

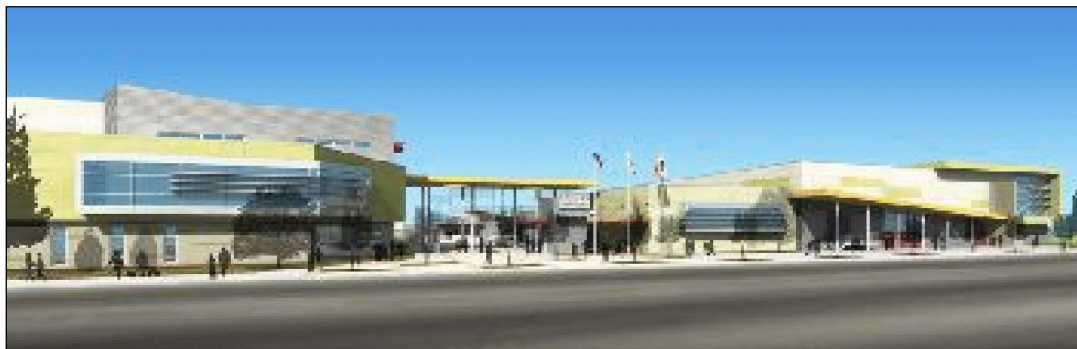


PUBLIC SCHOOL CHOICE

APPLICATION - APPENDIX

FOR

BARACK OBAMA GLOBAL PREPARATION ACADEMY



SUBMITTED BY
LOCAL DISTRICT 7
AND
VERONIQUE WILLS, PRINCIPAL

Submitted January 11, 2010

Appendices – Table of Contents

Section 1: Executive Summary

- A. Accountability Matrix
- B. Profiles of Partial Relief Schools (*See .pdf attachments*)
 - Foshay Learning Center [Middle School]
 - John Muir Middle School
 - Horace Mann Middle School
- C. Profiles of Feeder Schools (*See .pdf attachments*)
 - Alexander Science Center
 - King Jr.
 - Jones Primary Center
 - Menlo Avenue School
 - Normandie
 - Western Avenue
- D. Résumé of Veronique Wills
- E. AYP Criteria [CA Progress Accountability Reporting]
- F. Glossary of Terms

Section 2: Curriculum & Instruction

- G. Scope and Sequence [Core Curriculum Chart]
- H. Library Standards
- I. Technology Literacy

Section 3: School Culture and Climate

- J. CHAMPS
- K. Proposed Bell Schedule
- L. Professional Development Calendar
- M. Flex Period Schedule

Section 5: Professional Development Program

- N. Lesson Design Study Model
- O. Cycle of Inquiry Model

Section 6: Professional Culture

- P. Description of Action Research
- Q. Letters of Partnership
 - UTLA/ISCA
 - UCLA SMP
 - UCLA GSE&IS

Section 7: Serving Specialized Populations

- R. Modified Consent Decree
- S. Tier 2 Intervention

Section 8: Family and Community Engagement Strategy

- T. Sample Parent Survey and Results (English/Spanish)
- U. Community Engagement Meetings
- V. Letters of Support
 - A.J. Duffy – United Teachers Los Angeles
 - Marguerite LaMotte, LAUSD Board Representative District 1
 - David Rattray –Los Angeles Chamber of Commerce

Section 10: School Leadership & Staffing Plans

- W. Résumés of Members of the Leadership Planning Team and Leadership Team
 - Dr. George McKenna
 - Daryl Narimatsu
 - Lisa Peacock
 - Day Higuchi
 - Charlotte Higuchi
 - Miles Myers
 - Buzz Wilms
 - Dan Chernow
 - Pat Martinez-Miller
 - Debbi Laidley
- X. Recruitment Plan of Teaching Staff

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</i> <i>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%	Af-Amer. (AA) Eng. Lnrs. (EL) Students w/ Disabilities (SWD)	To insure that we meet or exceed an API of 700 for 2010-11 and a 10% growth thereafter: 1) Regular monitoring of standards-based instruction with emphasis on key access and SDAIE strategies (described below) in all classrooms; 2) Administer periodic and common assessments; 3) Have on-going data analysis of above assessments to inform instruction and intervention; 4) Implement in-school and after-school Tier 2 and 3 Interventions for FBB, BB and other struggling students	For any needed training or PD for the access strategies and how to effectively analyze data, the following categorical funding is proposed: Title I, Title IIA, EIA-SCE, EIA-LEP, Title III, GATE	1) Visitation logs and feedback documentation through MOODLE, showing increasing schoolwide implementation of all access and SDAIE strategies; 2) Princeton Review electronic documentation showing an increase of students moving upward to the next level, especially students scoring at FBB and BB levels.	1) Admin. and peer coaches 2) Admin., teachers 3) Staff, students and parents 4) Staff (Admin., teachers, counselor, coordinators, peer coaches)	August 2010 – June 2011 and evaluated annually for continuation, changes or adjustments.
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math		Af-Amer. (AA) Eng. Lnrs. (EL)	1) For 2009-10, articulation with feeder elem. and relief school to monitor effective practices and monitor strategies with FBB & BB students Beginning Fall 2010:	Grants and any of the above categorical funding for: * Lesson Design	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics Grades 2, 3, 4, 5/6:	1) Principal and leadership team 2-7: Principal, leadership team, counselor, dept.	1) Sept. 2009-10 3) Summer 2010 – June

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																																																
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.																																																
% Proficient/Advanced CST ELA by grade: <table><thead><tr><th></th><th><u>2008</u></th><th><u>2009</u></th><th><u>Change</u></th></tr></thead><tbody><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</td></tr><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></tbody></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%	10%	Students w/ Disabilities (SWD)	2) Implement interdisciplinary rigorous standards-based instruction in <u>all</u> classes; 3) Implement Lesson Design Study – an action research model of lesson planning & teaching; 4) Differentiating instruction by implementing the following SDAIE (Specially designed academic instruction in English) key access strategies: <i>cooperative/communal learning, instructional conversations, academic language development and multi-modality instruction (use of manipulatives, graphic organizers, etc.);</i> 5) On-going data analysis of CST, periodic and common assessment results to inform instruction and intervention. 6) Schoolwide emphasis on writing in the content area; bundling all content standards with Eng. Lang. Arts standards; 7) Tier 2 and 3 intervention for targeted students as a result of data analysis.	Study PD * UCLA's School Management Program, on how to effectively analyze data through specific protocols * Any needed training or PD for the access strategies	Language Arts: • % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment (grade 7) Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	chairs, teachers, peer coaches, coordinators.	2011 2,4-7) August 2010 – June 2011 and evaluated annually for continuation, changes or adjustments
	<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%																																																				
Increase percentage of students in grades 2-11 scoring proficient or advanced on the			1) For 2009-10, articulation with feeder elem. and relief school to monitor effective practices and monitor strategies with FBB &	Grants and any of the above categorical funding for Professional	Grades 6/7-8: • % of students scoring proficient or above on the Periodic Assessments	1: Principal and leadership team	1) Sept. 2009-10																																																

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																																																								
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.																																																								
CST in ELA and Math (continued)			BB students	Development in Lesson Design Study, UCLA's School Management Program (on how to effectively analyze data), RMT training, and any needed training in the access strategies.	<ul style="list-style-type: none">% of students passing Algebra with a "C" or better.* % of 8th grade students passing the Released Item CAHSEE test.		3) Summer 2010 – June 2011																																																								
<p>% Proficient/Advanced CST Math by grade:</p> <table><thead><tr><th></th><th><u>2008</u></th><th><u>2009</u></th><th><u>Change</u></th></tr></thead><tbody><tr><td>District</td><td>35%</td><td>37%</td><td>+2%</td></tr><tr><td>Grade 2 –</td><td>56%</td><td>57%</td><td>+1%</td></tr><tr><td>Grade 3 –</td><td>57%</td><td>60%</td><td>+3%</td></tr><tr><td>Grade 4 –</td><td>58%</td><td>59%</td><td>+1%</td></tr><tr><td>Grade 5 –</td><td>48%</td><td>53%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>31%</td><td>35%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>28%</td><td>28%</td><td>0%</td></tr><tr><td>Gen Math –</td><td>15%</td><td>17%</td><td>+2%</td></tr><tr><td>Algebra 1 –</td><td>17%</td><td>19%</td><td>+2%</td></tr><tr><td>Geometry –</td><td>11%</td><td>14%</td><td>+3%</td></tr><tr><td>Algebra 2 –</td><td>13%</td><td>14%</td><td>+1%</td></tr><tr><td>HS Math –</td><td>29%</td><td>30%</td><td>+1%</td></tr></tbody></table>		<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%		Beginning Fall 2010:	2) Implement rigorous standards-based and project-based instruction through the District's Secondary Mathematics Instructional Guide;	3) Implement Lesson Design Study – an action research model of lesson planning & teaching;	4) Differentiate instruction by implementing the previously described SDAIE (Specially designed academic instruction in English) key access strategies;	5) On-going data analysis of CST, periodic and common assessment results to inform instruction and intervention.	6) Bundle math standards with Eng. Lang. Arts – Reading Comprehension standards;	7) Tier 2 and 3 intervention for targeted students as a result of data analysis (See p.	Grades 9 and 10: <ul style="list-style-type: none">Increase the % of students scoring proficient or above on the periodic assessments Grade 11: <ul style="list-style-type: none">Increase the % of students "ready for college" on the Early Assessment Program (EAP) of Readiness for College English Grade 9-12: <ul style="list-style-type: none">Increase the number of students on-track in terms of credits earned	2-7: Principal, leadership team, counselor, math dept. chairs, math teachers, peer coaches, coordinators	2,4-8) August 2010 – June 2011 and evaluated annually for continuation, changes or adjustments
	<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%																																																												

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																																												
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.																																												
			36 in this Accountability Matrix																																																
<div><div>% Proficient/Advanced CST Science and Social Science:</div><table><thead><tr><th></th><th>2008</th><th>2009</th><th>Change</th></tr></thead><tbody><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></tbody></table></div> <div><div>% Proficient/Advanced CST History / Social Science by grade:</div></div>		2008	2009	Change	Biology	24%	24%	0%	Chemistry	12%	14%	+2%	Earth Sci.	21%	26%	+5%	Physics	19%	20%	+1%	Integ. Sci1	7%	8%	+1%	Integ. Sci2	2%	0%	-2%	Integ. Sci3	3%	7%	+4%	Soc. Sci.	23%	28%	+5%	World Hist.	18%	23%	+4%	U.S. Hist.	25%	32%	+7%	10%		<div>Science</div> <div>1) Implement grades 6-8 Content and Investigation and Experimentation Standards as described in the Science Framework for California Public Schools at the highest level of academic rigor;</div> <div>2) Implementation of the aforementioned key access SDAIE strategies; use of the "inquiry" approach, including implementation of the 5Es (Engage, Explore, Explain, Elaborate and Evaluate) ;</div> <div>3) Use of scientific notebooks and Immersion Units (projects);</div> <div>4) Bundle science standards with key Eng. Science continued...</div> <div>Lang. Arts (i.e. rdg. comp., writing strategies) and math (i.e. statistics, measurement, ratios, etc.) standards.</div> <div>5) Administration of the District's 3 periodic diagnostic assessments and teacher made common assessments; and</div> <div>6) Data analysis to inform instruction and</div>	<div>Grants and any of the above categorical funding for Professional Development in Lesson Design Study, UCLA's School Management Program (on how to effectively analyze data) and any needed training in the access strategies.</div> <div>(Training in bundling standards, how to use the 5Es, scientific notebook and Socratic Seminar can be provided by the Local or Central District)</div>	<div>• See monitoring indicators for CST on page 34</div>	<div>1-5: Admin., dept. chairs, science teachers, peer coaches, coordinators, Local Dist. Staff</div> <div>6: Leadership team, teachers</div>	
	2008	2009	Change																																																
Biology	24%	24%	0%																																																
Chemistry	12%	14%	+2%																																																
Earth Sci.	21%	26%	+5%																																																
Physics	19%	20%	+1%																																																
Integ. Sci1	7%	8%	+1%																																																
Integ. Sci2	2%	0%	-2%																																																
Integ. Sci3	3%	7%	+4%																																																
Soc. Sci.	23%	28%	+5%																																																
World Hist.	18%	23%	+4%																																																
U.S. Hist.	25%	32%	+7%																																																

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.
Social Science <div> <div>2008</div> <div>2009</div> <div>Change</div> </div> Grade 8 25% 30% +5% World History <div> <div>2008</div> <div>2009</div> <div>Change</div> </div> Grade 9 16% 19% +3% Grade 10 19% 24% +5% Grade 11 8% 8% 0% U.S. History <div> <div>2008</div> <div>2009</div> <div>Change</div> </div> Grade 11 25% 32% +7%			intervention <u>Social Studies</u> 1) Implement rigorous standards-based and project-based instruction by following the District's Scope and Sequence; 2) Bundle Soc. St. standards with key Eng. Lang. Arts (i.e. <i>rdg. comp., writing strategies</i>) and math (i.e. <i>statistics, measurement, ratios, etc.</i>) standards; 3) Implement Lesson Design Study; 4) Differentiate instruction by implementing the previously described SDAIE (Specially designed academic instruction in English) key access strategies; 5) Use Socratic Seminar – 6) On-going data analysis of common assessment results to inform instruction and intervention				

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date											
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.											
<div>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</div> <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>33%</td><td>31%</td><td>-2%</td></tr><tr><td>MATH</td><td>42%</td><td>40%</td><td>-2%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	33%	31%	-2%	MATH	42%	40%	-2%	-10	<div>Math</div> <p>Data analysis to inform Tier 2 and 3 interventions: a) <i>Mastering Math Seminars</i>, in 2 or 4 week sessions during school's "flex" period;</p> <p>b) Double math periods for students below and far below Basic on the CST and Periodic Assessments; c) <i>MARC – Math Activity Resource Center</i>, where teachers can take classes to break down class size (with Teacher Assistant) to further differentiate instruction;</p> <p>d) After-school tutoring; and, e) Individualized Learning Plans for those not progressing with Tier 2 interventions.</p> <div>English</div> <p>Data analysis to inform Tier 2 and 3 interventions:</p> <p>a) Sending SWDs to the school's Learning Center for IEP assistance;</p> <p>b) Sending non-SWDs to the school's Learning Center for writing assistance;</p> <p>c) Developer's Reading and Writing Course – for those reading below the 3rd grade level/ double block period/ 25:1 use of <i>Language!</i></p>	For Class size reduction teacher(s), TAs, after-school tutoring, the previously mentioned categorical funding.	<ul style="list-style-type: none">See monitoring indicators for CST on page 34		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>															
ELA	33%	31%	-2%															
MATH	42%	40%	-2%															

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</i> <i>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>and Read 180;</p> <p>d) English Language Skills Course for PRP EL students failing English or still not able to reclassify/double block period/25:1;</p> <p>e) English Learner "Catch-up" Plan and LAS for ELs still at FBB and/or failing despite Tier 2 interventions;</p> <p>f) After-school tutoring; flex period intervention;</p> <p>g) Implementation of AEMP – Academic English Mastery Program strategies in targeted classes or with targeted students;</p> <p>h) Individualized Learning Plans for those not progressing with Tier 2 interventions.</p>				
<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u></p> <p>9.3% 9.2% -.1%</p> <p>Increase the total percentage of each site's</p>	varies by		<p>1) For 2009-10, articulation with feeder elem. schools to start identification process. Note: Avg. % identified GATE students in feeder elementary is 2%</p> <p>For 2010-11:</p>		<ul style="list-style-type: none"> Number of state identified Gifted students 		

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		<i>List the subgroups.</i>	<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>	<i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<i>Periodic Assessment</i> <i>See monitoring indicators from CST section below to increase the median API score.</i>	<i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	<i>Indicate when the strategy will be implemented and projected date of completion.</i>
African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population. <div> <u>07-08</u> <u>08-09</u> <u>Change</u> African Americans 6.6% 6.6% .0% Hispanics 6.9% 7.0% .1% </div>	school varies by school		2) Select and train a GATE Coordinator (auxillary period); 3) identify students who scored Advanced on 1 or more CST for further screening; 4) Inservice teachers, parents and students on how to identify gifted and talented students to seek further referrals; 5) Continue teaching at highest level of academic rigor – <i>raise the bar; raise the achievement.</i>				
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities Prof/Adv CST ELA Subgroups: <div> <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% </div>	10%		1) For 2009-10, articulation with feeder elem. and relief school to determine effective practices with these subgroups to replicate. For 2010 -11: 2) replicate effective practices above; 3) Implement data analysis to determine effective practices, gaps, etc. with the various parent advisory committees (as identified on p. ____ of this Matix.);		<ul style="list-style-type: none"> See monitoring indicators for CST on page 34 		

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		<i>List the subgroups.</i>	<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>	<i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<i>Periodic Assessment</i> <i>See monitoring indicators from CST section below to increase the median API score.</i>	<i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	<i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>4) Use data tracking form with students for on-going CST, periodic and common assessment data analysis to set goals and objectives to reach those goals;</p> <p>5) Have PLE Data teams also continuously analyze the above data to revisit strategies; and,</p> <p>6) Celebrate goals and/or objectives achieved, through recognition assemblies, certificates, and other school or PLE determined awards.</p>				
Accelerate the performance of Standard English Learners (SEL)	10%		<p>1) For 2009-10, articulation with feeder elem. and relief school to determine effective practices with these subgroups to replicate.</p> <p>For 2010 -11:</p> <p>2) replicate effective practices above;</p> <p>3) implement AEMP – Academic English Master Program, the LAUSD comprehensive research-based program designed to help students who do not speak Standard</p>	An auxillary period for AEMP coordinator and for AEMP conferences, the use of aforementioned categorical funding	<ul style="list-style-type: none"> See monitoring indicators for on page 34 		

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date				
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.				
			English, learn to use standard American and English proficiently and in the process experience increased literacy acquisition and greater academic achievement. 4) Continued involvement with their parents; AEMP provided parent workshops, etc.								
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English <table><tr><td>07-08</td><td>08-09</td><td>Change</td></tr><tr><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	07-08	08-09	Change	54.8%	55.7%	+0.9%	3%		1) Fund a CPA – Categorical Program Advisor/ EL Compliance to help train teachers and monitor student progress; 2) Appropriate placement of EL students in ESL (<i>English as a Second Language, Levels 1 – 4</i>), ELS (<i>English Language Skills</i>) , or PRP (<i>Preparing to Redesignate Program</i>) classes; 3) Regular monitoring of faithful implementation of <u>Highpoint</u> , (ESL Curriculum) and SDAIE strategies in the “Sheltered” content classes; 4) Use of supplementary materials that support Tier 2 Intervention and focus on oral language development, writing strategies, and reading comprehension;	<ul style="list-style-type: none">• CELDT• ELSSA Data	
07-08	08-09	Change									
54.8%	55.7%	+0.9%									

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.
			5) Teacher Assistants to provide direct primary language support services to ELs; 6) On-going data analysis of fluency tests and periodic assessments to identify strengths and gaps, in order to inform instruction and intervention; and 7) Implementing a "catch-up" plan for EL students not making annual progress in learning English, which may involve specific after-school tutoring, Learning Center use, etc.				
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT <div>% Early Adv/Adv <div>07-0808-09Change</div><div>36.3%39.3%+3%</div></div> <div>2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%</div>	5%		Same as above		<div>• See monitoring indicators for AMAO 1</div>		

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date										
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.										
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST <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>24.3</td><td>27.0</td><td>+2.7%</td></tr><tr><td>Math</td><td>34.1</td><td>36.3</td><td>+2.1%</td></tr></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%			Same as above In addition, identify EL students who scored at high Basic, to: a) offer support to their parent; b) enroll the student in the appropriate “flex” period intervention or c) enroll the student in appropriate after-school tutoring; d) celebrate those who made benchmarks publicly to motivate others		
	<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%														
Increase EL reclassification rates at the elementary, middle, and high school levels <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	5%		Same as above In addition, tailored support plans for 3 categories of EL students who just need to	<ul style="list-style-type: none">EL monitoring rosters, and where possible EL students not moving or reclassifyingRFEP Monitoring Rosters									
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>														

High Academic Achievement Action Plan

Accountabilities				LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
					<i>List the subgroups.</i>	<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>	<i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<i>Periodic Assessment</i> <i>See monitoring indicators from CST section below to increase the median API score.</i>	<i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	<i>Indicate when the strategy will be implemented and projected date of completion.</i>
EL	13.5	15.8	+2.3			conquer 1 more criteria to reclassify:				
MS	22.4	20.8	+8.4			a) EL students who are passing their English or ESL class <u>and</u> scored early advanced or advanced on the CELDT, but have not attained proficiency on the CST;				
HS	10.3	12.4	+2.1			b) EL students who are passing their English or ESL classes <u>and</u> attained proficiency on the CST, but did not achieve at early advanced or advanced levels of the CELDT – Admin., CPA, or teachers will work closely with student and parent understanding the importance of passing the CELDT, the criteria for early advanced or advanced, help set a goal and objectives; and,				
						c) EL students who attained proficiency on CST and advanced on CELDT, but is not passing his/her ESL or English class – The PLE will hold an SST to determine the				

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date											
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.											
			best intervention: counseling, tutoring, LAS, motivation, appropriate placement, etc.															
<div><div>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs</div><table><tr><td></td><td>07-08</td><td>08-09</td><td>Change</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></div>		07-08	08-09	Change	ELA	25%	27%	+2%	MATH	26%	27%	+1%	<div>35% ELA</div> <div>35% Math</div>	<div>1) For 2009-10, articulation with feeder elem. and relief school to determine effective practices with these subgroups to replicate.</div> <div>For 2010 -11:</div> <div>2) replicate effective practices above;</div> <div>3) In addition to strategies to Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math, cited on pages 36 and 37 ;</div> <div>4) Inclusion model for RSP students in all classes;</div> <div>5) Collaborative teaching model (Resource</div>		<div>• See monitoring indicators for CST on page 34</div>		
	07-08	08-09	Change															
ELA	25%	27%	+2%															
MATH	26%	27%	+1%															

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		<i>List the subgroups.</i>	<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>	<i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<i>Periodic Assessment</i> <i>See monitoring indicators from CST section below to increase the median API score.</i>	<i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	<i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>Teacher and Gen. Ed. teacher) in English and mathematics;</p> <p>6) Regular monitoring of the above classroom to insure that collaborative teaching and use of aforementioned access strategies are taking place; regular monitoring of Special Day Programs to insure that standards-based and project-based instruction are occurring, as well as adherence to the District's Instructional Guides and implementation of access;</p> <p>7) Implementation of testing and instructional accommodations per IEP;</p> <p>8) Make sure that achieving at Basic or above on the CST is identified in the IEP with strategies described to achieve this benchmark;</p> <p>9) Celebrate achievement of benchmarks;</p> <p>10) Tier 2 and 3 intervention for students as a result of data analysis (See p. 36 in this Accountability Matrix</p>				

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.
<div>Graduation rate will increase</div> <div><div><div>06-07</div><div>07-08</div><div>Change</div></div><div>67.1%72.4%+5.3%</div></div>	8%		<div>In the middle school:</div> <div>* Increase the % of students proficient or above in ELA and math;</div> <div>* Increase the % of 8th graders passing Algebra with a “C” or better;</div> <div>* Increase the % of EL students reclassifying;</div> <div>* Increase the % of SWD students earning Basic or above on the CST;</div> <div>* Inservice parents and students on A-G requirements;</div> <div>* Through “Flex/Advisory” period teach student Cornell note taking procedures, organizational and time-management skills, and goal-setting;</div> <div>* Continue parent engagement and support efforts (See next page)</div>		<div><div><div>• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)</div><div>• Decrease rate of drop-outs</div><div>• Increase the percentage of 9th to 10th grade students accumulating 55 credits</div><div>• 4-year longitudinal graduation rate (9th grade to graduation)</div></div></div>		
<div>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</div>			<div>In the middle school:</div> <div>* Increase the % of students proficient or</div>		<div><div><div>• Increased participation in CAHSEE preparation</div></div></div>		

**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>
<div>07-08 08-09 Change</div> <div>57% 60% +3%</div>	6%		<p>above in ELA and math;</p> <p>* Increase the % of 8th graders passing Algebra with a “C” or better;</p> <p>* Increase the % of EL students reclassifying;</p> <p>* Increase the % of SWD students earning Basic or above on the CST;</p> <p>* Inservice parents and students of the importance of the CAHSEE and what it entails;</p> <p>* Provide intervention during the “flex period” for students meeting all other middle school benchmarks but not passing the CAHSEE Released Items test</p> <p>* Articulation with feeder high schools to monitor progress and alert high school staff of students in danger of not passing</p>				

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <p>07-08 08-09 Change</p> <p>25% TBD% +__%</p>	80%		<p>In the middle school:</p> <p>* Increase the number of 8th graders passing Algebra I, the college gateway course, with a “C” or better and the number proficient or advanced on the Algebra CST.</p> <p>* Increase the number of students in the Dual Language program as well as those taking a 1st year World Language course</p> <p>* Articulation with feeder high schools to monitor progress of 8th graders who culminated in the STEM (<i>Science, Technology, Engineering and Math</i>) Academy and the Global Studies Academy and alert high school staff of students still in need of intervention.</p>		<p>A-G enrollment and passing rates</p> <ul style="list-style-type: none"> • Decrease the number of students receiving Fails in A-G courses by 10%. • Increase the percent of students earning C's or higher in A-G courses. 		
Increase the enrollment in Advanced Placement course			<p>In the middle school, the following steps will be taken to prepare students to take AP courses when they get to high school:</p>		<p>Advanced Placement courses –</p> <ul style="list-style-type: none"> • Increase Advanced Placement offerings at all 		

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><u>07-08</u> <u>08-09</u> <u>Change</u></p> <p>1.8% 1.9% +.1%</p> <p>Increase pass rates on AP tests</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u></p> <p>44.1% TBD% +TBD%</p>	<p>5%</p> <p>5%</p>		<p>* Take steps to help students pass the EAP (Early Admissions Program) section of the CST (11th grade) through heavy emphasis on analytical reading of nonfiction and fiction and through revising writing (as shown in their portfolios);</p> <p>* Make sure state standards are aligned with College Board Pre-Advanced Placement standards in all Honors classes;</p> <p>* All 8th graders will take the PSAT and/or Explore test, will analyze data to learn its implications with counselor; counselor will share data with high school counselor</p> <p>* Through "Flex/Advisory" period teach student Cornell note taking procedures, organizational and time-management skills, and goal-setting;</p>		<p>high schools.</p> <ul style="list-style-type: none"> • 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			<p>In the middle school:</p> <p>All of the above on this page, in addition to</p>		<p><u>Middle Schools</u></p> <ul style="list-style-type: none"> • Students passing core classes with C or 		

**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>
			parent support found on pg. 46.		<p>better</p> <p><u>Elementary</u></p> <ul style="list-style-type: none"> Students getting 3 or 4 on report cards 		

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		<i>List the subgroups.</i>	<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>	<i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	<i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	<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”		<p><u>Parent Center</u></p> <p>*The school will establish a Parent Center, staffed by at minimum 3 Community Representatives and volunteers.</p> <p>*The Parent Center will be a conduit for helpful information for parents to help their children succeed, facilitate the school’s volunteer program and coordinate various parent education classes; the Parent Center will also promote Family Math Activities and will have a strong academic and college focus, as well as provide technology access and education activities.</p> <p>*Consistent with our school’s Problem-Solving/Data-Based Culture, Community Reps, Parent Advisory Committee officers, PLE parent data team members will create an “Attainable Parent Center Action Plan with Measurable Outcomes, “ which will include a specific vision statement, reasonable and measureable goals, develop a mechanism for evaluating progress, use data to revisit parent center</p>		<ul style="list-style-type: none"> Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10. 		

**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>programs, etc.</p> <p><u>Leadership/Empowerment</u></p> <p>Parents will have 10 venues to participate in leadership and decision making:</p> <p>SSC – School Site Council (3-4 members)</p> <p>SBM – School Based Mgmt.(3-4 members)</p> <p>The following committees make recommendations to SSC , SBM, and the principal:</p> <p>CEAC - Compensatory Education Advisory Cte.</p> <p>ELAC – English Learner Advisory Cte.</p> <p>Gifted and Talented Ed. Advisory Cte.</p> <p>LRE – Least Restrictive Environment Advisory Cte. (Special Ed.)</p>				

**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>AEMP – Academic English Mastery Program Cte.</p> <p>PLE Leadership Teams – Each of the 3 PLEs will have a Leadership Team comprised of representatives from each stakeholder group (2 parents per Team) to analyze data in their PLE (achievement, attendance, suspension) and plan thematic activities.</p> <p><u>Volunteering</u></p> <p>The school will launch a volunteering campaign for parents and community members, entitled “Got 5 to Help Our School Thrive?” At the beginning of the year, an ad-hoc committee consisting of parents and teachers will be formed to generate a Volunteer Opportunity List requesting parents to commit to at least 5 hours anytime in the school year or if they would like, something more regular for a limited period. Appropriate District</p>				

**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>volunteer procedures will be followed. Parents will be asked to verify their commitment on a Pledge Card. Parents who meet and exceed this commitment at various levels will be recognized.</p> <p><u>Welcoming Environment/Improved Communciation</u></p> <p>* An ad-hoc committee consisting of parents and teachers will be formed at the beginning of the school year, to create a <i>classroom visitation protocol</i>;</p> <p>* <i>Monthly Coffee with the Principal</i>;</p> <p>* <i>Annual Back-to-School Night and Parent Conference Night</i> per semester;</p> <p>* PLE Beginning of the year social;</p> <p>* Parents will be kept informed of all school activities, practices and issues through advisory meetings, monthly parent newsletters, the marquis, the</p>				

**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>
			Parent Center and Connect-Ed; * All parents will have an individual discussion of their child's needs or progress through the IEP, SST, ICP or ILP, whatever is appropriate.				

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		<i>List the subgroups.</i>	<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>	<i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	<i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	<i>Indicate when the strategy will be implemented and projected date of completion.</i>
The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond “strongly agree” or agree		<ul style="list-style-type: none"> * Single point of entry; closed campus * Uniform code of dress instituted * Safe School Plan will be collaboratively created, documented, implemented and revisited; * Positive Behavior Support Plan will be collaboratively created, documented, implemented and revisited; *C.H.A.M.P.S. will be implemented; *Student senate for minor infractions *Regular grade level or PLE meetings regarding expected student behavior, update on how well students are living up to that expectation and for recognition purposes * On-going reward activities for appropriate behavior; 		<ul style="list-style-type: none"> • Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home 		

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment</i> <i>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>
Decrease the number of suspensions <u>06-07</u> <u>07-08</u> <u>08-09</u> <u>Change</u> 83,542 75,049 TBD TBD	25%		*Positive Behavior Support Plan will be collaboratively created, documented, implemented and revisited; *C.H.A.M.P.S. will be implemented; *Student senate for minor infractions *Regular grade level or PLE meetings regarding expected student behavior, update on how well students are living up to that expectation and for recognition purposes * On-going reward activities for appropriate behavior;		<ul style="list-style-type: none"> Decrease non-mandatory suspension rates at all schools by 25%. Increase the number of preventive school-wide discipline plans that are effectively implemented Team Implementation Checklist Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools 		
Increase attendance of staff and students <u>07-08</u> <u>08-09</u> <u>Change</u> Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%		* Regular individual and Academy recognitions for those meeting and exceeding 96% and above attendance benchmark each month; * Counselor intervention and/or SST for students with attendance problem(missing 5 or more days of school);		<ul style="list-style-type: none"> Increase attendance incentives/rewards systems School-wide recognition Increase attendance incentives/rewards systems School-wide recognition 		

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.
			* Admin. support and intervention for staff displaying attendance problem (missing 5 or more days of work)				

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</i> <i>See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutive years			<p>The school will follow the state's Recommendations for Middle School Success as a guide, monitor implementation of this plan and seek District support of this plan's implementation to insure that the school meets or exceeds the AYP targets each year, either traditionally or through Safe Harbor.</p> <p>By doing so, the school expects to be recognized as a <i>California Distinguished School, School to Watch, Title I Achievement School</i> and <i>Blue Ribbon School</i></p>		<ul style="list-style-type: none"> • Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target 		
Decrease in the number of Title 1 Schools In PI status			<p>The school will follow the state's Recommendations for Middle School Success as a guide, monitor implementation of this plan and seek District support of this plan's implementation to insure that the school is never in PI status.</p> <p>By doing so, the school expects to be recognized as a <i>California Distinguished School, School to Watch, Title I Achievement School</i> and <i>Blue Ribbon School</i></p>		<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 		

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</i> <i>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>
			<i>School</i>				
Increase in the number of QEIA schools meeting annual targets			N/A		<ul style="list-style-type: none"> • ¾ implementation of Class Size Reduction target • ¾ implementation of 300:1 student to counselor ratio. 		

**SEE PDF ATTACHMENTS
FOR PROFILES OF PARTIAL RELIEF SCHOOL**

Foshay Learning Center (B1)
John Muir Middle School (B2)
Horace Mann Middle School (B3)

**SEE PDF ATTACHMENTS
FOR PROFILES OF FEEDER ELEMENTARY SCHOOLS**

Alexander Science Center (B4)
King Jr. Elementary (B5)
Jones Primary Center (B6)
Menlo Avenue School (B7)
Normandie (B8)
Western Avenue (B9)

Veronique D. Wills

Summary Statement

17 years as administrator; 7 years as principal of SBM school; one of the first secondary schools in Local District 7 to break the 650 API benchmark; expertise working collaboratively with stakeholders to design and implement school plan; model SSC and SBM Councils; model college/career pathway academies; maintained School Based Health Clinic.

Experience

Principal	2001 - 2009	Foshay Learning Center	LAUSD
	<ul style="list-style-type: none"> Primary instructional leader for this K-12 <i>New American</i> (year-round) Site Based Management public school, with 3,200 Latino and Black students, operating under the (school reform) <i>Urban Learning Center Design</i>; supervised 300 employees (150 of whom were teachers); managed 20 million dollar operating budget. Introduced <i>AVID</i>, <i>Rigorous Mathematical Thinking</i>, <i>Lesson Design Study</i> and the <i>International Baccalaureate</i> Program to improve instruction; Introduced the <i>Academic Mentor Program</i> in partnership with Children Uniting Nations and DCSF to better support enrolled foster children; Collaborated with LA Trade Technical College to acquire and implement a 21st Century Grant for 5 years and continued partnership with USC for various curricular, extra-curricular programs and services; Maintained “model” college/career pathway Academies. In 2003, the Gates Foundation and the Nat’l Assoc. of Secondary School Principals recognized Foshay’s high school as a <i>Breakthrough High School</i>, one of the top 10 in the nation with high minority, high poverty, and high graduation and college acceptance rates. 2009 schoolwide API score is 650, an increase of 140 points since 2001 (Note: 2008 H.S. API is 770) Met and/or exceeded API growth goal each year (with the exception of 1 year.) 		
Assistant Principal	1992 - 2000	Foshay Learning Center	LAUSD
	<i>Curriculum & Instruction, 1997-2000</i> <ul style="list-style-type: none"> Worked collaboratively with professional development committee and interdisciplinary instructional teams to improve student achievement. As a result, Stanford 9 results continued to escalate; Met and/or exceeded state’s API score each year Increased number of Advanced Placement classes in high school Fostered curriculum alignment, standards-based instruction, data driven instruction, and research based instruction among faculty <i>Secondary Student Services, 1992-1997</i> <ul style="list-style-type: none"> Dropout rate decreased from 8% to 1% Attendance rate (which included Apportionment) increased from 89% - 95% 		

Mentor Teacher **1981 - 1992** **Wilmington Middle School** **LAUSD**

- Mathematics, 1988 - 1992
- Special Education, 1981 - 1988
- Professional Development Cte., Chairperson – *Caught in the Middle*, 1992, 1991

Teacher/ Consultant **1978 – 1981** **Chelsea Middle School** **Ypsilanti, MI**

- Started ED, ER, and SLD Special Day Class Programs
- Served as a Resource Teacher to students with learning disabilities

Education **University of Southern California** **Los Angeles, CA**

- Ed.D Program in Educational Leadership, 1996-1998

California State University **Dominguez Hills, CA**

- Professional Administrative Services Credential, 1995
- Preliminary Administrative Services Credential, 1988

Eastern Michigan University **Ypsilanti, MI**

- M.A., Emotional Disturbances and Learning Disabilities, 1980
- Teaching Certificate, Multiple Subject and Special Education, 1978

University of California **Santa Barbara, CA**

- B.A., Psychology, 1976

Other Professional Experiences/Memberships

- Local District 7 Representative, Executive Board, LAUSD Middle Schools Principal Organization
- Member, Associated Administrators of Los Angeles
- Member, Coalition of Black Administrators
- Member, Association of California School Administrators
- Presenter, various NASSP Conferences
- Member, Educational Admin. Advisory Committee, CSUDH, 1997,98
- Commissioner, LAUSD's Gay and Lesbian Education Commission, 1993-95

May 2009

Overview of California’s 2008-09 Accountability Progress Reporting System

This overview provides summary information designed to assist accountability coordinators, management staff, and boards of education at local educational agencies (LEAs) in understanding academic accountability requirements in California.

California’s comprehensive accountability system monitors the academic achievement of all the state’s public schools, including charter schools, and LEAs that serve students in kindergarten through grade twelve. (An LEA is a school district or a county office of education.) This accountability system is based on state requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements, established by the No Child Left Behind (NCLB) Act of 2001.

Accountability Progress Reporting

The California Department of Education (CDE) reports both state and federal accountability results under the general heading of the “Accountability Progress Reporting” (APR) system. The table below shows the reports included in APR for 2008-09. State-required reports include Base and Growth Academic Performance Index (API) results. Federal-required reports include Adequate Yearly Progress (AYP) and Program Improvement (PI) results. The reports are located on the CDE APR Web page at <http://www.cde.ca.gov/apr/>.

2008-09 APR System

State Accountability Requirements	Federal Accountability Requirements
<ul style="list-style-type: none">2008 Base API Report (release May 2009)2009 Growth API Report (release September 2009)	<ul style="list-style-type: none">2009 AYP Report (release September 2009)2009-10 PI Report (release September 2009)

State Accountability Requirements

State results focus on how much schools are improving academically from year-to-year, based on results of statewide testing. The API is the cornerstone of the state’s academic accountability requirements. Its purpose is to measure the academic performance and

growth of schools. Each school has unique API growth targets (described on page 3).

Test Results Used in the API

California’s accountability system measures the performance and progress of a school or LEA based on results of statewide tests at grades two through twelve. A school’s API is a composite number representing the results of these tests. The left column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in the API.

Relative Emphases of Tests Used in the API

The test results used in calculating a school’s API have different relative emphases. The amount of emphasis each content area has in the API for a particular school or LEA (called the content area weights) is determined by statewide test weights and by the number of students taking each type of test. The following table shows the relative emphases of different content areas in the API for the most common school types.

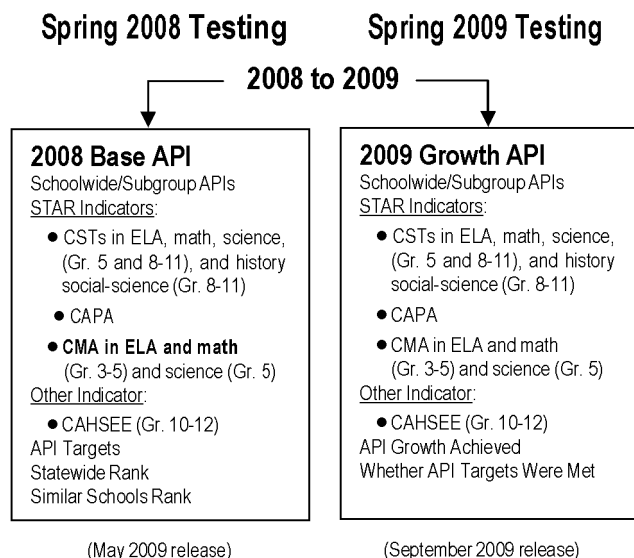
School Content Area Weights for the Most Common Grade Spans, 2008-09 API

Content Areas
CSTs, CMA, and CAPA
English-Language Arts
Mathematics
Science
History-Social Science
CAHSEE
English-Language Arts
Mathematics

Note: Assumes an equal number of student test results at each grade level and no missing data.

Base and Growth APIs

The API is a numeric index (or scale) ranging from 200 to 1000. Schools receive state-required accountability information in API reports. In order to allow for phase-in of new indicators, each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing. For example, the 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009. The Growth API, released after the Base API, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but from test results of the following year. For example, the 2009 Growth is calculated from results of statewide testing in spring 2009 and is released in September 2009. **The year of the API corresponds to the year of testing:**



API Reporting Cycles

The graphic on the left shows the 2008-09 API reporting cycle. The indicators are the same for the Base and Growth APIs, but the 2008 Base includes 2008 test results whereas the 2009 Growth includes 2009 test results. The 2008 Base API is subtracted from the 2009 Growth API to show how much a school's API changed from 2008 to 2009 (referred to as 2008-09 API growth). This determines whether a school meets its API growth target. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether or not targets were met. Detailed information about the API calculation is provided in the *2008-09 Academic Performance Index Reports Information Guide* and in the "Calculation Spreadsheets Base and Growth," which allow users to estimate the APIs of their schools. These documents are located on the CDE API Web page at <http://www.cde.ca.gov/api/>.

State Test Results Used in API and AYP Calculations

Academic Performance Index (API)	Adequate Yearly Progress (AYP)
California Standards Tests (CSTs)	
English-language arts, mathematics, history-social science, and science ▪ Grades two through eleven	English language arts and mathematics ▪ Grades two through eight
California Modified Assessment (CMA)	
English-language arts, mathematics, and science ▪ Grades three through five	English-language arts and mathematics ▪ Grades three through five
California Alternate Performance Assessment (CAPA)	
English-language arts and mathematics ▪ Grades two through eleven	English-language arts and mathematics ▪ Grades two through eight and ten
California High School Exit Examination (CAHSEE)	
English-language arts and mathematics ▪ Grade ten (and eleven and twelve if the student passed) ▪ Passed = score of 350 or above	English-language arts and mathematics ▪ Grade ten ▪ Proficient = score of 380 or above

Notes: More information about these tests is located on the CDE Testing Web page at <http://www.cde.ca.gov/ta/tg/>. The CSTs, CMA, CAPA, and CAHSEE are aligned to state-adopted standards, which describe the knowledge and skills that students should master at each grade level. The CMA is based on modified achievement standards and was developed in response to federal regulations. The CAPA is a standards-based test for students with significant cognitive disabilities who are unable to take the CSTs, even with accommodations or modifications. The CSTs in history-social science are only included for grades eight through eleven. The CSTs in science are only included at grades five and eight through eleven, which include the CSTs in science at grades five, eight, and ten

API Growth Targets

State API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. (Subgroups are defined on page 4.) The annual growth target for a school or subgroup is defined as follows:

- If the school's or subgroup's Base API is between 200 and 690, the growth target is five percent of the difference between its Base API and the statewide performance target of 800.
- If the school's or subgroup's Base API is between 691 and 795, the growth target is a gain of five points.
- If the school's or subgroup's Base API is between 796 and 799, the growth target is the following:
 - API of 796 – a gain of four points
 - API of 797 – a gain of three points
 - API of 798 – a gain of two points
 - API of 799 – a gain of one point
- If the school's or subgroup's Base API is 800 or more, the school or subgroup must maintain an API of at least 800.

LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

API Ranks

API ranks are provided in the Base API reports. Schools are ranked in ten categories of equal size, called deciles, from 10 (highest) to 1 (lowest). A school's **statewide** rank compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A school's **similar schools rank** compares its API to the APIs of 100 other schools of the same type that have similar opportunities and challenges.

Statewide Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
<ul style="list-style-type: none">▪ Calculated separately by school type (elementary, middle, or high school)▪ School's API compared to all other schools in the state of the same type	<ul style="list-style-type: none">▪ Calculated separately by school type (elementary, middle, or high school)▪ School's API compared to 100 other schools of the same type that have similar opportunities and challenges

LEAs and schools in the ASAM do not receive API ranks. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. (Asterisks denote APIs and ranks that are based on small numbers of test results. These APIs and ranks are less reliable and, therefore, should be carefully interpreted.)

How State API Results are Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School, National Blue Ribbon School, or Title I Academic Achievement Awards School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the Base API, it may be identified for participation in state intervention programs, which are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

Federal Accountability Requirements

Federal results are reported in August and focus on how well schools and LEAs are meeting common standards of academic performance. The ultimate objective for schools and LEAs under NCLB is for 100 percent of students to achieve proficiency in English-language arts and mathematics by 2013-14.

Federal AYP

Federal results are reported in terms of how well schools and LEAs meet AYP criteria (also referred to as AYP targets). NCLB requires that all schools or LEAs of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. The AYP targets increase until 2013-14 when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on statewide tests.

Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. The right column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in AYP calculations.

AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect statewide performance levels and are the same for all schools and LEAs of the same type (see the table on page 4). The requirements include: (1) student participation rate on statewide tests; (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests; (3) Growth API; and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet participation rate and percent proficient requirements.

Statewide AYP Requirements for 2008-09 School Year

Type of School or LEA	Participation Rate*	Percent Proficient in English-Language Arts*	Percent Proficient in Mathematics*	API Growth	Graduation Rate (if high school students enrolled)
Elementary Schools, Middle Schools, and Elementary School Districts	95%	46.0%	47.5%	650 or 1 point growth	N/A
High Schools and High School Districts (with grades 9-12)		44.5%	43.5%		83.1% or +0.1% one-year change or +0.2% two-year change
Unified School Districts, High School Districts, and County Offices of Education (with grades 2-8 and 9-12)		45.0%	45.5%		

* Numerically significant subgroups also must meet participation rate and percent proficient requirements.

These 2008-09 AYP requirements reflect increases from the prior year. AYP targets will continue to increase annually until 2014. A complete listing of all AYP targets for 2002 through 2014 are shown on pages 23 through 25 in the *2008 Adequate Yearly Progress Report Information Guide* on the CDE AYP Web page at <http://www.cde.ca.gov/ayp/>.

Federal PI

Federal accountability results, reported in August, also include information about whether a school or an LEA receiving federal Title I, Part A, Basic, funds has been identified for PI because it has not met AYP targets for two consecutive years within specific areas.

Schools and LEAs in PI must implement additional federal requirements. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years. If a school or an LEA is identified for PI, it must provide certain types of required services and/or interventions. Information about PI reports and identification is located on the CDE AYP Web page at <http://www.cde.ca.gov/ayp/>. Information about PI required services and/or interventions is located on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Subgroups for API and AYP

Subgroup results for API and AYP are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

To be considered "numerically significant" for the API, a subgroup must have **either**: (1) at least 50 students with valid test scores who make up at least 15 percent of the total valid scores, or (2) at least 100 students with valid test scores.

In determining percent proficient calculations under AYP, the definition of numerical significance is the same as the API definition. However, in determining participation rate calculations under AYP, the definition is based on enrollment rather than the number of valid scores.

API Differs in State and Federal Criteria

The API is used in both state and federal target criteria, but the use of the API differs. Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 or maintain a score of 800 or above. To meet federal AYP criteria, a school or an LEA must have a minimum API or have at least one point growth in the schoolwide API. This is in addition to the other federal requirements (participation rate, percent proficient, and graduation rate if high school students are enrolled).

Federal Requirements for English Learners

NCLB also requires LEAs and Title III consortia that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and demonstrating English language proficiency. The test used in California to measure English proficiency is the California English Language Development Test (CELDT). Separate from the AYP and PI reports, the Title III Accountability Report is released in September and provides results of how well LEAs and consortia met the Title III accountability targets.

Frequently Asked Questions

What measure is the most important—growth or performance?

Both measures are important for evaluating a school's academic achievement. The percentage of students' test scores at the proficient level or above is one important way to view the overall achievement of a school. At the same time, the growth measure also is important. API growth measures the change in academic achievement for students from one year to the next. Even a school with 90 percent or more of its students' scores at the proficient level or above has room for students to grow academically each year.

How can a school be high performing for the API and not make AYP?

Although a school could have high API growth and/or performance, it could fall short on participation rate, percent proficient, or graduation rate (if it enrolls high school students) and not make AYP. This is because criteria for API and AYP are different.

The API measures a school's composite academic growth from one year to the next. A school and its numerically significant subgroups must meet API growth targets (up to 11 criteria) annually.

AYP measures school performance differently. To meet AYP, a school and LEA as well as subgroups must meet established performance targets, annually.

How do the state content standards fit into accountability?

The State Board of Education (SBE) has adopted state content standards to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The API and AYP are calculated from the results of statewide testing that is aligned with those content standards.

How does the API model fit with federal AYP requirements?

The API functions as a catalyst for significant improvements in student achievement. In addition, federal AYP requirements provide incentives for schools and LEAs to strive toward increasing the numbers of students who reach proficiency. These combined goals are working to move California toward the elimination of achievement gaps between student subgroups.

How can high-performing schools still meet their growth targets year after year?

While it may seem more difficult for schools with a high percentage of students' scores at the proficient level or above to continue meeting growth expectations, it is possible for them to do so. Even if all students in a school scored at the proficient level or above last year, those same students are challenged by new material the following year (in the next grade level). The growth measure inherently provides students with an opportunity to demonstrate growth as they learn new material.

What happens to low-performing schools? There are a number of different state and federally funded programs and resources available to low-performing schools to assist them in their improvement efforts. Information about these programs can be found on the CDE High Priority/Interventions Web page at <http://www.cde.ca.gov/ta/lp/>.

Term	Definition/Description
Academic Language Development	Development of English language skills in reading, writing, and speaking, in all academic subjects. Such development increases comprehension and retention of the subject material, which in turn leads to higher achievement than would be made without that development. Also see Secondary Literacy Plan.
Academies / Personalized Learning Environments (PLEs)	Obama Global Prep students and faculty will call a PLE an “academy.” OGP’s 1,400 students will be divided into three PLEs/academies: one for sixth grade and two for seventh and eighth grade. Each PLE will have from 400 – 450 students.
Academy Leadership Team	The school’s three “nuts-and-bolts committees,” one for each academy. Each team ensures that schoolwide policies and initiatives are carried out within its academy. Each also conducts new initiatives in faculty research and practices, which may eventually become schoolwide in scope. Each team also analyzes data to inform activities and practices. The members of each team are the academy’s lead teacher, a parent and teacher from each core team, the classified support person, and the counselor and assistant principal assigned to the academy. Each Academy Leadership Team meets as often as the lead teacher deems necessary.
Accountability Matrix	A part of the Single Plan for Student Achievement (SPSA) that identifies measureable achievement accountabilities and strategies/activities. The entire SPSA is to be created and monitored by the School Site Council. Obama Global Prep’s accountability matrix can be found in the Appendix.
Action Research	Action research is a systematic process – often called a “Plan-Do-Check-Act” cycle – in which an individual or group begins with a problem and a plan to solve it. In the first step, the plan is implemented, followed by a period in which its effectiveness is checked. If the solution is proceeding as planned, there is no need for change. But most often, the “check” phase reveals improvements that can be made in the “act” phase, and so the cycle goes indefinitely. At Obama Global Prep, action research will be the culture, and be applied across the curriculum and throughout the organization as an operating entity.
AFT/UTLA Educational Research and Dissemination (ER&D) Program	A professional development program for educators, with courses and seminars offered throughout the year. The program generally keeps educators up-to-date on new and newly revised teaching techniques, but first builds a solid classroom management base.
Bridge Team	The Bridge Team creates and then regularly reviews the IEPs of students with disabilities. It also monitors the progress of these students throughout the year. Members of the team include a Resource Specialist, academy administrator, academy counselor, and clerk.

California English Language Development Test (CELDT)	A mandatory state test for English language proficiency that must be given to students whose primary language is other than English. The test is given annually to English learners and to newly enrolled students whose first language is not English. The CELDT is supervised by the California Department of Education, to which all results are reported.
California Standards Test (CST)	The CST measures California students' progress toward achieving the state's academic content standards. Students answer multiple-choice questions, their scores measuring their knowledge and capabilities in the grade-level and subject tested. CSTs exist for a wide variety of academic subjects. The test is administered annually to students in grades two through eleven. Students in grades four and seven must also complete a writing assessment as part of the CST for English / Language Arts.
Case Review Panel	A panel of behavioral and wellness experts (RST, school nurse, school psychologist, PSA, PSW, etc.), from both the school and its community, that meets weekly to discuss the cases of students referred for disruptive or other distracting behavior. The panel's recommendations are forwarded to the Principal and administrators.
Classified support person	An Office Technician serving as an academy's administrative support, usually for clerical and accounting purposes.
Classroom Walk-throughs (CWT) Protocol	A protocol to observe students at work in classrooms and debrief their observations in order to identify patterns of successful learning, which are then built upon across the school site. This non-evaluative, nonjudgmental protocol surfaces useful data about student learning and ties it to effective instructional practice through professional inquiry. Though designed for teachers, UCLA SMP has also trained parents and administrators to be CWT observers.
Collective Bargaining Agreements	Generally, the method whereby workers organize together to negotiate with their employers to form a contract setting forth the wages, hours, and other conditions to be observed for a stipulated period. All OGP teachers are represented by United Teachers Los Angeles (UTLA) which negotiates with LAUSD. Though OGP is committed to observing the current UTLA/LAUSD contract, waiver of some provisions may be required to accommodate the school's innovative strategies.
Continuous Cycle of Instructional Inquiry and Improvement	The development of a fluid model through the process of design, action, assessment, and adjustment. These four areas are repeated in a permanent cycle that has, it is expected, an increasingly positive effect on student learning and academic achievement. Also see Plan-Do-Check-Act, Action Research.

Conversation, Help, Activity, Movement, and Participation (CHAMPS)	A plan for positive behavior management, to be implemented as part of all aspects of school life at Obama Global Prep. It is a system of procedures students will learn – and use – to help make the school a safe and calm place in which to learn. Students in an emotionally secure environment have been shown to be more likely to excel academically.
Core team / interdisciplinary core team	A team composed of the core curriculum teachers along with parents of the same cohort of students. Sometimes members of these teams will form an interdisciplinary core team that coordinates instruction across disciplines.
Critical Friends Groups (CFG)	CFGs are small teacher learning communities, in which participants analyze student work, engage in reflective dialog, provide each other with non-judgmental feedback, share resources and ideas, and plan changes in the school’s organization and culture. They provide an organized way for educators to work together productively to enhance their teaching practice through collaborative learning. CFGs also provide opportunities to: develop shared norms and values; engage in reflective dialogue; give each other feedback on their work; share resources and ideas; and, plan changes in their school’s organization and culture. Members of the group observe one another at work and offer feedback to each other in challenging, but non-threatening ways.
Culturally Relevant and Responsive Education (CRRE)	Education that includes consideration of the student body’s cultural and ethnic heritage and diverse learning styles, which require diverse instructional strategies. Schools with high minority or immigrant populations find that their students learn more effectively with an alternative to generalized “Dick and Jane” curricula. English Learners, particularly, benefit from CRRE.
Distributive Leadership	The sharing of leadership between two or more individuals. Academies, for example, are led individually but come together (under the leadership of the Principal) to form schoolwide policy and procedures. A distributive model is important in giving as many stakeholders as possible a feeling of connectedness with the school.
Family of Schools	Generally, a geographic area’s triangular structure of many elementary schools that “feed” several middle schools, which in turn “feed” one or two high schools. Obama Global Prep students will go on to either Crenshaw or Manual Arts High Schools.
Healthy Fitness Zone	Healthy Fitness Zones are criterion-referenced standards that represent minimum levels of fitness that offer protection against the diseases that result from sedentary living. The California Department of Education considers a student who meets or exceeds a HFZ as meeting desired performance goals.

Individualized Education Program (IEP)	Also see IDEA. The IEP is a plan that must be created for each student classified as disabled. It details the goals the student will achieve at the school and how s/he will achieve them, with consideration for the student's abilities and previous achievements. IEP's are required by federal law.
Individuals with Disabilities Education Act (IDEA)	IDEA was last re-authorized by Congress in 2004. This law was enacted to ensure that all children with disabilities will have the same educational opportunities as their non-disabled peers. The 2004 re-authorization broadened considerably the definition of "disabilities."
Just in Time / Next Time	Applied to the Lesson Design Study process. Deeper subject-matter knowledge, effective teaching strategies, and better instructional programs are made available within the process "just in time" for the designing and improving of an individual teacher or team's lessons and assessments. The objective of the process is to develop lessons and assessments that work better "next time".
Least Restrictive Environment Advisory Committee (LREAC)	A committee composed of parents of students with IEPs, that meets to discuss the school's compliance with regulations for disabled students, strategies identified in the Single Plan, and related categorical funds. This committee makes recommendations to the School Site Council and principal.
Lesson Study Design	A method of curriculum and instructor-practice planning, in which learning and teacher-student interaction are measured, the results (demonstrated student achievement) are analyzed, and lessons and practices adjusted to improve results "next time." Lesson Design Study was developed by UTLA / Institute for Standards, Curricula, and Assessments (ISCA).
Modified Consent Decree (MCD)	Modification of the Chanda Smith Consent Decree, which arose after complaints of LAUSD's non-compliance with special education and civil rights laws. The revised consent decree establishes over 15 outcomes that LAUSD must meet to be released from court oversight. The outcomes focus upon assessment, graduation/completion rates, suspensions, placement, transition, disproportionality, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions.
No Child Left Behind (NCLB)	A federal law, enacted in 2002. It requires each state (rather than the U.S. government) to develop academic standards that must be achieved by the state's students. The state must also develop objective assessments for measuring progress towards those standards. States that do not do so risk losing federal funding for their schools. Assessment methods and results must be reported to the U.S. Department of Education.

Plan-Do-Check-Act	A scientific model, on which action research is based, which stipulates that a method or set of methods be formed, then executed exactly. The results are then assessed, to provide insight as to ways the method(s) can be changed to bring about desired results. These changes are made, and a new cycle of action and assessment begins.
Portfolio Assessments	Each instructor maintains a portfolio for each student that contains representative samples of the student's written classwork. These portfolios are examined by the instructor and his or her peers during professional development and training sessions as part of both the Lesson Design Study process and UCLA SMP's Critical Friends Group meetings. Portfolios may also be examined by parents during individual discussion with the instructor, or when parents are participating in Classroom Walkthroughs or other evaluations of practice.
Positive Behavior Support Plan	A plan, developed by representatives of all school stakeholders, to create a culture in which student self-efficacy, social responsibility and the goal of academic achievement prevail, by ensuring that students feel connected to the school and their community, feel safe, and can thrive in a healthy environment.
Professional Culture	The psychology, attitudes, experiences, beliefs and values (personal and cultural values) of a professional organization. In an educational setting, these are used to create a common mission, vision, and goals for the school.
Professional Learning Community	A group of administrators and school staff united in their commitment to student learning. Group members share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making. The benefits to the school include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students.
Project-Based Learning	Essentially, learning by action rather than only reading. Though reading skill enhancement will be a very important part of the curricula at OGP, reading is supplemented by a variety of group and individual projects which further stimulate interest in learning and enhance retention.
Proposed Bell Schedule	The times when the bell rings to signify the beginning and end of a class (and to announce latecomers). The bell schedule is important at OGP because it changes on certain days, to allow employees time for in-school professional development, but nevertheless insures that students spend the mandated time in class.
Pupil Services and Attendance (PSA) Counselor	A child welfare counselor, who monitors students' attendance and compliance with school rules.

Reclassification criteria	The three criteria that deem if an English learner has become a fluent English speaker: (1) a “C” or better in English or ESL, (2) scoring at Basic level or above on the English Language Arts CST, and (3) a score of 4 or 5 on the CELDT.
Research Guidance Committee (RGC)	A subcommittee of the Schoolwide Leadership Team that includes representatives of all school stakeholders. The committee oversees the collection of data that answer questions posed by stakeholders concerning school procedures, the school’s relationship with the community, or any other topic of schoolwide interest. The committee then analyzes the data and presents its findings to the Schoolwide Leadership Team and other interested parties.
Resource Coordinating Council	A panel of school staff and community members that meets monthly or bi-monthly to discuss issues of health, safety, and connectedness techniques, either for all students or special categories of students with unique needs.
Resource Specialist	A special educator specially charged with insuring that students with disabilities, whose instructional day is 80% or more “mainstream” activities (with non-disabled students, are able to access fully the opportunities which Obama Global Prep offers.
Safe School Plan	The California Education Code requires that all California Schools prepare and submit a comprehensive "safe school plan" dealing with violence prevention, emergency preparedness, crisis intervention, and student and employee safety. The plan must also show that the school is in compliance with state guidelines regarding drug use and hate crimes, and is continuously offering its student a safe, clean environment in which to learn.
School-Based Management (SBM) / School Based Management Council	A team of representatives from school stakeholder groups authorized to adopt action-research informed alternatives to LAUSD curriculum, instruction, and assessment programs and policies, conduct site-based staff selection, use flexible pupil-based budgeting, and implement an “evolving” site-based contract. This team makes decisions allotted solely to the principal at most schools, thereby giving both teachers and parents a substantial say in school policy, personnel, and procedures. Most of the members of this team will also be members of the School Site Council.
School Inspections Safety Scorecard	The scorecard is completed by LAUSD’s Office of Environmental Health & Safety for each LAUSD school. It assesses areas in health, safety, and school environment. The Office also oversees compliance with LAUSD regulations. The Safe School Inspection Program has collected extensive data that shows as health and safety issues are resolved, student academic performance increases.

School Site Council (SSC)	The SSC creates and monitors the progress of the school's Single Plan for Student Achievement (SPSA), as well as making the financial decisions required to support the SPSA's execution. Voting members are a lead employee representative, a lead parent / community representative, and one teacher and one parent representative from each of OGP's three academies. Non-voting members are the Chair, a UTLA representative, and the Principal. Voting members are elected by the stakeholders they represent. The SSC meets monthly.
Schoolwide Leadership Team	The school's "executive committee." The team is concerned principally with school policy and operations, and the coordination of programs across the school's three PLEs. Members are the Principal, two Assistant Principals, the school's administrative assistant, The EL and Title I coordinators, the lead teachers from each of the three academies, and the department chairpersons. UCLA SMP and ISCA representatives also attend the team's weekly meetings.
Secondary Literacy Plan	A plan which emphasizes reading and writing in non-English / Language Arts subjects. As these two skills will be essential in preparing for college and careers, it is important that students practice them as much as possible, in a variety of projects.
Section 504 Plan	Section 504 is a federal civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that any child with a disability has equal access to education, including modifications and accommodations the school must make to provide that access. Schools must be able to demonstrate, with Section 504 plans, that they are in compliance with the law's provisions.
Single Plan for Student Achievement (SPSA)	The school's "strategic plan" of policy, procedure, and financial data, all aligned to support the school's mission and vision. All operational decisions made must conform to the SPSA's guidelines. The SPSA is created annually, approved by LAUSD, and may be changed only in truly dire cases. The SSC creates the SPSA, and insures that it is followed scrupulously.
Standard English Learners	Students, generally members of ethnic minority groups, who are learning to "code switch" between vernacular English dialects (spoken at home) and standard English (used in schools and business).
Standards-Based Instruction	The creation and use of a set of objective, measurable standards to assess student learning, then planning classroom activities that lead to ever-improving results as measured by those standards. Though historically standardized test scores have been used as the sole standard in many schools, OGP faculty will be encouraged to create rigorous but personalized standards, measured often throughout the school year, that demonstrate genuine student academic achievement.

Core Courses and Textbooks for English, Social Studies, Mathematics, and Science

Grade	English		Social Studies		Mathematics		Science	
	Course & Scope	Textbook	Course	Textbook	Course	Textbook	Course	Textbook
6	English 6AB: • Students are actively engaging with text	<i>Prentice Hall Lit.: Timeless Voices, Timeless Themes, Copper Level, 2002</i>	World History Geography, 6AB Ancient world to AD500	• <i>History Alive! The Ancient World, 2004</i>	• Mathematics 6AB Pre-algebra skills	• <i>Glencoe California Mathematics: Concepts, Skills and Problem Solving, Course 1, 2008</i>	• Earth Science 13 wks per sem To stimulate intellectual curiosity of the environment • Health 6 wks per sem.	• <i>Glencoe Focus on Earth Science 2007</i> • <i>Glencoe Teen Health Course 1, 2005</i>
7	English 7AB Students are transitioning from learning to read, to reading to learn.	<i>Prentice Hall Lit.: Timeless Voices, Timeless Themes, Bronze Level, 2002</i>	World History Geography, 7AB World history to medieval & modern times, AD500 - 1789	• <i>History Alive! The Medieval World and Beyond, 2006</i>	• Mathematics 7AB Pre-algebra skills	• <i>Glencoe California Mathematics: Concepts, Skills and Problem Solving, Course 2, 2008</i>	• Life Science Students are preparing for biology and life science in high school • Health	• <i>Glencoe Focus on Life Science 2007</i> • <i>Glencoe Teen Health Course 2, 2005</i>

8	English 8AB Writing is more expository than narrative ESL	<i>Prentice Hall Lit.: Timeless Voices, Timeless Themes, Silver Level, 2002</i> TEXTBOOK	U.S. History & Geography, 8AB U.S. Growth and Conflict, from 1783-1914	<i>• History Alive! The United States Through Industrialization, 2005</i>	• Algebra I • Honors Algebra I	<i>• College Preparatory Mathematics, Algebra Connections, 2008</i>	• Physical Science Students are preparing for physics and chemistry in high school	<i>• Glencoe Focus on Physical Science 2007</i>
6-8	BEG ESL 1AB	<i>High Point Reading Interventions, The Basic, 2001</i>	Literacy Success 1 – a strategic literacy intervention course (in addition to English) for “struggling” readers – those who read at the 3rd grade or below and do not qualify for an IEP.	<i>Read 180, Stage B, Complete Program, 2002.</i>				
6-8	INTER ESL 2A	<i>High Point Reading Interventions, The Basic, 2001</i>	Literacy Success 2– a strategic literacy intervention course (in addition to English) for “struggling” readers – those who read at the 3rd grade or below and do not qualify	<i>Read 180, Stage B, Complete Program, 2002</i>				

			<i>for an IEP.</i>					
6-8	INTER ESL 2B	<i>High Point Reading Interventions, Level A</i>						
6-8	ADV. ESL 3-4	<i>High Point Reading Interventions, Level B</i>						

Elective Courses and Materials for English, Social Studies, Mathematics, and Science

Grade	English		Social Studies		Mathematics		Science	
	Course	Textbook	Course	Textbook	Course	Textbook	Course	Textbook
6	see below grade 6-8		see below grade 6-8		none	none	see below grade 6-8	
7	see below grade 6-8		see below grade 6-8		none	none	see below grade 6-8	
8	see below grade 6-8		<ul style="list-style-type: none"> •American Intercultural Heritage •Youth and Law 		none	none	see below grade 6-8	

6-8	<ul style="list-style-type: none"> •Journalism Photo •Journalism •Speech 	<ul style="list-style-type: none"> •<i>Getting Started in Journalism (Harkrider)</i> •<i>Various supplementary materials, such as web-based, periodicals, etc.</i> •<i>*Communicaton: an Introduction to Speech (newcombe)</i> 	<ul style="list-style-type: none"> •Our Global World •Exploratory Global World 	<ul style="list-style-type: none"> • <i>Various supplementary materials, such as web-based, periodicals, etc.</i> 	none	none	<ul style="list-style-type: none"> •Exploring Aeronatics & Space Science •Environmental Science & Marine Science 	<i>Glencoe Focus on Life Science 2007</i> Periodicals, monographs, & laboratory materials
-----	---	---	--	--	------	------	--	--

Model School Library Standards for Students

The California Model School Library Standards serve as model standards providing guidance to school districts as they strive to improve their school library programs to positively affect student achievement.

The *California Model School Library Standards for Students* incorporates information literacy, the ability to utilize or search print, media, and digital technology to access, evaluate and use information, to enable students to function in a knowledge-based economy and society. The standards describe what students should know and be able to do at each grade level, kindergarten through grade six, or grade span, grades seven and eight and grades nine through twelve, as a result of having an effective school library program at their schools.

The standards are developed from four overarching concepts and listed at each grade level and grade span. Each student is expected to successfully achieve these standards by the end of each grade level or grade span. In addition, students are expected to have mastered the standards for previous grades and continue to use the skills and knowledge as they advance in school. The classroom teacher and teacher librarian should assess students to determine if they have the prerequisite knowledge, skills and understandings, and whether there is a need to review or reteach standards from earlier grades.

Organization of the Standards:

1. Students Access Information

Students access information by applying their knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information
- 1.2 Formulate appropriate questions
- 1.3 Identify and locate a variety of resources using multiple search strategies.
- 1.4 Retrieve information in a timely and safe manner

2. Students Evaluate Information

Students evaluate and analyze information to determine appropriateness in addressing the scope of inquiry.

- 2.1 Determine relevance of information
- 2.2 Assess comprehensiveness, currency, credibility, authority, and accuracy of resources
- 2.3 Consider the need for additional information

3. Students Use Information

Students organize, synthesize, create and communicate information.

- 3.1 Demonstrate the ethical, legal, and safe use of information in print, media, and digital resources
- 3.2 Draw conclusions and make informed decisions
- 3.3 Use information and technology collaboratively and creatively to answer a question, solve a problem, or enrich understanding

4. Students Integrate Information Literacy Skills into All Areas of Learning

Students independently pursue information to become life-long learners.

- 4.1 Read widely for information, personal interest, and life-long learning
- 4.2 Seek and share information
- 4.3 Appreciate and respond to creative expressions of information

TECHNOLOGY LITERACY: A CURRICULUM FOR THE 21ST CENTURY

Students at Obama Global Prep will be responsible for learning and using the technology tools of the 21st century. Some of the curriculum will be taken from Learning 2.0, an online learning program by the California School Library Association.

Activities and curriculum will include:

Blogging

Students get to make their own blog. This is a very public - school - blog that will be shared with their teacher, the school Principal, the students' parents and your fellow students. All of these people might comment on the student's blog and they will receive extra credit for blog comments that they make on other blogs. Such incentives encourages students to become involved in their blog and actively comment and share content and information on this important 21st century communication tool. Students will set up their own blog, and write entries to the blog using Blogger, [WordPress](#) or K12 High Speed Network's edzone site. Students will also learn how to create an Avatar using Yahoo.

Photos & Images

Students will learn how to upload, store and share photos using **FLICKR**, [PhotoBucket](#) or the K12 High Speed Network's edzone site and learn how to use the tools for presentations, cover pages for your reports. There are a million things students can do including party invitations, announcements, personalized letterhead images.

Voice

Using Voice thread, students will learn how to make cool presentations using this online software. Students will take the tutorials to learn how to make a spectacular voice thread.

Cloud Computing

More and more, business and civic-related projects and collaborations are happening online through cloud computing. Technological innovations by **Google, Wikipedia and others, allows students** to create, upload and share their work virtually.

Learning and Sharing

Throughout the lessons students, will blog about their feelings and offer critiques of the tutorial by answering a series of questions, including:

1. What were your favorite discoveries or exercises on this learning journey?
2. How has this program assisted or affected your lifelong learning goals?
3. Were there any take-a-ways or unexpected outcomes from this program that surprised you?
4. What could we do differently to improve upon this program's format or concept?
5. If we offered another discovery program like this in the future, would you choose to participate?
6. How would you describe your learning experience in ONE WORD or in ONE SENTENCE, so we could use your words to promote these 2.0 learning activities?

Note: Teachers on each interdisciplinary team will determine in which subject matter, this curriculum is taught, so it is taught in a context to enhance meaning and relevance.

In addition, students will learn how to use Power Point for their projects in subject matter.

CHAMPS: A PROACTIVE AND POSITIVE APPROACH TO CLASSROOM MANAGEMENT

CHAMPS is a guide to assist classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly, including tips and resources to make this definitive guide to classroom management even more user-friendly.

CHAMPS strategies are easy to implement and will:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

By following the effective, research-based practices outlined in *CHAMPS*, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify are:

Conversation: *Can students talk to each other during this activity?*

Help: *How do students get the teacher's attention and their questions answered?*

Activity: *What is the task/objective? What is the end product?*

Movement: *Can students move about during this activity?*

Participation: *How do students show they are fully participating? What does work behavior look/sound like?*

Success: *When students meet CHAMPS expectations, they will be successful!*

Key Benefits of *CHAMPS*:

- Teachers establish clear expectations with logical and fair responses to misbehavior.
- Teachers spend less time disciplining and more time teaching.
- Teachers learn tools to motivate students to do their best.
- Students are taught how to behave responsibly.

The Proposed Bell Schedule reflects the following:

- Per LAUSD Reference Guide 684.6, annual instructional minutes will be a minimum of 65,300.
- With Local District approval of Common Planning Time, per LAUSD Reference Guide, annual instructional minutes will be a minimum of 62,160.

Regular Day Schedule for Monday, Wednesday, Thursday, and Friday

Time	Activity	Regular Day Schedule for Monday, Wednesday, Thursday, and Friday, with 80-minute periods and 40-minute “flex” periods.	
7:30 – 7:50 am	Breakfast		
7:50 am	Warning Bell		
8:00 – 9:20 am	Period 1 or 2		
9:25 – 10:45 am	Period 3 or 4		
10:45 – 11:25 am	6 th Grade Brunch	10:50 – 11:30 am	7 th /8 th Grade Flex
11:30 – 12:10 pm	6 th Grade Flex	11:30 – 12:10 pm	7 th /8 th Grade Brunch
12:15 – 1:35 pm	Period 5 or 6		
1:40 – 3:00 pm	Period 7 or 8		
3:15 – 4:15 pm	After-School Tutoring, Enrichment, or Club Activity		
3:15 – 5:00 pm	After-School Youth Services		

Common Planning Time “Special” Schedule for Tuesday

Time	Activity	Common Planning Time “Special” Schedule for 38 Tuesdays, with 55-minute periods and 40-minute “flex” periods. This schedule allows teachers to have weekly PD time.			
7:30 – 7:50 am	Breakfast				
7:50 am	Warning Bell				
8:00 – 8:55 am	Period 1 or 2				
9:00 – 9:55 am	Period 3 or 4				
9:55 – 10:35 am	6 th Grade Brunch				
10:40 – 11:20 am	6 th Grade Flex	10:00 – 10:40 am	7 th /8 th Grade Flex		
11:25 – 12:20 pm	Period 5 or 6	10:45 – 11:25 am	7 th /8 th Grade Brunch		
12:25 – 1:20 pm	Period 7 or 8				
1:30 – 3:00 pm	After-School Enrichment and Youth Services				

	1 st Tuesday	2 nd Tuesday	3 rd Tuesday	4 th Tuesday	5 th Tuesday
1:30 – 3:10 pm	PD – Dept	PD – Dept	PD – PLE	PD – Trng**	PD – Trng**
3:15-4:15 pm	Fac Mtg.	Dept Mtg.	PLE Mtg.	NA	NA

** Training for teachers who need training in various skills enumerated in the Education Plan.

**SEE PDF ATTACHMENT
FOR**

Professional Development Calendar (Appendix L)

**BARACK OBAMA GLOBAL PREPARATION ACADEMY
FLEX PERIOD**

The “flex” period is an additional instructional period used for advisory, intervention or enrichment based on school need and data analysis. This 40 minute period occurs at the same time every day for all 6th graders after Brunch and before Brunch every day for all 7th & 8th grade. (See Bell Schedule, Appendix I.)

Weeks 1 – 5:	Advisory
Weeks 6 – 10	Advisory
Weeks 11 – 15	Intervention/Enrichment
Weeks 16 – 20	Intervention/Enrichment
Weeks 21 – 25	Advisory
Weeks 26 – 30	Intervention/Enrichment
Weeks 31 – 35	Intervention/Enrichment
Weeks 36 – 40	Advisory

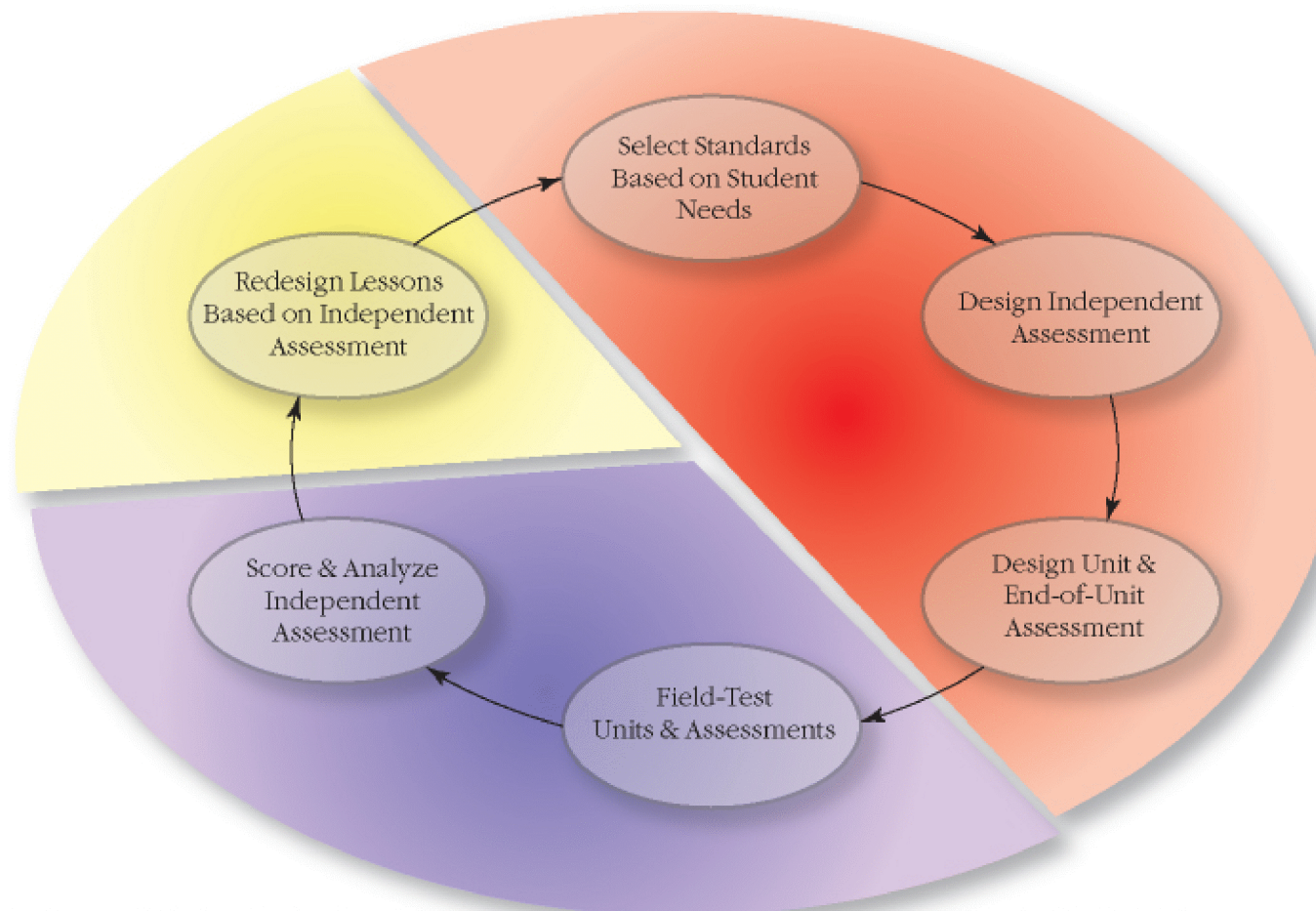
ADVISORY – Will occur at 4 different 5 week time periods during the school year to advise students on:

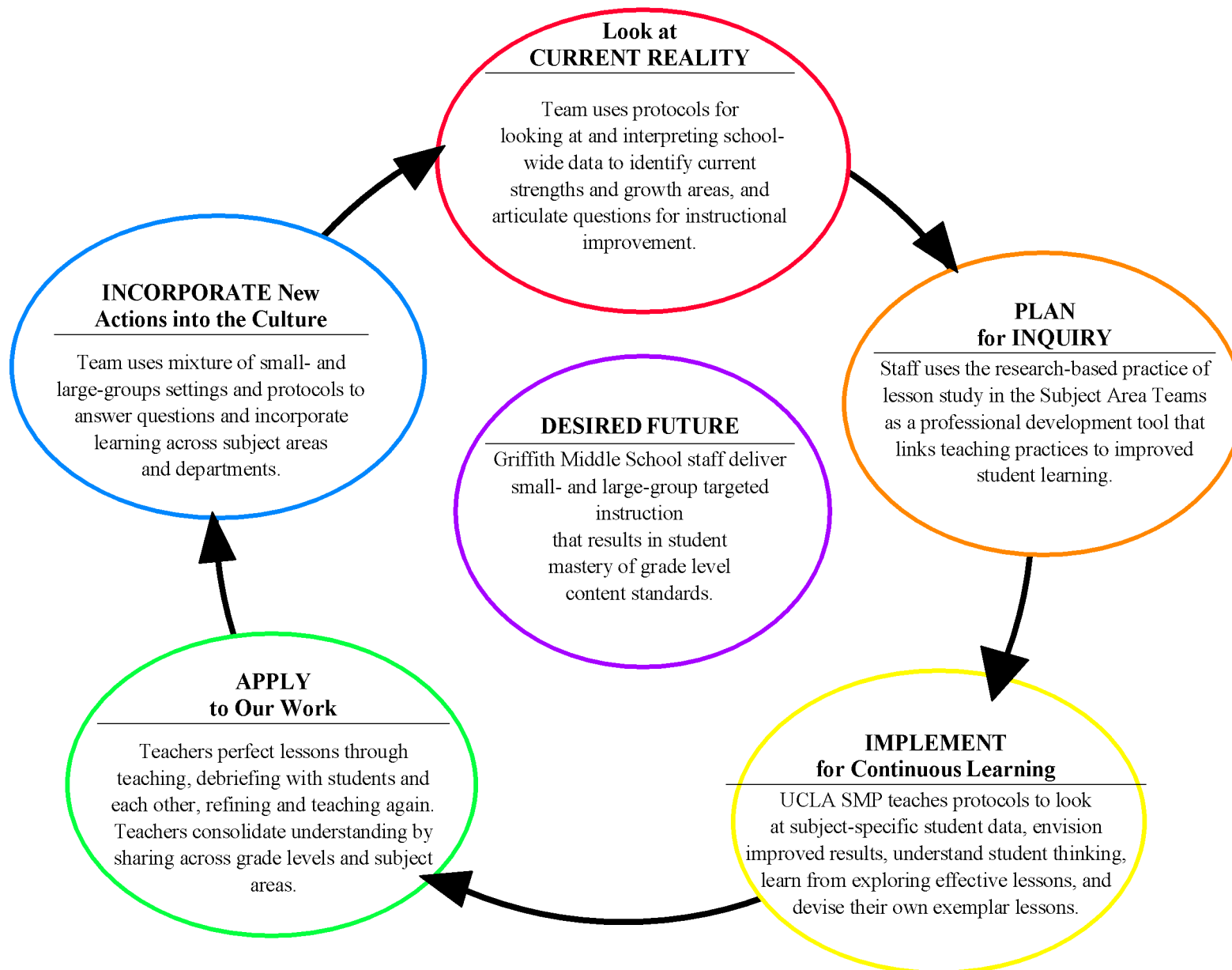
- School/District student policies
- Academy Orientation
- Study skills (such as *Cornell Note Taking*, *Time-Management*, *Organization Skills*, etc.)
- Conflict-resolutions strategies
- For 6th grade, focus on transitions to middle school, etc.

INTERVENTION – For Tier 2 and 3 instruction as an intervention to help identified students reach proficiency in English Language Arts and mathematics. Based on data analysis of CST, Periodic Assessment and Common Assessment data following the first 10 weeks of school, the “flex” period will be used for Intervention for students scoring Far Below Basic and Below Basic on CST and Periodic Assessments, or performing poorly on Common Assessments. Intervention (re-teaching) will focus on a specific standard or sets of standards in English Language Arts and/or mathematics. Students will be matched with the best appropriate teacher (as identified by Academy or Interdisciplinary teams) and clustered in small groups. Web-based (i.e. Compass math) or intervention materials will be used. Students will be re-grouped and clustered per session or seminar. Sessions/seminars may be 2 – 4 weeks in length.

ENRICHMENT – For students scoring high Basic, Proficient and Above on CST and Periodic Assessments, or performing well on Common Assessments, this time is set aside for enrichment, such as additional performing, visual arts, technology or Academy related time.

Lesson Design Cycle



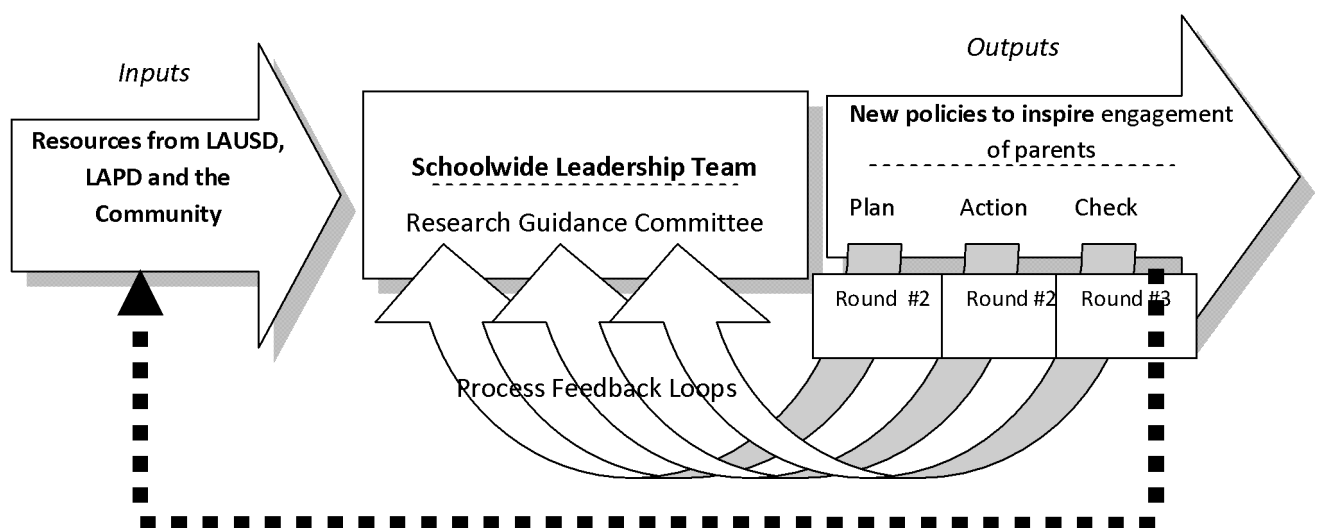


ACTION RESEARCH AND CONSENSUAL DECISION MAKING

At Barack Obama Global Preparation Academy, faculty and staff will be centrally involved in school-level decisions, and in developing new initiatives both formally and dynamically. Formally, faculty and staff will be centrally involved in decisions through distributive leadership, including representation on the schoolwide leadership team, the academy leadership teams, the School Site Council, and the School-Based Management Council. Dynamically, with technical support and coordination by UCLA School Management Program, teachers and staff will be centrally involved in decision-making as they facilitate and support collaborative work and are involved in setting up action research to inform that work and its outcomes/decisions. UCLA SMP's Cycle of Inquiry will be applied to multiple academy-level and school-level issues. Fundamental to this work will be the building of consensus among all affected faculty, staff – and parents – at every step.

The efforts at Obama Global Prep will be organized around a process known as action research and a theory of organizational learning first developed by psychologist Kurt Lewin (cite) and later elaborated on by organizational theorists Chris Argyris and Donald Schon. Among the outcomes we aim to achieve is improved organizational climate at the school so that decisions within the school can be better aligned and communicated. Improvements in organizational climate and decision making are conceptualized as being necessary correlates of improved teaching and learning, improved student outcomes, and improved parental engagement.

For example, let us assume that the Leadership Team wishes to improve parental engagement. Figure X shows its “output” as a new policy to bring parents closer to the school and their children’s teachers. The Leadership Team asks the Research Guidance Committee (a subset of the Leadership Team that also includes parents) to survey parents to see what would induce them to participate more fully. This action and research can be seen as “Round #1” as the new policy and a parent survey instrument that is administered to a sample of parents.



As this new policy output and parental survey enter the larger school site environment in Round #1, a “process feedback loop” brings the research results directly back to the Leadership Team whose members can now decide on the basis of the results how to try to engage parents more fully. Let us assume that parents ask for greater school safety and better access to their children’s teachers. In round #2, the Leadership Team implements a new safety plan with the CO of LAPD’s 77th Street Division. The Leadership Team also decides to invite parents into the Lesson Design Study sessions to see how teachers work together, and to score student work. As a result, parents agree to meet periodically with their children’s teachers to check their children’s academic progress, and to learn how to better help them with their homework. In Round #3 the Leadership Team resurveys parents to check on progress and find that parents are more satisfied with school safety and their children’s academic progress. As can be seen in Figure ____ the larger feedback loop carries this information into the larger environment where is picked by the local press and carried to policy leaders in the LAUSD and the LAPD. This feedback becomes a new “Input” in the form of increased community support.

The means by which this open system will be driven and managed is action research, a research method originally developed by industrial psychologist Kurt Lewin more than 50 years ago (Lewin, 1946). Lewin conceived of action research as a systematic process that can be seen in such diverse applications as the scientific method, the Toyota production system, and lesson design study discussed above (Wilms, 2003). What is common to each of these applications is called a “Plan-Do-Check-Act” cycle in which an individual or group begins with a problem and a plan to solve it. In the next step the plan is implemented, followed by a period in which its effectiveness is checked. If the solution is proceeding as planned there is no need for change. But most often the “check” phase reveals improvements that can be made in the “act” phase, and so the cycle goes indefinitely.

Lewin discovered that action to help an organization solve a problem was also its source of understanding. By working collaboratively with insiders in these organizations, the researcher learns about problems in their context, gains deep access and insights into the organizations, and becomes a participant in the solutions. One of Lewin’s key observations is that a community of researchers that participates in identifying problems and solutions helps develop a heightened consciousness within the organization. The knowledge that researchers, in our case, produce by working collaboratively with professionals in the schools is not only useful to the organization, but also helps develop new conceptions of organizational change for the larger research community and for the public. Lewin observed that the politics of change require a dialectic relationship between better understanding and more thoughtful action, in which knowledge is intrinsic.

Lewin’s pioneering work on action research later evolved into a method and a theory of learning developed by organizational theorists, Chris Argyris and Donald Schon. Argyris and Schon studied how individuals behave in conflict-laden situations and observed that only limited (single-loop) learning occurs when group conflict is suppressed, because the full range of human actions never come into play. But when conflict is welcomed as part of the feedback loop, it opens the potential for double-loop learning, meaning that larger organizational goals can be examined and considered (See citations below).

Obama Global Prep Action Research Model

We will form a Research Guidance Committee (RGC) that will include a diagonal slice of the organization from top to bottom including the school principal, teacher leaders, and parents. The RGC will operate on a consensual basis, meaning that committee members must agree at critical points as the

research is developed and conducted. Our experience in several large organizations has shown that this empowering of committee members improves the research significantly and gives up nothing of consequence (Wilms, Schmidt and Norman, 2002). Consensual decision-making also provides a means by which trust can be developed. As problems are encountered, resolving them builds trust among group members. As trust develops, researchers are afforded deeper access to the organization, which in turn leads them to understandings from an insider's point of view. Finally, working consensually with the Research Guidance Committee provides an important way to validate emergent findings and to feed them back to the leadership team in a non-evaluative way.

As we begin to make interventions, we will consult with the RGC on measures members think most appropriate and research methods that would work to capture the needed data. For instance, when it comes time to try to improve the school's climate, members of the RGC will contribute ideas about what they want to know about changes in culture that we will integrate with our knowledge derived from the literature and many years of experience. We will also see their guidance about best means of gathering data, whether from interviews, focus groups, secondary sources, or surveys. Some members of the RGC who want to delve more deeply into research will be encouraged to work closely with us designing instruments, pilot testing them, conducting research, and analyzing the results.

Working collaboratively and consensually not only produces better data and methods than we could get alone, but it also signals to the teachers and parents that we are not "doing something to them" but rather "working together" to bring about meaningful changes that can be sustained. Working consensually creates a willingness among school leaders and parents to be open and honest with the RGC because they know that their interests are protected. It also builds joint ownership of the project within the school and the parents helping to insure that improvements will be sustained.

Citations

- Chris Argyris: Knowledge for Action. A Guide to Overcoming Barriers to Organizational Change, Jossey-Bass Wiley, 1993, ISBN 1-55542-519-4
- Chris Argyris, Donald A. Schön: Organizational Learning II, Addison-Wesley, 1996, ISBN 0-201-62983-6
- Kurt Lewin: "Group Decisions and Social Change," Readings in Social Psychology, (G. Swanson, T. Newcomb and E. Hartley, eds.) Henry Holt, New York, 1952.
- Wellford W. Wilms, "Altering the Structure and Culture of American Public Schools," Phi Delta Kappan, Vol. 84, 2003
- Wellford W. Wilms, Warren Schmidt, and Alex Norman, To Protect and To Serve...and To Listen: Adding a New Dimension to Policing Los Angeles, a report issued to Mr. Rick Caruso, Chair, and Members of the Los Angeles Police Commission, and Mr. William J. Bratton, Chief, Los Angeles Police Department, 2002



INSTITUTE FOR STANDARDS CURRICULA AND ASSESSMENTS
3303 Wilshire Blvd., Suite 430
Los Angeles, California 90010
(213) 639-0800

January 11, 2009

To Whom It May Concern:

This letter expresses our understanding of and agreement to the terms and responsibilities outlined in the Public School Choice Application for the Barack Obama Global Preparation Academy, formerly known as South Region Middle School #6, submitted by Local District 7 and Principal Veronique Wills.

The Institute for Standards, Curricula, and Assessments (ISCA) is the primary program of The United Teachers Educational Fund (UTEF), a 501(c)(3) organization established in 1990 as part of United Teachers Los Angeles (UTLA). The Institute for Standards, Curricula, and Assessments mission's is to help teachers at schools in Los Angeles develop standards-based lessons and performance-based assessments of student achievement throughout the school year. ISCA has been working with Los Angeles area schools since 2000. Its work has been conducted in overcrowded, inner-city elementary, middle, and high schools serving low-income and ethnically diverse neighborhoods.

We believe that the proposed partnership among Ms. Wills, the UCLA School Management Program, the UCLA Graduate School of Education & Information Studies, and us will help to transform public education in Los Angeles and greatly enhance student achievement and learning in Local District 7. We look forward to being a partner in this innovative and promising approach to public education within the Los Angeles Unified School District.

Sincerely,

Day Higuchi
Associate Director



*An Institute of the United Teachers Los Angeles Educational Foundation
Serving the teachers and the students in the Los Angeles Unified School District*



EXECUTIVE DIRECTOR

DAN CHERNOW, Ed.D.

STEERING COMMITTEE

FRANCIE ALEXANDER
Senior VP, Scholastic Education,
and Chief Academic Officer
Scholastic, Inc.

BRUCE CORWIN
President and CEO
Metropolitan Theatres Corporation

ROBERT GRACE, JR., J.D.
Deputy District Attorney
Los Angeles County

WENDY GREUEL
Los Angeles City Controller
City of Los Angeles

PETE HERNANDEZ
Executive Director,
Legislative Affairs
AT&T California

TYHONE HOWARD, Ph.D.
Assistant Professor
UCLA GSE&IS

STEVE JUAREZ
Associate Vice President &
Director of State
Governmental Relations
University of California

JOHN KORARA
Executive Vice President &
Chief Operating Officer
California Community Foundation

HEINRICH MINTROP, Ph.D.
Associate Professor of Educational
Policy & Organization
UC Berkeley

RICHARD ORKAND
Retired President
Vitex Foods, Inc.

MAURICE SALTER, Ed.D.
Managing Partner
Aladdin Two (A-2)

JEFFREY A. SEYMOUR
President
Seymour Consulting Group

MARK SLAVKIN
VP for Education
*Los Angeles Music Center
Education Division*

ROBERT VILLEGAS, J.D.
Public Affairs Specialist
State Farm Insurance

HOWARD WELINSKY
Senior VP, Administration
Warner Bros. Distribution

WELFORD (BUZZ) WILMS, Ph.D.
Joint Professor
*UCLA GSE&IS and
School of Public Affairs*

WE PARTNER WITH LEARNING
COMMUNITIES TO ENSURE
HIGH ACHIEVEMENT FOR
EVERY STUDENT.

UCLA CAMPUS

4223 MATHEMATICAL SCIENCES BLDG.
LOS ANGELES, CALIFORNIA 90095-7168

TEL. 310.825.2488
FAX. 310.206.4116

NORTHEAST REGION

40 LINDEMAN DRIVE, SUITE 200
TRUMBULL, CONNECTICUT 06611

TEL. 203.365.8914
FAX. 203.365.8947

WWW.SMP.GSEIS.UCLA.EDU
TRAINING-INFO@SMP.GSEIS.UCLA.EDU

UCLA

January 11, 2009

To Whom It May Concern:

This letter expresses our understanding of and agreement to the terms and responsibilities outlined in the Public School Choice Application for the Barack Obama Global Preparation Academy, formerly known as South Region Middle School #6, submitted by Local District 7 and Principal Veronique Wills.

The UCLA School Management Program (UCLA SMP) is a non-profit initiative of the Graduate School of Education & Information Studies at the University of California Los Angeles. UCLA SMP is designed to support innovative pre K-12 school improvement efforts. Over the past seventeen years, we have worked with over 900 schools and school districts throughout California and the northeastern United States in an effort to enhance student achievement.

We believe that the proposed partnership among Ms. Wills, the Institute for Standards, Curricula, and Assessments (an affiliate organization of United Teachers Los Angeles), the UCLA Graduate School of Education & Information Studies, and us will help to transform public education in Los Angeles and greatly enhance student achievement and learning in Local District 7. We look forward to supporting this innovative and promising approach to public education within the Los Angeles Unified School District.

Sincerely,

Dan Chernow, Ed.D.
Executive Director

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



UCLA

SANTA BARBARA • SANTA CRUZ

GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES
MOORE HALL, BOX 951521
LOS ANGELES, CALIFORNIA 90095-1521

January 11, 2009

To Whom It May Concern:

This letter expresses my understanding of and agreement to my role as the lead evaluator for the Barack Obama Global Preparation Academy, formerly known as South Region Middle School #6, as submitted by Local District 7 and Principal Veronique Wills.

As Professor at the Graduate School of Education & Information Studies at the University of California, Los Angeles, I have conducted numerous studies on organizational design, community leadership and conflict resolution as they relate to public education.

I believe that the proposed partnership among Ms. Wills, the Institute for Standards, Curricula, and Assessments (an affiliate organization of United Teachers Los Angeles), the UCLA Graduate School of Education & Information Studies, and myself will help to transform public education in Los Angeles and greatly enhance student achievement and learning in Local District 7. I look forward to supporting this innovative and promising approach to public education within the Los Angeles Unified School District.

Sincerely,

A handwritten signature in black ink that reads "Wellford Wilms".

Wellford Wilms
Professor

Modified Consent Decree (MCD)

LAUSD – Division of Special Education

Available at <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>

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

Outcome 1 Participation in Statewide Assessment Program

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

Outcome 2 Performance in the Statewide Assessment Program

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

Outcome 3 Graduation Rate

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

Outcome 4 Completion Rate

The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

Outcome 5 Reduction of Suspensions

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

Outcome 6 Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)

The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

- Outcome 7A** Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities (*Excludes* Specific Learning Disabilities (SLD), Speech/Language Impaired (SLI), Other Health Impairment (OHI)).
The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.
- Outcome 7B** Placement of Students with Multiple Disabilities Orthopedic (MDO) (Ages 6-18)
The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology.
- Outcome 8a** Home School Placement / Least Restrictive Environment
The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%.
- Outcome 8b** Home School Placement / Least Restrictive Environment
The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade in their home school to 60%.
- Outcome 8c** Home School Placement / Least Restrictive Environment
The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.
- Outcome 9** Individual Transition Plan
98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.
- Outcome 10** Timely Completion of Evaluations
a. 90% of all initial evaluations shall be completed within 60 days.
b. 95% of all initial evaluations shall be completed within 75 days.
c. 98% of all initial evaluations shall be completed within 90 days.
- Outcome 11** Complaint Response Time
The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:
a. 25% will be responded to within 5 working days.

- b. 50% will be responded to within 10 working days.
- c. 75% will be responded to within 20 working days.
- d. 90% will be responded to within 30 working days.

Outcome 12 Informal Dispute Resolution

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

Outcome 13 Delivery of Services

93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

Outcome 14 Increased Parent Participation

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

Outcome 15 Timely Completion of Future Translations

The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days

Outcome 16 Increase in Qualified Providers

The District shall increase the percentage of credentialed special education teachers to 88%.

Outcome 17 IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports

The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

Outcome 18 Disproportionality

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

Tier Two Intervention

- Student Success Teams involve the student, the parents/guardian, all of his/her teachers, a counselor, an administrator, and any other relevant support staff (i.e., school nurse, PSA counselor), who, with the help of a protocol, will identify student strengths on which to build, identify problem(s), brainstorm possible solutions, and agree on strategies with accountabilities and review dates. The document, like a Section 504 Plan, serves as an Individual Learning Plan.
- The Case Review Panel is an in-school panel of staff experts (i.e., RST, school nurse, school psychologist, PSA, PSW, etc.) who meet weekly to review referrals of students who, despite all efforts, are still not succeeding or are exhibiting behaviors (i.e., sleeping in class, chronic tardiness, chronic absenteeism) inhibiting achievement. The Panel reviews all data, brainstorms solutions, selects strategies using school or community resources, and assigns a case manager.

In addition, Resource Coordinating Council is also a panel of school-based and community experts who look at schoolwide issues (such as student harassment, pervasive drug use, or sexual harassment) to identify needed community and district resources. This council meets monthly or bi-monthly.

Marguerite LaMotte
Board of Education,
District 1

Ramon Cortines
Superintendent, LAUSD

Dr. Liza Scruggs,
Interim Superintendent
Local District 7

Veronique Wills
Principal
(323) 232-1312

SOUTH REGION MIDDLE SCHOOL #6

SCHOOL COMMUNITY INPUT

Thank you for caring about our new school community of South Region Middle School #6, which will open Fall 2010 and will educate no more than 1400 sixth – eighth grade students in the Chesterfield Square/Vermont Square neighborhoods of Los Angeles. This new school will relieve the overcrowded situation at nearby *Foshay Learning Center* so that both schools can operate on a traditional calendar. Your thoughts, concerns, and ideas will help to create an extraordinary, exciting and successful school for our children. From the start, let's have our focus on creating and maintaining a **High Performing School!**

-Veronique Wills, Principal

Educational research concludes that High Performing Schools, have a:

- Clear and shared focus;
- High standards and expectations for ALL students;
- Effective school leadership;
- High levels of collaboration and communication;
- Curriculum, instruction and assessments aligned with state standards and are at the highest level of rigor;
- Frequent monitoring of learning and teaching;
- Focused Professional Development;
- A supportive learning environment; and,
- High levels of family and community involvement.

“District policy requires the design of new secondary school configurations... into personalized learning environments (PLE) of approximately 150- 500 students, in order to:

- provide for a more personalized and caring learning environment;
- provide a rigorous, standards-based curriculum in an identifiable context for all students; and,
- provide a portfolio of quality educational options for students, teachers, and parents

WHO ARE YOU? *Please shade in one of the shapes.*

- ☐ Student
- ☐ Parent
- ☐ Community Member

Please answer these questions below. Your response will be compiled and shared with the community at one or more upcoming meetings this year at a nearby school.

1. What “barriers to learning” do you feel exists in students today? *(It is anticipated that these barriers will need to be addressed within the PLE plans in order to ameliorate their effects on teaching and learning)*

With the traits of a High Performing School in mind and District expectations of new schools.....

2. What are you expecting this new school will “provide” for students? What is your vision?

3. What are you hoping to “see” in this new school?

4. If you could name the school, what would you call it?
(See choices below. Shade in your choice)

From surveying Foshay parent advisory meetings, Local District 7 staff, and other community people, these names have been suggested for the new middle school. Please bubble in the one you prefer, or suggest a different one. They are in alphabetical order to not suggest bias for one or the other:

- ☐ Antonio Villaraigosa
- ☐ Barack Obama
- ☐ Bright Start
- ☐ Brilliant School of the Future
- ☐ Cesar Chavez
- ☐ Children of the Future
- ☐ ~~Foshay Learning Center Annex~~
- ☐ ~~Foshay Learning Center No. 2~~
- ☐ Higher Learning
- ☐ New Vision
- ☐ Progress in Action
- ☐ South Los Angeles
- ☐ Western Ave.
- ☐ Other: _____

Also, next to the name, would you like to see:

- ☐ Middle School
- ☐ Academy

5. For students only: What should the school colors be?

_____ and _____

6. What mascot would you choose? *A mascot is a symbol that represents the school.*

Marguerite LaMotte
Board of Education,
District 1

Ramon Cortines
Superintendent, LAUSD

Dr. George J. McKenna
111
Superintendent, Local
District 7

Veronique Wills
Principal
(323) 232-1312

BARACK OBAMA GLOBAL

ENTRADA DE LA COMUNIDAD DE LA ESCUELA

Gracias para cuidar sobre nuestro nuevo enseñe a comunidad de la escuela media #6 de la región del sur, que abrirá la caída 2010 y educará a no más de 1400 sextos - octavos estudiantes del grado en las vecindades cuadradas del cuadrado/de Vermont de Chesterfield de Los Angeles. Esta escuela nueva relevará la situación atestada en cerca *Centro que aprende de Foshay* de modo que ambas escuelas puedan funcionar encendido un tradicional haga calendarios. Sus pensamientos, preocupaciones, e ideas ayudarán a crear una escuela extraordinaria , emocionante y acertada para nuestro niños. Del comienzo, déjenos tienen nuestro foco en crear y mantener **¡una escuela de ejecución alta!**

- Veronique Wills, Directora

La investigación educativa concluye eso las escuelas de ejecución del colmo, tiene a:

- Foco claro y compartido;
- Mayores niveles y expectativas para TODOS LOS estudiantes;
- Dirección eficaz de la escuela;
- Altos niveles de la colaboración y de la comunicación;
- El plan de estudios, la instrucción y los gravámenes alineados con estándares del estado y están en el nivel más alto del rigor;
- Supervisión frecuente de aprender y de la enseñanza;
- Desarrollo profesional enfocado;
- Un ambiente que aprende de apoyo; y,
- Altos niveles de la implicación de la familia y de la comunidad.

La “política del distrito requiere el diseño de nuevo configuraciones de la escuela secundaria... en los ambientes que aprenden personalizados (PLE) de aproximadamente 150 - 500 estudiantes, para:

- prevea un ambiente que aprende personalizado y que cuida más;
- proporcione un plan de estudios riguroso , estándar-basado en un contexto identificable para todos los estudiantes;
- proporcione una lista de las opciones educativas de la calidad para los estudiantes, los profesores, y los padres; y,
- resuelva los cinco principios de guía establecidos por el superintendente de Escuelas

GRACIAS por adelantado por su entrada. ¡Junto, esta escuela será un faro en la comunidad!

¿EL WHO ES USTED? *Por favor cortina en una de las formas.*

- o Estudiante
- o Padre
- o Comunidad miembro

Conteste por favor a estas preguntas abajo. Su respuesta será compilada y compartida con la comunidad en unas o más reuniones próximas este año en una escuela próxima.

1. ¿Qué las “barreras a aprender” usted se sienten existen en estudiantes hoy? *(Se anticipa que estas barreras necesitarán ser tratadas dentro de los planes de PLE para mejorar sus efectos sobre la enseñanza y aprender)*

Con los rasgos de una escuela de ejecución alta en mente y expectativas del distrito de escuelas *nuevas*

2. ¿Cuáles son usted que cuenta con esta nueva voluntad de la escuela “preven” estudiantes?
Cuál es su ¿visión?
3. ¿Qué usted está esperando “ve” en esta escuela nueva?

SURVEY RESULTS

RESULTADOS DEL EXAMEN

Barriers to learning

STUDENTS

- Gang violence, bad people, bullies, trouble makers
- Not being able to feel good about getting an “A”
- Less teachers; budget cuts
- Family problems
- Staying up late; Too much tv, video games
- Lack of self-confidence
- Teachers with low expectations
- Lack of support

PARENTS

- Peer pressure; too many students with discipline problems
- Overcrowded classrooms
- Not enough math and English tutoring
- Parents not spending enough time with their children, not coming to school, not asking questions
- Not enough interest or belief in students
- Lack of focus; not engaged in their learning

Barreras a el aprender

ESTUDIANTES

- Violencia de la cuadrilla, mala gente, bullies, fabricantes del apuro
- No pudiendo a sentir bien sobre conseguir una “A”
- Menos profesores; cortes de presupuesto
- Problemas de la familia
- El permanecer para arriba tarde; Demasiada TV, vídeo juegos
- Carencia de la confianza en sí mismo
- Profesores con punto bajo expectativas
- Carencia de la ayuda

PADRES

- Par presión; demasiados estudiantes con problemas de la disciplina
- Atestado salas de clase
- No bastante matemáticas y curso particular inglés
- Padres no pasar bastante tiempo con sus niños, no viniendo enseñar, no hacer preguntas
- No bastante interés o creencia en estudiantes
- Carencia del foco; no enganchado a su aprender

SURVEY RESULTS

RESULTADOS DEL EXAMEN

What are you expecting this new school will “provide” for students?

Students

- Pressure on students to learn
- Healthy Food (yet delicious); less junk food
- Enough space for kids in the classrooms
- Internet access; more technology, computers...
- Good teachers, good principal and supplies
- Teachers with high expectations
- Quality education and rules
- Motivating things like book clubs, science clubs, math clubs, etc.
- A place to play
- A place to study around the middle of the school; a study or do-your –homework room; plenty of opportunities for students to get extra help in homework, tutoring, etc.
- Safety; a good security system
- Clean environment
- Teach students self-accountability

Parents

- A forum for parents to work with the staff, and work as a team, so the children and school could be used as a model.
- It's necessary that more teachers “care” for ALL the students.
- Less students in the classroom; not overcrowded
- More security
- A forum for teachers or staff to “really” listen to student complaints and have a solution; to listen to their needs.
- More “monitoring” and better teachers
- More “learning” periods
- A way to teach students that their uniform represents their school when on the streets (i.e. “pride”)

Cuales son usted que cuenta con esta escuela nueva “preverá” estudiantes?

Estudiantes

- Presión en los estudiantes a aprender
- Sano Alimento (con todo delicioso); less junk food
- Bastante espacio para los niños en las salas de clase
- Internet acceso; más tecnología, computadoras...
- Bueno profesores, bueno principal y fuentes
- Profesores con altas expectativas
- Calidad educación y reglas
- Motivación las cosas tienen gusto de los clubs del libro, de los clubs de la ciencia, de los clubs de la matemáticas, del etc.
- A lugar al juego
- A lugar a estudiar alrededor del centro de la escuela; un estudio o -su - sitio de la preparación; un montón de oportunidades para que estudiantes consigan ayuda adicional adentro preparación, curso particular, etc.
- Seguridad
- Limpio ambiente
- Enseñe uno mismo-responsabilidad de los estudiantes

PADRES

- A foro para que padres trabajen con el personal, y trabajen en equipo, tan los niños y la escuela podrían ser utilizados como modelo.
- Es necesario que más profesores “cuidan” para todos los estudiantes.
- Menos estudiantes en la sala de clase; no atestado
- Más seguridad
- A el foro para los profesores o el personal realmente” escucha las quejas del estudiante y tenga una solución; para escuchar sus necesidades.
- Más “supervisión” y profesores mejores
- Más períodos “que aprenden”
- A manera de enseñanza
- Una manera de enseñar a estudiantes que su uniforme representa su escuela cuando en las calles (es decir. “orgullo”)

SURVEY RESULTS

RESULTADOS DEL EXAMEN

What are you hoping to “see” in this new school?

STUDENTS

- A peaceful place where everyone is in harmony (That means on violence!); a safe environment
- Well behaved and happy kids; nice kids
- No graffiti, respect for property, no gangs, no violence, no fights
- *A loving principal*
- Clean campus, clean desks; students keeping the campus clean
- Teachers making learning fun and challenging; supportive teachers; great teachers who know what they are doing
- Colorful and neat classrooms
- Students getting praised; getting lots of awards
- Samples of student work in the hall
- Lockers
- Students listening to their teachers; students trying hard and doing their work
- Colorful uniforms
- Teachers and staff saying, “good morning” to students; Teachers that make you feel good about yourself; teachers that make you feel confident
- Students being responsible; students not goofing off; students listening to their teachers; Students that care about learning
- Students helping the community; students and teachers making a better community
- Parents working with staff for a better school and community; parents that care; parent volunteers (to help cross us across the street and guide us)

¿Cuáles son usted que espera “ve” en esto escuela nueva?

ESTUDIANTES

- Un lugar pacífico donde está cada uno en la armonía (esa los medios en violencia!); un ambiente seguro
- Pozo comportado y cabritos felices; cabritos agradables
- Ninguna pintada, respecto por la característica, ningunas cuadrillas, ninguna violencia, ningunas luchas
- *El amar principal*
- Limpie el campus, limpio escritorios; estudiantes que mantienen el campus limpio
- Fabricación de los profesores diversión y desafiador que aprenden; profesores de apoyo; grandes profesores que saben qué él está haciendo
- Colorido y aseado salas de clase
- Estudiantes que consiguen elogiados; conseguir porciones de concesiones
- Muestras del estudiante trabajo en el pasillo
- Armarios
- El escuchar de los estudiantes a sus profesores; estudiantes que intentan difícilmente y que hacen su trabajo
- Uniformes coloridos
- Profesores y personal diciendo, “buenas días” a los estudiantes; Profesores que hacen le sentir bien alrededor usted mismo; profesores que hacen le la sensación confidente
- Estudiantes que son responsable; estudiantes goofing apagado; estudiantes que escuchan sus profesores; Estudiantes que cuidan sobre aprender
- El ayudar de los estudiantes la comunidad; estudiantes y profesores que hacen a una comunidad mejor
- Trabajo de los padres con el personal para una escuela mejor y la comunidad; padres que cuidan; padre voluntarios (ayudar a la cruz nosotros a través de la calle y dirigirnos)

COMMUNITY ENGAGEMENT ACTIVITIES LOG

Because South Region Middle School #6 is designed to be a Local District 7 neighborhood school built to primarily relieve the overcrowding situation at Foshay Learning Center and provide slight relief to Muir Middle School, the community is affected. It was clear to the principal before the Public School Choice Resolution was adopted that as a “new” school community, engagement with the community was crucial in developing plans for creating a 21st Century school which to cultivate maximum student achievement and social responsibility.

Ms. Wills, the appointed principal as of August 2009, sought school community input as follows:

DATE	LOCATION	AUDIENCE	RATIONALE
8-05-09	UCLA’s Calif. Teacher’s Assoc. Conf.	Researchers and mathematicians – Drs. James and Gwen Kinard	To seek partnership for teacher training on Rigorous Mathematical Thinking, a research-based effective strategy to improve math conceptual understanding, computational skills and problem solving ability.
8-06-09 8-07-09 8-12-09	New schools	Principals	Visited newly opened secondary campuses and met with principals to learn about lessons learned and best practices
8-14-09	CFG Institute	UCLA’s School Management Program (Laidley & Dr. Chernow)	To seek partnership for school management support, specifically effective data analysis, parent engagement and prof. learning communities.
8-18-09	LD7	Dr. Liza Scruggs, Interim LD7 Superintendent	Met w/ Superintendent to discuss her vision and concerns re: a new LD7 middle school
8-23-09	Bethune M.S.	Local District 7 school community (primarily, parents)	1 st LD7 Community Engagement Mtg re: <i>proposed</i> Public School Choice Resolution; and sought community input on improving our schools, hosted by Dr. Sharon Robinson and then, Interim LD7 superintendent, Liza Scruggs.
8-24-09 8-25-09	Foshay Learning Center	Foshay CEAC and ELAC members Teachers	On agenda; To obtain input through discussions and written surveys regarding barriers to learning and ideas for student achievement in new school. Also sought input from interested teachers
9-11-09	Board Member’s Field Office	Marguerite LaMotte	Initial meeting w/ Board Member to discuss her vision and concerns re: a new LD7 middle school

DATE	LOCATION	AUDIENCE	RATIONALE
9-14-09 9-15-09 9-17-09	Foshay	Students – 6 th & 7 th gr. SDC, EL, Gen. Ed and Honors students	Same as parent advisory mtgs. but from a student perspective with added written survey questions regarding school mascot and colors.
9-17-09	Western Ave.	Bettye Johnson, principal	Met with principal of feeder elem. to share basic info. about the new middle school, learn about best practices and concerns and schedule date to speak with parents.
9-17-09 11-24-09 12-18-09	Foshay LD7	Teachers	Sought input from interested teachers in developing/writing the plan
9-17-09 9-23-09	Foshay	ELAC members CEAC members	Provided feedback at advisory cte. mtgs. re: earlier surveys
9-22-09	LD7	Dr. George McKenna, <i>new</i> LD7 Superinten.	Initial meeting w/ Superintendent to discuss his vision and concerns re: the new LD7 middle school
9-21-09	Muir	Miranda Ma'Roof, Principal	Met with relief school princ. to share basic information about the new middle school and learn about best practices and concerns
9-28-09 10-26-09 11-23-09	Community Center at Amistad Apts	Community	Presented and sought input at the Neighborhood Council mtg. – Empowerment Congress, Central
10-01-09	LAPD – 77 th Division	Captain Bob Greene, Sgt. Duran, Lead Officer	Met w/ LAPD to review community criminal concerns, student safety, programs for youth and to establish working partnership
10-06-09 12-11-09	UTLA	ISCA	Official meeting following many conversations about teacher training on Lesson Design Study, a research-based effective strategy to improve student achievement through Action Research
10-06-09	Western Ave.	Parents	On agenda; Met with parents at Back-to-School Night to discuss preliminary plans of new middle school and seek greater input; also visited all 5 th grade teachers
10-09-09	Foshay	Teachers	Shared preliminary plans and sought greater input from interested teachers
10-13-09	Beaudry Bldg.	LAUSD Board	Attended Board mtg. to review and approve school's name change

DATE	LOCATION	AUDIENCE	RATIONALE
10-14-09	UCLA	Dr. Wilford Wilms	Discussed possible partnership w/ School of Ed's Conflict Resolution classes
10-23-09	LD7	Literacy Expert	Met with Taneda Hailey, Literacy Specialist regarding the District's Secondary Literacy Plan and effective research-based strategies
11-03-09	Normandie Ave. Elem.	School community – parents, students, teachers, administrators, support staff	Hosted School Community Engagement Meeting, collaboratively facilitated by Dr. McKenna, <i>LD7 Superintendent</i> and Marguerite LaMotte, <i>District 1 Board Member</i> to provide feedback from earlier surveys, discuss preliminary plans for the new school, review the Public School Choice process and seek greater input to further develop this plan
11-13-09	School neighborhood	School neighbors and nearby business owners	Escorted by Manuel Maldonado, District Community Outreach Organizer, walked the neighborhood seeking input from residents living across the street on 46 th and LaSalle streets and business owners on Western Ave.
11-16-09	King Jr. Elem.	Parents Students Charles Bell, princ.	On agenda; Met with parents at Principal's <i>Coffee Clutch</i> to discuss preliminary plans of new middle school and seek greater input and visited all 5 th grade classes
11-19-09	LD7	LRE Specialist	Met with Aaron Jeffries, LRE Specialist regarding innovative strategies to help students w/ IEPs better access the standards
11-23-09	Sellery Elem.	PSC Applicants	Attended <i>mandated</i> Public School Choice Applicant Meeting
10-8-09 10-14-09 11-4-09 11-24-09		Elected Local Representatives	Spoke w/ reps of Mike Davis (Teresa McCoy), Bernard Parks (Patrice Jefferson) and Diane Watson (Lois Hale) re: vision and concerns about new middle school
12-4 & 5 - 09	San Diego	Educators	Attended CLMS Technology Conference – <i>Social, Global and Green</i> , which reflects the theme and initiatives of the school.
12-7-09	Alexander Sci. Ctr. School	Parents and Paula Denen, princ.	On agenda; Met with parents at Principal's <i>Coffee Clutch</i> to discuss preliminary plans of new middle school and seek greater input.
12-7-09	LD7	Administrators	Attended English Learner Placement and Program Improvement, hosted by District, to further develop

DATE	LOCATION	AUDIENCE	RATIONALE
			plan for EL students
12-14-09	Muir M.S.	School Community – parents, teachers, etc.	2 nd Community Engagement Meeting re: Public School Choice Process and sought more community input, facilitated by LD7 Parent Liaisons
12-15-09 12-16-09	Foshay, Manual Arts, Muir	Parent Center Reps	Met w/ Parent Reps to seek input on best practices re: parent engagement
12-17-09	LD7	Educators	Participated in Webinar, hosted by the DuFours on Professional Learning Communities, Common Assessments and on-going data analysis



A.J. Duffy, UTLA President

January 8, 2010

To Whom It May Concern:

OFFICERS

A.J. DUFFY
PresidentANA VALENCIA
UTLA/NEA Vice President
UTLA/NEA Affiliate PresidentJOSH PECHTHALT
UTLA/AFT Vice President
AFT Local 1021 PresidentJULIE WASHINGTON
Elementary Vice PresidentGREGG SOLKOVITS
Secondary Vice PresidentDAVID GOLDBERG
TreasurerBETTY FORRESTER
Secretary

I cannot overstate the enthusiastic support that I and the officers of UTLA bring to the application that Local District 7 and the assigned principal, Veronique Wills, are submitting in partnership with the UTLA Institute for Standards, Curricula, and Assessments (ISCA) and the UCLA School Management Program (SMP) to operate the Barack Obama Global Preparation Academy (South Region Middle School #6). Long before the Public School Choice process was begun by the Board of Education, the officers of UTLA and I gave the go ahead for this endeavor.

As a school, it will model engaging, active learning, and model a process for creating and continually improving classroom and school wide curriculum and authentic assessments that are the handiwork of teachers, and grow out of and enrich their daily classroom practice. UTLA has long advocated such a system. It will also model a process of stakeholder-driven innovation through a school-based management model that can evolve in directions that differ with District curriculum and instruction policy. It is a model that can also evolve in directions other than those set in collective bargaining agreements—if they can be justified by the results of action research conducted by the school, if there is a school consensus to change, and if those changes are approved by the District and the appropriate collective bargaining agent(s).

I have known of and supported the work of the Institute for Standards, Curricula and Assessments (ISCA) at United Teachers Los Angeles for many years, since at least 1995. Over a period of 18 years, Charlotte Higuchi, ISCA director, has researched and refined the collaborative Lesson Design Study process that deepens a teacher's mastery of subject matter and hones their teaching. The UTLA Board of Directors supported two grants to ISCA, one from the Stuart Foundation in 1994 and another from the U.S. Department of Education in 1998 that produced two groundbreaking compendia of teacher-developed curricula under UTLA copyright. Lesson Design Study truly supports teachers to continuously improve their work, as *they* see what methods help their students. Teachers become empowered, not driven, by Lesson Design Study, and their students do better. From first-year teachers to 30-year veterans, teachers say it is the best professional development they have ever had.

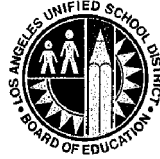
I have also known of the groundbreaking work of the UCLA School Management Program (SMP) since its beginning in 1994-95 as the school change leadership training entity for LEARN. Since then, SMP has gone on to become a nationwide provider facilitating bottom-up, inquiry based school improvement processes that have led to remarkable improvements in school performance. It is time to combine the positive energies of these two forms of action-research based school innovation so that they can propel the entire Obama school community to new, and sustained, heights of achievement.

Sincerely,

A.J. Duffy
President, United Teachers Los Angeles

*Los Angeles Unified School District
Board of Education*

333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-6382
Fax: (213) 241-8441



Marguerite P. LaMotte
*Board of Education Member
District 1*

District 1 Field Office
5351 W. Adams Blvd.
Los Angeles, California 90016
Telephone: (323) 939-6315
Fax: (323) 939-7615

January 11, 2010

To Whom It May Concern:

This letter expresses my staunch support for the Public School Choice Application for the Barack Obama Global Preparation Academy, formerly known as South Region Middle School #6, submitted by Local District 7 and Principal Veronique Wills.

As the current Los Angeles Unified School District Board of Education Member for District 1, I am well aware of the surrounding community and strongly believe that the application, as proposed, will provide the kind of safe, student-centered college preparatory and career-readiness middle school vital to the public education of our youth in South Los Angeles. Indeed, Barack Obama Global Preparation Academy was designed and constructed with the educational vision and plan of creating a new 21st century school that addresses the specific needs of this community.

I am particularly pleased with the application's focus on math, science and technology as well as its complementary focus on the arts. For years, I have watched as many talented young people in Local District 7 choose to be bused to schools outside of their community due to the limited access to resources and facilities critical to quality science, math, technology, and performing arts education in their own neighborhoods. With the design and construction of Barack Obama Global Preparation Academy – the state-of-the-art facility and the plan as proposed by Local District 7 and Ms. Wills – provides a new educational environment that is more conducive to student learning, graduation and preparation for college, and overall life success.

It is my belief that the innovative curriculum and instruction detailed in the application submitted by Local District 7 and Ms. Wills and the plans and designs related to creating a safe school climate and culture that focuses on data-based inquiry, assessment, and professional learning aligns and helps to support the Los Angeles Unified School District's vision, mission and philosophy for high student achievement and quality public education.

Respectfully,

Marguerite LaMotte



January 11, 2010

To Whom It May Concern:

We are pleased to write this letter in strong and enthusiastic support of the Barack Obama Global Preparation Academy Public School Choice Proposal. We sincerely believe that the Barack Obama Global Preparation Academy will not only relieve overcrowding at other area middle schools, and provide a strong middle school option for students in feeder elementary schools, but that this groundbreaking proposal will also serve as a new model for educating students in the 21st century.

The concept of an inquiry school - from the classroom to the principal's office - where students, teachers, school managers and councils are all learning by conducting action research and applying that learning to projects, teaching strategies, and an improved school culture for all stakeholders, will revolutionize the way instruction is delivered to students in Los Angeles. For this reason, we are proud to support the collaboration between educators, administrators, community members, higher education leaders including UCLA, and United Teachers Los Angeles, to develop a school whose focus and vision reflect a new direction for providing a rigorous education to Los Angeles' youth.

We are prepared to offer this school our full set of resources to ensure its success. Given that a major element of the school's curriculum focuses on Global Studies, the Los Angeles Area Chamber of Commerce's Global Initiatives department stands at the ready to be a partner in support of the Barack Obama Global Preparation Academy. The Global Initiatives department has existing relationships with other schools and has supported the inclusion of educators in several of their programs, including the annual World Trade Week event and discussions with international business executives, diplomats, and trade representatives (please see the attached exhibit). Global Initiatives is deeply committed to providing the students and staff at the Obama Global Preparation Academy similar opportunities in the future.

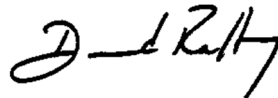
Furthermore, as a nationally recognized intermediary in the area of school reform, UNITE-LA is prepared to leverage its team of over 20 professionals, who have considerable expertise in academic instruction and building successful schools, to support the Barack Obama Global Preparation Academy's project-based learning, and technology-based learning initiatives. Through our Pillar initiative, we are committed to helping the school develop strong business-education partnerships designed to provide experiential work-based learning opportunities for students and partnership training for teachers and administrators (please see attached exhibit for a full description of UNITE-LA's programs).

Lastly, we are also committed to helping the school identify funds and resources through our relationships with private foundations and other donors. We are confident that we can help enhance the school curriculum through strategic alliances with the business community, the non-profit sector, and our University partners. As such, we enthusiastically endorse the proposal for the Barak Obama Global Preparation Academy.

Sincerely,



Gary Toebeen
President President & CEO
Development Los Angeles Area Chamber of Commerce
of Commerce



David Rattray, Senior Vice
Education and Workforce
Los Angeles Area Chamber

President, UNITE-LA

DR. GEORGE J. McKENNA III

George McKenna was born and reared in New Orleans, Louisiana, where he distinguished himself as a scholar and athlete and where the seeds of his civil and human rights activism were nurtured. Upon receiving a Bachelor's Degree in mathematics from Xavier University, at the age of 20, he was awarded a teaching fellowship to Loyola University, Chicago, where he earned an M.A. in mathematics. He holds a Doctor of Education Degree from Xavier University.

Dr. McKenna took a position in the Los Angeles Unified School District as a mathematics teacher. He also worked as an engineer for North American Aviation on the Apollo Moon Shot Project, but his love for teaching led him to remain in the field of education. While continuing his education at Loyola University Law School, UCLA, and California State University, Los Angeles, he taught at the secondary school and college levels; and, within a short time, he moved through the ranks of secondary school administrative positions.

As the Principal of George Washington Preparatory High School located in South Central Los Angeles, Dr. McKenna developed and implemented the Preparatory School Model, a program stressing academic excellence at all levels. In four years, he successfully changed an inner-city high school that had been torn by violence, low achievement and lack of community confidence into a school with an attendance waiting list, and nearly 80% of the graduates enrolled in college. Because of his success, Dr. McKenna's programs have been widely modeled throughout the nation.

He served as Superintendent of the Inglewood Unified School District in California, Deputy Superintendent in Compton, California, Local District Superintendent in the Los Angeles Unified School District, and Assistant Superintendent of Secondary Schools in Pasadena, California. He established his own educational consulting firm providing professional development and support to school districts and community organizations. However, in September 2009, Dr. McKenna returned to the Los Angeles School District as Local District 7 Superintendent, serving nearly 60,000 students in Central Los Angeles.

Dr. McKenna has received international recognition for his work, receiving over 400 citations and awards from a host of civic, legislative and professional organizations. He was also recognized by President Reagan, who invited him to the White House to participate in a panel on school discipline. The President further acknowledged Dr. McKenna's leadership at the 68th Annual National Convention of Secondary School Principals, where the President praised him as a "hero with faith in common-sense values." Massachusetts Governor Michael Dukakis mentioned Dr. McKenna's achievements during his presidential nomination acceptance speech at the 1988 Democratic National Convention.

Dr. McKenna's accomplishments have been featured in a wide variety of media, including Time, People, and Ebony magazines, the Los Angeles Times, The Wall Street Journal, The Christian Science Monitor, and The Detroit News. He has appeared on "The CBS Evening News with Dan Rather," "Nightline" with Ted Koppel, "The Oprah Winfrey Show," "Nightwatch," and a documentary film entitled "Chaos to Calm" produced by the California State Attorney General's Office. Dr. McKenna is the subject of the award-winning CBS television movie entitled, "The George McKenna Story" starring Denzel Washington, which was broadcast in 1986 and again in 1989; and he was featured on the 1988 Miller Brewing Company Calendar of Great Black Educators. Dr. McKenna was the 1989 recipient of the Congressional Black Caucus' Chairman's Award and was inducted into the National Alliance of Black

School Educators' Hall of Fame in 1997. He is the author of California legislation, which permits parent release time from work to visit schools.

A strong advocate of building stable communities from within, Dr. George McKenna believes that an educational system, which emphasizes justice, equal opportunity and non-violence, is the primary vehicle for positive change in a pluralistic and technological society.

DARYL I. NARIMATSU

Professional Experience**DIRECTOR, SCHOOL SERVICES, Local District 7 (September 2009 to Present)**

- Assist the Local District Superintendent in overseeing and directing the activities of principals, ensuring compliance with Board policies and the General Superintendent's directives; advises principals regarding implementation of programs and day-to-day personnel and operational concerns.
- Assist in formulating policies and directing plans for implementing, evaluating and improving the local district's instructional program; develops goals, plans and commitments for the instructional program that ensure that students achieve high academic standards.
- Assist in the administration of a program of personnel services for local district employees; in the determination of personnel needs collaboratively with principals; in disciplinary and grievance resolutions; and in ensuring compliance with all applicable policies and directives.
- Assist in resolving complaints and concerns of teachers, students and parents.
- Establish and administer a program of communication with parents and the community regarding school operations; promotes collaboration among stakeholders and increased accountability for results; interacts effectively with advisory councils; and ensures that all parent education involvement activities promote and are aligned with district student achievement goals.
- Interpret and implement policies from the Office of the General Superintendent and the Board of Education.
- Evaluate the performance of subordinate personnel.

PRINCIPAL, Mary McLeod Bethune Middle School (July 2003 to September 2009)

- Supervised and evaluated the performance of certificated and classified staff members.
- Planned, monitored, and lead professional development sessions for stakeholder groups to improve student achievement.
- Monitored all Single Plan For Student Achievement action plans and school expenditures.
- Completed the AB75 Principal Training Program: Modules I, II, III.
- Implemented District Initiatives.
- Served as a resource for and liaison to the stakeholders of the school community.
- Interpreted and implemented state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
- Provided guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
- Provided leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
- Maintained a school climate that ensures the safety, health, and welfare of students and personnel; organized and implemented an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
- Participated in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.

- Maintained positive public relations and outreach contacts with parents and community groups.
- Ensured the maintenance of a clean physical environment that is conducive to good health and safety.

COORDINATOR, OPERATIONS AND SAFETY, Local District I (August 2000 to July 2003)

- Communication with parents and community regarding non-instructional issues.
- Assisting schools with operational and emergency situations.
- Placement and appeal of O.T.s.

ASSISTANT PRINCIPAL, Manual Arts High School (August 1996 to July 2000)

- Served as a liaison to parents, certificated and classified staff, the community, and business partners.
- Principal's Designee
- Developed and implemented school-wide instructional and discipline plans.
- Developed and updated school schedules and master calendars.
- Aligned budget to school plan and oversaw expenditures, coordinated campus security, supervision, and after school events.
- Coordinated crisis team's disaster, fire, and emergency procedures.

ADMINISTRATIVE ASSISTANT: SPECIAL PROJECTS, Manual Arts High School (August 1994 to July 1996)

- On site contact person for the renovation project
- Worked with the various contractors – making certain safety issues were addressed and timeline were being observed
- Liaison between school and off campus representatives for programs at Manual Arts

Teaching Experience**SPANISH TEACHER, Jefferson and Gardena High School (April 1983 to July 1994)**

- Taught Spanish 1, 2, 3 and Advanced Placement

ADAMS BRANCH COORDINATOR, Manual Arts / Jefferson Community Adult School (August 1991 to July 1994)

- Implemented the ESL / Academic Programs for adults and high school students

ESL TEACHER, Teacher Adult Division (March 1983 to May 1988)

- Taught ESL classes
- Taught Spanish in-service classes for teachers, administrators, and law enforcement officers

Education

California State University, Dominguez Hills

- M.A. – Education Administration
- Professional Clear Educational Administrative Services

California State University, Dominguez Hills

- Bachelor of Arts, Spanish
- Minor in Business Administration (Management)
- Single Subject Secondary – Foreign Language Spanish (Life)

Professional Associations

- Alliance of Asian Pacific Administrators
- Association of California School Administrators
- Association of Supervision and Curriculum Development
- California Association for Supervision and Curriculum Development
- Phi Delta Kappa

LISA Y. PEACOCK

EMPLOYMENT***2009 to present Testing Coordinator and Data Problem Solving Coach***

- Foshay Learning Center
- Organize and coordinate testing for all students
- Plan professional development
- Lead Data Team

2008 to 2009 Local District 7- 6th Grade Mathematics Intervention Team

- Created weekly diagnostic's for 6th grade math teachers at 3 middle schools,
- Collected and analysis data

2003 to 2009 Math Coach- Foshay Learning Center

- Planned professional development for math teachers
- Assisted teachers in implementing LAUSD's standard based
- mathematics curriculum in their classrooms
- Assisted teachers in classroom management and designing lessons

1994 to 2003 Mathematics Instructor Foshay Learning Center

- Taught middle school mathematics, 6th, 7th and Algebra I to English Language Learners
- Designed lessons to benefit learning styles of all students
- Conducted a variety of professional developments for colleagues

1985 to 1994 Elementary School Teacher Twenty-eighth Street Elementary

- Taught self-contained classrooms
- Developed and modified lessons for students' success
- Worked with students from basic to gifted

EDUCATION

1994 MA, Education Pepperdine University, Malibu, CA

1984 BA, Sociology and Linguistics University of California, Santa Cruz, CA

- Certificate of Eligibility for the Administrative Credential
- Supplementary Authorization, Mathematics
- Language Development Specialist Certificate
- Multiple Subject Teaching Credential

DAY HIGUCHI

Associate Director, Institute for Standards, Curricula and Assessments

Day Higuchi is immediate past President of United Teachers Los Angeles (UTLA). Prior to that, he was AFT Vice President of UTLA. Before becoming a full time officer of UTLA, he taught middle school for twenty years.

Day began teaching in 1969 at Griffith Middle School in East Los Angeles where he taught until being elected to full time union office in 1989. He spent many years in the reading program, specializing in teaching basic reading. He also taught physical and life science, health, English, drama, film-making, telecommunications, and social studies. In 1986 he organized a school-within-a-school patterned after the German Köln-Holweide school in which a team of teachers taught the entire academic program to a cohort of 140 students over the entire course of the students' middle school years. The effort was reported in *Education Week*, presented at AFT's QuEST conference, and elsewhere, and seems to have made its way into the general nomenclature of education as "looping".

As **AFT Vice President**, he co-wrote the guidelines for School-based Management in Los Angeles Unified, served on key committees during the formation of the LEARN reform effort, and negotiated a larger role for the union in professional development. As **UTLA President**, Day negotiated a fifteen percent salary differential for National Board Certified teachers, a 92 hour obligation on their part to share their expertise through activities such as helping new teachers and conducting professional development, and Peer Assistance and Review (PAR). He also brought these and other union-backed programs into the union's physical headquarters, including PAR, the Support Network for National Board Certification, the Collective Bargaining Institute and The Institute for Standards, Curricula and Assessments.

During his tenure as UTLA President, he also served as vice president of the American Federation of Teachers, California Federation of Teachers, California Labor Federation, Los Angeles County Federation of Labor, and Asian Pacific American Labor Alliance – Los Angeles Chapter, and was a delegate to the CTA State Council.

Day wrote a column in the **UTLA Newspaper**, read by 45,000 members, twice monthly for twelve years. He made numerous television appearances, was often heard over the radio speaking on teaching and education, and his editorial pieces appeared in area newspapers.

Since his retirement in 2002, Day has volunteered his services as a trainer and associate director for the Institute for Standards, Curricula and Assessments, chairperson of the UTLA Board of Directors Professional Development Committee, and activist in support of the United Teachers Educational Foundation.

He holds **degrees from the University of California at Los Angeles: B.A. (Philosophy), M.A.(Philosophy)** and secondary California **teaching credentials** authorizing him to teach six subjects: general science, physical science, chemistry, English, mathematics, social studies, anthropology, and philosophy.

CHARLOTTE HIGUCHI

Summary Statement

For more than thirty years, Charlotte Higuchi has taught students in a number of programs: bilingual, special education, gifted, ungraded primary, Title 1, from pre-school to college. As a teacher researcher at UCLA's Center for Research, Evaluation, Standards, and Student Testing, she investigated and designed performance-based assessments for an ungraded primary class in East Los Angeles. Her work was profiled in a documentary called *Assessing the Whole Child* produced by the National Center for Research Evaluation, Standards, and Student Testing (CRESST) at UCLA.

Presently, as director of the Institute for Standards, Curricula, and Assessments (ISCA), she designs and oversees the professional development courses for teachers and administrators in lesson and assessment design (lesson study). Teachers develop high quality, engaging curricular units and assessments based on the California Content Standards. These units, assessments, and student work have been published recently in the *Lesson Study: Language Arts Handbook Integrating Standards, Curricula, and Assessment, Volume 2*. Higuchi's recent research focuses on teachers working collaboratively to develop rigorous standards-based curricular units and assessments, aimed at increasing student learning. This process is called lesson design study groups.

Education

- M.A. 1974, Pacific Oaks College, Human Development
- B.A. 1966, UCLA, History and English

Credentials

- Early Childhood Specialist
- Elementary, Secondary, and Administrative CLAD Certificate

Teaching and Teacher Researcher Experience

- | | |
|---|--------------|
| ▪ Principal Investigator, Institute for Standards, Curricula and Assessments (ISCA) at United Teachers Educational Foundation | 1999 Present |
| ▪ Project Director, The Language Arts Project, CRESST at UCLA | 1994 |
| ▪ Teacher Researcher, Farmdale Elem./CRESST | 1989–1993 |
| ▪ Teacher Researcher, Farmdale Elem./American Federation of Teachers | 1988 |
| ▪ Teacher Researcher, Farmdale Elem./Center X at UCLA | 1986 |
| ▪ Teacher, Resource Teacher (Literature, Science, and Mathematics), Preschool to 6th, East Los Angeles | 1975–1993 |
| ▪ Teacher, Reading & Special Education, 7th–9th, South Central Los Angeles | 1967–1971 |

Honors

- Featured in video *Assessing the Whole Child*, by CRESST, UCLA 1993
- Featured in video: *Alternate Forms of Assessment*, by North Central Regional Lab 1992
- Featured in PBS documentary called *Where Have All the Teachers Gone?* 1989
- Classroom Excellence, California Association of Teachers of English (CATE) 1988
- Outstanding English-Language Arts teacher of the Year for Elementary Grades, Southland Council of Teachers of California 1988
- Outstanding English-Language Arts Teacher of the Year for Elementary Grades, English Council of Los Angeles 1987
- Outstanding Contributions to Mathematics, Los Angeles City Teachers of Mathematics Association 1983

Professional Activities (Partial List)

- California Master Plan: Student Learning Committee Member 2002
- Writing Committee, National Assessment of Educational Progress (NAEP) 1998–Present
- California Teachers Association State Council 1998–2000
- Writing Planning Committee, NAEP 1997
- Japan Educational Study Group, California State Department of Education 1997
- Los Angeles Annenberg Planning Committee 1996
- Urban Education Advisory Board, Association for Supervision Curriculum and Development (ASCD) 1994
- Trustee of Student Assessment of Accountability Task Force LEARN 1992
- Urban District Assessment Consortium, AFT and PEW Collaborative 1991–1993
- Comprehensive Student Assessment Accountability Committee, LAUSD 1990–1994
- English-Language Arts Model Curriculum Guide Committee, California State Department of Education 1988
- Teacher/Consultant, California Literature Project, UCLA 1985–1994
- Mentor Teacher, LAUSD 1984–1986
- Teacher/Consultant of the UCLA Mathematics Project 1984–93
- Teacher/Consultant, UCLA Writing Project 1983–93

Conference Presentations (Partial List)

Presented at numerous conferences on designing standards-based units and performance assessments (literature instruction, mathematics, science, social studies, interdisciplinary curriculum), portfolios, lesson study

- Association for Supervision and Curriculum Development (ASCD)
- Boston College
- California Federation of Teachers
- California State Department of Education
- California Teachers Association
- Center for Research on Evaluation, Standards, and Student Test Conference, UCLA
- Council of Chief State Officers-Large Scale Assessment Conference
- Harvard
- Hyogo Teachers Union International Symposium on Educational Reform in Japan
- Los Angeles Educational Partnership
- National Council of Teachers of English Conference
- National Council of Teachers of Mathematics Conference
- National Education Association
- QUest Conference, American Federation of Teachers
- State Department of Education Virginia
- UCLA Chancellor's Conference

Publications

- *Lesson Study: Language Arts Handbook Integrating Standards, Curricula, and Assessments, Volume 2.* United Teachers Educational Foundation, 2002.
- *The Language Arts Handbook: Integrating Standards, Curricula, and Assessments.* United Teachers Los Angeles, 1998.
- “The Third Year,” (1994). Educational Leadership. Association for Supervision and Curriculum Development. An article on effects of ungraded primary.
- “Understanding Begins with Us,” (1993). Educational Leadership. Association for Supervision and Curriculum Development An article on effects of multicultural education.
- “Teachers as Researchers.” (1992). The CRESST Line, UCLA.
- “Literature and Classroom Dialogues: The Evolution of a Thinking Community,” (1990). The Power of Context, UCLA, Teachers As Researchers Project.
- “Performance-based Assessments: What Teachers Need,” (1994), Center for Research Evaluation, Standards, and Student Testing, Technical Report 362.
- *Teacher Researcher Handbook*, (1990). American Federation of Teachers.
- *Teacher/Parent Partnership Handbook*, (1989), contributing writer. IMPACT II of New York.
- *English Language Arts: Model Curriculum Guide, K-8*, (1987), contributing writer. California State Department of Education.
- *Literature for All Student: A Sourcebook for Teachers*, (1985), contributing writer. California State Department of Education.

WELLFORD W. WILMS

Summary Statement

Professor in UCLA's Graduate School of Education and Information Studies and Co-director of the UCLA Institute for Nonviolence in Los Angeles. Teaches courses in organizational design, community leadership and conflict resolution. Conducts action research to understand organizations' adaptive strategies and provided them with feedback to help them to manage in changing environments. Recent focus on public sector – the research university, the Los Angeles Police Department, public schools and teacher unions, and higher education.

Professional Experience

UCLA Graduate School of Education and Information Studies	<i>1977 to Present</i>
<i>Professor, Education Leadership Program</i>	<i>2006 to Present</i>
<i>Director, Educational Leadership Program (joint appointment with Department of Public Policy)</i>	<i>1993 to 2006</i>
 Institute for Nonviolence in Los Angeles	 <i>2008 to Present</i>
<i>Co-director</i>	
 <i>Associate Professor</i>	 <i>1985-1993</i>
<i>Assistant Dean</i>	
<i>Research Director, California Worksite Research Committee</i>	
<i>Assistant Professor</i>	<i>1977-1984</i>
 Center for Research and Development in Higher Education, UC Berkeley	 <i>1974-1977</i>
<i>Principal Investigator and member of the Executive Committee</i>	
<i>Project Director, Institute of Governmental Studies</i>	
 Golden Gate University (San Francisco, California)	 <i>1970-1972</i>
<i>Lecturer in management and organization theory</i>	
<i>Director of Cooperative Education</i>	<i>1967-1969</i>
<i>Director of School and Community Relations</i>	<i>1966-1967</i>
 U.S. Department of Health, Education and Welfare (Washington, D.C.)	 <i>1969-1970</i>
<i>Washington Intern in Education, Office of the Secretary, Washington, D.C.</i>	

Selected Research Awards

- Washington Mutual (\$250,000) to United Teachers Los Angeles, for training teachers in lesson study. (2003)
- U. S. Department of Education (\$7,900,000) to California State University, Northridge to design and implement lesson study models at two Los Angeles schools (member of the research team). (1999)
- The Pew Charitable Trusts (\$603,000) to continue work of the Teacher Union Reform Network to foster educational reforms. (1998)

- The National Institute of Justice (\$180,000) to continue longitudinal research in the Los Angeles Police Department and to institutionalize the feedback of management information. (1998)
- The Alfred P. Sloan Foundation (\$500,000) (with C. Kumar Patel and Uday Karmarkar) to study research university inputs, core processes and outputs and relationships to stakeholder demands. (1996)
- The Pew Charitable Trusts and an anonymous donor (\$400,000) to establish a teacher union network to help foster school reform. (1996)

Recent Publications

Books and Technical Reports:

- Wilms, Wellford, Liberating the Schoolhouse: Breaking the Grip of Centralized Power, Triarchy Press, Axminster, UK., June 2008. Also published online by Truthdig at <http://www.truthdig.com/report/item/20080430_liberating_the_schoolhouse/>, May 1, 2008 (Selected as a finalist, Los Angeles Press Club, 2009).
- Wilms, Wellford, Teachers' Perceptions of Lesson Design Study, Technical Report, submitted to the United Teachers Los Angeles, May 23, 2006
- Wilms, Wellford, First Phase Lesson Design at Foshay Learning Center: A Joint School-Union Initiative, Technical Report submitted to the Foshay Learning Center and the United Teachers Los Angeles, February, 2004
- Wilms, Wellford, Schmidt, Warren, and Norman, Alex, To Protect and To Serve...and To Listen (Technical Report) National Institute of Justice, 2002
- Wilms, W. and Zell, D., Awakening the Academy: A Time for New Leadership, Anker Publishing, Bolton, MA, 2002.
- Wilms, W., The Strain of Change: Voices of Los Angeles Police Officers, Report submitted to the National Institute of Justice, October, 2000.
- Zell, D., and Wilms, W., The University in Transition: A Study of Adaptation and Change in a Large Research University, Report submitted to the Alfred P. Sloan Foundation, May, 2000.
- Wilms, W., Schmidt W., and Norman, A., To Protect and To Serve: The Changing World of the Los Angeles Police Department, Interim Report submitted to the National Institute of Justice, July 1999.
- Wilms, W., The Elusive Search for Continuing Professional Competence, an unpublished paper prepared for the Spencer Foundation, Chicago, Illinois, September 1998.
- Wilms, W., Restoring Prosperity: How Workers and Managers are Forging a New Culture of Cooperation, Times Books, Random House, 1996.
- Wilms, W., and Zell, D., Reinventing Organizational Culture Across International Boundaries, Carnegie-Bosch Institute Working Paper 94-3, May, 1993.
- Zell, D., Levine, H., and Wilms, W., The Impact of the Work Innovation Network on the Diffusion of Work Redesign at Hewlett Packard, (unpublished technical report), California Worksite Research Committee, University of California, Los Angeles, September 1992.
- Wilms, W., Hardcastle, A., and Zell, D., A Study of Restructuring California Manufacturing: Policy Implications for Training, (unpublished technical report), California Worksite Research Committee, University of California, Los Angeles, November 1991.
- Wilms, W., Management-Labor Cooperation: Implications for Policy, (unpublished technical report), California Worksite Research Committee, University of California, Los Angeles, September 1990.
- Wilms, W., Hardcastle, A., Ramsey, K., and Zell, D., Five Days on the Line at NUMMI: An Ethnography of California's Last Auto Plant, (unpublished paper), University of California, Los Angeles, 1991.

- Wilms, W., and Burnham, Anthony, Improving Industrial Productivity and Product Quality Through the Team Concept: A Study in Progress, Human Resources Roundtable, Institute of Industrial Relations, HARRT Research Series No. 3., University of California, Los Angeles, California, 1989.
- Wilms, W., and Moore, R., Brokering Government Services: An Analysis of Administrative Consultants and the California Employment Training Panel, Final Report, California State University, Northridge, School of Business Administration and Economics, September 12, 1989.

Journal Articles and Book Chapters:

- Wilms, Wellford, "Sustainable Shared Leadership: A Case Study of Success Slipping Away", Educational Leadership (in press).
- Wilms, Wellford, "Policing by the Numbers: Does it Work?" (Daniel Mitchell, ed) California Policy Options, 2007
- Wilms, Wellford, "Taking back our Schools and Fixing Them," Truthdig, April 23, 2006 (published) http://www.truthdig.com/report/item/20060425_taking_back_our_schools/
- Wilms, Wellford, "Altering the Structure and Culture of American Public Schools," Phi Delta Kappan, Vol 84, No. 8, April 2003
- Wilms, Wellford, and Zell, D. "Accelerating Change in the Academy: Balancing New Demands while Protecting Core Values," On the Horizon (Emerald), November 2003
- Wilms, Wellford, "From the Age of Dragnet to the Age of the Internet: Tracking Changes within the Los Angeles Police Department" (Daniel Mitchell, ed) California Policy Options 2004
- Wilms, W., Teruya, C., Walpole, M., "Fiscal Reform at UCLA: The Clash of Accountability and Academic Freedom," *Change*, Vol. 29, No. 4, 1997, pp. 40-49.
- Wilms, W., "Bound at the Hip," *The New Democrat*, Vol. 9, No. 2, March/April, 1997, pp. 17-20.
- Wilms, W., Hardcastle, A., and Zell, D., "Cultural Transformation at NUMMI," *Sloan Management Review*, Vol. 36, No. 1, Fall 1994, pp. 99-113.
- Wilms, W., and Hardcastle, A., "Payment for Results: A Review of Performance Contracting for Education and Job Training," *International Encyclopedia of Education* (Research and Studies), Pergamon, 1994.
- Wilms, W., and J. P. Cui, "Proprietary Higher Education," *International Encyclopedia of Education*, 1993 (re-published in second edition, 1994, and selected for inclusion on a CD-ROM, September 1996), pp 1195-1200.
- Wilms, W., and Munger, B., "Job Training as a Tool of Social Policy," *Encyclopedia of Education*, American Educational Research Association, (1992).
- Wilms W., and Cui Jiu-Ping, "Economic Change and the Demand for Nonformal Training," *Technical and Vocational Education and Training*, Asian Development Bank, Manila, Philippines, 1991, pp. 416-474.

Selected Appointments, Honors and Service

- Honorary Board of Advisors, The Fund for Veterans' Education, http://www.veteransfund.org/board_of_advisors.php
- Advisory Board, School Management Program, University of California, Los Angeles 2002-present.
- Mediator, Dispute Resolution Program, City Attorney's Office, Los Angeles, California, 1999-present.
- Vice President and Member of the Board of Directors, Center for Research on Innovation and Society, Santa Barbara, California, 1999-2002.

- Member, Higher Education Board of Advisors, Social Science Research Council, New York, New York 1996 to present.
- Research Affiliate, International Motor Vehicle Program, Center for Technology, Policy and Industrial Development, Massachusetts Institute of Technology, 1992 to 1996.
- Board of Editors, Metropolis and Region, Lewis Center for Regional Policy Studies, University of California, Los Angeles, 1994-1996.
- Member, Advisory Board, Lewis Center for Regional Policy Studies, University of California, Los Angeles, 1993-1997.
- Board of Advisors, “Partnership 2000,” California Community Colleges, 1992-1998.
- Board of Editors, International Journal of Educational Development, 1985-1996.

Education**University of California, Berkley**

- Ph. D., Education Policy Planning

Golden Gate University, San Francisco

- M.B.A Organizational Theory
- B.A. Economics and Management

MILES MYERS

Consultant/Trainer

In his distinguished career as an educator, **Miles Myers** recently served as **executive director of the California Subject Matter Projects**, and as **executive director of the National Council of Teachers of English**.

He began his career in education as a **high school English teacher** in the San Francisco area and taught for many years at Oakland High School, in Oakland, California, where he chaired the English Department. He also taught in Oakland's Neighborhood Youth Corp Project, in the first Upward Bound Program in the San Francisco area, and in numerous other urban programs.

From 1985-90, he served as the **president of the California Federation of Teachers**. Between 1976 and 1985, Myers served as **administrative director of the Bay Area Writing Project, California Writing Project, and National Writing Project** and taught many courses in the Language and Literacy Division of the University of California, Berkeley. He supervised secondary English credential candidates in the School of Education, in the 1960s, 1970s, and 1980s.

For several years, Myers has been a **member of the National Humanitas Faculty**.

For over twenty years, he has been **secretary treasurer of the Alpha Plus Corporation** of Oakland, California, an organization of preschools.

Myers has **written and spoken extensively** on current issues in education, among them the clash between effective methods for teaching English and the assessment of language abilities on standardized tests. His **recent research** has focused on different ways cultures define minimum literacy.

Among his numerous **publications** are these seminal books on literacy and standards-based assessments:

- *Standards Exemplar Series, Assessing Student Performance Grade K-12;*
- *Changing Our Minds: Negotiating English and Literacy*
- *The Teacher Researcher: How to Study Writing in the Classroom*
- *A Procedure for Writing Assessment and Holistic Scoring*

Myers served as **president of his regional affiliate (Central California Council of Teachers of English)** and as **vice president of the California Association of Teachers of English (CATE)**. CATE awarded Myers the **CATE Distinguished Service Award** in 1986.

He holds four **degrees from the University of California, Berkeley:**

- B.A. (Rhetoric)
- M.A. (English)
- M.A.T. (English, Education)
- Ph.D. (Language and Literacy)

DAN CHERNOW

Summary Statement

Executive with expertise in the areas of education, management, and business in both for-profit and non-profit sectors, managing multi-million dollar budgets. Management style emphasizes collaboration and builds on the strengths and leadership abilities of all parties. Background in teaching, organizational change management, negotiation, and mediation. National and international experience, with excellent interpersonal and communication skills and an expertise working with a diverse staff and client base.

Professional Experience**UCLA School Management Program** (Los Angeles, California)*1996 to Present**Executive Director*

- Contract to provide leadership in the development of approximately 60 quality programs annually to school districts
- Manage a \$3.5 million budget with 50 faculty and staff members for an independent entrepreneurial department on the UCLA campus
- Established and now direct an organizational structure and culture that provides flexibility and responsiveness to the unique and changing needs of participants
- Serve as a national and international spokesperson on trends and best practices in public education, with major roles in program design, staff recruitment, and fundraising
- Set and direct the implementation of the organization's overall strategic vision
- Manage the continuous growth and evolution of each School Management Program initiative, both locally and nationally
- Manage SMP staff throughout California and the Northeast Region of the United States
- Oversee the development of quality, leading-edge curriculum designed to support school leaders in improving student, faculty, and overall school performance and achievement
- Create organizational strategic planning and governance practices that build strong faculty and staff collaboration, as well as coordination and continuity among satellite offices
- Recruit and hire faculty directors; curriculum developers (management and education); University, business and education practitioner faculty; and program support personnel
- Develop and manage a year-long executive management course for district-level administrators, school board members, and collective bargaining unit leaders, and an 18-month leadership development for a corps of school community members including administrators, teachers and parents
- Manage intensive on-going training institutes in curricular content and skill-based development

Ponifica Universidad Catolica De Chile (Santiago, Chile)*2002 to 2005**Instructor/Lecturer*

- Conducted seminars on educational leadership for faculty and graduate students

School of Education, California State University, Northridge (Northridge, California)*Adjunct Lecturer**1994 to 2000*

- Taught *Education in American Society* in the Educational Leadership and Policy Studies Department, a required course for credentialing candidates
- Developed and instructed a graduate level course on *Politics and Education*
- Served as guest lecturer for upper division and graduate level education courses

Pacific Theatres Corporation

1962 to 1995

Vice President and Assistant General Manager

- **Community Relations/Political Affairs**
 - Co-founder and Director of *Hooked on Reading*, a corporate project for reconstruction of libraries and purchase of new materials for elementary schools. Company employees were trained to read interactively read with children. This program received the US Department of Education's "A Plus-Breaking the Mold" award in 1992, and was recognized in 1993 by Children Now. Now the non-profit called *The Wonder of Reading*.
- **Corporate Operations**
 - Had overall responsibility for establishing and administering operational policies and procedures in a variety of business enterprises throughout California
 - Directed a staff of approximately 400 full-time and 2,500 part-time employees
- **Labor Negotiations**
 - Wrote, negotiated, and analyzed contracts with eight theatre industry labor unions
 - Had direct responsibility for resolving grievances and employee counseling
 - Chaired the negotiating committee representing six national companies
 - Administered all contract terms and conditions.
- **Customer Service**
 - Founded and directed Pacific Theatre's Academy of Courtesy and Excellence (P.A.C.E.), a corporate-wide program that trained staff and management in patron relations

Community Affairs

- Curriculum Development and Supplemental Materials Commission, Member/Chairperson (1986-1992)
- State Board of Education, Legislative Committee, Chairperson (1982-1986)
- State Board of Education Liaison, Curriculum Development and Supplemental Materials Commission

Awards

- California State University Distinguished Alumni Award (2001)
- UCLA Graduate School of Education, Educational Leadership Program "Outstanding Professional Achievement Award" (2006)

Education**University of California, Los Angeles**

- Ph. D., Educational Leadership

California State University, Northridge

- M. Ed., Social and Philosophical Foundations of Education
- M.A., History
- B.A., History

PATRICIA H. MARTINEZ-MILLER

Summary Statement

Highly experienced teacher and administrator with an outstanding record of success in directing substantial and enduring improvements at historically underperforming schools. Exceptional leadership, evaluation, analysis, and implementation skills. Has demonstrated positive, often dramatic results in helping to increase student academic achievement through improving administrator skills, coaching faculty toward adopting best practices in education, and engaging parents and neighborhoods in school improvement. Skilled in uniting highly diverse groups into cohesive educational communities.

Professional Experience**UCLA School Management Program***1993 to Present**Director of Faculty*

- Work with public schools and school districts to create the culture and capacity to assure high academic achievement of all students
- Design and implement curriculum for schools transforming student learning and achievement
- Provide consultation to restructuring schools and districts in California and New England
- Facilitate professional leadership training, workshops, and retreats
- Coach administrators and teachers in leadership towards excellence in student achievement
- Support the implementation of Small Learning Communities within high schools
- Identify, support and sustain effective practices within sanctioned schools and districts to raise student achievement

Yorkdale Elementary School*1980 to 1983***Los Angeles Unified School District**

Yorkdale is an urban school that serves predominately Latino and Vietnamese students, most from low-income families.

Principal

- Directed staff of 60
- Facilitated the successful transition of the school culture to one that recognized the needs of second language learners
- Developed and led faculty professional development programs demonstrably linked to dramatic improvement in student achievement
- Initiated school-wide processes that changed parent/professional relations from adversarial to collaborative

Magnolia Elementary School*1983 to 1993***Los Angeles Unified School District**

Magnolia is an urban school that serves immigrant Latino students from low-income families.

Principal

- Directed staff of more than 150
- Facilitated school re-culturing from one of student remediation to one that uncovered student aptitude
- Developed and led faculty professional development programs that transformed student achievement

California State University at Los Angeles*Recurrently from 1972 to 1993**Adjunct Assistant Professor of Curriculum and Instruction*

- K-12 Curriculum and Instruction courses in Reading and Language Arts, Mathematics and Science, History and Social Science, and supervised elementary and secondary student teachers.

University of Southern California (Los Angeles, California)*Recurrently from 1983 to 1993**Adjunct Assistant Professor of Curriculum and Instruction*

- Teaching in the Diverse Classroom
- Reading and Language Arts Methodology for Bilingual Teachers

Mount Saint Mary's College (Los Angeles, California)*Recurrently from 1980 to 1990**Adjunct Assistant Professor of Curriculum and Instruction*

- Curriculum and Instruction in History and Social Science

Los Angeles Unified School District*Teacher**1968 to 1973**Project Director**1973 to 1975**Assistant Principal**1975 to 1980***Other Related Experience***Presenter**1970 to Present*

- Presenter on effective and sustainable change at state, national, and international conferences including the Association for Supervision and Curriculum Development, International Systems Thinking in Action, National Staff Development Council, Association of California School Administrators, and California School Boards Association

*Author**2007*

- *Breaking Through to Effective Teaching: A Walk-Through Protocol Linking Student Learning and Professional Practice*, Cervone, L. and Martinez-Miller, P. (2007), Lanham, MD: Rowman & Littlefield.

Board Member

- South Pasadena Unified School District Governing Board – Member and Three-time President

Credentials

- Lifetime California Elementary and Secondary Teaching
- Lifetime California Community College
- Lifetime K-12 Administrative Services
- Bilingual Cross-cultural Teaching

Education**University of Southern California** (Los Angeles, California)

- Ph.D., Spanish Language and Literature
- M.A., Spanish
- B.A., Spanish

DEBRA L. LAIDLEY

Summary Statement

Educational administrator with expertise in designing and delivering effective professional development interactions for educators, ensuring improved learning for both adults and students. Supervised the development and performance of literacy coaches at 14 secondary schools in historically underserved communities, with an emphasis on action research, lesson study, data analysis that informs pedagogical decisions to address student strengths and needs. Led the development of successful grant proposals for school renewal. Strong background in teaching, cognitive coaching, organizational change management with a focus on appreciative inquiry, and mediation. Excellent interpersonal and communication skills with an expertise working with a diverse staff and client base. Management style emphasizes collaboration and builds on the strengths and abilities of all employees.

Professional Experience**UCLA School Management Program***2006 to Present**Faculty Member*

- Focus efforts on developing educators as researchers who use protocols for learning from analysis of student work, teacher practice and performance data to enhance teaching and learning
- Provide professional development workshops, ongoing coaching, and instructional support to school leadership teams, administrators, teachers and other school, district and community constituents

UCLA Principals' Leadership Institute*2005 to Present**Lecturer*

- Provide instruction to graduate students participating in a Master's degree program in preparation for a California Administrative Services Credential
- Deliver a social justice program that focuses on developing strong leaders for historically underserved and underperforming urban schools

Los Angeles Unified School District*Secondary Literacy Coordinator, Local District 6**2004 to 2006*

Local Districts 6 and J are located in South East Los Angeles, serving historically underserved communities with high immigrant populations and high poverty.

- Supported professional development activities of specialists, advisors, and experts, coordinating with Local District 6 focus areas and the LAUSD Secondary Literacy Plan
- Provided direct supervision and professional development to a team of eight local district content area experts and specialists, and to 17 school-based literacy coaches
- Led implementation of district-wide pilot instructional programs for secondary school literacy improvement, supporting coaches and teachers in developing all program components including assessment tools, engaging in lesson study and action research, and refining program components collaboratively, based on results of initial implementation

Secondary Literacy Specialist, Local District J

2003 to 2004

- Collaborated with colleagues to develop, coordinate, and conduct professional development programs for literacy coaches and other teachers to enhance standards-based instruction and literacy strategies in language arts and academic content areas
- Conducted classroom observations and provided developmental feedback to literacy coaches and teachers. Worked with literacy coaches to enhance their coaching skills, developing strengths in observation and feedback.
- Developed, modeled, and supported ongoing use of protocols for learning from student work to improve instructional practices

UCLA School Management Program

1996 to 2003

Faculty Member

- Developed and coordinated the UCLA Critical Friends Groups Coaches' Institutes (CFG) for more than 60 schools within LAUSD Local District F.
- Led school leadership teams in data analysis, plan development, and implementation of school plans as an approved California State External Evaluator for the state's Immediate Intervention Underperforming Schools Program (IIUSP).
- Collaboratively developed and delivered workshops on effective instructional strategies, organizational change, diversity and equity, effective communication, and school/staff effectiveness to principals, teachers, parents, and classified staff at restructuring schools

National School Reform Faculty

2000 to 2006

Faculty Coordinator, West Coast Center of Activity

- Coordinated actions between UCLA SMP and National School Reform Faculty
- Provided organizational leadership as Co-Director of the nationwide network
- Collaborated to plan national efforts for sustaining professional learning communities

Foshay Learning Center (Los Angeles, California)

1989-1996

The Center is located in a transient, historically underserved community in South Los Angeles

Parent Center Director

1994 to 1996

- Organized parenting skills classes and weekend parent seminars
- Coordinated an on-site parent basic education program, including computer training
- Organized and publicized parent volunteer services in classrooms and offices

Interim Assistant Principal

1993 to 1994

- Coordinated scheduling of school events and facilities
- Supervised professional development activities

LEARN Lead Teacher

1993 to 1996

- Provided demonstration lessons for teachers and conducted peer observations and debriefing
- Partnered with the principal to establish an improved school-wide educational environment.
- Presented workshops on school reform at state and national conferences and restructuring schools within the Los Angeles Unified School District

ESL and English Teacher

1989 to 1993

Nashville High School (Nashville, Arkansas)

1978 to 1980

American and English Literature, English Composition, and Journalism Teacher

Publications

- “A Tale of Two Schools, or the Role of a Principal in a Collaborative Culture” *Connections: The Journal of the National School Reform Faculty*, 2006. Bloomington, IN
- “Directors’ Report,” *Connections: The Journal of the National School Reform Faculty*, 2005. Bloomington, IN
- “CES Northwest CFG Seminar Observation,” *Connections: The Journal of the National School Reform Faculty*, 2006. Bloomington, IN
- “The Evolving Face of Critical Friends Groups (CFGs),” *UCLA SMP EdNews*, 2008. Los Angeles, CA
- “Ideas for the New Year,” *UCLA SMP Quarterly*. 1998. Los Angeles, CA

Invited Presentations

- “Purpose to Performance: Synergy in the Antelope Valley Union High School District” at the 18th Annual Pegasus Conference, *Synergy at Work: Gathering Momentum for Meaningful Performance*, Boston, MA, November 17-19, 2008 – with Patricia Martinez-Miller, Ph.D. and Michael Viera, Ed.D.
- “Critical Friends Groups New Coaches Seminar” at Shanghai American School, Shanghai, China, June 12 – 21, 2008 – with Frances Hensley, Ph.D., University of Georgia, Athens.
- Critical Friends Coaches Annual Winter Conference, Seattle, WA, January 25 – 27, 2007.
- National Facilitators’ Conference for Critical Friends Groups, Bloomington, IN, May 5 – 8, 2006.

Professional Organizations

- School Reform Initiative, Inc. (formerly titled National School Reform Faculty)
- Phi Delta Kappa
- Association for Supervision and Curriculum Development
- Computer Using Educators
- California League of Middle Schools
- National Education Association

Education**Mount St. Mary’s College** (Los Angeles, California)

- M.A., Educational Administration
- California Administrative Services Credential

Ouachita Baptist University (Arkadelphia, Arkansas)

- B.A. cum laude, Communications and English

Other Credentials

- California Teaching Credential – Professional Clear
- Language Development Specialist Credential (CLAD Credential)

Recruitment Process for Teachers of Barack Obama Global Preparation Academy

Step 1	<ul style="list-style-type: none"> • Host a “Meet and Greet” at each relief school. This is a collaborative meeting with Human Resources, UTLA, and the principal. Human Resources will explain the staffing process when a new school is built affecting boundary changes, as the case. • Following the “Meet and Greet” presentation, the principal will provided an overview of the school plan and teacher expectation, including explaining how teachers will be evaluated. Highlights include teachers understanding that: <ul style="list-style-type: none"> ○ This Lesson Design Study school, in which all teachers will be required to develop interdisciplinary lessons, common assessments, analyze data regularly to inform instruction and intervention ○ “Personalization” is another key feature, in the form of Personalized Learning Environments, and that all core teachers and some elective and p.e. teachers will be assigned to 1 academy. ○ The SPSA is the plan and calls for regular implementation of the identified key access strategies in instruction. ○ Interdisciplinary theming and teaming take precedence. Thematic (according to the Academy) project based learning is the result. In interdisciplinary teams teachers will collaboratively design standards-based rigorous projects ○ Regular administrative class visits, as well as peer visits will be the norm. Teachers must understand that they will be teaching in a “fish bowl.” ○ Teachers in the STEM and Global Studies Academies will “loop,” in other words, teach their students for 2 years. 7th grade teachers follow their students to 8th grade, and the cycle continues. ○ All teachers must hold “high expectations” of their students and themselves, participating in individualized professional development to strengthen selected research based strategies. ○ All teachers will teach 6 periods (some will include a “flex” period) of their content and have 2 conference periods. 1 of the conference periods will be a “common” conference period with their interdisciplinary team when the Cycle of Inquiry will occur. ○ In addition, beginning with the 2nd week of school and ending with the 39th week of school, every Tuesday will be a Professional Development day, with school ending 90 minutes early (combination of PD Tuesdays, Minimum Day, and Common Planning Time for middle schools) for the purposes of data analysis, lesson planning and inservices. ○ All teachers will be expected to follow District mandates, including using ISIS and Welligent regularly to input and access data, as well as use “Moodle,” for collaboration, common assessments, etc.
Step 2	<ul style="list-style-type: none"> • Following the “Meet and Greet,” each teacher at the relief schools will complete a district generated Preference sheet, indicating if they prefer to remain at their current school or if they are interested in Obama Global Prep. In addition, they will be asked to sign they understand the above expectations which will also include how they will be evaluated. This measure is endorsed by UTLA.

Step 3	<ul style="list-style-type: none">• HR will send a list of interested “eligible” candidates to the Local District Superintendent and Principal. Understanding that a certain percentage must come from the relief schools, the Local District Superintendent, Director, principal, UCLA and ISCA reps, 2 parents, and 2 UTLA reps from feeder or relief school (not interested in coming to new school) will review credential and seniority status for interviewing and selection.
Step 4	<ul style="list-style-type: none">• Any positions not filled by relief schools, will be advertised as “vacancies.” The school interviewing team will work with HR first, in getting list of District candidates. For “hard-to-staff” areas, i.e. math, science, special education, or for remaining vacancies, the principal has already established a relationship with the teacher education programs at the following universities to recruit new highly qualified teachers:<ul style="list-style-type: none">○ CSU Dominguez Hills, for math and science teachers○ UCLA, for Social Studies○ Loyola University, Mt. St. Mary, Cal Sate Los Angeles and USC
Step 5	<ul style="list-style-type: none">• Once teaching staff is determined, the principal will use the three professional development days given new schools in the summer, to induct the staff into the school plan and expectations and allow time to set up classroom; and, hopefully, grant funded 6 days for initial Lesson Design Study training.