr><tr><td>Hispanics</td><td>6.9%</td><td>7.0%</td><td>.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		9.3%	9.2%	-.1%	Schools	2008	2009	Change	FG Joyner	0.7	0.6	-0.1		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanics	6.9%	7.0%	.1%	<p>varies by school</p> <
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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>												
<p><u>Florence Griffith Joyner Elementary School</u></p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>AA</td><td>0.6</td><td>0</td><td>-0.6</td></tr><tr><td>Hispanic</td><td>0.7</td><td>1.0</td><td>+0.2</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	AA	0.6	0	-0.6	Hispanic	0.7	1.0	+0.2			<p>Staff person is assigned to search, identify and refer students who meet the gifted and talented education criteria.</p> <p>This person will screen student for potentially gifted students.</p> <p>Establishment of a Watch List for gifted students: Prek--5th</p> <p>Parent of gifted students will participate in activities, such as, training, meeting and workshops both on-site and off-site</p> <p>Teachers of gifted students will participate in activities, such as, training, meeting and workshops both on-site and off-site</p> <p>Ability clustering in grades K-5.</p> <p>Differentiated instruction which will include clustering of students to meet their academic needs, provide alternative learning opportunities, recognize their unique patterns of interest, characteristics and curiosity, and based upon their needs, adjust their learning goals.</p> <p>Provide to students additional instructional materials.</p> <p>Provide students with instructional software.</p> <p>Provide students with access to technology such as laptops, desktop, white board, LCD projectors, Franklin Dictionaries, digital cameras, electronic readers, IPODS, video</p>		<p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>		
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Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities Prof/Adv CST ELA Subgroups: <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>Hispanic</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table> Prof/Adv CST ELA Subgroups: <u>Florence Griffith Joyner Elementary School</u> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>AA</td><td>14.2</td><td>16.2</td><td>+2.0</td></tr><tr><td>Hispanic</td><td>18.5</td><td>22.1</td><td>+3.6</td></tr><tr><td>Soc-Econ Dis</td><td>17.0</td><td>20.2</td><td>+20.2</td></tr><tr><td>EL</td><td>8.4</td><td>8.3</td><td>-0.1</td></tr><tr><td>SWD</td><td>2.2</td><td>3.9</td><td>+1.7</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%		<u>2008</u>	<u>2009</u>	<u>Change</u>	AA	14.2	16.2	+2.0	Hispanic	18.5	22.1	+3.6	Soc-Econ Dis	17.0	20.2	+20.2	EL	8.4	8.3	-0.1	SWD	2.2	3.9	+1.7	10%	African American, Hispanic, SEL's, SWD ELL Rtl2 Model Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support) <ul style="list-style-type: none">Academic Engagement Time (AET)Differentiated instructionAdd depth and complexity to curriculumScaffold lessonsExplicit instruction in vocabulary, fluency, comprehension strategies and skillsFlexible groupingsLearning centersHigher level thinking questionsIndependent studyPreview, review, re-teach, and frontload Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support) <ul style="list-style-type: none">Explicit instruction in vocabulary, comprehension strategies and skillsAcademic Engagement Time (AET)Effective student engagement in instructionStrategic or supplemental interventionScaffold lessons Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support) <ul style="list-style-type: none">Academic Engagement Time	Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46) <
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			<ul style="list-style-type: none"> • Effective student engagement in instruction • Frequent monitoring of assessments and student progress • Cooperative leaning environment • Academic language development • Graphic organizers • Instructional Conversations • Use of Envision and OCR <p>Administrators' Periodic Review of Welligent System for MCD Compliance.</p> <p>Coaches and Coordinators will conduct professional development after school hours and during bank-timed on CRRE, Scaffolding strategies, SDAIE, and RTI2 strategies</p> <p>Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.</p> <p>Actively help students understand how key concepts across the curriculum relate to each other as you are teaching.</p> <p>Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.</p> <p>Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.</p>	EIA-SCE (7S539) Parent Title I (7EO46)		Classroom Teachers AP-EIS	
				Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539)		Administrators Coordinators Coaches Bridge Coordinator RST	September 2010- Ongoing

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			<p>Teach students to follow a specific set of procedures to solve problems or use a process.</p> <p>Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Collaboration and articulation between special education teachers and the general education teacher.</p> <p>Implementation of the MCD Outcomes</p> <p>Nurse-The nurse will provide health-related services, health counseling, referral, and follow-up on preventative health concerns. The nurse will provide staff development in health related issues and health related counseling</p> <p>Psychologist-The psychologist will provide counseling to students with academic problems, achievement goals potential dropout, behavior and social skills. The psychologist will conduct professional development sessions on topics such as child development, adolescent issues, classroom management.</p> <p>Bridge Coordinator</p> <p>Intervention Coordinator</p>	Parent Title I (7EO46)		Classroom Teachers AP-EIS	
Accelerate the performance of Standard	10%	SEL	Rtl2 Model	Title I (7SO46)	On going formative assessments:	Administrators,	September

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			<p>on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Differentiate instruction targeting our African American and Hispanic populations using core curriculum, TBLT, AEMP strategies, CRRE materials and supplemental materials for ELA and Math, Readers Theatre and Literature Circles.</p> <p>Teachers and teacher assistants will participate in professional development that focuses on the use of AEMP and CRRE strategies.</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>	<p>Parent Title I (7EO46) Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>																	
<p>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> <p>2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%</p> <p>English Learner Progress on CELDT</p> <table><tr><td>Schools</td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>FG Joyner</td><td>56.1</td><td>55.2</td><td>-0.9</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	54.8%	55.7%	+0.9%	Schools	2008	2009	Change	FG Joyner	56.1	55.2	-0.9	3%	ELL	<p>Teachers will be trained on Thinking Maps and review enhanced ELD Practicum lessons.</p> <p>Demo lessons for teachers on effectively implementing “Into English” lessons.</p> <p>Teachers will collaboratively plan ELD lessons after school and/or on Saturdays.</p> <p>Teachers will review portfolios periodically to monitor student progress.</p> <p>Provide after-school and /or Saturday intervention for 4th and 5th grade students scoring FBB or BB on CST. Intervention will focus on enhancing writing and the use of Thinking Maps as a thinking tool</p>	<p>Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)</p>	<p>ELD Portfolios (K-6)</p> <p>ELD Practicum,/Into English Assessments (K-6) On going formative assessments: Use of My Data to track student progress</p> <p>SOAR Data</p> <p>CELDT Data</p> <p>Intervention Program Assessments</p> <p>Teacher created assessments</p> <p>PD evaluations, teacher feedback, and progress reports</p>	<p>Administrators Coordinators Coaches Teachers</p>	<p>September 2010- Ongoing</p>
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			<p>Provide after-school and /or Saturday intervention for students who are having difficulties making adequate language progress. The Intervention will focus on enhancing writing and the use of Thinking Maps as a thinking tool</p> <p>Out of classroom staff and teacher assistant pull out students who scored FBB and BB on the CST in grades 2-5.</p> <p>The coordinator will provide Professional Development and Demo Lessons on: Scaffolding Strategies, SDAIE Strategies Building Oral Vocabulary Written Language Patterns Comprehension Strategies Hampton Brown's Decoding Level 1, 2, 3 SRA's Conventional Decoding 'Monitor Portfolios for Adequate Progress ELD Practicum TBLT, Thinking Maps.</p>		<p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>Quarterly Assessment</p> <p>Periodic Assessments</p> <p>Administrative Team Visits Monitoring CELDT test scores</p>		

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<p>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</p> <p>% Early Adv/Adv</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>36.3%</td><td>39.3%</td><td>+3%</td></tr></table> <p>2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%</p> <p>ELL Students Scoring Early Advanced and Advanced on CELDT</p> <table><tr><td><u>Schools</u></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>FG Joyner</td><td>16.3</td><td>18.0</td><td>+1.8</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	36.3%	39.3%	+3%	<u>Schools</u>	<u>2008</u>	<u>2009</u>	<u>Change</u>	FG Joyner	16.3	18.0	+1.8	5%	EL	<p>Coordinator will conduct workshops during school and after school hours on effective scaffolding, SDAIE, ELD strategies, written and oral language.</p> <p>CELDT Preparation Activities</p> <p>Coordinator will provide professional development for teacher assistants during and after school hours on how to reinforce and support instruction under the direct supervision of a highly qualified teacher.</p> <p>The coordinator will provide Professional Development and Demo Lessons on: Scaffolding Strategies, SDAIE Strategies Building Oral Vocabulary Written Language Patterns Comprehension Strategies Hampton Brown’s Decoding Level 1, 2, 3 SRA’s Conventional Decoding ‘Monitor Portfolios for Adequate Progress ELD Practicum TBLT Thinking Maps</p>	ELL 7S536 Title I- 7s046 Title I -7oA56	<p>ELD Portfolios (K-6)</p> <p>ELD Practicum./Into English Assessments (K-6) On going formative assessments: Use of My Data to track student progress</p> <p>SOAR Data</p> <p>CELDT Data</p> <p>Intervention Program Assessments</p> <p>Teacher created assessments</p> <p>PD evaluations, teacher feedback, and progress reports</p> <p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>Quarterly Assessment</p> <p>Periodic Assessments</p> <p>Administrative Team Visits Monitoring CELDT test scores</p>	Administrators Coordinators Coaches Teachers	September 2010- Ongoing
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<p>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA 24.3</td><td>27.0</td><td>+2.7%</td></tr><tr><td>Math 34.1</td><td>36.3</td><td>+2.1%</td></tr></table> <p>Schools 2008 2009 Change FG Joyner 16.3 18.3 +2.0</p>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA 24.3	27.0	+2.7%	Math 34.1	36.3	+2.1%		EL	<p>RtI2 Model Good first teaching and effective in-class intervention (IWT) (Tier I instruction/support)</p> <ul style="list-style-type: none">• Academic Engagement Time (AET)• Differentiated instruction• Add depth and complexity to curriculum• Scaffold lessons• Explicit instruction in vocabulary, fluency, comprehension strategies and skills	IMA Bilingual 7s536 Title I- 7s046 Title I -7oA56	<p>Monthly EL assessments for specific grade level Open Court standards Monitoring quarterly assessments and CST results ELD Portfolios (K-6)</p> <p>ELD Practicum./Into English Assessments (K-6) On going formative assessments: Use of My Data to track student progress</p> <p>SOAR Data</p>	Administrators Coordinators Coaches Teachers	September 2010- Ongoing					
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<p>EL scoring Prof/Adv on CST % In ELA <u>Florence Griffith Joyner Elementary School</u></p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>8.4</td><td>8.3</td><td>-0.1</td></tr></table> <p>EL scoring Prof/Adv on CST % In Math <u>Florence Griffith Joyner Elementary School</u></p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>30.1</td><td>27.7</td><td>-2.4</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	EL	8.4	8.3	-0.1		<u>2008</u>	<u>2009</u>	<u>Change</u>	EL	30.1	27.7	-2.4		<ul style="list-style-type: none">• Flexible groupings• Learning centers• Higher level thinking questions• Independent study• Preview, review, re-teach, and frontload <p>Good first teaching and effective in-class intervention (IWT) (Tier 2 instruction/support)</p> <ul style="list-style-type: none">• Explicit instruction in vocabulary, comprehension strategies and skills• Academic Engagement Time (AET)• Effective student engagement in instruction• Strategic or supplemental intervention• Scaffold lessons <p>Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support)</p> <ul style="list-style-type: none">• Academic Engagement Time (AET)• Effective student engagement in instruction• Frequent monitoring of assessments and student progress• Cooperative leaning environment• Academic language development• Graphic organizers• Instructional Conversations• Use of Envision and OCR <p>Coaches and Coordinators will conduct professional development after school hours and during bank-timed on CRRE, Scaffolding strategies, SDAIE, and RTI2 strategies</p> <p>Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.</p> <p>Actively help students understand how key concepts across the curriculum relate to each</p>	<p>CELDT Data</p> <p>PD evaluations, teacher feedback, and progress reports</p> <p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Quarterly Assessment Intervention Program Assessments</p> <p>Periodic Assessments</p> <p>Teacher created assessments</p>		
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			<p>other as you are teaching.</p> <p>Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.</p> <p>Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.</p> <p>Teach students to follow a specific set of procedures to solve problems or use a process.</p> <p>Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Differentiate instruction targeting our African American and Hispanic populations using core curriculum, TBLT, AEMP strategies, CRRE materials and supplemental materials for ELA and Math, Readers Theatre and Literature Circles.</p> <p>Teachers and Implementation of ELD Practicum</p> <p>Monitoring EL portfolios monthly</p> <p>Assessment data will be monitored</p>																								
<p>Increase EL reclassification rates at the elementary, middle, and high school levels</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>13.5</td><td>15.8</td><td>+2.3</td></tr><tr><td>MS</td><td>22.4</td><td>20.8</td><td>+8.4</td></tr><tr><td>HS</td><td>10.3</td><td>12.4</td><td>+2.1</td></tr></table> <p>Reclassification Rates</p> <table><tr><td>Schools</td><td>2008</td><td>2009</td><td>Change</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1	Schools	2008	2009	Change	5%	EL	<p>CELDT preparation activities</p> <p>Monitoring progress reports</p> <p>Monitoring the RFP's Monitoring Roster</p> <p>Teachers are required to turn ELD portfolios even when students are not making progress.</p> <p>Teachers meet with principal and EL coordinator to identify students not making progress to discuss effective strategies to</p>	<p>Title I- 7s046</p> <p>Title I -7oA56</p>	<p>EL monitoring rosters, and where possible EL students not moving or reclassifying</p> <p>RFEP Monitoring Rosters</p> <p>Monthly EL assessments for specific grade level</p> <p>Open Court standards</p> <p>Monitoring quarterly assessments and CST results</p> <p>ELD Portfolios (K-6)</p>	<p>Administrators</p> <p>Coordinators</p> <p>Coaches</p> <p>Teachers</p>	<p>September 2010- Ongoing</p>
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																								
EL	13.5	15.8	+2.3																								
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FG Joyner	6.9	10.8	+3.9			<p>accelerate their ELD progress.</p> <p>Coordinator will monitor EL portfolios monthly</p> <p>Coordinator will work with teachers in providing demo lessons on effective SDAIE and writing strategies.</p> <p>Give students many opportunities to practice what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Provide to students additional instructional materials.</p> <p>Provide students with instructional software. (for example, Accelerated Readers, Leap Frog, Waterford)</p> <p>Provide students with access to technology such as laptops, desktop, white board, LCD projectors, Franklin Dictionaries, digital cameras, electronic readers, IPODS, video recorders, document cameras.</p>		<p>ELD Practicum,/Into English Assessments (K-6)</p> <p>On going formative assessments: Use of My Data to track student progress</p> <p>SOAR Data</p> <p>CELDT Data</p> <p>Intervention Program Assessments</p> <p>Teacher created assessments</p> <p>PD evaluations, teacher feedback, and progress reports</p> <p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>Quarterly Assessment Intervention Program Assessments</p> <p>Periodic Assessments</p> <p>Teacher created assessments</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p>											
<p>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CST</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>MATH</td><td>26%</td><td>27%</td><td>+1%</td></tr></table> <p>ELA <u>Florence Griffith Joyner Elementary</u></p>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%	35% ELA 35% Math	SWD	<p>Good first teaching and effective pull-out intensive intervention (Tier 3 instruction/support)</p> <ul style="list-style-type: none">• Academic Engagement Time (AET)• Effective student engagement in instruction• Frequent monitoring of assessments and student progress• Cooperative leaning environment		<p>Instruction aligned to students' instructional needs based on data Special Education Team Review Modified Consent Decree Outcomes</p> <p>Administrators' Periodic Review of Welligent System for MCD Compliance Monthly ELA student Assessments</p> <p>Open Court Unit Assessments</p> <p>IWT monitoring of RtI2</p>	Administrators, Coordinators, and coaches Bridge coordinator RST Teachers	September 2010- Ongoing
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
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<div> <div> <div>School</div> <div>20082009Change</div> </div> <div> <div>SWD</div> <div>6.521.6+15.0</div> </div> </div> <div> <div>Math</div> <div>Florence Griffith Joyner Elementary</div> <div>School</div> <div>20082009Change</div> </div> <div> <div>SWD</div> <div>17.421.6+4.2</div> </div>			<ul style="list-style-type: none"> Academic language development Graphic organizers Instructional Conversations Use of Envision and OCR <p>Scaffolding, differentiated instruction strategies will be implemented to increase student achievement and raise performance levels of students who scored FBB and BB.</p> <p>Math, literacy coach and EL coordinator will provide professional development for administrators, teachers, paraprofessional and support staff to work with "at-risk" who are scoring FBB and BB in ELA and Math.</p> <p>Non-register carrying staff will work with students who scored FBB and BB in the area of Reading Comprehension, Vocabulary Building, and Math Skills.</p> <p>Identify important principles, key concepts, and big ideas from the curriculum that apply across subject matter through major themes/big ideas in the subject content.</p> <p>Actively help students understand how key concepts across the curriculum relate to each other as you are teaching.</p> <p>Connect new information or skills to what students have already learned. Provide additional instruction or support to students who lack necessary background knowledge.</p> <p>Provide support (scaffolding) while students are learning new knowledge and skills, gradually reducing the level of support as students move toward independence.</p> <p>Teach students to follow a specific set of procedures to solve problems or use a process.</p> <p>Give students many opportunities to practice</p>		<p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>PD evaluations, teacher feedback, and progress reports</p> <p>Intervention Program Assessments</p> <p>Teacher created assessments</p> <p>PD evaluations, teacher feedback, and progress reports</p> <p>Administrative classroom visits, Classroom observations, Teacher Feedback, Progress Reports, and student portfolios</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>Math Quarterly Assessment</p> <p>Intervention Program Assessments</p> <p>Periodic Assessments</p> <p>Teacher created assessments</p> <p>Lesson study model where teachers observe best practices and engaging in the reflective process.</p> <p>Implementation of students' IEP</p>		
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			<p>what they have learned and receive feedback on their performance to ensure knowledge is retained over time and can be applied in different situations.</p> <p>Collaboration and articulation between special education teachers and the general education teacher.</p> <p>Implementation of the MCD Outcomes</p> <p>Nurse</p> <p>Psychologist</p> <p>Bridge Coordinator</p> <p>Intervention Coordinator</p>				
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South Region Elementary School #2

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

Graduation Rate

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

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. <u>07-08</u> <u>08-09</u> <u>Change</u> 25% TBD% + __%	80%	N/A	N/A		A-G enrollment and passing rates <ul style="list-style-type: none"> Decrease the number of students receiving Fails in A-G courses by 10%. Increase the percent of students earning C's or higher in A-G courses. 		
Increase the enrollment in Advanced Placement course <u>07-08</u> <u>08-09</u> <u>Change</u> 1.8% 1.9% + .1% Increase pass rates on AP tests <u>07-08</u> <u>08-09</u> <u>Change</u> 44.1% TBD% +TBD%	5% 5%	N/A	N/A		Advanced Placement courses – <ul style="list-style-type: none"> Increase Advanced Placement offerings at all high schools. Increase the number of tests administered by 10% Increase the number of subject matter tests administered by: <ul style="list-style-type: none"> At least 2 (if the school administers less than 15 subject matter tests) At least 1 (if the school administers less than 20 subject matter tests) 		
Increase students preparedness for College Career Readiness	All		Posting copies of teachers and staff degrees, credentials, pictures and/ names of colleges and universities attended, and share with students information regarding their college experience and careers. Recognizing a college/university weekly. Extending invitations to parents and community persons to participate in Career Day activities. Arranging visits to local college, universities, and trade schools. Seeking on-going relationship with Southwest College, University of California at Los Angeles, California State University Dominguez Hills, University of Southern California, Los Angeles Trade and Technical College, Charles Drew	Parent Title I (7EO46) Title I (7SO46) Teacher X/Z time Title I(70A56)) ELL Funds (7S536) Title III (S176) EIA-SCE (7S539) Parent Title I (7EO46)	Students getting 3 or 4 on report cards The number of college Career Readiness Activities The number of parents and community involved in Career Day The number of visits by local college, universities and trade schools	Administrators Teachers Coaches Coordinators Parents Fremont Family of Schools	September 2010- Ongoing

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			<p>University of Medicine and Science, and/or other local college and universities.</p> <p>Forming a partnership with Fremont High School to provide on site Adult Class for parents.</p> <p>Building relationships with neighborhood businesses to work with and support school activities.</p> <p>Planning Parent Colleg Days to expose parents to opportunities at nearby colleges/universities.</p> <p>Students will write essays expressing an interest in College Career Readiness.</p> <p>Students will be exposed to the literature selections in OCR either universal or research based, provide foundation for independent inquiry and investigation. Students will use the Research Cycle to ask questions, discuss, research, write about, and think about concepts and ideas centered around the themes they read. Coaches and Coordinators will provide teachers professional development on the proper usage, planning, and instruction of these curricular areas.</p>		<p>The number of relationships with local businesses.</p> <p>The number of parents participating in Parent College Day</p> <p>The number of student essays expressing an interest in College Career Readiness in grades Pre-Kinder through 6th grade</p>		

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school There is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 	At least 90% of parents respond “Strongly agree” or “agree”	All Students	<p>Full staff parent center will be established with a focus on educational activities.</p> <p>Community Representation will staff the parent center and will conduct workshops with parents to increase student achievement</p> <p>The parents will receive a school calendar and weekly parent bulletin to maintain an open communication system at the school.</p> <p>Parent participation in school activities: Parent conferences, Back-to-School, Open House, Literacy and Math Nights, Advisory Councils, Community and cultural events, Art and science fairs</p> <p>Positive interaction between the principal, Administrators, or support staff with parents and members of the community. Front office protocol:</p> <ul style="list-style-type: none"> - Answer phones - Greeting parents at the counter - Welcoming lobby <p>Professional demeanor and accessibility to parents and community by school staff</p> <p>Clear communication with parents and community members</p> <p>Invite parents to attend CEAC, ELAC and SCC presentations on: Honors Program for student achievement Curriculum and Assessment; Workshops on the significance of testing, Importance of Attendance everyday and on test days.</p> <p>Teachers will participate in professional development on how to effectively</p>	<p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p> <p>Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56</p>	<p>Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.</p> <p>The number of parents participating in parent workshops.</p> <p>Feedback from parents on the school calendar and weekly parent bulletin.</p> <p>Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10</p> <p>The number of parents in attendance at Parent conferences, Back-to-School, Open House, Literacy and Math Nights, Advisory Councils, Community and cultural events, Art and science fairs</p> <p>Feedback from parents, community and teachers regarding the positive interaction between the principal, administrators or support staff.</p> <p>Parent home involvement should be at 90% for elementary schools</p> <p>Communication – Communication should be at 90% for elementary schools</p> <p>Parent Survey</p> <p>Number of parents in attendance at the CEAC, ELAC and SCC presentations on: Honors Program for student achievement Curriculum and Assessment; Workshops</p>	<p>Administrators , Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators , Coordinators, ELAC, CEA, SSC chair persons</p>	September 2010- Ongoing

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			<p>communicate with parents in order to increase opportunities for parent engagement</p> <p>During parent conferences teachers will provide for parents updates on their child's progress, including the results of formative and summative assessments. And review of the standards taught in the grade level. Strategies will be provided to parents on how to assist the child at home.</p> <p>Teachers will provide for parents on-going and timely feedback on their child's progress.</p> <p>During CEAC and ELAC meetings Coordinators and coaches will lead parent workshops on: How to Help Your Child at Home, Grade Level Standards and Assessments, Literacy and Math, The significance of AYP/API/PI</p> <p>Conduct Back to School Reading Nights, Reading Comprehension Nights, and Vocabulary Nights for parents to interact with their children in the specific subject areas.</p> <p>Calls parents to participate in parent meetings.</p> <p>Works with Parent volunteer program.</p> <p>Administrators and Coordinators lead workshops for parents about: How to help their students that are not succeeding; How to help students not doing their homework, class work, and not succeeding on district assessments; and to help students who are basic improve in their test scores.</p> <p>Student Led conferences provide opportunities for parents to review student work and</p>		<p>Parent Survey</p> <p>The number of parents in attendance at parent conferences</p> <p>Parent Survey</p> <p>Feedback from the parent workshop evaluations</p> <p>Parent Survey</p> <p>Number of parent volunteers</p> <p>Feedback from the parent workshop evaluations</p> <p>Parent Survey and teacher feedback</p>	<p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair</p>	

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			<p>assignments. These conferences take place twice a year.</p> <p>Targets parents of K and 1 attend classes to develop their English skills and to acquire specific strategies in the CORE curriculum to support their children at home.</p> <p>Coordinators and Teacher Committee members lead the Math and Science family Nights. These are offered to parents to support the students and families interest and knowledge in math and science activities.</p> <p>Parents Center-resource room and parent access to trainings and workshops. Math, ELA and science workshops, family learning nights, and parent trainings provided by coaches.</p> <p>Parents will receive a monthly survey requesting feedback on the quality of school services.</p> <p>Small Learning Communities will create their own identify to promote self-esteem, pride and a sense of belonging. This will include banners, signs and other items.</p> <p>Parent will attend parent conferences sponsored by district and non-district groups.</p> <p>Clerical Relief and Overtime- The school's clerical staff will provide short term clerical help to directly support the categorical program.</p> <p>Nurse-The nurse will provide health-related services, health counseling, referral, and follow-up on preventative health concerns. The nurse will provide staff development in health related issues and health related counseling. The</p>		<p>The number of parents in attendance</p> <p>The number of parents in attendance Workshop evaluations</p> <p>The number of parents in attendance Workshop evaluations</p> <p>Percentage of surveys returned</p>	<p>persons</p> <p>Administrators, Coordinators, ELAC, CEA, SSC chair persons</p>	

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>nurse will provide parent in serve training and health related counseling and education.</p> <p>PSA –The PSA counselor will develop and monitor an individual student attendance plan. The PSA counselor provide individual counseling to students, group counseling and conduct staff professional development related to data analysis in development of the SPSA. The PSA counselor will provide parent education workshops, referrals to community services and home visit/in home counseling.</p> <p>Community Representative–The community representative will advice and interpret local school or classroom relationships and service as a liaison between the school and community.</p> <p>Parent Resource Liaison: The parent resource liaison will maintain a program in the parent providing various resources and information to parents through workshops, orientations, and training programs.</p>				

(Name) School

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																				
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	Closed Campus Partnering with Community agencies, i.e. Sherriff’s office Parent meetings, parent newsletters Community Forums Parent Handbook To promote a positive academic, behavioral and social environment the school will use the problem solving model, the data based decision-making, the academic engagement time, and professional development component of RT12 to identify the behavioral needs of students and monitor their progress. It is expected that with this approach there will be academic, as well as behavioral progress, in all students. The school has systems in place to ensure a safe, organized, clean, attractive and calm environment. Increased clear and accurate, updated communication regarding school policy and procedures, between school and home Campus Aides	Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56	Decrease in incident reports The number of partnerships Feedback on parent survey Number attending forums Monthly parent feedback surveys 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 The number of planters with health plants. Graffiti free Clean bathroom	Administrators Coordinators Coaches Teachers	September 2010-ongoing																				
Decrease the number of suspensions <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>83,542</td><td>75,049</td><td>TBD</td><td>TBD</td></tr></table> <table><tr><td></td><td colspan="3">% Rate</td></tr><tr><td><u>Schools</u></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>FG Joyner</td><td>6.2</td><td>4.3</td><td>-1.9</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	83,542	75,049	TBD	TBD		% Rate			<u>Schools</u>	<u>2008</u>	<u>2009</u>	<u>Change</u>	FG Joyner	6.2	4.3	-1.9	25%	All Students	Student Success Team, counseling, and mentoring, programs will provide support to students. Implementation of Character Building program. Implementation of the School-Wide Positive	Parent Fund (E046) Bilingual S536 Title I 7s046 Title I 7oA56	Decrease non-mandatory suspension rates Evaluation form from teachers and parents regarding the effectiveness and implementation of Character Building program Evaluation form from teachers and parents	Administrators Coordinators Coaches Teachers	September 2010-ongoing
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(Name) School

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

School Organization/Support Services

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			Behavior Support Plan (SWPBSP) <				

(Name) School

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutiveAllars	N/A	N/A	N/A		<ul style="list-style-type: none">• Schools meet CST annual measurable objective targets or• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year• Schools meet or exceed 95% participation rate• Schools meet or exceed API target• Schools meet or exceed graduation rate target		September 2010-ongoing
Decrease in the number of Title 1 Schools In PI status	N/A	N/A	N/A		<ul style="list-style-type: none">• Schools meet CST annual measurable objective targets or• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year• Schools meet or exceed 95% participation rate• Schools meet or exceed API target• Schools meet or exceed graduation rate target		September 2010-ongoing
Increase in the number of QEIA schools meeting annual targets	N/A	N/A	N/A		<ul style="list-style-type: none">• ⅔ implementation of Class Size Reduction target• ⅔ Implementation of 300:1 student to counselor ratio.		September 2010-ongoing

Appendix 9

Accountability Matrix

Appendix 7

School Calendars

1.) Safe Harbor

Language Arts

Significant Subgroup	Step 1: % At or Above Proficient	Step 2: % At or Above Proficient Subtract from 100	Step 3: Multiply results from step 2 by .10	Step 4: Add Step 3 to Step 1 = Safe Harbor Target
All Students	20.2%	$100\% - 20.2\% = 79.8\%$	$79.8\% \times 10 = 7.9\%$	$7.9\% + 20.2\% = 28.1\%$
African American	16.2%	$100\% - 16.2\% = 83.8\%$	$83.8\% \times 10 = 8.3\%$	$8.3\% + 16.2\% = 24.5\%$
Hispanic	22.1%	$100\% - 22.1\% = 77.9\%$	$77.9\% \times 10 = 7.7\%$	$7.7\% + 22.1\% = 29.8\%$
Socio-Economic Disadvantage	20.2%	$100\% - 20.2\% = 79.8\%$	$79.8\% \times 10 = 7.9\%$	$7.9\% + 20.2\% = 28.1\%$
English Learners	8.3%	$100\% - 8.3\% = 91.7\%$	$91.7\% \times 10 = 9.1\%$	$9.1\% + 8.3\% = 17.4\%$
Students w/ Disabilities	3.9%	$100\% - 3.9\% = 96.1\%$	$96.1\% \times 10 = 9.6\%$	$9.6\% + 3.9\% = 13.5\%$

Mathematics

Significant Subgroup	Step 1: % At or Above Proficient	Step 2: % At or Above Proficient Subtract from 100	Step 3: Multiply results from step 2 by .10	Step 4: Add Step 3 to Step 1 = Safe Harbor Target
All Students	31.6%	$100\% - 31.6\% = 69.4\%$	$69.4\% \times 10 = 6.9\%$	$6.9\% + 31.6\% = 38.5\%$
African American	20.2%	$100\% - 20.2\% = 79.8\%$	$79.8\% \times 10 = 7.9\%$	$7.9\% + 20.2\% = 28.1\%$
Hispanic	37.2%	$100\% - 37.2\% = 62.8\%$	$62.8\% \times 10 = 6.2\%$	$6.2\% + 37.2\% = 43.4\%$
Socio-Economic Disadvantage	31.1%	$100\% - 31.1\% = 69.9\%$	$69.9\% \times 10 = 6.9\%$	$6.9\% + 31.1\% = 38\%$
English Learners	27.7%	$100\% - 27.7\% = 72.3\%$	$72.3\% \times 10 = 7.2\%$	$7.2\% + 27.7\% = 34.9\%$
Students w/ Disabilities	7.8%	$100\% - 7.8\% = 92.2\%$	$92.2\% \times 10 = 9.2\%$	$9.2\% + 7.8\% = 17\%$

Appendix 6

Safe Harbor

Appendix 5

Scope and Sequence

English Language Arts

Math

English Language Development

Science

History Social Studies

Health

OCR

enVision

TBLT Lessons

FOSS

Scotts-Forman

McGraw Hill