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1. Corrective Actions for Struggling EL Students

DATA	PROFILE	OBJECTIVE	ACTION
EL student has achieved a 3 or 4 on the CELDT and is passing ESL 4 or Sheltered with a "C" or better but has not achieved "BASIC" level on the English Language Arts of the CST's	Student has high oral skills, but low level literacy skills	Strengthen literacy skills. Student needs intensive instruction in vocabulary development, reading comprehension and reading fluency.	<p>Tier I- Classroom Intervention</p> <ul style="list-style-type: none"> Differentiated instruction and use of ESL, ELS and English class to facilitate language and literacy development Interdisciplinary use of reading and writing curriculum with emphasis on the Academic Language in the content courses (math, social studies, science) <p>Tier II</p> <ul style="list-style-type: none"> Hold Language Appraisal Team (LAT) meeting to determine that the student's primary language is a not a determining factor in student's lack of academic success Enroll student in English Language Skills (ELS) course Flex period consist of targeted intervention ELAP tutoring
EL student has achieved Basic or above on the ELA domain of the CST and is passing ESL/English class but has earned a 2 on the speaking domain of the CELDT	EL student has not developed oral proficiency	Strengthen speaking domain	Teachers on EL student's PLE differentiate instruction and offer academic language development. Student is given multiple opportunities for active learning activities. Frequent use of varying types of choral response. Interactive learning that promotes student engagement
EL student has achieved an overall 3 or above on CELDT, basic or above on CST but is not passing ESL/English course	<p>ESL course exams consist of all four domains: speaking, listening, reading and writing.</p> <p>English course is standards based</p>	<p>Analyze ESL unit tests to look for patterns on one or more of the four domains.</p> <p>Is SDAEI been implemented in student learning to ensure access to academic language</p>	<p>Response to Instruction</p> <ul style="list-style-type: none"> Use RTI/Cycle of inquiry to revisit teaching practice that focuses on student learning Data analysis reveals that EL student has not passed just the Listening/Speaking domain of several unit tests, teacher may differentiate instruction in the classroom and review earlier level instruction. Student intervention "flex" period will focus on developing that particular domain. Academic counseling, COST or SST, when LAT has ruled out Language as a factor , for student

2. Proposed School Calendar for 2011-12

Important Dates:

TESTS	DATES	GRADES
Annual CELDT	September – October	6 th – 8 th
Initial CELDT	September – June	6 th – 8 th
BEST	September – June	6 th – 8 th
NAEP	January – March	8 th
CA Physical Fitness Test	February – April	7 th
CA Writing Assessment	March – March	7 th
TIMSS	April – April	8 th
STS	May – May	6 th – 8 th
CST	May – May	6 th – 8 th
CMA	May – May	6 th – 8 th
CAPA	May – May	6 th – 8 th

AUGUST

12th: Pupil Free Day

15th: First Day of Instruction

SEPTEMBER

2nd: Admissions Day Holiday – School Closed

5th: Labor Day Holiday – School Closed

29th: Unassigned Day – School Closed

6th: PD Banked Tuesday

13th: PD Banked Tuesday

20th: PD Banked Tuesday

27th: PD Banked Tuesday

Other Important Activities/Events during Month

Annual CELDT Testing Begins

BEST Testing Begins

CEAC/ELAC/SSC Orientation Meeting

CELDT Testing Begins

Textbook Distribution

Period by Period STULL Training

Coffee with the Principal – Parent Center

Semi-Monthly/Classified/Certification Payroll Due

Williams Textbook Teacher Certification Survey

Emergency Drill

CEAC/ELAC/SSC Elections – Parent Center

Fall Pictures

Back-to-School Night

OCTOBER

4th: PD Banked Tuesday

11th: PD Banked Tuesday

18th: PD Banked Tuesday

25th: PD Banked Tuesday

Important Activities/Events during Month

Minimum Day

1st Month Classification Report Due

Staff Augmented Meeting

Principal Leadership Academy

College Month Kick-Off

Department Chair Meeting

CEAC/ELAC/SSC

Staff Meetings

NORM REPORT DUE

1st Month Statistical Report Due

Safe School Plans Update

Department Chair Meeting

SSC Meeting – Parent Center

Faculty Meeting (Bloodborne Pathogens)

Emergency Drill Shake 2011

Radio Test

CEAC Meeting – Parent Center

Annual CELDT Ends

School Site Council Training

Department Chair Meeting

Fall Activity

Coffee with the Principal – Parent Center

Administrator Certification Form Due

Semi-Monthly/Classified/Certification Payroll

NOVEMBER

11th: Veteran's Day Holiday – School Closed
 24th: Thanksgiving Day Holidays – School Closed
 25th: Thanksgiving Day Holidays – School Closed
 1st: PD Banked Tuesday
 8th: PD Banked Tuesday
 15th: PD Banked Tuesday
 22nd: PD Banked Tuesday
 29th: PD Banked Tuesday
Other Important Activities/Events during Month
 English/Language Arts Assessment
 Staff Meetings
 2nd Month Classification Report Due
 Choices & Opciones applications
 Daylight Savings Ends – Move Clock BACK 1 Hour
 SSC Meeting – Parent Center
 Mathematics & Science 7th Assessment
 2nd Month Statistical Report Due
 Blank Choices & Opciones
 PHBAO Conference
 Semi-Monthly/Classified/Certification Payroll Due
 Minimum Day

DECEMBER

19th: Winter Recess Begins
 6th: PD Banked Tuesday
 13th: PD Banked Tuesday
Other Important Activities/Events during Month
 Safe School Plans Update
 Coffee with the Principal – Parent Center
 Staff Meetings
 3rd Month Classification Report Due
 3rd Month Statistical Report Due
 Science 6th & 8th Assessment
 SSC Meeting – Parent Center
 CEAC Meeting – Parent Center
 History/Social Science Assessment
 Semi-Monthly/Classified/Certification Payroll Due

JANUARY

6th: Winter Recess Ends
 9th: Second Semester Begins
 16th: Dr. MLK, Jr's Birthday – School Closed
 10th: PD Banked Tuesday
 17th: PD Banked Tuesday
 24th: PD Banked Tuesday
 31st: PD Banked Tuesday
Other Important Activities/Events during Month
 Faculty Meeting
 SSC Meeting – Parent Center
 Staff Meetings
 4th Month Statistical Report Due
 NAEP Testing Begins
 CEAC Meeting – Parent Center
 Semi-Monthly/Classified/Certification Payroll
 Audiometric Testing
 Coffee with the Principal – Parent Center

FEBRUARY

20th: President's Day Holiday – School Closed
 7th: PD Banked Tuesday
 14th: PD Banked Tuesday
 21st: PD Banked Tuesday
Other Important Activities/Events during Month
 Semi-Monthly/Classified/Certification Payroll
 CA Physical Fitness Test Begins
 5th Month Classification Report Due
 Staff Meetings
 ELA & Mathematics Assessments
 Faculty Meeting
 SSC Meeting – Parent Center
 5th Month Statistical Report Due

MARCH

30th: Cesar E. Chavez Day – Unassigned Day –
School Closed

6th: PD Banked Tuesday

13th: PD Banked Tuesday

20th: PD Banked Tuesday

27th: PD Banked Tuesday

Other Important Activities/Events during Month

Semi-Monthly/Classified/Certification Payroll Due

CA Writing Assessment begins

CA Writing Assessment ends

6th Month Classification Report Due

Staff Meetings

NAEP Testing ends

Faculty Meeting

SSC Meeting – Parent Center

6th Month Statistical Report Due

CEAC Meeting – Parent Center

History/Social Science & Science 6th & 7th
Assessments

Coffee with the Principal – Parent Center

APRIL

2nd – 6th: Spring Recess – School Closed

10th: PD Banked Tuesday

17th: PD Banked Tuesday

24th: PD Banked Tuesday

Other Important Activities/Events during Month

Semi-Monthly/Classified/Certification Payroll Due

7th Month Classification Report Due

TIMSS Testing begins

SSC Meeting – Parent Center

7th Month Statistical Report Due

English/Language Arts Assessments

Staff Meetings

CEAC Meeting

Faculty Meeting

Mathematics & Science 7th Assessments

PHBAO Conference

Minimum Day

CA Physical Fitness Test ends

8th Math Diagnostic Assessment

Coffee with the Principal – Parent Center

Administrator Certification Form Due

TIMSS Testing ends

8th Month Classification Report Due

MAY

1st: Memorial Day Holiday – School Closed

8th: PD Banked Tuesday

15th: PD Banked Tuesday

22nd: PD Banked Tuesday

29th: PD Banked Tuesday

Other Important Activities/Events during Month

Staff Meetings

8th Month Statistical Report Due

STS/CST/CMA/CAPA Testing begins

SSC Meeting – Parent Center

Semi-Monthly/Classified/Certification Payroll

CEAC Meeting – Parent Center

Coffee with the Principal – Parent Center

9th Month Classification Report Due

STS/CST/CMA/CAPA Testing ends

JUNE

1st: Last Day of Instruction

4th: Pupil Free Day

5th: PD Banked Tuesday

12th: PD Banked Tuesday

19th: PD Banked Tuesday

Other Important Activities/Events during Month

Semi-Monthly/Classified/Certification Payroll

Staff Meetings

Open House

Minimum Day

9th Month Statistical Report Due

Algebra End of Course & History/Social Science
Assessment

CEAC Potluck – Parent Center

Initial CELDT ends

Science 6th & 8th Assessments

10th Month Classification Report Due

BEST Testing ends

10th Month Statistical Report Due

3. Proposed Daily Schedule for 2011-12

Period	Subject	Beginning	Ending	MINUTES	Passing Min.
HR	Advisory	7:55 a.m.	8:20 a.m.	25	6 min.
1	ENGLISH	8:26 a.m.	9:11 a.m.	45	6 min.
2	MATH	9:17 a.m.	10:02 a.m.	45	0 min.
BREAK	NUTRITION	10:02 a.m.	10:17 a.m.	15	6 min.
3	SCIENCE	10:23 a.m.	11:08 a.m.	45	6 min.
4	SOCIAL STUDIES	11:14 p.m.	11:59 p.m.	45	0 min.
BREAK	LUNCH	11:59 a.m.	12:29 p.m.	30	6 min.
5	PHYSICAL ED.	12:35 p.m.	1:20 p.m.	45	6 min.
6	ELECTIVE	1:26 p.m.	2:11 p.m.	45	6 min.
7	Flex-Period/Rtl ² TIER 2	2:17 p.m.	3:00 p.m.	43	0 min.

4. Middle School Individualized Culmination Plan

Name: _____ DOB: _____ Track: _____ PLE: _____

Last Name First Name Middle Initial

STUDENT ID: _____ English Learner (EL/LEP) Yes ☐ No ☐ (ESL ☐ PRP ☐ RFEP ☐ Date: _____IEP Current: Yes ☐ No ☐ N/A ☐ Date: _____ If yes, ITP Attached (14+yrs) Yes ☐ No ☐

CST	5	6	7
ELA			
Math			

SIXTH GRADE FALL	Mark	Work Habits	Cooperation	SEVENTH GRADE FALL	Mark	Work Habits	Cooperation	EIGHTH GRADE FALL	Mark	Work Habits	Cooperation
English/ESL				English/ESL				English/ESL			
DRWC/ESL				DRWC/ESL				DRWC/ESL			
Math				Math/Algebra 1				Algebra/Algebra Readiness/Geometry			
Science/Health 6				Science or Health				Science 8			
World History				World History				US History			
Elective				Elective				Elective			
PE				PE				PE			
Interventions				Interventions				Interventions			
A goal I have for myself				A goal I have for myself				A goal I have for myself			
GRADE SPRING	Mark	Work Habits	Cooperation	SEVENTH GRADE SPRING	Mark	Work Habits	Cooperation	EIGHTH GRADE SPRING	Mark	Work Habits	Cooperation
English/ESL				English/ESL				English/ESL			
DRWC/ESL				DRWC /ESL				DRWC/ESL			
Math				Math/Algebra 1				Algebra/Algebra Readiness/Geometry			
Science/Health 6				Science or Health				Science 8			
World History				World History				US History			
Elective				Elective				Elective			
PE				PE				PE			
Interventions				Interventions				Interventions			
A goal I have for myself				A goal I have for myself				A goal I have for myself			

Parent's/Guardian's Signature _____ Date _____ Student's Signature _____ Date _____ Counselor's Signature _____ Date _____

Copy Distribution: Counselor's Copy _____ Parent/Guardian's Copy _____ Student's Copy _____

5. Tentative Professional Development Calendar for 2011-12

SEPTEMBER

- PD
- PD Banked Time – Data –
- PD – Data – By End Discussion
- PD – RtI²

OCTOBER

- PD – Department – Blue Print
- PD Banked Time – EL Access to Core
- PD – PLE
- PD Banked Time – DATA/RtI²

NOVEMBER

- PD – Department –
Analyzing Periodic Assessment
- PD – EL Access to Core
- PD – PLE
- PD – RtI²/Strategies

DECEMBER

- PD Banked Time – RTI²
- PD Banked Time – Faculty Cultural
Exchange

JANUARY

- PD – Department – Test Release Questions
- PD – EL Access to Core
- PD – Banked Time PLE
- PD Banked Time – PLE

FEBRUARY

- PD – Department
- PD – RtI²
- PD – PLE
- PD – CST

MARCH

- PD – Department
- PD Banked Time – CST
- PD Banked Time – PLE
- PD – RtI²
- PD Banked Time – CST

APRIL

- PD – Department
- PD Banked Time – CST
- PD Banked Time – PLE

MAY

- PD – Department
- PD – Implementation of PSC
- PD – PLE
- PD – Implementation of PSC
- PD –Implementation of PSC

JUNE

- PD – Department
- PD – General
- PD – PLE

6. Appendix C – Service Plan for Students with Disabilities

Los Angeles Unified School District
PUBLIC SCHOOL OF CHOICE
SERVICE PLAN FOR SPECIAL EDUCATION

School Identification #:

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>John Muir Middle School upon enrolling any student will request an IEP as well as other necessary records. Special Education demographics will be clearly identified and communicated to faculty and staff. Special education procedures for referral, assessment and eligibility will be communicated to all stakeholders through professional development given by Bridge Coordinator, School Psychologist, Nurse, Service Providers, Resource Teachers and Special Day Teachers.</p> <p>Parents will be informed on Special Education guidelines through CEAC/ELAC and Student Success Team meetings. The Parent Center will have available to parents the important informational brochures, forms, publications, contact numbers, and pamphlets regarding Special Education. Muir Middle School will maintain the following publications and forms in the school office:</p> <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child's Special Needs?</i> brochure • <i>Student Enrollment form</i> • <i>Student Information Questionnaire for Parents and Guardians</i> • <i>Request for Special Education Assessment form</i> • <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> <p>Muir will prominently display the Parent Resource Network poster and will also distribute the brochure <i>Are You Puzzled by Your Child's Special Needs?</i> at the beginning of the school year, to every student to take home.</p>
Outcome 2	Intervention Programs	<p>Intervention methods will be matched to student need and relate directly to student outcome data from multiple measurements and assessments. This researched based approach facilitates instruction in the age/grade level content standards with increased intervention, while providing a layering of special education service based on student need. Need is initiated through development of a student's Individual Education Plan (IEP), where accommodations and modifications are generated in an attempt to allow each student the ability to access, and participate in rigorous standards-based instruction.</p> <p>The goal is to ensure that intervention for each student is linked to a specific skill area. Upon identification, the use of Periodic Assessments and Diagnostic Assessment should determine the effectiveness of the intervention. Assessments determining student performance will be given at the beginning or the intervention program, at monthly intervals and at the end of the program. An intervention program schedule will be developed for the purpose of adding, removing or maintaining student participation in the programs.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Tier 1 Intervention: Interventions include progress monitoring, remediation feedback and prompting. It occurs immediately during the regular instruction period. Other possible tools include the use of diagrams, graphics and pictures to supplement instruction.</p> <p><u>Service categories:</u> Layer 1 Accommodations within the general education class; Layer 2 Co-planning between general education and special educators; Layer 3 Co-teaching in general education content classes; and Layer 4 Direct instruction non-intensive.</p> <p><u>Example:</u> a student may use the learning center to take quizzes or exams, but co-planning between the general education teacher and special educator regarding accommodations takes place for classroom instruction.</p> <p>Tier 2 Intervention: The primary tool of intervention for this level of instruction is the use of supplemental materials, which aim to address specific areas of weakness recognized through ongoing progress monitoring. The supplemental materials are research-based and expressively designed to address the individual needs of the student. This level of instruction is provided in addition to classroom interventions described in Tier 1.</p> <p>Examples of research based supplemental materials:</p> <ul style="list-style-type: none"> • Rewards – a twenty lesson scripted program that teaches a flexible strategy for decoding multisyllabic words. • Read 180 - a comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. • Make Sense Strategies – Software that allows teachers and students to develop think sheets and graphic organizers aligned to content instruction. <p>In addition, Muir Middle School may consider intervention courses that are developed to address literacy or math skills for struggling students. At the middle school level there is Literacy for Success AB.</p> <p><u>Service categories:</u> Layer 1 Accommodations within the general education class; Layer 2 Co-planning; Layer 3 Collaborative co-teaching; Layer 4 Direct instruction non-intensive; and Layer 5 Direct instruction, intensive services.</p> <p><u>Example:</u> The Learning Center may be available to students on an as needed basis or it can be scheduled as an elective. The elective would be titled English Developing Reading Skills and may be repeated as elective credit only once. There should be standards-based instruction taught and the period is not to be used as study skills or study hall. The period serves to: teach learning strategies; support content instruction; pre-teach content material; and provide immediate re-teaching.</p> <p>Tier 3 Intervention: The foundation of Tier 3's intervention is a continued reduction in group size (creating small group within a larger group) along with intensive intervention practices. These practices are tied to specific areas of student need through on going monitoring and assessment. Therefore</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>instruction must now be tailored to small groups.</p> <p><u>Service categories:</u> Layer 1 Accommodations within the general education class; Layer 2 Co-planning; Layer 3 Collaborative co-teaching; Layer 4 Direct instruction non-intensive; and Layer 5 Direct instruction, intensive services.</p> <p><u>Example:</u> A student receiving services through a special day class can be programmed for content instruction in math in special education. But the student can also participate in a general education class for science and receive support through co-teaching and co-planning. Basically this student has been mainstreamed with support from the Special Education Department.</p>
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>John Muir will have a School-Wide Positive Behavior Support Committee that will hold student assemblies to communicate behavioral expectations, use connected to inform parents and constantly review and monitor office discipline referral and suspension data. Teachers will receive professional development and share best practices around forming positive relationships with students. Awards and incentives are given to students for improved attendance, behavior and academic achievement. John Muir will expect all students to be safe, responsible and respectful. The school will post a copy of the "Culture of Discipline: Guiding Principles for the School Community" and "Culture of Discipline: Student Expectations" for public view.</p> <p>In the case of a student whose behavior continues to impede his or her learning or that of others, the IEP team will develop positive behavioral interventions, strategies and supports to address that behavior. The emphasis in all behavioral interventions and supports will be on collaborative partnerships including general and special educators and families in order to develop appropriate plans and implement them consistently. The structures that John Muir will implement for addressing student behaviors and creating positive, safe environments for students fall within three levels. Each level includes supports that enable students to access the curriculum and the social environment of the school setting. The levels are:</p> <p><u>Universal:</u> Includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; peer supports. There is an emphasis on teamwork and collaboration. Assessment will include data collection resulting in group support systems.</p> <p><u>Selected:</u> Includes all supports at the "Universal" level plus individualized social skills training; self management programs; Behavior Support Plans (BSP); parent training and collaboration; adult mentors; increased academic support. Assessments include individualized data collection, observations and interviews, functional behavioral assessment resulting in individual Behavior Support Plans with consistent implementation plans within collaborative teams.</p> <p><u>Targeted:</u> Includes all supports at the "Universal" and "Selected" levels plus intensive social skills training; individualized support plans; parent training and collaboration; multi-agency collaboration</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		(wrap-around) services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP).
Necessary for Planning, will be provided	Description of Student Population	John Muir's Special Education Program services approximately 13% of the total student body. The following procedure as referenced in Reference Guide 5104.1 will ensure students with disabilities are identified, placed in their least restrictive environment and provided services rendered according to the IEP: 1) All special education programs will be listed; 2) a list of teachers for each program will be clearly identified on the school's SESAC report which includes the class count; 3) baseline and supporting special education assistants/trainees (SEAT) will be listed; 4) transportation support will be determined.
Outcome 2	Special Education Program Description	<p>Least restrictive environment continuum of placement options based on student eligibilities</p> <p>Students requiring special education services will receive Free Appropriate Public Education (FAPE) outlined in the IEP in the Least Restrictive Environment (LRE) descending order from least to most restrictive. Instructional programs will be tailored to individual student needs and may consist of a combination of instructional environments which include the following five components: 1) General Education Classes; 2) General Education Classes with consultative or collaboration services provided by Resource Specialist; 3) General Education Classes with direct intensive services in a pull out provided by Resource Specialist Teacher in the Learning Center; 4) Special Classes with direct intensive services provided by special education teachers for one or more content areas; and 5) Special Classes with direct intensive services provided by special education teachers for one or more content areas with targeted skill instruction in the Learning Center.</p> <p>Special Education Program Description:</p> <ul style="list-style-type: none"> <i>Resource Specialist Program</i> - This program address the unique literacy, numeracy, and writing needs of students. Students receive general education curriculum within General Education classes for the majority of the school day. Support is provided by Resource Specialist Teacher by direct intensive instruction in targeted areas in the Learning Center for one period a day or by co-planning, co-teaching, or through supports by Special Education Paraprofessionals in general education classroom. <i>Autism (High functioning/Asperger)</i>-This program address the unique needs of high functioning student with Autism Spectrum Disorder (ASD). Students receive the general education curriculum in the General Education classes for the majority of the school day with counseling support by credentialed social worker. Social skills development is provided in the Learning Center and is embedded in general education classes through implementation of Behavior Support Plans (BSP) and support of Special Education teacher and Special Education Paraprofessionals as to allow students to maximize time spent in general education setting.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • <i>Specific Learning Disabilities</i>- This program offers intensive instructional support in the core content classes; English, math, History/Social Studies and Science for students who have difficulty learning and using certain skills. Instruction is provided by the special education teacher and paraprofessional for the majority of the school day. Students receive general education curriculum using specially designed instructional methods that promote acquisition of grade level standards. • <i>Emotional Disturbance</i>-This program offers both intensive academic and emotional and behavioral instructional for students whose behavior impedes learning. Students receive general education curriculum taught by special education teacher with support from Special Education Paraprofessionals for the majority of the school day. Students receive specially designed instructional methods that promote acquisition of grade level standards as well as instruction in social skills, self-management, conflict resolution, and communication strategies. Students receive Positive Behavior Supports (PBS) through development of Behavior Support Plans (BSP) so that problems that impeded learning and development of pro social behaviors are minimized and appropriate behaviors are fostered. Counseling services are provided by credentialed social workers for students in this program. • <i>Mild/moderate Mental Retardation</i>-Program is designed to meet the unique needs of students with cognitive and adaptive limitations. Students receive LAUSD alternative curriculum which provide core content access for English Language Arts, mathematics, and History/Social Studies, and Science which are linked to state standards and to a set of functional skill areas. Students receive instruction from special education teacher and paraprofessionals. Instruction emphasizes skills needed to live, work, and interact in the community such as: communicating with others, taking care of personal needs, health and safety, home living, social skills, reading, writing, basic math, and work place skills <p>Access to grade level standards and the core curriculum or alternate curriculum Students will receive specially designed standard-based instruction consisting of the following to meet the literacy, numeracy, writing, and behavioral needs of students so that they can access the general education curriculum and meet state standards:</p> <ul style="list-style-type: none"> • Adapting content with use of Augmented Instructional guides which adjust the pace of instruction and integrate targeted skill intervention • Identified and shared best instructional practices to meet the unique needs of students by incorporating principals of Universal Design for Learning UDL • Presenting content in different ways: audio books, PowerPoint presentations, video clips, web based programs different ways students can demonstrate what they learned: compositions, Audio/Visual presentations, re-enactments etc. • Multiple ways to provide student engagement: providing choices, varying degrees of difficulty

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Delivery of instruction using access strategies: cooperative Learning environments, instructional conversations, academic language development and advanced Graphic Organizers. • Use of researched-based strategies for teaching students how to learn such as <i>Makes Sense Strategies or Skills for School Success</i> • Use of researched based intervention provided during class time • Shared system for organizing students, providing adaptations, and teaching compensation strategies using curriculum based measurements • Use of general education materials as well as supplemental content related material that allow access to core curriculum such as books/textbooks on tape, Rich to Text version textbook, Adapted texts • Use of technology such as SNAP GRADE online grade book where students use virtual lockers, parents have school access to their child's progress anytime. • Implementation and adherence to accommodations and modifications and related services as outlined in IEP <p>How and what collaborative services will be provided, including co-planning, co-teaching</p> <p>Collaborative services will be provided to students in the Resource Specialist program. Collaboration will consist of general and special education teachers, paraprofessionals and other support staff interacting together provide general education or alternative curriculum and will consists of: co-planning will occur through collaboration within special education department, with content areas, and within Personalized Learning Environments (PLE).</p> <p><i>Special Education department co-planning-</i> teachers that share the same group of students in the department are given the same conference period to allow teachers to plan, analyze, modify, and the learning and instructional outcomes for students. One day a week is reserved for team teachers to co-plan during their conference period.</p> <p><i>Core Content Department co-planning</i> (collaboration between general and special educators) teachers that teach the same content in Special and General Education Programs meet three times a month to plan instruction focusing on instructional outcomes based on the standards, evaluate student performance based on shared rubrics and other data information such as progress monitoring on specific concepts, modify and re-teach lessons when appropriate, and model of instructional practices.</p> <p><i>PLE co-planning-</i>PLE's meet twice a month to analyze data such as discipline referrals or progress report cards so that appropriate interventions can be designed and monitored by the same group of general and special educators who and design share students including elective, physical education, and advisory teachers.</p> <p>Co-teaching between general and special education teachers for students in the Resource Specialist Program. Teachers share in the delivery instruction including providing access strategies, implementing</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>accommodations and modifications, progress monitoring, and targeted intervention within. In this co-teaching model one teacher will provide direct instruction in the general education setting while the special educator circulates through the room providing unobtrusive assistance to as needed. In some cases the alternate method will be used which allows for one teacher takes responsibility for delivering instruction to the class while the other provides specialized attention to a smaller group of students. General and Special educators plan and schedule periods that co-teaching occurs.</p> <p>Multi-tiered approach to instruction</p> <p>Tier 1-All students in receiving special education services receive grade level curriculum and standard based instruction using general education materials with appropriate accommodations and modifications as outlined in students IEP. In this tier all students are provided differentiated instruction, additional scaffolding, and access strategies to core content. Intervention consist of on going progress monitoring assessments are provided to allow for immediate intervention for targeted skill area and to determine if level of intervention should be increased.</p> <p>Tier 2 –Students receive grade level curriculum and standard based instruction using general education materials with appropriate accommodations and modifications as outlined in students IEP. In addition targeted students receive intensive and explicit supplemental instruction in a specific skill area that is tied to the core content and instructional material. Students receive specialized instructional strategies, frequent assessments and progress monitoring to determine if they are meeting learning benchmarks or if level of intervention should be increased.</p> <p>Tier 3- Based on diagnostic, periodic assessments, curriculum based assessments and CST data students at this level receive direct intensive instruction in lieu of core content class to help them make proficiency. Intervention targets specific deficits using research based curriculum to improve skills in targeted areas.</p> <p>How a “Learning Center” will be used to support student learning</p> <p>The Learning Center is used to provide direct services to students based on unique needs. Students receive intensive instructional strategies for targeted areas in individual or small group. The focus of the Learning Center is to strengthen student skills and provide specific skill instruction, pre-teaching, practice, review, re-teaching. The Learning Center is designed to allow students to flow in and out of the center as students needs warrant based on ongoing assessments.</p> <p>Use of supplemental aides and supports to support student learning</p> <p>Supplemental Aides to support student learning include:</p> <ul style="list-style-type: none"> • <i>REWARDS</i>- Teaches flexible strategies for decoding multi-syllabic words decoding fluency • <i>The Six-Minute Solution: A Reading Fluency Program</i>- Builds reading fluency through repeated readings • <i>Read 180</i> – comprehensive reading program designed to meet the need of students whose reading

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		<p>achievements is below the proficient level</p> <ul style="list-style-type: none"> • <i>Practicing basic Skills in Math: One Minute Fluency Builders</i>-Builds fluency in basic math skills • <i>Skills for School Success</i>-Direct instruction program designed to teach specific skills students need to be successful in all classrooms • <i>Make Sense Strategies</i>-Software that allows teachers and students to develop think sheets and graphic organizers aligned to content instruction • Thinking Maps <p>How and when students with disabilities will be integrated with their non disabled peers</p> <p>Students' level of integration with non-disabled peers varies depending upon type of program and services and each student's unique needs. Students receiving services in the Resource Specialist Program are integrated with non-disabled peers for 5 out 6 periods. In some cases, students receive services through direct consultation between general and special educators. In other cases students receive services directly from Resource Specialist Teacher for one period a day.</p> <p>Students receiving services in the Special Day Program are given at least two classes and advisory with non-disabled peers if their IEP indicates instruction for core content is to be provided by special educator. Placement of students in classes with non-disabled peers is based on each student's IEP, unique needs, and level of instructional support needed to maximize learning outcomes.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>Master Calendar report from Welligent is used to monitor IEP meeting dates by a point person. IEP meetings are calendared for the entire school year on "IEP" meeting spreadsheet based on the Master Calendar for the school year. As additional IEP meetings are requested such as initials, amendments, 30 days they are added to the spreadsheet. The spreadsheet details name of student, type of meeting, date, time, and location of meeting, case manager, general education teacher, administrator/designees, and related services personnel. This calendar is created during the month of September. The master calendar report is printed each month and is reviewed for IEPs that indicate "Not Started" so that all IEPs are scheduled and held.</p> <ul style="list-style-type: none"> • ID61 reports for Special Day Program and Resource Specialist Program are ran twice a month to identify new enrolled students in order to assign them to a case manager and to ensure class schedule is appropriate • Point person "opens" all IEPs for the school year in September as well. Meeting dates and times are logged into Welligent on the IEP meeting page. Participants are added and sent internal notification via Welligent. IEP meeting notifications are generated in Welligent and sent to parent four weeks prior to meeting date. Parents are given a reminder notice 10 days before the IEP meeting. Necessary assessment plans for three years, re-evaluations, etc. are developed and logged in Welligent. Assessors and participants are added and internal notifications sent via Welligent once

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		<p>parent consents to assessment plan.</p> <ul style="list-style-type: none"> General Education teachers receive written notification of IEP meetings "IEP Meeting Invitation" two prior to IEP meeting. The Office technician uses the IEP spreadsheet to arrange class coverage so that special and general educators can attend IEP meetings. All special educators, administrators, related service personnel such as DHH and support personnel such as nurse and school psychologist receive the "IEP Meeting" spreadsheet. Revised spreadsheets are disseminated as revisions occur. Before IEP meeting, IEP documented is printed and given to designated case manager for meeting. Upon conclusion of IEP meeting, IEP is closed and locked and copy is provided to parent, original is filed in CUM, and needed follow-ups such as program or class changes are conducted immediately so that IEP can be implemented. Passports are created by case managers for general education teachers within 3 three days so that accommodations and modifications can be implemented. All IEP meetings are held in a designated room with a phone for teleconferencing if needed. If there is more than one IEP meeting occurs on the same day at the same time then the alternate room is the case manager's room. IEP meetings where the school psychologist is a participant are held in the school psychologist office. Bilingual support personnel are invited to attend IEP meetings in order to provide translation for parents at the IEP meeting.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>An initial evaluation or re-evaluation is any evaluation other than a three year evaluation as initiated by the District. Completion of an evaluation occurs when an IEP meeting has been convened. An IEP completion date may be extended if the meeting is delayed by parent request or the student is unavailable for assessment. The completion period may be extended by the time period of the parent's request or when the student is available for testing.</p> <p>The Assistant Principal over Special Education will review the evaluation and IEP Timeline requirements with the School Psychologist, the Nurse, DIS counselor and Special Education Staff members. Muir Special Education Staff will monitor the evaluation and IEP timelines to assure initials and re-evaluations are completed by the required legal time periods. Muir Special Education Staff will create a school plan for immediate involvement regarding evaluations and IEPs that could extend beyond the timelines. Then, Muir Special Education Staff will document activities related to initial referrals, evaluations triennials and reviews using the Welligent IEP System. The Special Education Staff will consistently review the status of all assessment requests to ensure that completion of assessments and scheduling of IEP's are consistent with District guidelines. Effective use of the District's Master Calendar will assist in this endeavor. Finally, Muir Special Education Staff will use the District Welligent IEP reports system to review referral dates, assessment plan dates, parentally signed consent forms for assessment, projected IEP dates and actual IEP meeting dates.</p>

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		<p>EVIDENCE OF COMPLETION: Annual School Report of IEPs completed with 60 days. Muir Special Education Staff will enforce the use of comprehensive evaluation criteria and procedures for students who may be considered for the eligibility of emotional disturbance. Staff will ensure that criteria and procedures are followed as they proceed through the pre-referral interventions, assessments, and IEP meetings.</p> <ul style="list-style-type: none"> • A Special Education Staff member will work with the School's Student Success Team to ensure that all interventions during pre-referral to the Special Education have been exhausted. A staff member will also collaborate with the School Psychologist to ensure that a wide range of assessments have been administered during testing for any student being considered for the eligibility of Emotional Disturbance (review is on-going) • SAFEGUARDS- Maintenance of school records relating to (cumulative files, intervention records, and psychological files). These files will be accessible to the School Principal and School District Personnel upon request. • Special Education Staff will consistently review the Certification page of the IEP's for student designated as Emotionally Disturbed. • Muir Special Education Staff will periodically review SST logs for students suspected of being Emotionally Disturbed. <p>EVIDENCE OF COMPLETION: Tracking system for school records of Emotionally Disturbed students; give a Sample of an IEPs when the eligibility of emotional disturbance is considered; SST meeting calendar and logs; and sample IEP Emotional Disturbance Certification Pages</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>The goal of John Muir's Special Education Department is to ensure that every student in our program will receive valued, standards-based instruction. This style of instruction will take place in all content areas, which will allow students to not only graduate from high school, but continue on to the university level and become career ready. The staff proposes to utilize a systematic multi-tiered framework in which instruction, intervention and services for mild/moderate students is consistent with the Districts Multi-Tiered Framework for Instruction, Intervention and Support. Muir instructional programs will include multiple assessments to monitor student progress, guide instruction, inform on effectiveness and support target intervention, during standards based instruction. The primary tool used in this process will be LAUSD's Assessment System. For specific skill areas, the staff will use the California Standards Test and department wide standard based pre-assessments in core content areas.</p> <p>TIERED APPROACH TO INSTRUCTION</p> <p>Tier 1 Base Instruction: In the first tier, instruction is at grade level and is standards based. This is consistent with curriculum and instructional strategies as approved by the District. The fluent use of listening, speaking, reading and writing, otherwise known as content literacy is the focus at this level.</p>

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		<p>Program materials aligned with the course are to be used as an initial intervention piece.</p> <p>Effectively delivered research-based curriculum and strategies in grade level content and performance standards are the essence of base instruction. In addition, the teacher would use the accommodation as outlined in the student's IEP. This allows the student to access the curriculum with the use of the following: active engagement, advance organizers, communication of clear expectations and purpose, peer-assisted learning, scaffold instruction, strategy instruction and, universal design procedures, such as, providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all student.</p> <p>Tier 2 Extended Instructions: Beyond the instruction and intervention embedded in Tier I is the introduction of extended lessons.</p> <p>Tier II also relies on research-based instructional practices to be delivered consistently with performance standards and grade level content. As in Tier I the use of the student's accommodations and modifications as listed in the IEP must be followed. Consistent with Tier I, this instructional level allows students to access rigorous content curriculum that is meaningful. The practice of co-teaching and co-planning will also assist in a higher level of student support.</p> <p>Tier 3 Intensive Instruction: Beyond the base of programs for Tiers 1 and 2, is the intensive instruction of Tier 3, which is explicit, focused and based on ongoing monitoring. A major difference is group size, which is significantly smaller on this level. Severe literacy or math deficit skills define the students assigned to this level of instruction. Therefore, the introduction of specialized and intensive lessons is provided to bridge the achievement gap. Instruction still focuses on age/grade level standards and it continues to be research-based with instructional strategies that are unique to special education. Moreover, the intensity, frequency and duration of instruction are at its highest level. Again a major difference at this level is lower teacher to student ratio. This environment would be consistent with the Learning Center or a Special Day class. The strategies include: frequent progress monitoring of student learning; direct and explicit instruction; small group instruction; controlled task difficulty; intensive strategy instruction and application; extended instructional time and; ongoing systematic and corrective feedback.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Use Alternate Standards in the design of an instructional program</p> <p>John Muir will utilize LAUSD's <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. That is the school will create lessons using standards (ELS, ELD, Math, History/Social Studies, Science, Health, Physical Education, Visual and Performing Arts Standards) represented in core subjects listed above to fulfill functional skills (e.g., integrating basic knowledge and skills into core subjects where students will gain academic knowledge, develop verbal/communication skills, develop adaptive skills, etc.). The school will also create a consistent daily class routine with concrete activities</p>

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		<p>via demonstration and modeling and providing opportunities for practice with hands-on activities (e.g., learning activities: jobs, calendar, weather, morning message, etc.)</p> <p>Backward planning, using curriculum-based, informal assessments and alternate standards</p> <p>In John Muir's backward planning, the teacher defines the end result and identify skill(s) student will be able to do. First the teacher will make a list of everything that needs to be completed prior to activity. Break down tasks into smaller skill sets and then create a rubric which demonstrates use and knowledge of standards. The teacher will assign a time-line/plot on calendar appropriately when tasks must be achieved, depending on student's needs and abilities, especially if goals are to be met for IEP. Then, the teacher will plan instruction and consider accommodations and modifications as necessary. The teacher will teach lesson and give immediate feedback. Finally, the teacher will record and note progress, issues or concerns as skills develop and dates pass. Proceed to next skill/task until all tasks are completed. Review skill/task until student achieves skill for next level.</p> <p>How accommodations will be used and what modifications can be used for alternate curriculum</p> <p>John Muir will allow alternate ways for students to demonstrate knowledge and achievement of standards (movement, gestures, or pointing; drawing, matching, or ordering pictures; stories read out loud and student can respond in a variety of ways, etc.). Teachers will determine the entry-level skills of the student to help determine what specific areas of the activity need to be task analyzed and the size of the steps that will be appropriate for instruction. The teacher will use a global task analysis-used for students whose entry skills indicate that they will require a minimum of instruction in the task, targeted area task analysis to prioritize one area of targeted instruction within a total activity where prompts are given for each step as needed, and "prompt clusters" task analysis-demonstrates a process of clustering steps according to the prompt necessary to elicit them. Prompts may be verbal, gestural, etc. as appropriate. This helps the teacher to plan for the fading of prompts.</p> <p>How students in multi-age groups will be taught</p> <p>Students will be grouped by instructional needs (e.g., based on critical activities, adaptations needed, current levels of functioning), levels of independence: (e.g., heterogeneous and homogeneous grouping), and other considerations. The ability and adaptations-physical, behavioral, and/or communicative needs and need for flexibility of groupings will be a factor. Also, John Muir will avoid labeling groups, a process that can cause stigmas. Students may also be grouped for Community-Based Instruction (CBI) to instruct students and educate the community.</p> <p>Use of data-decision making for differentiation of instruction</p> <p>Data will be used to help determine the utilization of the previous 4 descriptors in the service plan for students using the alternate standards. Data will also determine the level of staff support, the use of peer mentors/buddies, the level of task analysis for an individualized lesson plan, the development of an</p>

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		alternative assessment to meet goals, the accommodations or modifications needed to meet goals, the appropriate transition plan to coordinate with ITP and other transitional resources to identify graduation and other transition issues.
Outcome 13	Plan to provide Supports and Services	All support providers are provided ID61 for related services report once a month provides the list of students for a particular related service such as adapted physical education. All service providers including RST are required to print and sign their Welligent monthly service logs and return them to designated administrator. Support providers who provide small direct service have assigned locations where they provide services. Where the IEP indicates otherwise services are provided in the instructional setting. Students receiving RST services receive support as an elective.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>All students receiving special education services will have an ITP in place within the calendar school year they turn 13 or exit eight grade (which ever comes first). Transition assessments are on going and occur over time. Information obtained from assessments is documented in the ITP. Evidence of assessment is kept in the student's transition portfolio which is maintained by the case manager. The 8th grade English SDC teacher will facilitate assessments for students in the SLD program. Students participating in the general education language arts program will be assessed by their case manager in the Resource Learning Center. Information collected from assessments will be documented within a student's IEP to support the development of post secondary goals in Education/Training, Employment, and Independent Living.</p> <p>The assessment process identifies the following information: student's interest/preferences; student's strengths/abilities; learning styles; career interest and goals; employment readiness; and independent living skills. Teachers will use will use a combination of assessments to gather information. The informal assessments include: interviews and questionnaires (Transition Plan Inventory); curriculum-based assessments (Periodic assessments, curriculum based measurements); transition planning inventories (Learn to Earn Curriculum Assessments); and teacher observations (anecdotal records). The formal assessments include: interests or preference inventories (Cops-II); career development measures (Interest Determination, Exploration and Assess System and Career Cruising); team approach in developing the ITP that is student centered student (student, teachers, parent); student will attend and participate in IEP/ITP meetings; ITP Activities aligned to meet student academic strengths (PLP) and interests and to address student challenges; annual goals developed based on assessment, student preferences and interests; and transition activities designed to support student growth in education/training, employment and independent living (post secondary goals).</p> <p>Transition Activities:</p> <ul style="list-style-type: none"> High school tour: students have an opportunity to experience the life of a high student as well as receive information on programs, activities, A-G requirements etc.

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		<ul style="list-style-type: none"> Post secondary exploration at college fair: students will speak with representatives from community colleges and trade colleges and universities and gather information which will be an excellent opportunity to reinforce vocational topics various career fields such as law enforcement, military careers, and health-care professions, finance and banking etc. Secondary representatives will include trade schools and/or agricultural training. Community Career Fair participation in career fair: participate in workshops on a range of topics connected to different types of careers from experts. Workshops include demonstrations, video clippings, question and answer sessions etc. Creating a Blog that provides a forum where students can share information relating to college and career readiness ABCs book: students create informational books which are distributed to matriculating 8th grade students. Books contain information on what students can expect in high school, steps students can take to be successful in high school, types of local post secondary schools, types of programs offered, and school entrance requirements.
Federal requirement	Access to Extra-Curricular/Non academic activities:	The IEP Team will discuss the accommodations, modifications, or services, if any, that the student needs to participate in non-academic and extra-curricular activities. Non-academic and extra curricular activities are those activities provided or sponsored by the school or District available to other students in the school. They do not include other community-based activities. The team will identify the type of staff who will be responsible for providing the accommodations, modifications or services and all of this will be documented in Section I of the IEP.
Federal requirement	Providing Extended School Year	<p>John Muir will follow the federal requirement that a student is entitled to special education and related services during Extended School Year (ESY) when the information available to the IEP team establishes that: 1) The student's disability will persist over a prolonged period of time; 2) The student is likely to lose mastered skills if services are interrupted (regression); 3) The student has limited ability to re-learn skills (recoupment capacity); and 4) Based on the student's likelihood to regress and limited recoupment capacity, it is impossible or unlikely that the student will maintain the level of self-sufficiency and independence that would otherwise be expected in view of the student's ability.</p> <p>If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program. General education programs are available to all students, including students with disabilities, who meet program guidelines. Participation in District general education programs should not be documented on the IEP.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	The MCD Outcomes will drive the school community's decision-making in efforts that students with disabilities will receive a quality education within their least restrictive environment. These outcomes will be woven throughout all school plans and monitored to ensure that we are meeting the

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		benchmarks set by the District on a monthly basis. Each outcome will include the focuses, action plan and evidence of completion in order for these outcomes to be monitored and met.
All	Professional Development	John Muir will provide staff development which includes special education issues while maintaining corresponding agendas, sign-ins and evaluation forms. Professional development will focus on the following critical elements: (a) the general education responsibility in constructing learning environments that address the needs of high-risk learners; (b) general education's role in the decision to make appropriate referrals; (c) systematic and uniform referral procedures; (d) documentation of the pre-referral intervention process, including the use of Student Success Teams (SST), and (e) compliant policy and procedures to responding to assessment request. We will also address the over-representation of African American students in special education.
Outcomes 6, 8, 16	Staffing/Operations	John Muir will work very closely the Personnel Specialist to ensure "highly qualified" teachers are available and assigned to teach students with IEPs. The Personnel Specialist will ensure all teachers will be fully and appropriately credentialed for the population that they teach. We will also adhere to service ratios according to state and district mandated norms. All Teacher Assistants will be properly trained to provide support to the students with IEPs. Teacher Assistants will be assigned to students with IEPs based upon the current District norms. Depending on student special and unique needs, appropriate staff and protocols will be put in place so that health and specialized services will be provided per IEP.
	Fiscal	John Muir is proposed to be a Traditional School where the funding will be generated and implemented by District norms and guidelines. All funding will be distributed and monitored per District guidelines.
Outcome 14	Parent Participation	<p>Plans outlining how parents will be informed</p> <p>John Muir will fully inform parents in a mode of communication that's best for them, or that which is identified on their child's enrollment package about their child's identification, evaluation, placement, instruction and re-evaluation for special education service. Forms, notices and procedural brochures created will be user friendly and prepared with ease of use for parents. Forms included: special ed forms, notices, procedural guides, Section 504 forms and notices, Student Success Team forms, and discipline forms and notices. All forms will be located in the following offices: counseling, attendance, school psychologist and related service providers offices, primary location for IEP meetings will house forms as well. Parents will be notified via multiple means i.e. written notices, documented phone calls, home visits, parent conferences, and via connect ed.</p> <p>Plans to ensure parents are welcome partners in their child's education process</p> <p>In the beginning of school year, parents of students with disabilities will be invited to a "Meet and Greet" for introductions to teachers, assistants, support staff and related service providers in the special education program. They will receive an overview of the program and what to expect throughout the school year. In addition, parents who prefer to communicate via email will receive a username and</p>

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		<p>password to access online grade book, SNAP Grades which provides daily academics, discipline and attendance records for their student. There will be a training provided to assist parents who are interested but have not yet become familiar with technology at this level.</p> <p>Parents will also be connected to the Mattie Netterville Parent Center to involve them in workshops specifically related to special education and to inform them of activities for their engagement (e. trainings on how to be an active team member of an IEP meeting and participate in mock IEP meetings to increase the comfort level during their child's actual IEP meeting. In addition, parents will be provided resources and strategies to support their student in meeting their IEP goals, objectives and content standards.</p> <p>Plans to ensure parents of students with disabilities are an integral part of the school community</p> <p>Parents will also be provided with mailings of the district's calendar regarding upcoming trainings and support activities, with mailings of the school's calendar regarding upcoming events to foster a collaborative team approach, and with community resource lists for them to seek additional training and supports to successfully work with their students.</p> <p>Procedure for responding to parents' concerns and complaints</p> <p>Uniform complaint policy and procedures enforced. Also parents' request for informal hearing or due process through IEP process will be granted within Federal guidelines timelines</p>

7. Letters of Support

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***Los Angeles Unified School District
Board of Education***

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

November 30, 2010

To Whom It May Concern:

I am pleased to write this letter in support of John Muir Middle School's Public School Choice Proposal. The dedication and commitment of the administration, faculty, and staff, to accept the challenge to write a plan to keep the school under the leadership and direction of Local District 7 is clearly demonstrated by the amount of work and time put into preparation of this application. Staff morale, parent satisfaction and engagement, and the overall illuminated environment for students' academic growth, are some of the areas in which improvements have been made. The experience, dedication, and tenacity of the faculty and staff to improve students' achievement by providing them with a curriculum that is rigorous and relevant is a key component of the plan. The newly formed PLE configuration for students will allow students to experience the feeling of a small school learning environment.

Last, but certainly not least, you have my commitment and dedication to accept this challenge to bring John Muir Middle School faculty, staff, and students into the 21st Century by preparing the students for high school and beyond.

Respectfully,

Marguerite P. LaMotte

EXECUTIVE DIRECTOR

DAN CHERNOW, Ed.D.

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November 3, 2010

To Whom It May Concern:

This letter expresses the UCLA School Management Program's support for John Muir Middle School's Public School Choice Application. Our work over recent months with JMMS' faculty, staff, students and community members has shown us the dedication of all stakeholders to creating and sustaining an excellent learning environment at their site.

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 eighteen years, we have worked with over 900 schools and school districts throughout California and the northeastern United States in a successful effort to enhance student achievement.

We believe that the design proposed in the JMMS Public School Choice application will transform the school into the model of learning and achievement that students deserve. The significant elements of a personalized learning environment for every student, reliance on engaging and rigorous project and problem-based content and instructional strategies, and professional development driven by professional inquiry into what works in support of all students' learning are pivotal to their innovative design and well researched in cutting edge educational literature.

We look forward to supporting this innovative and promising approach to public education with the potential to enhance achievement in Local District 7 and the Los Angeles Unified School District.

Sincerely,

Dan Chernow, Ed.D.

A NON-PROFIT INITIATIVE OF THE GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES



Dear Ms. Miranda Ra'oof, Principal:

It is my pleasure to write a letter in support of John Muir Middle School and their bid for retaining control of this vital institution in our community. We support the teachers, staff, parents, students and administrators for changing the direction of our community school.


We recognize that John Muir Middle School has been a stabilizing force in this community for many decades. We currently support the accomplishments the teachers and administrators have made in their efforts to improve the academic program for our students. We know that the teachers, staff and administrators met during the summer and continue to meet in order to enhance programs and encourage students.

We feel it is imperative that our community retain a supportive and dependable place for our students. We know John Muir Middle School will continue to prepare the students in our community for a successful high school experience. We have witnessed increase parent participation. The monthly "Coffee with Principal" is standing room only. Not only are the parents encouraged to come to the school, John Muir Middle School reaches out to the community. We all have a strong voice at the school.

We know that Public School Choice is a necessary program for some communities. We also know that John Muir Middle School has made a positive difference in the lives of children and families.

We know that John Muir Middle School will help our students become productive and well educated citizens. In conclusion, we fully support the efforts of John Muir Middle School as they seek to maintain control of their school.

Sincerely,


Rafael Gujosa

Store Manager

25-41706711-3



November 17, 2010

To Whom It May Concern:

My name is Justin Stallings and I am the Project Director for Los Angeles Youth Collaborative (LAYC). We are an extension of The Los Angeles Metropolitan Churches (LAM), a faith-based, social advocacy non-profit organization that looks to empower local churches with the necessary tools and resources to effectively address the needs of their communities. We are currently working collaboratively with The Office of Mayor Antonio Villaraigosa's Gang Reduction & Youth Development (GRYD) Project as the lead agency for Gang Prevention Services within the 77th Florence/Graham GRYD Zone, of which John Muir Middle School operates within.

As the lead agency on gang prevention in this GRYD Zone, we have made it our goal to acquire the necessary tools to effectively address the needs of the youth in our community. Principal Miranda Ra'off, Assistant Principal Blanca Esquivel, Dean of Students Albert Erby, and the entire faculty at John Muir Middle School have gone above and beyond the call of duty to support our efforts within the community. In my experience as a product of, previous employee of, and most recently a collaborator with the Los Angeles Unified School District, the commitment and dedication of the faculty members at John Muir Middle School is unparalleled in comparison to the various other schools I've been in involved with/in.

I am writing as a concerned parent, collaborative partner, and community member who has benefited greatly from the extraordinary efforts of the Los Angeles Unified School District (LAUSD) and the John Muir Middle School faculty. Ultimately, I am writing today to support the LAUSD and John Muir Middle School's efforts against the Public School Choice motion.

Kind Regards,

Justin Stallings, MSW
Project Director
Los Angeles Metropolitan Churches (LAM)
Los Angeles Youth Collaborative (LAYC)
7607 South Western Ave.
Los Angeles, CA 90047
Phone: (323) 238-0445
FAX: (323) 230-6271
jstallings@lametro.org
www.lametro.org

**COMMUNITY CENTERS, INC.**

7518-26 South Vermont Avenue, Los Angeles, CA 90044 • (323) 752-2115 • (323) 752-1799

November 9, 2010

Miranda L. Ra'oof
Principal
John Muir Middle School
5929 South Vermont Avenue
Los Angeles CA 90044

Dear Ms. Ra'oof:

It is with great confidence that I write this letter of support for the principal, the staff, students and parents of John Muir Middle School. As one of the largest Community Resources in this Vermont Corridor and in Los Angeles, we support your leadership and initiative for a better school whole heartedly. Since we made the commitment to work with you and John Muir Middle School, we have placed many of your parents in training programs and/or back to work in a viable employment arena. We are proud to say that you initiated this partnership to help the parents to help their children, our children succeed. Your insight and determination are to be commended.

We realize that John Muir is actually the connection for parents to agencies like ours, businesses, health resources, training programs, merchants and community awareness, so while supporting you, we applaud your efforts to increase the academic standard levels. We are aware that your staff is doing its due diligence to make even more changes to increase John Muir's performance.

It is crucial for us to band together, especially now when we see the beginning of change for a better school community at John Muir Middle School. It is apparent that the current leadership, the administrators, teachers, and staff have been proficient in moving a progressive agenda of academic change for the greater good of all the students. In conclusion, we see the value that you bring and you have our full support in your efforts to maintain the leadership and control of the John Muir Middle School family.

Sincerely,

Sandra Davis, Ph.D
Executive Director/CEO



COMMUNITY SERVICES UNLIMITED, INC.



1344 1/2 WEST MARTIN LUTHER KING BLVD, LOS ANGELES, CA 90037

phone/fax: 323-299-7075 www.csuinc.org

November 18, 2010

Miranda L. Ra'oof
Principal, John Muir Middle School
5929 S. Vermont Avenue
Los Angeles, CA 90044

Dear Mrs. Ra'oof,

I am pleased to write this letter on behalf of Community Services Unlimited Inc. (CSU) to express our continued commitment to partnering with you and your faculty and staff to provide hands-on garden-based learning opportunities for students at John Muir Middle School through our Growing Healthy program.

CSU has partnered with John Muir to carryout our Growing Healthy program since 2004. Growing Healthy teaches students about nutrition, cooking, cultural foods, the environment and community organizing, while involving them in caring for the school mini-farm and fruit tree orchard. CSU partnered with John Muir to install the school mini-farm and fruit tree orchard in 2004, and today helps to maintain them with the help of students, parents, and community volunteers.

We are grateful for your support and the support of John Muir's dedicated teachers as we continue to expand the reach of the program. Over the last three years we have delivered Growing Healthy as an after school program. The program has also been offered during the school day, as part of standards-based instruction in every subject, from science to language arts. In the coming years we hope to work together to continue to be able to offer the program during the school day and after school, and to offer training and support to teachers so they can use the mini-farm as a living classroom during their daily instruction. We will also continue to coordinate regular volunteer opportunities for students and their families, and neighbors in the community to help beautify the campus while learning to grow food in a sustainable way.

CSU has been working in the community around John Muir for more than 30 years, and is deeply committed to the success and health of John Muir's students, their families, and the community at large. We look forward to continuing to partner with you as we both work to grow healthy and successful young people.

Sincerely

A handwritten signature in cursive script, appearing to read 'Neelam Sharma'.

Neelam Sharma
Executive Director

SERVING THE PEOPLE BODY AND SOUL!



ASSOCIATED ADMINISTRATORS OF LOS ANGELES

1910 W. Sunset Blvd., Suite 850
Los Angeles, CA 90026
(213) 484-2226
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www.aalausd.com

November 20, 2010

Dr. Judith Perez
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Dr. Lillian Utsumi

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Hugh Gottfried

Jack Moscovitz

Dr. Mike O'Sullivan

Sylvia Perea

Steve Quon

STRATEGIST

David Tokofsky

LASDI CO-LEAD

Michelle Bennett

To Whom It May Concern:

It is my pleasure to write this letter of enthusiastic support for the John Muir Middle School's Public School Choice Proposal.

Parents, community members, staff members and students came together to share their hopes and dreams to create a nurturing environment that promotes academic achievement, respect, self-esteem and the skills and knowledge requisite for students to become life long learners and successful adults in the 21st century.

The instructional plan at John Muir Middle School will focus on the 3Rs: rigor, relevance and relationships. The proposed curricula is challenging, engaging, interdisciplinary and differentiated. Particular emphasis has been placed on celebrating the rich diversity found on campus. Collaborative teacher, parent-teacher, student-teacher models will guide the curricular and instructional conversations at the school site.

The cultural shift will be shaped by the 3Es: expectations, engagement and environment. High performance and commitment to academic goals will be expected from students, parents and staff. Students, teachers and parents can expect an environment that is fair, safe, clean and inviting.

Personalized Learning Environments will provide the organizational model in which students will receive more individualized and highly data-driven instruction and intervention with particular emphasis on English Language Arts and Mathematics.

John Muir and UCLA have developed a strong partnership during the process of PSC proposal development. UCLA advisors will play a key role in assisting with professional development and application of educational research to Muir's program. Other community partnerships include: Boys to Men, an organization focusing on self esteem development and tutoring for students; Chaka Khan, a group focusing on college opportunity through USC; the Mayor's Grid Program focusing on gang prevention and intervention, and others, such as YWCA, The Voices of 90037, etc.

Parents and staff are united in providing an environment that will encourage students to continually grow and develop while at John Muir.

Sincerely,

Judith Perez
President, AALA

LOS ANGELES UNIFIED SCHOOL DISTRICT

11-00000-00

8. Resumes of the Applicant/Design Team

The following resumes are included (listed in alphabetical order):

Randell Brown
Jacqueline Carlyle
Miranda Conston-Ra'oof
Phuong Dinh
Tyson Evans
Olivia Fields
Kassandra Fitz-Dormer
Karen Fitz-Williams
Kristen Harrison
Lotrece Hamilton
William Judson
Saul Sandoval
Sandra Stallworth
Arturo Vera

Randell Brown, Jr.

- Objective:** Exploring Technology Teachers/ Yearbook Sponsor
- Education:** September 1972 – June 1975: Los Angeles Trade-Technical College
Los Angeles, CA – Received AA Degree in Photo Offset Printing
- 10/1975 – 3/1979: California State University
Los Angeles, California – Received BA degree in Industrial Arts
- 3/1979 – 12/1983: California State University
Los Angeles, California – Received MS degree in Counseling with and
option in School Counseling and School Psychology
- Professional Experience:** September 1980 – June 1979: John Muir Junior High School
Los Angeles Unified School District – Graphics Arts Teacher
- September 1979 – Present: John Muir Middle School
Los Angeles Unified School District – Exploring Technology Teacher
- Professional Memberships:** Epsilon Pi Tau – Alpha Field Chapter – The International Honor
Society for Professions in Technology. Served as the Chapter President
from 2008-2009.
- Awards Received:** Certificate of completion for Community Emergency Response Team.
City of Los Angeles Fire Department
- Certificate of Appreciation – City of Los Angeles June 25th 1992,
presented by Rita Walters, Councilwoman of 9th District. Awarded for 12
years of service to the Los Angeles Unified School District.
- John Muir Teacher of the Year Award, June 14, 2001

Dr. Jacqueline Carlyle

Objective: Obtain a position as an administrator in order to work to assist faculty members, parents, and students to achieve excellence.

PROFESSIONAL EXPERIENCE

9/10 – Present: **Instructional Coach (John Muir Middle School)**

9/09 – 6/10 **Teacher (Muir Middle School)**

9/05 – 6/09 **Sec Specialist, AEMP/Proficiency Plus Office**

Assist secondary schools in implementing the Academic English Mastery Program and the Closing the Achievement Gap Initiative by providing professional development and support to teachers and administration at the school site and local districts.

Summer 2005 **Assistant Principal Summer School**

Maintain safety for students and staff, enforced daily attendance, and provide instructional and operational support to summer school staff and stakeholders.

2/05-6/05 **Title 1 Coordinator, Narbonne Senior High School, LAUSD**
Liaison between the parents and the school, Title 1/School Improvement

8/04–1/05 **Administrative Internship, Leadership Excellence through Administrator Development (LEAD),** Served as an intern under the leadership of a mentor principal. Assisted in a leadership capacity in the day to day operations of a school.

1996–2004 **Teacher, Horace Mann Middle School, LAUSD**
Served as an 8th grade English teacher.

1994-1995 **Teacher Assistant, Jefferson High School**
Assisted students in achieving academic excellence.

ADJUNCT DUTIES

2002 – 2004 **8th Grade AEMP Facilitator (Budget)**

The Academic English Mastery Program (AEMP) was designed to develop student's oral/written language in mainstream American English through recognition of their home language. I facilitated professional developments for teachers and staff, maintained the program budget, provide program workshop for parents, and maintained program inventory.

2003 – 2004 **UTLA Chapter Chair**
Facilitated communication at the school site between teachers and administration, and represented teachers at UTLA meetings, faculty meetings, and district meetings.

2002-2004 **Literacy Cadre Member**
Coordinated profession developments, facilitated standard-based instruction improvements

2002 – 2004 **Scholastics Reading Counts School Representative**
Implemented the Program to encourage reading.

2002– 2004 **Share Decision Making Council co-chair**

Facilitated SDMC meetings, oversee council budget, oversee school's schedules and activities

2002 – 2003

English Department Chair

Facilitated department meetings, oversee department budget, conducted grade level assessment analysis

2000 – 2004

Co-Coordinator of No Color Lines Multicultural Club

Planned student-centered assemblies/activities

2001 – 2002

Co-Chair for English Department

2001 – 2002

School-Wide Title I Plan

Collaborated with parents, teachers, and staff regarding school plan

2001 – 2002

Classroom Select AEMP Teacher

Aligned and implemented AEMP program into standards-based curriculum.

1996 – 1999

6th Grade Basketball Commissioner

Officiated lunch time basketball games, conducted semester playoffs, and scheduled homeroom teams.

EDUCATION

2005-2009

Azusa Pacific University, Azusa, CA

Ed.D., Educational Leadership K-12

2001-2002

California State University, Dominguez Hills, Carson, CA

M.A., Educational Administration, Administrative Credential – Preliminary

1999-2001

National University, Los Angeles, CA

Single Subject Teaching Credential – Professional Clear

1991-1995

California State University, Los Angeles, CA

B.A., English with option to obtain a teaching credential.

References: Noma LeMoine – Former Director, AEMP/CAG Branch (Retired);

Earl Perkins – Assistant Superintendent, Special Projects; Miranda Ra'oof – Principal John Muir Middle School

Miranda Conston - Ra'oof

CAREER OBJECTIVE – Superintendent of Instruction

EDUCATION

Doctorate of Education, Loyola Marymount University, (ABD)	2008
Master of Arts, Educational Psychology, Loyola Marymount University	1996
Bachelor of Arts, Political Science, Loyola Marymount University	1988

CREDENTIALS

Administrative Services	2000
Clear Cross Cultural Language and Academic Development (CLAD)	1994
Professional Clear, Single Subject, Social Science	1991

PROFESSIONAL EXPERIENCE

John Muir Middle School, Los Angeles Unified School District	
Principal	2009-Present

West Adams Preparatory High School, Los Angeles Unified School District	
Principal (Summer School)	2008

Assistant Principal (Principal for the School of Business and Enterprise) 2006- Present
 The Administrator responsible for the school when the principal is out duties includes and not limited to the following:

- Assisted the principal in opening West Adams Preparatory High School formerly know as Central Los Angeles Area New High school #2 (assisted in the renaming procedures)
- Supervise the Title One Coordinator a categorically funded program
- Certify, order, and maintain textbook for the entire school
- Organize and facilitator for the Pacific Institute professional development
- Develop and maintain the bell schedule for the entire school
- Develop, organize, maintain, and distribute the annual and monthly school calendar
- Teach United States History
- Oversee the History/Social Studies and Life Skill Department
- Supervise and Evaluate fifteen teachers in the School of Business and Enterprise small learning community
- Established and maintain the school's uniform policy.
- Oversee the cafeteria manager and the nutrition program
- Supervise the finance manger and all activities in the student store
- Liaison for the University of Southern California Joint Education Program and other school partnerships
- Responsible for documenting, reporting and certifying child abuse and sexual harassment cases
- Collaborate with the principal, and other staff members regarding the school budget
- Supervise, plan and establish graduation activities, venues, and program
- Supervise and review recognition projects
- Supervise, Collaborate, and Assign University student teachers
- Facilitate the purchase of student handbooks
- Supervise Student Body/ and Leadership activities

Manual Arts High School, Los Angeles Unified School District

Assistant Principal (Responsibilities and Duties same as APSSS/ 1st Administrator in charge when the Principal is away)

2005-2006

Assistant Principal Secondary School Services

2001-2005

- Responsible for Special Education, Instructional programs, and Athletics
- Oversee grant writing, WASC accreditation and 2 Small Learning Communities (SLC)
- Act as liaison between NORRAD and USC/Fulfillment Fund/Wells Fargo partnerships
- Supervise and evaluate teachers in P.E., Special Education, Social Sciences and Art
- Plan Professional Development in accordance with CA Instructional Standards
- Represent Principal at Principal's, Task Force, Partnerships, SLC, and critical meetings
- Oversee the Advancement Via Individualized Determination program (AVID)
- Oversee the Advance Studies, Advance Placement and Gifted programs
- Attend conferences and workshops that addresses improving student achievement
- Adjunct responsibilities as delegated
- Academic Counselor, College Preparatory Magnet
- Programmed and prepared students academic schedules
- Assisted Magnet Coordinator with parent conferences and student discipline
- Coordinated Berkeley (UC) college out reach program
- Teacher, Social Studies
- Taught World History and Government
- Collaborated and designed lessons with English teacher for Humanities Students
- Facilitated Complex Instruction Methodology

Inglewood High School, Inglewood Unified School District

Teacher, Social Studies

1991-1997

- Chaired the Social Studies Department
- Mentored and assisted new teacher with social studies methodology and lesson plans
- Developed and designed Social Studies Curriculum for District Task Force
- Led workshops for the L.A. Center for International Studies at Loyola Marymount University (LMU)
- Advised students in Jr. Statesmen of America and African Student Union clubs
- Presented at the California Council for Social Studies Conference
- Planned social studies Summer Institutes at LMU
- Coordinated after school tutoring program for USC
- Co- Researched for the Inverness Research Associates in Palo Alto, CA at Stanford
- Attended numerous workshops and conferences that address student achievement

Teacher, Social Studies and English

1997-1998

- Taught adults writing and English
- Taught adults United States History and American Government

PROFESSIONAL TRAINING

AB 75 Administrators Academy

Behavior Intervention Case Manager

Professional Assault Crisis Training (Pro Act)

Special Education Administrators Academy (APEIS)

New Administrator Academy (LAUSD)

The Pacific Institute – 21 Keys Facilitator

LEADERSHIP/COMMUNITY ACTIVITIES

Senior High Assistant Principal Organization Treasurer (SHAPO)	2007
Mayor Villaraigosa's Council of Education Advisors	2005
<ul style="list-style-type: none"> Identified how and where city government can focus its efforts to support the school district and its mission to educate all children Utilized expert resources, research, best practices, unique programs, and proven successes to improve education Researched secure passages and ways in which children can travel safely in their neighborhoods and communities to schools, libraries, museums, parks and other institutions Explored and defined the conditions required to support the successes of students in the Los Angeles Unified School District Organized and facilitated The Mayor's "Big Sunday" emergency awareness, community safety, and clean up event on May 7, 2006 at Manual Arts High School 	
American Stroke Association Member/ Fundraiser	2005
<ul style="list-style-type: none"> Raised funds for the research of stroke prevention and awareness Ran Marathon for the research of stroke awareness 	
Board Member, California Interscholastic Federation (CIF)	2004-present
<ul style="list-style-type: none"> Advised and represented inner city Administrators, coaches and athletes Developed policy and protocol for LAUSD sports programs Promoted ideals of Character Counts and good sportsmanship 	
Trainer, The Pacific Institute	2003
<ul style="list-style-type: none"> Presentations in strategies that develop personal potential and growth Taught certificated and classified staff how to goal set and achieve personal best 	
Member, Ladera Heights Chapter of Top Ladies Incorporated	2001
<ul style="list-style-type: none"> Engaged in community service and beautification projects Planned education and mentorship projects for youth Dedicated numerous hours to improved quality of life collaborative projects 	
Member, Symphony Chapter No. 43 Order of Eastern Star	2000
<ul style="list-style-type: none"> Engaged in raising fund for education scholarships Advised and planned education programs for community events Presented educational program regarding domestic violence prevention 	
Board of Directors, Project Peacemakers Inc.,	1997-present
<ul style="list-style-type: none"> Designed and planned educational program for victims of domestic violence Conducted annual fund raiser for education about domestics violence 	
Marathon Leader, <i>Students Run L.A.</i>	1997-present
<ul style="list-style-type: none"> Provided leadership to adults and teens who run the Los Angeles Marathon Developed a program for the health and safety of marathon runners Instructed and facilitated students through the successful completion of 7 Los Angeles Marathons (26.2 miles) Organized and Host The City of Los Angeles media event for the 2006 Los Angeles Marathon at Manual Arts High School attended by Co-Founder of the L.A. Marathon Dr Bill Burke, Lieutenant Governor Cruz Bustamente, Representatives from Banco Popular and world class elite marathoners 	

Advisory Board, Mar Vista Family Center for Early Childhood Education 1994-present

- Advised Board members and early childhood educators about trend in public education
- Promoted and fund raised for early childhood education

Member, Zeta Phi Beta Sorority, Inc. 1976

- Mentored and tutored teens
- Served on committee for improved human rights

AWARDS/RECOGNITIONS

- Pursing Victory with Honor Award – Character Counts! 2005
- Outstanding Christian Woman for the New Millennium 1999
- Who’s Who Among America’s Teachers 1996/7
- Dr. Kenneth Clark Award, LMU 1994
- Dr. Jeanne Noble Award, LMU 1993

PROFESSIONAL MEMBERSHIPS

- Association for Supervision and Curriculum Development
- Association of California School Administrators
- Kappa Delta Pi, LMU Chapter
- Pi Delta Kappa, USC Chapter

PhuongThao Dinh

EDUCATION

- | | |
|---|---|
| University of California, Los Angeles
Masters in Education, Single Subject Credential with a CLAD; Mathematics
Cumulative GPA: 4.0 | June 2007 |
| University of California, Los Angeles
Bachelor of Science, Mathematics; Specialization in Computing (Programming)
<u>Minor:</u> Southeast Asian Studies
Cumulative GPA: 3.6 | June 2005 |
| California Sate University, Fullerton
Gate Certification | <i>In progress – Expected July 2011</i> |

TEACHING EXPERIENCE

- | | |
|--|---------------------|
| 7th-8th Grade Mathematics Teacher
John Muir Math and Science Magnet <ul style="list-style-type: none"> • Teach at the Pre-Algebra and Algebra level • Current Mathematics Department Chair • Lead Teacher for the Integrating Math and Science Technology Grant (IMAST) • Lead Facilitator for Pearson Learning Team Model | 2005-Present |
| Mathematics Instructional Coach (Part-time)
John Muir Middle School <ul style="list-style-type: none"> • Implement the “Berendo” Model for intervention, which includes weekly, skill-based diagnostic and intervention assignment for all 6th and 7th grade students. • Use Googledocs as a tool for data collection and analysis | 2009-2010 |

RESEARCH EXPERIENCE

- Masters Thesis: “Deconstructing the Mathematics Classroom with Computer-based Technologies”**
- Investigation of how the incorporation of the computer-based technologies Gizmos affect students’ performance, highlighting Gizmos’ ability to support understanding using a very effective form visual representations and exploration.

PROFESSIONAL DEVELOPMENT

Certified Trainer for CTAP 11 Technology Academies

CTAP -California Technology Assistance Project. Train teachers how to incorporates technology into the classroom, using applications such as GoogleDocs, IMovie, and Web-based services to enhance classroom experiences.

CPM STIR Participant

2007- ongoing

CPM STIR (UCLA and CSUDH)-California Mathematics Project Supporting Teachers to Increase Retention. Professional Development to enhance teaching strategies for mathematics

SKILLS/ABILITIES

Proficient in the programming language C++, Perl, HTML, and Java. Advanced user of SMARTboard , regularly incorporates computer-based and web-based technologies in daily instruction. Advanced user of TI-Nspire Calculators

Tyson Evans**OBJECTIVE**

To assist in the implementation of the Public School Choice proposal submitted

SUMMARY OF QUALIFICATIONS

- Able to work collaboratively with colleagues to create innovative, effective curriculum and programs focusing on use data analysis to drive instruction
- Driven to stay at the forefront of educational developments to stay current with leading research regarding instruction and curriculum
- Work to make sure that the district guidelines are followed regarding implementation of curriculum, discipline and various programs
- Oversee and coordinate different programs on campus to create a strong, social school community and culture

PROFESSIONAL EXPERIENCES***2000-present******8th Grade Physical Science Teacher***

- Work collaboratively within the department and across grade levels to create a fluid, comprehensive science curriculum
- Have attended numerous professional developments on inquiry in the classroom, immersion units, model lessons, and other curriculum developments to stay at the forefront of science education
- Led professional developments at school site about best practices of classroom teaching as well as technology within the science department and school wide
- Use periodic assessments, state science content standards, collaboration with colleagues, and professional developments to create rigorous, differentiated, engaging lessons for classes of thirty students that include ELL, resource, and advanced students
- Work to incorporate both literacy and mathematics skills within curriculum to support interdisciplinary curriculum

June 2010 – present***UCLA Adjunct Instructor***

- Taught Single Subject Science Instructional Methods course offered through UCLA's Center X Program developing course outline, objectives and evaluating final projects
- Developed and facilitated professional developments for LAUSD schools on differentiated instruction, Interactive Student Notebooks, and use of formative assessments during week long summer PDs as well as during the school year

2005-2008***SCALE/QED/LAUSD Leadership Team (Cohort 1)***

- Participated in training and piloted immersion unit for Density and Buoyancy Immersion Unit
- Was lead teacher for video produced from classroom teaching for training administrators and future participants in professional development of unit
- Part of leadership team, including SCALE/QED staff, CSU faculty members and district science experts, developing facilitation guides for summer institutes on immersion units and inquiry
- Lead Facilitator for three week long summer institutes on Density and Buoyancy at CSUN, CSULA and CSUDH
- Member of focus group on how to maintain progress in implementing immersion units within the district and development of Cohort 2 Leadership Team
- Mentor teacher for Cohort 2 Leadership Team

2002-present 8th**Grade Class Sponsor**

- Coordinate with two other sponsors various activities during the school year for 8th grade class including dances, field trips, assemblies, Class Picnic, Grad Night, and Culmination ceremonies for four-track school
- Work with class officers to develop leadership skills and assist them in elections, officer duties, and promoting activities
- Work with homeroom teachers, counselors, and administration to keep 8th grade students eligible and able to participate in activities
- Manage budget, fundraising, and financial matters concerning 8th grade activities

2000-present**MESA Coordinator**

- Facilitate weekly, one hour meetings for 30-40 students after school that include lab activities or projects, guest speakers, academic counseling, and college preparations and information
- Assist in developing competition projects so that the students can participate at MESA Day competitions held at various local universities

2004-present**Camp Coca-Cola School Site Point Person**

- Work with teachers to identify and refer 8th grade students who possess qualities that program deems as important
- Assist students with the camp application process including personal interviews with camp staff and personal essays

2004-2005**Lesson Design Study-Institute for Standards, Curricula, and Assessments**

- Developed unit using lesson design study approach, implemented in the classroom and evaluated the unit's effectiveness through collaboration with outside colleagues. Revised unit design after evaluating student performance within the unit and from periodic assessment results

EDUCATION

M.A. Educational Leadership and Policy, California State University Northridge, Northridge, CA,

- California Single Subject Teaching Credential (Biology), California State University Dominguez Hills, Carson, CA, 2005

B.S. Sports Medicine, Pepperdine University, Malibu, CA, 2000

PROFESSIONAL AFFILIATIONS

California Teachers Association, 2004-present

American College of Sports Medicine 1998-2000

Olivia C. Fields

OBJECTIVE: To obtain a position as an Middle School Sixth or Seventh Grade Core teacher position, Title I Coordinator, Testing Coordinator, or Bilingual Coordinator

EDUCATION

Harvard Graduate School of Education **Appian Way, Cambridge, Massachusetts**
Differentiating Studies and Universal Design for Learning (Spring Institute)

California State University **Los Angeles, California**
MA Education and Administrative Credential

California State University **Dominguez Hills, California**
SCALE –System-wide Change for All Learners and Educators (Mathematics)
Collaboration Project Los Angeles Unified School District and California State
University Dominguez Hills
(One year Program)

Pepperdine University **Los Angeles, California,**
School Administration and Child Development
Clear Standard K-12 Credential

University of California **Santa Barbara, California**
BA, Sociology and Psychology
Bachelor of Arts

QUALIFICATIONS

- Literacy and Bilingual Experiences/Training
- Technology Experiences/Training
- Mathematics/Science Experiences/Training
- Social Studies Experiences/Training
- Curriculum Design, Intervention and Evaluation

LEADERSHIP DEVELOPMENT EXPERIENCES

- ELD coordinator
- Grade level chair 2003-2004
- Testing Coordinator- CAT 6 and CST
- Coordinator for Parent Involvement programs
- Completed two year BTSA New Teacher training program.
- Consultant to Chicago Board of Education; Equalizing Educational Opportunities

EXPERIENCE

John Muir Middle School, Los Angeles Unified School District

- RTI2 Coordinator
- Testing Coordinator
- Currently serving as Ancient History and English Language Arts Core teacher
- Outstanding STULL Evaluation

La Salle Elementary School, Los Angeles Unified School District

- Title I Coordinator, managing bilingual education component, school wide testing and evaluation.
- Responsibilities include managing all categorical funded programs
- Served as 4th and 5th grade teacher receiving outstanding STULL evaluations
- Committees: Technology, Student Council, Local Leadership and Middle School and High District Articulation Committee
- Completed Single Plan for Student Achievement
- Worked directly with parents: CEAC, ELAC and SSC
- Successful grants awarded: Parent Center Grant, School Garden and Physical Education Equipment

Los Angeles Area Chamber of Commerce, Los Angeles, California

- Developed marketing training programs and instituted sales incentives for increased production towards membership goal achievements

Merrill- Lynch, Account Executive, San Francisco, California

- Responsible for developing new client portfolios for individual high volume and business clients.
- Managed in excess of \$14 million in client accounts including San Francisco's Municipal Rail (MUNI)

YMCA, San Francisco, California

- Initially worked with Alternative High School Program that evolved into fully accredited secondary education program. Served as consultant to Oakland, California School Port Project for developing curriculum guide for the study of the Port of Oakland. Raised over \$3.5 million for capital campaign.

Chicago Board of Education, Chicago, Illinois.

- Worked with Elementary School program then transitioned to work with citywide library book selection committee. Promoted to work with Chicago Board of Education Equalizing Educational Opportunities, research grant focusing on creating opportunities for high school graduates in all industries in the Cook County area
- Westside Elementary School, Chicago Board of Education-Taught 3rd Grade

References Available Upon Request

Kassandra Fitz-Dormer

Objective: A position with a school district offering excellent opportunities based upon demonstrated performance.

EDUCATION:

California State University, Dominguez Hills-Carson, CA
Master of Arts Degree in Education Administration

California State University, Dominguez Hills-Carson, CA
Special Education Credential, Mild/Moderate

Pepperdine University, Malibu, CA
Bachelor of Science in Business Management

SUMMARY OF QUALIFICATIONS**Los Angeles Unified School District-John Muir MS.****Bridge Coordinator**

Responsible for coordinating and monitoring all special education activities at the school site, providing support and direction to the integration of special and general education at the school site, coordinating the delivery of Individualized Education Program (IEP) mandated services, facilitating implementation of targeted instructional intervention, accommodations, modifications, and behavioral plans, facilitating implementation of research-based instructional practices, coordinating, implementing, and integrating the operation of school wide positive behavior support team, collaborating with staff, students, and families to implement effective behavioral strategies and alternatives to suspension, facilitating programming students with disabilities, monitoring referrals of placement patterns for African-American students found to be eligible for special education services, and overseeing the accuracy of special education information in site data systems.

Special Education Teacher

Responsible for developing and implementing standard based lessons and rigorous activities, assessing student's academic progress utilizing multiple measures, participating in the development and implementation of students' Individualized Education Program (IEP), collaborating with instructional colleagues, Designated Instructional Personnel (DIS), administrators, paraprofessionals, and parents to ensure appropriate special education services are provided.

School Site Special Education Coordinator

Responsible for coordinating and scheduling Individualized Education Program (IEP) meetings, gathering academic, health, behavioral, and school history data for the development of IEPs, managing IEP timelines to ensure meetings occur within federal guidelines, updating Secondary Information System (SIS) with correct Special Education data, assigning students to case managers, ensuring students with special education services receive appropriate interventions outlined in their IEPs, coordinating participation of IEP team members, acting as liaison between school site, parents, and Local District 7 and Support Central-West personnel.

Professional Memberships:

Council of Black Administrators
Council of Exceptional Children
National Education Association
Association for Supervision and Curriculum Development

Karen Fitz-Williams

Credentialed Special Education Teacher (Mild/Moderate)

Dedicated teacher with a passion for education and a commitment to optimizing student and school success.

CORE COMPETENCIES

- | | |
|--------------------------------|-------------------------------------|
| • Classroom Management | • Standardized Testing/Scoring |
| • Creative Lesson Planning | • English Language Learners methods |
| • Instructional Best-Practices | • Special Needs Students/IEPs |
-

EXPERIENCE

Los Angeles Unified School District, John Muir Middle School

Special Day Class Teacher

Responsible for planning and implementing grade level curriculum in accordance to the California State Standards and student's Individual Education Plan. Administer formal assessments and develop Individual Education Plan based on student's individual educational and behavioral needs.

Resource Specialist Teacher

Responsible for formalize and informal assessment of students with special needs and general education students. Develop, implement and monitor Individual Education Programs, Behavior Support Plans, and Individual Transition Plans. Collaborate with general education teachers in modifying instructional activities, implementing instructional accommodations and creating and extension activities. Consult with parents, students and teachers regarding special education students' academic needs and progress. Collaborate with Designated Instructional Personnel, administrators, counselors, deans, and para-professional to review students' academic and behavioral progress.

8th Grade Sponsor

Plan, facilitate and supervise 8th grade activities throughout the school year. Work with outside vendors to support 8th grade activities and fund raisers. Collaborate with community members, parents, and school personnel to execute 8th grade activities. Responsible for representing 8th grade class at staff meetings. Manage the 8th grade budget.

EDUCATION and CREDENTIALS

California State University, Dominguez Hills

Master of Arts Degree in Education Administration

Preliminary Administrative Credential

Teaching Credential in Special Education in Mild/Moderate

Pepperdine University

Bachelor of Science in Business Management

Professional Training:

- Academic English Mastery Program
- Northridge Practitioner Center
- Technology Institute for Teachers
- Developer Readers Writing Comprehensive Program
- Young Negotiators
- Reciprocal Teaching/Student Lead Conference
- Read 180 and System 44, Step Up to Writing, REWARDS, Algebra Ready

Kristen Harrison

Experienced and dedicated professional with demonstrated success in individual, family, and group counseling, crisis intervention, case management, resource coordination, community building, facilitation of parenting classes, and staff training. Worked as part of a multi disciplinary team including; school social worker, psychologist, teachers, counselors, deans, and administration to address and manage multi faceted school issues such as school avoidance, low academic performance, family trauma, death, divorce, defiance and discipline issues, drug and alcohol abuse, gang involvement, social economic barriers, and homelessness. Experienced in attendance law and school policy including permits, enrollment, and education code. Experienced in attendance accounting and documentation; SIS, ISIS, and welligent systems. Effective speaker and presenter, self motivated with demonstrated ability to work independently and in a team.

DEGREES AND CREDENTIALS

National Association of Social Workers Associate Candidate LCSW **2010**

Masters of Social Work **1999**

California State University, Long Beach

Certificate of Excellence

Graduated Magnum Cum Laude

Pupil, Personal, Services Credential **1999**

California State University, Long Beach

Bachelors of Arts Psychology **1995**

San Francisco State University

Graduated Sigma Cum Laude

ADDITIONAL TRAINING

California State Board of Behavioral Science Training Completion

- Domestic Violence 2008
- Child Abuse and Neglect 2007
- Human Sexuality 2006
- Substance Dependence and Abuse 2005

Grief Training

Our House Grief Support Center 2007

VOLUNTEER EXPERIENCE

Martin Luther King Hospital 1998

Social Work Intern, ER and Children's Intensive Care Units

Woman's Needs Center 1995-1996

Free woman's health clinic. Intake counseling and resource services

Larkin Street Youth Center 1994-1996

Homeless youth center and shelter. Community outreach, counseling, case management

PROFESSIONAL EXPERIENCE**Pupil Services and Attendance Counselor****1999 - present****John Muir Middle School, LAUSD**

- Monitoring of school attendance; accounting and documentation
- Individual case management and counseling
- Group counseling; grief, academic support and life skills
- Developed and Implementation of Attendance Incentive Program
- Work collaboratively with academic counselors and teachers to address individual students' needs
- Parent education and support
- Implement and Oversee Tardy Program
- Crisis intervention
- Expert Attendance Law and LAUSD Attendance Policy
- Homeless liaison
- Member of COST Team
- Liaison to Kedren Mental Health, OTTP, and Children Uniting Nations
- Work with Intervention Counselor with high risk students in weekly intervention groups

County Council Court Assistant**1997 – 1999****Edmund D. Edleman Children's Court**

- Assistant to County Council, representation to Department of Children Services, for child abuse cases
- Research, documentation, and communication with the Department for court hearings and trials. Maintenance of all court files

Kindergarten Co-Teacher**Brandeis Hillel Day School****1995-1996****Temple EmanuEl School****1993-1994**

- Development and Implementation of Curriculum
- Facilitation of small learning groups / learning centers
- Facilitation of group processing

Group Home Counselor**1994-1996****Mount Saint Mary's Group Home**

- In house supervision and care in 12 bed facility for SED teenage girls

SELECTED ACCOMPLISHMENTS

- 10 years as John Muir Middle School staff.
- Implementation of the Dream Project; a United Nations' Millennium Development Goals educational program. Organized and Facilitated Teachers' Training. Oversaw "song writing" project which resulted in an original recorded song written by John Muir students. Organized an earth day assembly which included speakers from "Unstoppable" world education program and music artists; Gangez, Rich Bella, and Gina Rene.
- Facilitated collaborative with City Attorney's office "Operation Bright Future"; attendance intervention program.
- Facilitated MOU with Kedren Mental Health to provide on campus services to students.
- Facilitated Project Accountability; a collaborative with 77th police station, Capt. Ganner, and the Crenshaw Christian Center to identify at risk youth and conduct parent meetings and referral services.

Lotrece Hamilton

Objective: Obtain a special education teaching position where past experience and professional growth will be utilized to make a positive impact on education in the Los Angeles School District.

EDUCATION:

California State University of Dominguez Hills

Master of Arts, Education Administration	8/2007
Preliminary: Educational Administration Credential	5/2006
Clear Special Education Teaching Credential- Mild/Moderate	5/2003
Bachelor of Science, Business Administration	5/2000

INTERPERSONAL SKILLS:

- Works well collaboratively
- Excellent leadership and organizational skills
- Adapts well to change and new environments

PROFESSIONAL TRAINING:

- Academic English Mastery Program/Literacy Training
- Thinking Maps, Reciprocal Teaching, Hi-Point
- Ripple Effects Trained-Behavior Modification,
- Behavior Intervention Case Management, Pro-Act Crisis Trained
- Technology Institute for Teachers Participant
- BTSA and Certified Staffing Mentor Teacher

EXPERIENCE:

Los Angeles Unified School District-John Muir Middle School

Special Education Teacher- (SLD Program) 9/07 to Present

Los Angeles Unified School District-John Muir Middle School

Special Education Teacher- (Resource Specialist Program) 9/05 to 6/07

- Support resource students in general education by collaborating with general education teachers, parents, staff, and support staff; develop, implement, and monitor academic and IEP progress; provide direct instruction non-intensive for resource students in learning center.

Los Angeles Unified School District-John Muir Middle School

Special Education Teacher- (ED Program) 8/00 to 6/05

- Plan grade level unit lesson studies based on California State Standards for all content areas. Plan and monitor all aspects of Individualized Education Plan process meeting legal mandates, administer formal assessments (KTEA and Brigance), professionally network with parents, students, staff, and support staff to ensure student success.

William Leo Judson

Specialist: Certificated recruitment and selection

Dedicated, resourceful education professional with proven ability in Classroom Instruction, Teacher Coaching, and School Site Leadership with Academic and Professional background in Human Resources operations.

EDUCATION

M.S. Educational Administration

California State University, Northridge

M.S. Labor and Industrial Relations

Loyola University of Chicago

B.S. Sociology major, Business Administration minor

Illinois State University

CREDENTIALS AND CERTIFICATES

Administrative Services Credential

California State University, Northridge

Crosscultural, Language and Academic Development Certificate

Secondary Teaching Credential, Social Science

California State University, Los Angeles

National Board Certification, Early Adolescent Language Arts.

PROFESSIONAL EXPERIENCE

Los Angeles Unified School District Los Angeles, California

1984 – Present

Teacher, Mt. Vernon Middle School, Washington Preparatory High School, John Muir Middle School

- Provide instruction in Social Studies and Language Arts.
- Served as School Site Faculty Representative (UTLA Chapter Chair).
- Mentor Teacher, Guiding Teacher for Student Teachers.
- Social Studies Department Chair, Chair of Site Council, BTSA Support Provider, Youth Services Director (After School Programs).
- Staff Selection Interview Committee Chair, KLCS Television's Homework Hotline English Instructor.
- Awarded Teacher of the Year by our Adapt-A-School partner, 1994.

Campaign for Economic Democracy

1980-1984

Political Organizer Santa Monica, California

- Plan, organize and support political campaigns for ballot initiatives and State Assembly candidates.
- Duties included campaign consulting, volunteer recruitment and support, statewide conference coordinating, speech writing, community organizing and legislative lobbying.

California Public Interest Research Group

1977-1980

Associate Director, San Diego, California

- Recruitment and guidance of student volunteers and interns.
- Organize citizen action campaigns, supervision of organizing staff.
- Provide advance organization for Ralph Nader's California visits.

Vista Volunteer (Volunteer in Service to America)

1975-1977

Organizer, National City, California

- Nationally recruited Volunteer serving low-income communities in San Diego County.
- Duties included grant writing, volunteer recruiting and support and the programming of Native American youth athletics.

Union Tank Car Company

Assistant to the Director of Industrial Relations, Chicago, Illinois

- Promoted to this position. Originally hired as a traveling Auditor.
- Responsibilities included development of Job Descriptions of Administrative and Production Supervisors and Collective Bargaining research.

COMPUTER SKILLS

Microsoft Word, Excel, and PowerPoint, Internet, E-mail

PROFESSIONAL ORGANIZATIONS

United Teachers of Los Angeles (UTLA) House of Representatives,
Phi Delta Kappa, University of Southern California Chapter

COMMUNITY INVOLVEMENT

West Adams Heritage Association (WAHA)
Harvard Heights Neighborhood Association (HAHA)

Saul E. Sandoval

OBJECTIVE:

- Implement a comprehensive program to promote and enhance student achievement.
- Address all students' academic, personal/social and career development needs
- Give attention to developmental stages of student growth and relate it to their needs, tasks and interests.
- Incorporate leadership, advocacy and collaboration with school staff and the community.
- Promote equity and access to opportunities and rigorous educational experiences for all students.
- Support a safe learning environment and work to safeguard the human rights of all members of the school community.
- Implement prevention and intervention programs to maximize student success.

EDUCATION:

National University	2000-2003
PPS Credentials and Master of Science School Counseling	
National University	1999-2000
Single Subject Credentials and Master of Arts Education	
Long Beach State U.	1994-1996
Bachelors of Arts Spanish Literature and Translations	
Univ. of Michigan	1991-1993
Undergrad	

PROFESSIONAL EXPERIENCE:

John Muir Middle School	July 1st, 2010 – Present
Position: Assistant Principal, SCS / Attendance Office	
Duties and Responsibilities	
<ul style="list-style-type: none"> • Managing the Counseling and Attendance office • Managing and Monitoring the Special Education Program • Monitor at-risk student progress to increase culmination rates • Monitor teachers through • Professional Development • Coordinate CST 2010-2011 • Create a student scheduling matrix – 2011-2012 • Coordinate the AVID program • Coordinate the GATE/Gifted Program • Monitor the Magnet Program • Promote a College Going Culture/ Student Success Assemblies • Develop a counseling guidance program • Opened the Learning Center to promote academic success 	

Bethune Middle School**2006 – 2010****Position: Assistant Principal, SCS****Duties and Responsibilities**

- Managed the Counseling Office
- Managed and Monitored a successful Special Education Program
- Monitored at-risk student progress to increase culmination rates – 55% increased to 73%
- Monitored teacher Progress – Initial Planning Sheet, Classroom Visits
- Professional Development
- Coordinate CST 2006 – 2010 (PD, Memos, Assemblies, Concerts, and
- Create a student scheduling matrix – 2011-2012
- Coordinate the AVID program
- Coordinate the GATE/Gifted Program
- Monitor the Magnet Program
- Promote a College Going Culture/ Student Success Assemblies
- Develop a counseling guidance program

Horace Mann Middle School**2004-2006****Jordan High School****2000-2004****Position: Counselor**

- Managed group and individual counseling to at-risk students
- Designed lesson plans for social emotional learning and study skills.
- Promote academic success through academic assemblies, ICP's, One on One counseling program
- Monitored student progress through report cards, daily slips, CST, Periodic Assessments, Classroom Visits
- Sponsored Educational Field Trips (American Heritage Tour –Boston, Philadelphia, New York, and Washington D.C.)
- Coordinated the 21st century after-school program
- Coordinated the EL program
- SIS coordinator
- Assisted in creating the master schedule/matrix

COMPUTER and OTHER SKILLS

- Microsoft Applications, Web Creation, Bilingual – Spanish, SIS/ISIS coordinator, Email, Type 60 words per minute, Detail-oriented – ability to handle multi-task effectively, Excellent verbal and writing skills, ability to prepare, organize, and deliver on time task

PROFESSIONAL STRENGTH

- Responsible for preparing reports, parent letters, memos,
- Management of school personnel
- Solve administrative problems – parents, students, and staff
- Serve as a liaison for parents and teachers
- Excellent Communication Skills
- Respectful of others
- Good Mentor – teachers and coordinators
- Always on time to work and a 98% attendance rate

Sandra D. Stallworth

OBJECTIVE: To become the Categorical Program Advisor at John Muir Middle School

EXPERIENCE**John Muir Middle School, Los Angeles Unified School District****Summer 2010****Student Enrichment Academy (SEA) Coordinator**

Created and implemented a four week intervention program designed to support students in the academic areas of English and math; created and implemented a program that will assist incoming sixth graders with a successful transition from elementary to middle school; class scheduling; supervised eight teachers and assisted them with preparation of the curriculum; monitored student achievement and attendance; performed supervision duties to ensure safety of our students and staff on campus

Summer 2008**Summer School Transition Program Coordinator****Summer 2009**

Implement Summer School Transition Program; select and meet with eligible students; provide parent notification/permission letters to feeder schools; organize Parent Meetings at Summer School site; attend Transition Coordinator meetings and training; inventory, distribute and collect instructional materials; monitor student attendance and class size; complete reports as requested by Beyond the Bell Branch.

Organized "Camp Cougar", a two day transitional program that informs incoming sixth grade students and their parents of pertinent information that will make the transitioning process smoother; as well as created interesting and exciting activities for incoming sixth grade students allowing them an opportunity to become more familiar with their new environment and assist with decreasing the anxiety of coming to middle school.

2006-2008**Data Specialists for Children Uniting Nations (CUN)**

Assisted CUN with identifying students from John Muir Middle School who qualified for the program; provided requested reports and data.

2004-2010**Integrated Student Information Systems/Student Information Systems Coordinator**

Update and maintain the Student Information System. Assist with verification rosters. Assist with Progress/Report Cards. Run rosters and requested reports. Phone Master Access. Complete Student Confidential Statements; Assisted the Intersession and Saturday School Programs by running mailers, report cards and sprintels; Performed supervision duties to assist with the safety of our students and staff on campus.

2004-2010**Testing Coordinator**

Ensured the security of all testing materials; scheduling and arranging the test; training test examiners, proctors, and administrators; monitoring the administration of the test; making arrangements for students with accommodations; distribution and return of materials; and returning all testing materials according to State and District guidelines; Provided in-service to teachers and staff; introduced strategies that could be used to help raise student achievement scores

1994-2004**Sixth and Eighth Grade Classroom Teacher**

Taught Specifically Designed Academic Instruction In English (SDAIE) mathematics and science for sixth grade, as well as sixth grade Magnet mathematics, eighth grade Algebra I and eighth grade English; Implemented self-designed Leadership and Yearbook Classes; Responsible for designing and implementing Career Day; Responsible for creating positive activities for the student body including lunch activities, talent show, and cultural assemblies.

Spring 2003

Implemented cyber-standard based instruction.

Lead Teacher for Progressive Learning**Fall 2002**

Played a vital role in the daily operations of the school by programming students, printing rosters, and doing daily attendance.

Assistant Student Information Systems Coordinator**1997-2003**

Provided counseling and tutoring to eighth grade students; Created positive activities for eighth grade students; organized the culmination ceremony.

Eighth Grade Coordinator**1996-1998**

Assisted in designing a discipline plan for the student body; provided progressive discipline and counseling for sixth through eighth grade students.

Dean of Students**Budlong Avenue Elementary, Los Angeles Unified School District**

1991-1993 Language Development Program for African-American Students (LDPAAS) Facilitator
 Researched and purchased cultural and grade level appropriate material. Exposed children to culturally relevant material following Los Angeles Unified School District benchmarks

1989-1994

Taught elementary grades third through sixth

Classroom Teacher**EDUCATION****June 1989**

Bachelor of Arts, Liberal Studies,

University of California, Irvine

August 2001

Professional Clear Multiple Subject Credential

California State University at Dominguez Hills

December 2004

Master of Arts, Educational Administration

California State University at Dominguez Hills

August 2006

Administrative Credential

California State University at Dominguez Hills

INTEREST

Tutoring students in needed areas, organizing extra-curricular activities and trips for students, organize activities for faculty and staff to help maintain a high moral among the faculty and staff, and recreational reading.

REFERENCES

Available on request

Arturo O. Vera

QUALIFICATIONS

Bilingual counselor with a lot of training in the areas of middle school and high school, especially in career counseling and small learning community programs. Large experience in student's guidance and educational needs due to eight years as Math and ESL credential teacher in secondary schools. Hard worker with a great desire to improve student's motivation to education. Perceiving the roll of the educator as an active member of the local community with the great responsibility of raising healthy and productive minds for a better future. As a teacher have tried different ways to provide instructions for my students, remembering that the social factor is very important in the connection student-teacher. As a counselor have focused on reaching the appropriate level of sensibility and understanding of the social and educational needs of students.

WORK HISTORY

2005-Present

School Counselor at John Muir Middle School, LAUSD 7

Currently working as a school counselor at John Muir MS, have worked in different tasks during counseling, but focusing specifically on groups or individuals in career guidance, such as college planning, and high school expectations for 8th graders; social skills improvements, and anger management for 7th graders; positive attitude towards education for 6th graders.

2005

School Counselor In Training At Jordan High School LAUSD7

Worked in the implementation and continuation of the small learning community programs for 9th and 10th graders. It improved the experience at working with the SIS LAUSD system. Worked with credit checks for the caseload doing minimums or diploma check lists, referrals to remediation classes at school; Saturday classes; adult school; community colleges, and employment centers. Worked extensible scheduling new students and changing programs. Being involved in the plannification of career day activities and the enrollment of 8th grade students from Markhan MS as future 9th grade students for the following year as well.

1997-2005

Math and ESL Teacher at John Muir Ms.

Taught Math and ESL classes to 6th, 7th and 8th grade students. During the eight years working as a teacher learned a lot from the students, and obtained further knowledge about how students learn (visual, tactile, and oral learning) that helped to prepare lesson plans and guide new teachers.

EDUCATION

2007-2007

LAUSD APSCS Academy

2003-2005

National University, Master on Science in education and PPS counseling credentials.

1997-2001

CSU Dominguez Hills, teaching credentials to teach Spanish with supplemental to teach Math, Social Science, and ESL classes.

1990-1991

Institute of Maritime Transportation Academy in Den Helder, The Netherlands, Diploma And certificate awarded in DMS Business Administration.

1982-1983

Peruvian School of Business, diploma and certificate awarded in Business Administration.

1973-1976

Peruvian Merchant Marine Academy, Bachelor awarded in Science and Naval Science.

9. Job Description of the Principal

(From: Los Angeles Unified School District, Human Resources Division)

Job Purpose: Serves as the instructional leader, chief fiscal officer, and the chief administrator of a secondary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

Responsible to: Local District Superintendent or designee

Subordinates

Assistant Principal, Secondary School; Assistant Principal, Secondary Student Services as assigned; Assistant Principal, Secondary Counseling Services. Any of the following, unless assigned as subordinates to an Assistant Principal: Library Media Teacher; Teachers; JROTC Instructors and Senior Instructors as assigned; Career Adviser, Secondary School Counselors, and Counseling-Assistants as assigned; School Nurse, Student Attendance and Adjustment Services Counselor, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aide as assigned; other certificated and classified personnel as assigned.

FunctionsEssential Functions

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

Other Functions

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

10. Implementation Plan

PROPOSAL ELEMENT	TIME LINE	RESPONSIBILITY	RESOURCES	EVIDENCE OF SUCCESS	EVALUATION PROCESS
Mission and Vision	Year 1	LD Superintendent, LD-7 Instructional team, Middle School Director Administrator of Instruction, Principal and Leadership Team, RtI2 Coordinator, Bilingual, Coordinator, Gifted and Talented Coordinator, Intervention Coordinator, Magnet Coordinator, Department Chairs, PLE Leaders, Lead Teachers, Teachers, Students, Parents, Community members	<ul style="list-style-type: none"> - Consensus from all stakeholders - High functioning Administrative Team, Instructional Leadership Team, School Site Council, ELAC, CEAC and PLE Advisory Councils, Grade-Level Teams, Content Teams, School-Wide Positive Behavior Support Team, Student Success Team, COST Team, Articulation Teams 	<ul style="list-style-type: none"> - RtI2 Surveys: (Beliefs Survey, Perceptions of Practices and Skills Surveys) - Parent Surveys - Student Surveys - Agenda items are student-centered, clear and strategic - Quorums are met - Improved student achievement & outcome data - Decrease in suspension - Decrease in the amount of referrals - Increase attendance rates 	<ul style="list-style-type: none"> - End of Year Beliefs, Perceptions of Practices, Skills, Parent and Student Surveys - Office Discipline Referral Data System - MyData - CoreK12 - ISIS
Student Population	Year 1	Same as above	<ul style="list-style-type: none"> - MyData - Language Surveys - IEPs - Data-Summary Sheet - School Report Card - At-Risk Reports - ISIS 	<ul style="list-style-type: none"> - Culturally Proficient School - Diverse cultures are embraced and celebrated - Teachers are infusing culturally and linguistically relevant pedagogy 	<ul style="list-style-type: none"> - School and classroom observations

PROPOSAL ELEMENT	TIME LINE	RESPONSIBILITY	RESOURCES	EVIDENCE OF SUCCESS	EVALUATION PROCESS
Instructional Program	Year 1	Same as above	<ul style="list-style-type: none"> - Ensured funding - Grants - Title I Funding - Categorical/QEIA Funds - State Standards - Instructional materials - State adopted text - District Instructional Guides and Supplemental Culturally Relevant Materials - Needs assessment for Academic Intervention - Evidence and Research-Based instructional strategies - Data-Driven Matrix - MyData, CoreK12, Data Summary Sheet 	<ul style="list-style-type: none"> - Teachers test scores will be monitored for improvement at the end of each term, and teachers will monitor specific performance indicator proficiency through practice test, exercises to distinguish areas of need. - Yearly academic performance indicator - Walk-through observation - Lesson Plans - Students grades 	<ul style="list-style-type: none"> - Student work and teacher reflections in student portfolio - Teacher lesson plans - State Standards - RtI2 problem-solving process - Increased student grades - - Observation matrix - ODR - Attendance data - Teacher surveys

PROPOSAL ELEMENT	TIME LINE	RESPONSIBILITY	RESOURCES	EVIDENCE OF SUCCESS	EVALUATION PROCESS
School Culture	Year 1	Same as above	<ul style="list-style-type: none"> - Vision and Mission Statements - College-going material - Rituals and assemblies that reinforce the culture - Common beliefs and values that key individuals communicate and enforce - Facility appearance - Faculty relations - Student interaction 	<ul style="list-style-type: none"> - A physical environment that is welcoming and conducive to learning - Social environment that promotes communication between all stakeholders - effective environment that promotes a sense of belonging and self-esteem - Academic environment that promotes learning and self-fulfillment - Facility that is clean and safe for all stakeholders 	<ul style="list-style-type: none"> - Student surveys - Parent surveys - High expectations for all students - Emphasis on academics - Orderly and inviting classrooms - Parents and teachers are partners in education process - Decisions made on-site through decision-making committees - High morale among teachers and staff - Openness to diversity and community involvement - Sense of community - School is respected and valued by all stakeholders - Parents and community members perceive the school as warm, inviting and helpful
Accountability and Performance Goals	Year 1	Same as above	<ul style="list-style-type: none"> - Single Plan for Student Achievement - Public School Choice Plan - AYP/API - School Report Card - PI Status - CSTs - Reclassification Rates - Periodic Assessment Data - Attendance Rates - Behavior Data - MCD Outcomes - GATE Program 	<ul style="list-style-type: none"> - Improved student achievement and outcome data - Decrease in suspension - Decrease in the amount of referrals - Increase attendance rates - Exit PI Status by achieving Safe Harbor Goals 	<ul style="list-style-type: none"> - California Department of Education data - CoreK12 - MyData - ISIS - ODR - SPSA Goals and Benchmarks - PSC Goals and Benchmarks

PROPOSAL ELEMENT	TIME LINE	RESPONSIBILITY	RESOURCES	EVIDENCE OF SUCCESS	EVALUATION PROCESS
Community Analysis and Context	Year 1	Same as above	<ul style="list-style-type: none"> - School Report Card - Parent Surveys - Community Businesses: K-mart, Vermont Economic Development Corporation, Chaka Khan Foundation, Mayor's Grid, YWCA, Kaiser Permanente, El-Super, Boys To Men Mentoring Program, Samba Kids Brazilian Drum and Dance Group - USC and UCLA 	<ul style="list-style-type: none"> - Community resources being utilized - Community has vested interest in school affairs - Increased participation by businesses and foundations in supporting school community - Students participating in community activities (MLK day, etc.) 	<ul style="list-style-type: none"> - School Report Card - Agreed upon Memorandums of Understanding - Student grades, CSTs scores, work habits, cooperation - ODR
Leadership / School Governance Model	Year 1	Same as above	<ul style="list-style-type: none"> - Co-Accountability/Co-Responsibility between Principal and Local District 7 Staff and School Based Staff - Professional Development - MyData - School Budgets - School Faculty and Staff to implement categorical programs 	<ul style="list-style-type: none"> - Principal Evaluation Process - School Accountability Matrix - SPSA - Effective allocation of resources based upon the data and school needs - Implementation of RtI2 and Multi-Tiered Framework - Creation and functioning of effective councils and committees that are guided by student driven agendas - Building capacity among leaders - Effective problem solvers 	<ul style="list-style-type: none"> -Principal Evaluation Process - School Accountability Matrix - SPSA - Budget Reports - Summary data of programs purchased through categoricals - Level of implementation as evidenced by Local District RtI2 staff - Agendas and minutes of meetings - Strong leadership that is proactive in addressing the needs of the school

11. Appendix H – Assurances Form

Please check the school model that you have selected for your proposal:

☒ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM
☐ Independent Charter ☐ Affiliated Charter

Name of School John Muir Middle School

Name of Applicant Group/Applicant Team Local District 7 / John Muir Middle School

Lead Applicant Miranda L. Ra'oof

Title of Lead Applicant Principal

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity.

Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.

- ☒ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES*. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD

Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” The “opt-out” decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year,

unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

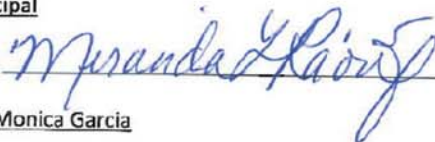
(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Miranda L. Ra'oof

Title of Lead Applicant Principal

Signature of Lead Applicant



Date 11/22/2010

Name of Board President* Monica Garcia

Signature of Board President* _____

Date _____

**The additional name and signature of the Board President is only applicable to organizations with*