

Garfield High School  
Public School Choice Proposal  
Appendices

## Bibliography

### Garfield High School PSC Application Bibliography

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## Appendix 1.a

### Assurances

### **Appendix 1.a.i**

James A. Garfield High School is a Los Angeles Unified School District school and is a not-for-profit organization.

### **Appendix 1.a.ii Enrollment from Attendance Area**

As a Los Angeles Unified School District school, James A. Garfield High School will enroll the requisite number of students from the impacted campuses that the impacted and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

<u>January 3, 2010</u>	<u>Michael Summe</u>
Date	Michael Summe, Principal

### **Appendix 1.a.iii Enrollment Reflecting Community Demographics**

As a Los Angeles Unified School District school, James A. Garfield High School agrees that the student composition 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 continues to reflect that of the overall school community.

<u>January 3, 2010</u>	<u>Michael Summe</u>
Date	Michael Summe, Principal

### **Appendix 1.a.iv Fiscal Solvency**

Garfield high School is an internal applicant.

### **Appendix 1.a.v Special Education**

As a Los Angeles Unified School District school, James A. Garfield High School agrees to adhere to the terms conditions, and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education.

Garfield High School will continue to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, District-wide web-based software system used for online IEPs and tracking of related services proved to students during the course of their education.

January 3, 2010

Date

Michael Summe

Michael Summe, Principal

# Appendix 1.b

## Sample Curricular Paths

This appendix has been prepared to give the reader some specific examples of how Garfield will be able to provide its students courses and instruction that are tailored to their individual needs. In the six sections that follow, you will meet three students and will then see the how, over the course of their four-year career at Garfield, each is given a schedule that is tailored to their strengths and interest. The six sections are entitled:

1. The Three Students
2. Their Freshman (9<sup>th</sup> Grade) Year
3. Their Sophomore (10<sup>th</sup> Grade) Year
4. Their Junior (11<sup>th</sup> Grade) Year
5. Their Senior (12<sup>th</sup> Grade) Year
6. Their Four Years In Chart Form.

## **1. THE THREE STUDENTS**

**Rosalia** is a doer, a social butterfly, who is constantly outside and who knows everyone in town. She has always been very active and is very interested in playing organized sports. Rosalia had fallen behind at Gage middle school. Her test scores on the last CST were all Far Below Basic. She flourished outside of the classroom where she was able to demonstrate her skills kinesthetically and visually but felt confined by the strictly auditory style teaching she received. She is interested in Art and Music and would love to take a course to see if she would like to explore it further in college. She is bilingual and speaks mostly Spanish at home, but English with her friends at school. Rosalia chose to enroll in the Performing Arts Academy because it will allow her to learn via other modalities than in middle school.

The Performing arts academy has a large number of students who learn best in an active and engaging classroom environment. Rosalia will be able to demonstrate her knowledge through the modalities she is strongest at while her teachers build capacity in her written and auditory skills. The classes she will be scheduled into will quickly accelerate her literacy and numeracy skills. She will have time to join the volleyball team and take part in the dance program that meets at lunch. Garfield will change the way she feels about school.

**Maria** is a quiet student who enjoys gathering knowledge on her own. She is very interested in researching the Mayas, the Aztecs, and the Incas. She is reluctant to share her intelligence with other students but enjoys talking to adults. She scored proficient in English, History, and Math on the eighth grade CST and basic on the other measures. Maria knows that she will go to college and is trying to decide between the Ivy League schools or UC Berkeley. She is very motivated to achieve in school but does not feel that she needs to work with other students to achieve her goals. Maria decided to enroll in the University Preparedness Program.

The University Preparedness Program will keep Maria on the path to getting into the top university that she has dreamed about attending while working on her collaboration skills. All of the SLC's have advisory periods to help students learn to communicate effectively. She will also join the Journalism program where she will have to learn to collaborate as well as share her ideas with the entire student

body. She will later take several AP courses that will provide her enough credits in college to enter almost as a sophomore.

**Michael:** Michael's family has been living in East Los Angeles for four generations. They all went to Garfield and are members of various booster clubs and parent organizations. Michael is very proud to have made the football team just as his dad did. Michael knows he needs to maintain a 2.0 in order to be eligible to play football but during his eighth grade year he received mostly D's and F's. His coach, Mr. Rico, has a study group that help Michael keep up his grades. Michael scored Below Basic on the CST tests except in Science where he scored Basic. He had a great science teacher in the 7<sup>th</sup> grade that inspired him and wants to explore the careers in science. Michael chose to attend the Green Architecture Design Academy.

The Green Architecture Design Academy will offer Michael a chance to explore the science career options that he became interested in while in the 7<sup>th</sup> grade. It will also provide him the opportunity to play football like his father. The Green Architecture Design Academy will make sure that Michael does well in his academic classes. Michael will be placed in a reading and math program that will help him build his literacy and numeracy skills in an accelerated manner. Because of the new school calendar he will be able to also finish his grade level A-G courses in the same school year. The Green Architecture Design Academy will have Michael enroll in four year of science and take an AP class in the 12<sup>th</sup> grade.

## **2. THEIR FRESHMAN (9<sup>TH</sup> GRADE) YEAR**

In the 9<sup>th</sup> grade Rosalia and Michael will be given a very effective English skills program called Read 180. In this class they will improve their reading fluency. When they complete the program they will be able to read and write two grade levels higher. They will then take English 1 Intensive. In this course, they will follow the same three station rotation that used in Read 180 and work on core curriculum as well as reviewing the fundamentals. The course has been shown to bring students with Basic skills up to Proficient levels of reading on the included assessment. Maria is going to take Honors English 9. She will also take Journalism which will give her an opportunity to apply her writing and reading skills as well as learn to work collaboratively with other students.

Rosalia and Michael will be placed in an Algebra Readiness course based on the Far Below Basic CST score and the Fail they received in their Middle school Algebra Readiness class. They will be given a chance to master the basics of Algebra 1 before they take Algebra 1 in the second half of the year.

All three students will take a year of science in the 9<sup>th</sup> grade. The first half of the year will be a hands-on science course designed to actively involve students in science and introduce them to the concepts and systems that will be covered in the second half of the year.

All three students will have an opportunity to join a sports team in the 9<sup>th</sup> grade but only Michael joins one. He is on the football team. The twins Rosalia and Maria are enrolled in PE 1. These courses are offered every other day for the entire year. They alternate with an elective. The twins decide to enroll in Spanish for Spanish speakers; Michael decides to enroll in introduction to computers.

## **3. THEIR SOPHOMORE (10<sup>TH</sup> GRADE) YEAR**

In the 10<sup>th</sup> grade Rosalia and Michael will continue the English program that they started in the 9<sup>th</sup> grade. English 2 intensive covers all of the standards in the 10<sup>th</sup> grade curriculum and satisfies the tenth grade B requirement for entry into the California university system. Maria will take Honors English 10. She will continue in Journalism, which will give her an opportunity to apply her writing and reading skills as well as learn to work collaboratively with other students.

Rosalia and Michael will be placed in a class that will prepare them for Geometry. They will be given a chance to master the basics of Geometry before they take Geometry in the second quarter. In the fourth quarter they will take a pre-Algebra II course to prepare them for the following school year. Both Rosalia and Michael will have instructional math support throughout the year to ensure they are making adequate progress. Maria will take a pre Algebra II class and then Algebra II. She will spend much more time preparing for the CST than students on a traditional school schedule.

All three students will take chemistry and World History. Maria and Michael will take chemistry in the first half of the year, and world history in the second half of the school year. Michael signed up to take a Honors Chemistry class. Rosalia will take Honors World History first. If they were not able to demonstrate adequate level of mastery of the standards they will be placed in a review class during the second semester to prepare them for the CST.

All three students have the ability to join a team sport. Rosalia made the volleyball team and Michael remains on the football team. Maria will take PE 2. The twins will continue to take Spanish for Spanish Speakers and Michael will start French. These classes will be offered every other day for the entire school year.

#### **4. THEIR JUNIOR (11<sup>TH</sup> GRADE) YEAR**

Rosalia and Michael will take a year of Contemporary Comp/American Lit and Lit Knowledge. This set of courses will focus on writing skills and reading the American classics. Maria will take AP English Language and take Journalism 3. Maria will become one of the leaders of the school newspaper as one of the editors.

All of the students will continue to progress in their math programs. In the final quarter they will take a pre course that will introduce them to the curriculum for the next school year.

All three students will take US History and chemistry in the 11<sup>th</sup> grade. These courses will be offered every day for half a school year. Rosalia and Maria will take US History first semester and chemistry during the second semester. Michael will take Honors Chemistry first and US History second semester.

Maria and Rosalia continue in the Spanish program and take AP Spanish Language. Michael will take French 2. Rosalia and Michael will continue to play team sports. Maria will choose a SLC elective and takes Introduction to Computers.

#### **5. THEIR SENIOR (12<sup>TH</sup> GRADE) YEAR**

Rosalia and Michael will take Writing Seminar and Expository Composition. Maria will take AP English Literature and Journalism 4. These classes will explore writing styles that will prepare them for success in college. They will study some of the great works as well.

All three students will take Government and Economics in one semester of the school year. They will be able to take another elective in the other half of the school year.

Students will all be encouraged to continue to take math and science all four years of high school. All three students will decide to take advanced math and science courses. Maria will take AP Calculus and Michael will take AP Physics.

All of the students will also have the opportunity to take additional electives in their senior year. Rosalia and Michael will choose to take drawing and web design. Maria chooses to take digital Imaging.



## 6. THEIR SENIOR (12<sup>TH</sup> GRADE) YEAR

	Rosalia	Maria	Michael
9 <sup>th</sup>	Read 180- English 1 intensive AB	H English 9 AB and Journalism 1 AB	English 1 intensive – English 9B
	Algebra readiness-Algebra 1AB	Intro to Geometry, Geometry AB and Intro Algebra 2	Algebra readiness-Algebra 1AB
	MESA and Biology AB	MESA and Biology AB	MESA and H Biology AB
	PE 1AB and Spanish SP 1	PE 1AB and Spanish sp 1	Football and Intro Computers
10 <sup>th</sup>	English 2 intensive AB – English 10 AB	H English 10 AB and Journalism 2 AB	English 2 intensive AB – English 10 AB
	Intro to Geometry, Geometry AB and Intro Algebra 2	Advanced applied math AB and Algebra 2 AB	Intro to Geometry, Geometry AB and Intro Algebra 2
	Chemistry AB and World History AB	Chemistry AB and H World History AB	H Chemistry AB and World History AB
	Volleyball/ and Spanish Sp 2	PE 2 and Spanish Sp 2	Football and French 1
11 <sup>th</sup>	Contemporary Comp/American Lit and Lit Knowledge AB	AP English Language AB and Journalism 3AB	Contemporary Comp/American Lit and Lit Knowledge AB
	Advanced applied math AB and Algebra 2 AB	Math analysis and Trigonometry	Advanced applied math AB and Algebra 2 AB
	Physics AB and US History AB	H Physics AB and AP US History AB	Physics AB and US History AB
	Volleyball/ and AP Spanish Language	Intro to Computers and AP Spanish Language	Football and French 2
12 <sup>th</sup>	Writing Seminar and Expository Composition	AP English Lit. AB and Journalism 4AB	Writing Seminar and Expository Composition
	Government and Economics/ Trigonometry	AP Calculus ABC	Government and Economics / Web Design AB
	Drawling AB/ Web Design AB	AP Spanish Lit. AB/ Digital Imaging	AP Physics AB Architecture
	Volleyball/ and AP Spanish Lit.	AP Government and Economics/	Football and French 3

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	Volleyball/ and AP Spanish Lit.	AP Government and Economics/	Football and French 3

## Appendix 2.a.i

### Curricular Map

# Garfield High Schools Intervention Based Schedule

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Garfield High School is adopting a new intervention friendly master schedule at the start of the 2010-2011 school year. Each student will have 17 rather than 12 courses every school year. The new Schedule will allow Garfield to provide the many students who enter the 9<sup>th</sup> grade with below grade level academics skills the support classes they need during the regular school day. Students will thus be able to build their skills before starting classes with high failure rates. (e.g. Algebra 1 and English 9.) Garfield students will be able to take these additional classes without forfeiting the opportunity to take A-G requirements during their 4 years of high school. High performing students will have additional opportunities for enrichment in the core content areas.

Garfield High School bell schedule and circular matrix will allow teachers to have a personal connection with more students. The bell schedule has the students enrolled in five classes for twenty weeks. Three core classes will be on a quarter system and other classes will be on a semester system. Core teachers (English, Math, Science, and Social Science) would have the same schedule as a typical 4x4 schedule. They would teach three classes of approximately 90 minutes in length. Core teachers would have four final grading periods per year. Other teachers would teach seven classes, three or four classes every other day. Other teachers would have two final grades per year. They would meet with their students every other day. Students would have five total classes but would attend 4 a day. Students would attend their three core classes every day and attend their other classes every other day.

**Garfield teachers have taken a bold step to address students' academic needs. Garfield has created a plan that provides the personalization that we have wanted for our students for years. Our course matrix provides the following benefits:**

- Teachers' student load will be reduced from 130 students to 80 students per day. English and Math teachers will be only 60 students per day.
- Teachers only have 3 classes
- Differentiated instruction with the right teacher.
- Less stressful for students with only 5 classes
- Matches 90 minutes required for reading classes
- Gives the opportunity for more electives for advanced students
- Academic flexibility for both at-risk students and advanced learners (AP/Dual Enrollment) or on camp college courses
- Flexibility of other options offered – upper level courses
- Staff development during the school day
- Number of textbooks students are carrying around – would decrease greatly with a 4 period day schedule.
- Additional opportunities for credit.
- Provides teachers with 90 minutes of planning time each day.
- Provides for remediation forgiveness without summer school.
- Students will be able to get the support they need before they take A-G courses
- Provides more opportunities for externships, and Academy programs.
- Provides longer lab time for courses.
- Provides more time for curricular activities such as reading projects and extended research time.
- Allows students to take fewer courses at one time – which is similar to the course load they can expect in college.
- Research shows remedial students and Honor students have increased test scores.

We expect to see the following results from the increased personalization of our course matrix:

- An increase of students on the A and B honor roll.
- A decrease in the number of F's.
- A decrease in the number of both in school and out of school suspensions.
- Students can handle more homework and class work because they have fewer classes. Teachers can assign more writing assignments because of increased conference time and reduction in student load.
- Student load will be reduced from 130 students to 80 students per day. English and Math will be 60 students per day.
- Students' Grades will go up.
- Teachers will get to know your students better.
- Teachers can call a much higher percentage of parents because of the fewer students and longer times to make those contacts.
- Teachers can cover each topic in more depth.
- Truancy will decrease.



# Curricular Matrix for Counselors

Domain	CSCA Goals	ASCA national Standards	National Career Development Guidelines (Competencies)	CT common Core (skills/Competencies)
Academic	Skills for Learning	Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Competency 4: Awareness of the benefits of educational achievement	• Students will explore the information and arguments from various points of view to think critically and creatively and to solve problems.
	School Success	Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	Competency 6: Skills to understand and use career information	• Students will learn how to apply the academic, critical, practical, technical and employability skills needed for success in higher education and the work place and to manage their lives.
	Academics to Life Success	Standard 3: Students will understand the relationship of academics to the world of work and to life at home and in the community.	Competency 7: Awareness of the importance of personal responsibility and good work habits	• Students will actively explore the world of ideas. • Students will demonstrate the effort and persistence needed to be successful in school, work and life.
Career	Investigate Careers	Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Competency 8: Awareness of how work relates to the needs and functions of society	• Students will embrace career as a part of their future; acquire employable skills; demonstrate positive attitudes toward work; demonstrate attitudes and habits that are valued in the workplace; explore a range of careers; acquire knowledge of one of CT eight career clusters, explore postsecondary educational opportunities; manage data and use problem-solving and analytical skills to make reasoned decisions.
	Career Success	Standard 5: Students will employ strategies to achieve future career success and satisfaction.	Competency 9: Understanding of how to make decisions Competency 10: Awareness of the interrelationship of life roles	
	Relationship between school and work	Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work.	Competency 11: Awareness of different occupations and changing male female roles	
Personal/ Social	Respect for self and others	Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	Competency 12: Awareness of the career planning process	• Students will work and learn independently and collaboratively as part of a team. • Students will gain knowledge and understanding of other cultures. • Students will demonstrate a sense of ethics and take responsibilities for their actions. • Students will be active, constructive members of the larger community. • Students will develop and maintain behaviors that promote lifelong health. • Students will understand the implications of living in a finite world. • Students will understand the role of systems throughout our society. • Students will understand the dynamic nature of society and the universality of change.
	Goal Setting/ Goal-Attainment Skills	Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.	Competency 1: Knowledge of the importance of self-concept Competency 2: Skills to interact with others	
	Survival and Safety Skills	Standard 9: Students will understand safety and survival skills.	Competency 3: Awareness of the importance of change and growth	

Counselors will continue to work on providing personalization the students need to be able to connect with their Small Learning Communities.

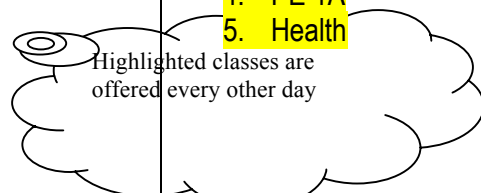
Counselors are moving to a whole child approach. Counselors will become their students' parent while they are at school. Counselors are going to be an integral part of monitoring there students daily progress. If students are late to school they will be counseled and receive discipline through their SLC counselor.

To make the largest impact Counselors are going to be having group counseling sessions with their students to address problems that arise. With this new role counselors will be attending all their children's meetings.

Parent communication will be another aspect the counselors will address. Counselors will organize parent meetings for students who have demonstrated academic problems or excellence.

# Bell Schedule

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	
9 <sup>TH</sup>	1. English 1 int A 2. INTRO ALG A 3. Inter Coor Sci A/MESA 4. PE 1A 5. Health	1. LIT CONNECT 1A 2. ALG 1A/ INTRO ALG B 3. Inter Coor Sci B/MESA 4. PE 1A 5. Health	1. Eng 1 int. A 2. ALG1B/ALG 1A 3. BIO A 4. PE 1B 5. FOREIGN LANG	1. English 1 intensive 2. INTGEOM/ALG1B 3. BIO B 4. PE 1B 5. FOREIGN LANG	
10 <sup>TH</sup>	1. English 2 int A 2. GEO & ALG/TR A 3. WLD HIST A 4. FOREIGN LANG 5. PE 2A	1. Cont Comp 2. GEOM B /GEOM A/ 3. WLD HIST B 4. FOREIGN LANG 5. PE 2A	1. English 2 int. B 2. ALG 2A /GEOM B 3. CHEM A 4. FOREIGN LANG 5. PE 2B	1. LIT CONNECT 2B 2. ALG 2B/ ALG 2A 3. CHEM B 4. FOREIGN LANG 5. PE 2B	ALG 2B
11 <sup>TH</sup>	1. CREAT WRIT SH A 2. TRIG A 3. US HISTORY A 4. ELECTIVE 5. SLC Elective	1. ENG 11A 2. TRIG B 3. US HISTORY B 4. ELECTIVE 5. SLC Elective	1. CREAT WRIT SH B 2. PHYSICS A 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	1. American Lit 2. PHYSICS B 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	
12 <sup>TH</sup>	1. WRIT SEMINAR A 2. GOVERNMENT A 3. COLLEGE PREP A 4. ELECTIVE 5. SLC Elective	1. EXPO RD/WRIT A 2. GEOGRAPHY A 3. COLLEGE PREP B 4. ELECTIVE 5. SLC Elective	1. WRIT SEMINAR B 2. GEOGRAPHY B 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	1. EXPO RD/WRIT B 2. ECON A 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	



Mon, Wed

Tue, Thur

Per. 1  
Per. 2  
Per. 3  
Per. 4

Per. 1  
Per. 2  
Per. 3  
Per. 5

# Curricular Matrix for English

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Garfield High Schools programming will be based on data starting in the 2010-2011 school year.

Student data will be used to place students in appropriate classes.

When students are over or underachieving in a class teacher recommendation will prompt a change.

CST Data will be the primary test data used.

CST Data and students previous grades will be the primary data used to determine programming needs.

Incoming 9<sup>th</sup> grade

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
FBB students	System 44/lang sk	Read 180	Read 180	English 1 intensive/English 9B
BB Students	Read 180	Read 180	Eng 1 int. A	Eng 1 int. B
B students	English 1 int A Eng 9	LIT CONNECT 1A	English 1 int. B Eng 9	LIT CONNECT 1B
P, A students	H English 9A	Journalism 1A	H English 9 B	Journalism 1B

10<sup>th</sup>

FBB students	System 44/lang sk 2	Read 180	Read 180	English 2 intensive/English 10B
BB Students	Read 180	Read 180	Eng 2 int. A	Eng 2 int. B
B students	English 2 int A	LIT CONNECT 2A	English 2 int. B	LIT CONNECT 2B
P, A students	H English 10A	Journalism 2A	H English 10B	Journalism 2B

11<sup>th</sup>

FBB students	CREAT WRIT SH A	Cont Comp	CREAT WRIT SH B	American Lit
BB Students	CREAT WRIT SH A	Cont Comp	CREAT WRIT SH B	American Lit
B students	CREAT WRIT SH A	Cont Comp	CREAT WRIT SH B	American Lit
P, A students	H AMER LIT	Journalism 3A	H CONT COMP	JOURNALISM 3B

12<sup>TH</sup>

FBB students	WRIT SEMINAR A	EXPO RD/WRIT A	WRIT SEMINAR B	EXPO RD/WRIT B
BB Students	WRIT SEMINAR A	EXPO RD/WRIT A	WRIT SEMINAR B	EXPO RD/WRIT B
B students	WRIT SEMINAR A	EXPO RD/WRIT A	WRIT SEMINAR B	EXPO RD/WRIT B
P, A students	H Expo Comp	Journalism 4A	H Modern lit	JOURNALISM 4B

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# Curricular Matrix for Math

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Garfield High Schools programming will be based on data starting in the 2010-2011 school year.

Student data will be used to place students in appropriate classes.

When students are over or underachieving in a class teacher recommendation will prompt a change.

CST Data and students previous grades will be the primary data used to determine programming needs.

9<sup>th</sup> grade

Previous year Class & CST

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
If in Algebra Readiness With F OR a FBB	Math Lab A	Math Lab B	Algebra Readiness A	Algebra Readiness B
If in Algebra Readiness with C or Better and BB or Lower	Algebra Readiness A	Algebra Readiness B	Algebra 1A	Algebra 1B
Algebra Readiness C or Higher and Basic or higher	Algebra Readiness B	Algebra 1A	Algebra 1B	GEO & ALG/TR A
Algebra 1 C or higher	GEO & ALG/TR A	Geometry A	Geometry B	GEO & ALG/TR B

10<sup>th</sup> grade

Previous year Class & CST

If in Algebra Readiness With FBB	Algebra Readiness A	Algebra Readiness B	Algebra 1A	Algebra 1B
If in Algebra 1A	GEO & ALG/TR A	Geometry A	Geometry B	GEO & ALG/TR B
If in Geometry	ADV APP MATH A	Algebra 2 A	Algebra 2B	ADV APP MATH B

11 or 12

If in Geometry	ADV APP MATH A	Algebra 2 A	Algebra 2B	ADV APP MATH B
If in Algebra 2	MATH ANALY A	MATH ANALY B	TRG/MATH AN A	TRG/MATH AN B
If in Trig/ math An	DISCR MATH A	AP CALCULUS A	AP CALCULUS B	AP CALCULUS C

# Science/ Social Science Matrix

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1<sup>st</sup> and 2<sup>nd</sup> quarter can be swapped with 3<sup>rd</sup> and 4<sup>th</sup> quarter for all grade levels to keep classes balanced.

9<sup>th</sup> grade

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
All 9 <sup>th</sup> grade students	MESA or ICS A	MESA or ICS B	Biology A	Biology B

10<sup>th</sup> grade

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
Students in Geometry or above	Chemistry A	Chemistry B	World History A	World History B

11<sup>th</sup> grade

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
All Algebra 2 or above	Physics A	Physics A	US History A	US History B

12<sup>th</sup> grade

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
All Algebra 2 or above	Elective Science A	Elective Science B	Government	Economics

# AP Curricular Matrix

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Students will be able to take a maximum of 4 AP courses during a academic school year

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
All grade students who want to take AP level course	H American Lit	AP English Lit A	AP English Lit B	Elective English
	H Expo Comp	AP English Lang A	AP English Lang B	Elective English
	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
All grade students who want to take AP level course	H Biology A	AP Biology A	AP Biology B	Elective Science
	H Chemistry A	AP Chemistry A	AP Chemistry B	Elective Science
	H Physics A	AP Physics A	AP Physics B	Elective Science
	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
All grade students who want to take AP level course	H World History A	AP World History A	AP World History B	Elective Social Science
	H US History A	AP US History A	AP US History B	Elective Social Science
	H Government	AP Government A	AP Government B	Economics
	H Economics	AP Economics A	AP Economics B	Government

## Appendix 2.a.ii

### Small Learning Communities

## Appendix 2.a.iii

### Library



## **Garfield High School Library**

The Garfield High School Library provides the following services:

- **Collaboration**
  - librarians collaborate with teachers, administrators, and parents
  - (Creation of a Library Leadership Team) all stakeholders engaged in sustained and action-oriented discussions in the context of continued improvement of the necessary resources, technology, and staffing requirements needed to maximize the learning opportunities through school libraries
  - provide professional development in both the use of instructional materials and licensed databases.
- **Instructional Support**
  - provides instructional materials aligned to the curriculum; both print and non-print resources.
  - provides instructional intervention (through a credentialed school librarian) that centers on the development of information literacy skills for inquiry learning
  - Offers both fixed and flexible scheduling of classes
  - Offers both Accelerated Reader and STAR programs that offers a multitude of data on student reading to teachers, students, administrators.
- **Library and Archival Services**
  - Over 37,000 volumes in the library collection as well as periodicals, newspapers, and other print-based materials
  - provides a learning-centered space supported by a strong technology infrastructure using information technology, particularly networked computers offering licensed databases and the Internet/World Wide Web.
  - Communication between the school library and local libraries (East Los Angeles County Library and Cal-State LA Library).
  - Archive all school yearbooks and most school newspapers dating back to 1925. The library also archives school photographs and artifact for student, faculty, alumni and outside research.
- **Services for students**
  - Training of students to provide service in the library to students and staff.
  - provide a safe, clean, quiet, but active space for students.
  - has established extracurricular activities for students: including a Library Club that provides service; chess tournaments; poetry contests; book reviews.
  - Provide space for after school tutoring program. library extends the reach and hours of operation beyond the traditional school day (before school, after school, nutrition and lunch)

Appendix 2.e.i  
RTI<sup>2</sup> Instructional Support Plan

Garfield High School's PSC proposal calls for extensive academic support to students, especially for those students at the greatest risk of failure or underachievement. In this document, this support will be discussed using the categories of an educational approach called Response to Intervention and Instruction (commonly abbreviated as RTI<sup>2</sup>). Tier 1 Level consists of support provided in the general classroom; Tier 2 Level, of classes specifically designed interventions to meet the needs of identified student sub-groups provided in addition to the general classroom, not in lieu of; Tier 3, of extraordinary interventions: identified students receive greater modifications in frequency, duration, or teacher-student ratio.

### **RTI<sup>2</sup> Tier 1 – Instructional support provided in regular classes**

#### **1. Instructional strategies that provide access to the Core curriculum**

The majority of students who matriculate to Garfield High School need support in the areas of reading, writing, and mathematics. Eighty percent (80%) arrive with below grade level literacy skills; 95% with below grade level numeracy skills; and 81% have a home language other than English. For this reason, it is of the utmost importance that all lessons be designed and delivered using strategies that have been shown to be effective with these students and to accelerate their learning. The following strategies fall into the following four categories.

In collaboration with Pedagogical Partners (including educational, community-based, and industrial/business partners) Garfield High School will:

- A. Use teaching strategies that actively engage students in their own learning
- B. Utilize graphic organizers and other means of constructing knowledge to support academic reading, writing, and listening skills
- C. Coordinate meaningful instructional conversations between all teachers and students
- D. Implement direct instruction of academic vocabulary

#### **2. Specialized standards-based lessons developed by professional learning communities**

As provided in the attached Professional Development Plan (Appendix 4p), teachers of Core subjects (English, mathematics, social studies, and science) will spend extensive time meeting in course-alike groups. During these course-alike meetings, teachers will methodically and systematically analyze the performance of their students against the course CST standards. Toward this end, they will look at student performance on state exams, on District common periodic assessments, and on the PLC's common periodic assessments to identify which standards students are learning well and which they have not mastered. Utilizing this knowledge, the course-alike teams will then find ways to enhance their instruction in order to assist students improve academically in the targeted areas. Over the course of time, this process will enable the course-alike teams to build a rich portfolio of effective lesson plans.

#### **3. Longer class periods in Core classes**

A new schedule will be employed starting at the beginning of the 2010-11 school year. This schedule—fully described in Appendix 4c: Curricular Map—provides for longer meeting times for Core classes. It also increases the percentage of time that students spend in Core classes. (In fact, each student will spend 25% of his time in English class during his entire academic career). The schedule thus provides for students to spend more time developing essential academic skills.

#### **4. Small Learning Community specific instructional techniques**

Each SLC will develop policies and techniques tailored to the needs of their students and consistent with the SLC's theme and philosophy. Students and parents will participate in this design. For more specifics, see Appendix 4s: Small Learning Communities and Schools.

## **RTI<sup>2</sup> Tier 2 – Specifically designed courses for differentiated instruction and related supports**

### **1. Math sequence for 9<sup>th</sup> and 10<sup>th</sup> graders**

Ninety-five percent (95%) of 9<sup>th</sup> graders enter Garfield High School with below grade level mathematical skills; the failure rate in Algebra 1 and Geometry is very high (59% of the class of 2013 is currently receiving a Fail or D in math). For these reasons, Garfield High School has designed a special math sequence for 9<sup>th</sup> and 10<sup>th</sup> graders. Students with low math skills are provided with the opportunity to improve their basic skills before taking Algebra 1. However, with the new “interventional friendly” schedule that the Garfield High School’s SLCs are adopting, this support can be given to students without depriving them of the opportunity to complete all their A through G requirements within their four-year high school career. The math sequences are described in Appendix 4c; The Curricular Map.

### **2. English sequence for 9<sup>th</sup> and 10<sup>th</sup> graders**

Eighty percent (80%) of 9<sup>th</sup> graders enter Garfield High School with below grade level scoring FBB, BB, or BB in literacy skills; and the failure rate in 9<sup>th</sup> and 10<sup>th</sup> grade English is high, 32% of the class of 2013 receiving a Fail or D in English/Language Arts. For these reasons, Garfield High School has designed a special English sequence for 9<sup>th</sup> and 10<sup>th</sup> graders. This sequence allows at risk students to take English classes designed to meet their learning needs. However, with the new “interventional friendly” schedule that the Garfield’s SLCs are adopting, this support can be given to students without depriving them of the opportunity to complete all their A through G requirements within their four-year high school career. The English sequences are described in Appendix 4c; The Curricular Map. The English sequence that will be used is based on innovative courses such as System 44, Read 180, English 1 Intensive, and English 2 Intensive, which were developed by Scholastic, Inc. Garfield is currently working with Scholastic, Inc. to pilot these promising new courses. English as a Second Language (ESL) courses. Students for whom English is a Second Language and whose skill level in English is such that they are not prepared for general English courses are provided with district approved and “ESL” classes. These classes will be taught using the High Point program. Students who receive Special Education Services  
Students with disabilities who require additional support in the general education classes will be closely monitored by their SEASAC Carriers and assigned paraprofessionals to ensure they are gaining access to grade level curriculum. Honors and Advanced Placement courses  
High performing students will be placed in Honors and Advanced Placement courses. The new schedule allows for an enhanced variety of such offerings.

### **3. Tutorial Period**

The new schedule that will be adopted at the beginning of the 2010-11 school year, and it includes a tutorial period for each student. The tutorial period will meet two times a week. Students who are falling behind will be enrolled in the period so that they receive immediate support. A number of different classes will be held during this period to provide help in different subjects, though the emphasis will be on English and mathematics. Students can be added or withdrawn from these tutorial classes as circumstances require. Teachers will use the results of common periodic assessments—among other methods—to determine which students need such help. Students who do not need interventions, will use this period for enrichment. For example, the Leadership class can meet during this period, or students can be trained as peer tutors. In addition, or SLC seniors and juniors can be trained as mentors to assist 9<sup>th</sup> and 10<sup>th</sup> graders in adapting to and meeting their academic challenges.

4. Advisory Periods and SLC specific interventions  
The new schedule also provides for an advisory period. (It will meet once a week during years 1 and 2; and twice a week thereafter.) SLCs will use this period to provide academic and personal assistance to their students.
5. Student Success Teams (SSTs) and Coordination of Services Team (COST)  
Each SLC will form student success teams (SSTs) to help students who do not respond to the methods detailed above. The SST will review concerns about individual student and then plans to collectively meet the needs of those concerns in the general education classroom. Based on the student's educational needs, a well developed plan (Summary Form) will be implemented and monitored to determine if more modifications are needed for their academic program. Students who need even more assistance will be referred to the school's COST team. COST coordinates the delivery of support services.

### **RTI<sup>2</sup> Tier 3 – Extraordinary instructional supports**

1. Reading class for students in need of basic reading skills  
The school will offer a course for students needing to develop phonemic awareness. Such students are reading at the 1<sup>st</sup> or 2<sup>nd</sup> grade levels. The school will utilize Scholastic's System 44 course for this purpose.
2. Reading class for students in need of basic mathematics skills  
The school will offer a course for students with below 4<sup>th</sup> grade math skills.
3. Learning Center  
The school's Learning Center will provide assistance to students on a pullout basis or in regularly scheduled classes.
  - Both resource specialist and general education students who have not responded to Tier One and Two interventions will be considered for the Learning Center.
  - The Resource Specialist Teachers (RSP) will work with the collaborating teachers to determine the students who require additional intensive intervention.
  - Both teachers will continue to monitor students' progress on a bi-weekly using Curriculum-Based Measurement and other appropriate assessments.
  - Based on the data from the on-going assessments, targeted instruction will be individualized for each student to be successful in obtaining grade level skills.
  - The RSP and general education teachers will continue to collaborate and monitor both general and RSP students who are in the Learning Center to determine if other support is needed.

Appendix 2.e.ii

GEAR-UP

## **CSULA GEAR UP**

CSULA GEAR UP, a federally funded 6 year grant program that follows a cohort of students, works to create a college going culture by developing competitive college applicants, parent involvement, and strengthening educational partnerships. The current cohort is comprised of the class of 2012 at Garfield H.S., Roosevelt H.S. and Mendez Learning Center and began the program in 2005 (6<sup>th</sup> grade). Operated through the California State University, Los Angeles, Project GEAR UP services at GHS include:

### **Curriculum and instruction:**

- 26 in-class tutors for math and English classes (specific to cohort students).
- After School Program: tutoring and homework help provided to cohort students.
- CST and PSAT workshops led by Princeton Review (when available)
- Instructional Field Trips: trips related to material directly covered in class.
- Book Club: tutor led discussion of text relevant to grade level curriculum. Students receive their own copy of the text and are instructed in annotative methods.

### **School Culture and Climate:**

- Community Service Opportunities for cohort students: Emphasize the importance of leadership and community involvement as a part of a competitive college application.
- 9<sup>th</sup> grade: 4 systems of Higher Education workshops to inform students of college and graduation requirements at the start of their high school career.
- GEAR UP Student Leadership Council: Student-run board and general assembly affords students an opportunity to plan events and impact programming decisions. Encourages ownership of the program, provides leadership development, and student feedback.
- College Visits & Career Shadows: Students visit colleges and job sites to explore educational and career pathways (Included: East Coast/New York College Tour).
- 10<sup>th</sup> Grade: CSU Mentor sign ups: As sophomores, all GEAR UP students create a CSU Mentor account and begin the high school planner to monitor UC/CSU A-G completion. CSU mentor information directly transfers to the CSU college application.
- Recognition Events and Motivational Speaker- hosted Homeboy Goes to Harvard in 8<sup>th</sup> and 9<sup>th</sup> grade to motivate students to graduate high school and pursue higher education. Also, sponsor award ceremonies to recognize students for positive school behaviors. Both activities are done on an as needed/when available basis.
- Professional Development: Project GEAR UP is committed to supporting research based professional development opportunities for math and English teachers at our partner schools. In the past we have funded several such professional development opportunities.

### **Serving Specialized Populations:**

- Advisement: Each student is assigned a tutor/mentor that is responsible for advising them based on individual career and college interest at least once a semester. The advisor must complete an Academic Development Profile for each student. All advisements are reviewed by credentialed GEAR UP counselors. Counselors conduct identified follow up.
- After School Program Contract: Students referred to GEAR UP by school staff or parent sign a student contract. Students' attendance and participation is monitored and weekly telephone calls are made to inform parents of their student's progress and participation.

### **Parent Engagement**

- 8<sup>th</sup>-9<sup>th</sup> grade year: PIQE: Parent Institute for Quality Education completed with parents.
- Home visits: families are visited at home to cover college and high school requirements. The priority targets are parents that have not attended a school event the current academic year and intervention for students identified as "at-risk".
- Parent Conference: Annual conferences held at CSULA to inform parents and impart concrete skills to assist students perform according to the grade level of the cohort.
- Parent Field Trips: Parents visit college campuses to learn admission requirements and increase their aspirations for their children.
- Monthly Parent Workshops: Counselors conduct a monthly workshop according to selected themes relevant to creating a "college going culture" with parents.
- Intervention meetings: Parents of students with 1 or more Fails are informed of graduation requirements, credit remediation options, and school resources.

### **Specific GEAR UP Program Objectives for GHS (2010-2011)**

- In-Class Tutoring: Assign 4 GEAR UP tutors to each SLC
  - Will provide for a more stable teacher-tutor relationship to increase effectiveness and communication (Clear expectations and Goals).
- In-Class tutoring: Focus on intervention
  - In-Class tutors will be assigned to intervention block classes to shift the program focus towards those students most in need.
  - Tutors will be required to log students with a grade of D or lower and the interventions taken to assist each identified student.
- Advising: Effective use of Advisory Period and Elective Advising Time
  - Identify students that have not completed either a 4 systems of higher education and/or CSU mentor workshop for completion.
  - Create a comprehensive master list of student data (GPA, Credits, Rank, Etc.)
  - Copy advisement notes from each advisement and distribute to students as a follow up/reminder to the initial advisement session (Spring Semester).
- General Student Success: Learning Center



- Assist in providing staff members (tutor/advisors) for during school academic alternatives to at home suspension (Test Prep/Workshops/Tutoring).
- Other Activities:
  - Limit programming to 1 field trip per month to decrease interruption to instructional time (Plan for weekends and afterschool whenever possible).
  - Summer San Francisco (10<sup>th</sup>-11<sup>th</sup> grade summer) and San Diego (11<sup>th</sup>-12<sup>th</sup> summer) trip to increase interest in colleges outside East LA and in general.
  - Coordinate an NCCEP Educativa telenovela Parent night to help explain financial aid and motivate parents to encourage their students to take the spring SAT/ACT.

## Appendix 3.b

### AVID

## **AVID: Advancement Via Individual Determination**

AVID is a structured, college preparatory program working directly with schools and districts as a direct support structure for first-generation college goers. It is designed as a school-wide approach to curriculum and rigor incorporating professional development training designed to increase school-wide learning and performance.

The mission is to ensure that all students, and most especially the least served students in the middle capable of completing a college preparatory path, are successful in rigorous curriculum, enter mainstream activities and become leaders within them, and increase their enrollment in four-year colleges.

The AVID environment ideally includes a regularly scheduled academic elective class for AVID students, rigorous curriculum required for all students including being organized with binders and agendas, trained college tutors for the AVID academic elective, an interdisciplinary AVID site team, parent workshops focusing on academic support and college awareness, professional development focusing on AVID methodologies of writing, inquiry, collaborating, and critical reading- WICR. We receive support on a district, regional and state level to include this.

Garfield High School is a nationally certified AVID school. To be considered a nationally certified school which we have consecutively proven ourselves to be for the past five years, we must meet 11 requirements: selection of students, participation (of students and staff), scheduling (school commitment), rigor (advanced courses), writing (strong, relevant writing curriculum), inquiry (basis of instruction), collaboration (basis of instruction), reading, tutorials (with college tutors), data (collected and analyzed), resources (school is committed to ongoing staff development), and a site team (interdisciplinary).

In the midst of these changes, AVID as we have it today will probably transform into a different structure on our campus. This may include using the WICR strategies on a school wide level versus limiting them to our students only. WICR includes:

W (Writing):	Cornell Notes, learning logs, writing to learn
I (Inquiry):	Skillful, open-ended questioning, high-level questioning techniques, Socratic Seminars
C (Collaboration):	Study groups, collaborative activities, tutoring
R (Reading):	to learn, SQ4R, KWL

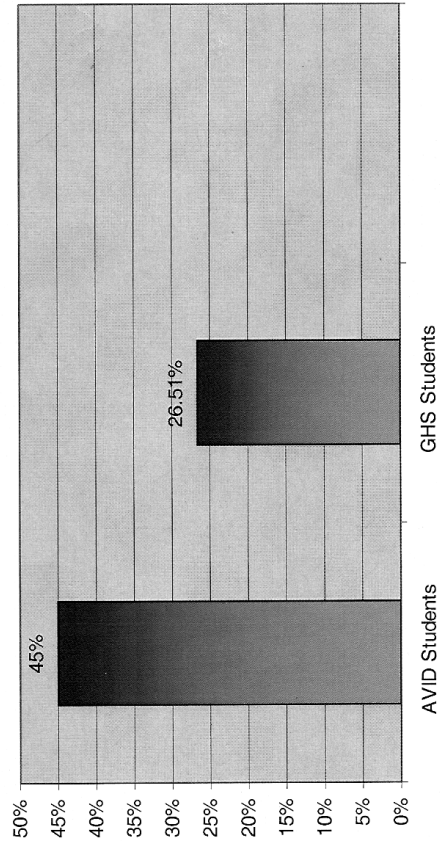
**Evidence of Use of AVID Center Data**  
**Essential #9, Indicator 2**

Based on the AVID Center Data Collection Form submitted by November 14, 2008, our team has analyzed the following areas (suggestions) to improve our AVID Program:

Areas	Site Team Analysis Documentation			
Ethnicity of AVID students vs. Ethnicities of overall school population	Overall school ethnic breakdown:		AVID breakdown:	
	Hispanic:	99.4%	99.5%	
	White:	0.2%	0	
	Asian:	0.2%	0.5%	
	African Amer.:	0.15%	0	
	Filipino:	0.02%	0	
	Amer. Indian	0.06%	0	
Percent of female students vs. male students enrolled in each AVID grade level	<u>Grade</u>	<u># of Students</u>	<u>girls</u>	<u>boys</u>
	9 <sup>th</sup>	62	67.7%	32.3%
	10 <sup>th</sup>	43	41.9%	58.1%
	11 <sup>th</sup>	62	69.4%	30.6%
	12th	35	71.4%	28.6%
	Need to work on recruiting boys.			
Percents of AVID students in Honors/AP classes per grade level.	<u>Grade</u>	<u>Percentage</u>		
	9 <sup>th</sup>	1.22%		
	10 <sup>th</sup>	55.8%		
	11 <sup>th</sup>	80.65%		
	12th	82.86%		
Amount of AVID section based on school enrollment. Are the numbers of sections enough to impact school wide?	<u>Grade</u>	<u>School enrollment</u>	<u>% of AVID Students</u>	
	9th	1198	5.2%	
	10th	1204	3.57%	
	11th	1156	5.36%	
	12th	1030	3.4%	
	Our numbers are not enough to impact the school. We need to work on recruitment.			

Advanced Placement Enrollment  
2008-2009  
Grades 9-12

	English Language Arts	Foreign Language	Mathematics	Science	Social Science
# of AVID Students	16	7	3	16	18
# of GHS Students	139	195	56	107	247



a.s

**Percentage of AVID Students enrolled in AP Courses**

	Including 9 <sup>th</sup> grade	Excluding 9 <sup>th</sup> grade
A-Track	33%	48%
B-Track	26%	33%
C-Track	12%	60%
<b>Overall</b>	<b>26%</b>	<b>38%</b>

**Percentage of AVID Students enrolled in Honors Courses**

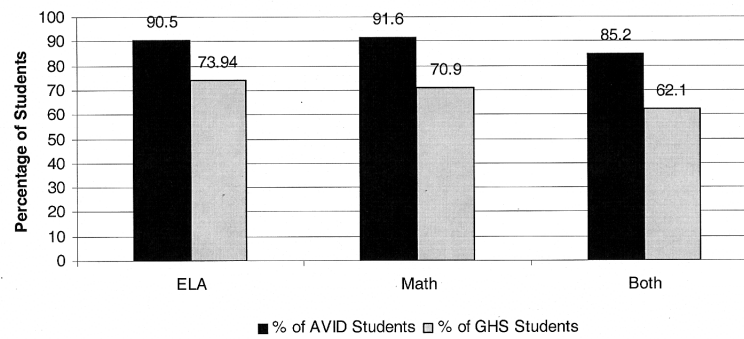
A-Track	27%
B-Track	61%
C-Track	72%
<b>Overall</b>	<b>54%</b>

**Percentage of AVID Students enrolled in both AP and Honors Courses**

A-Track	52%
B-Track	67%
C-Track	72%
<b>Overall</b>	<b>64%</b>

California High School Exit Exam (CAHSEE) Cumulative Pass Rates  
2007-2008  
Grades 10-12

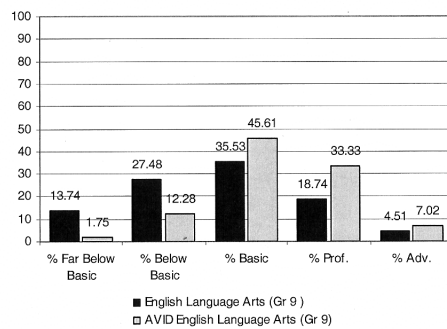
	English Language Arts	Math	Both
% of AVID Students	90.5	91.6	85.2
% of GHS Students	73.94	70.90	62.12



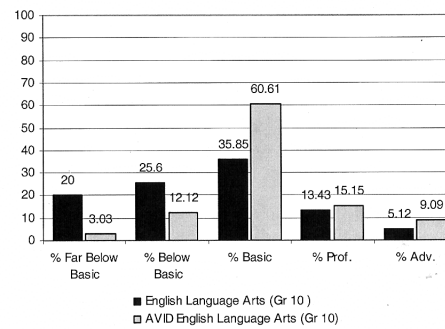
**2007-2008 CST English Language Arts**  
**Number of AVID Students Tested Within Each Performance Band**

	# AVID Students/ # GHS Students	% Far Below Basic	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
English Language Arts (Gr 9)	56/1,441	1.75/13.74	12.28/27.48	45.61/35.53	33.3/18.74	7.02/4.51	40.35/23.25
English Language Arts (Gr 10)	59/1,035	3.07/20.0	12.31/25.60	61.54/35.85	6.15/13.43	7.69/5.12	13.84/18.55

**Grade 9**

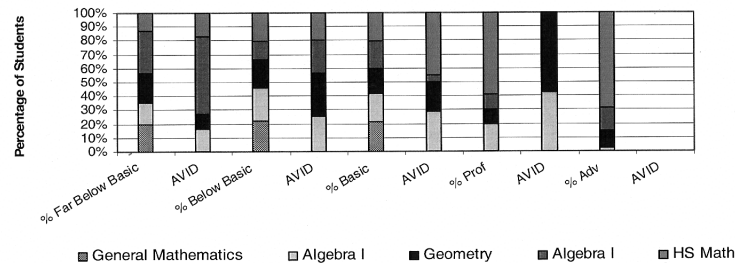


**Grade 10**



**2007-2008 CST Mathematics**  
**Number of AVID Students Tested Within Each Performance Band**

	# AVID Students/ # GHS Students	% Far Below Basic	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
General Math	0/19	0/33.33	0/50.00	0/16.67	0/0	0/0	0/0/0
Algebra I	19/1330	15.79/25.49	42.10/53.31	31.58/15.94	10.53/5.19	0/0.08	10.53/5.26
Geometry	56/962	10.71/36.49	51.78/46.05	23.21/14.14	14.29/2.91	0/0.42	14.29/3.33
Algebra II	38/550	55.26/51.64	39.47/29.64	5.26/15.27	0/2.91	0/0.55	0/3.45
H.S. Math	6/173	16.6/21.39	33.33/45.09	50/15.61	0/15.61	0/2.31	0/17.92
Integrated Math 1	0/1	0/100	0/0	0/0	0/0	0/0	0/0
Integrated Math 2	0/1	0/100	0/0	0/0	0/0	0/0	0/0





Appendix 3.c

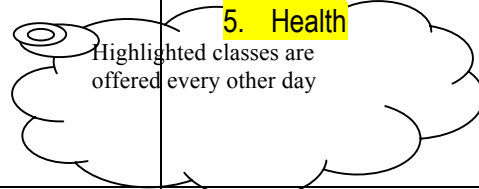
School Calendar and Daily Schedule

### **School Calendar**

Garfield High School will follow the LAUSD traditional calendar in the 2010 to 2011 school year. During the year, Garfield's stakeholders—faculty, students, parents, and community—will evaluate the feasibility of changing the calendar to accommodate completely the first half of the school year prior to the winter break. The calendar change is being considered because it would allow students to complete the first half of the school year, the first two quarters, rather than picking up the remainder of the first half after the winter break. This should help students to successfully complete the year due to the alignment of the academic calendar and the holiday calendar. Schools that have changed to this academic calendar have reported improved academic progress. If the calendar change is instituted, the new calendar will go into effect during the 2011 to 2012 school year.

# Bell Schedule

	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	
9 <sup>TH</sup>	1. English 1 int A 2. INTRO ALG A 3. Inter Coor Sci A/MESA 4. PE 1A 5. Health	1. LIT CONNECT 1A 2. ALG 1A/ INTRO ALG B 3. Inter Coor Sci B/MESA 4. PE 1A 5. Health	1. Eng 1 int. A 2. ALG1B/ALG 1A 3. BIO A 4. PE 1B 5. FOREIGN LANG	1. English 1 intensive 2. INTGEOM/ALG1B 3. BIO B 4. PE 1B 5. FOREIGN LANG	
10 <sup>TH</sup>	1. English 2 int A 2. GEO & ALG/TR A 3. WLD HIST A 4. FOREIGN LANG 5. PE 2A	1. Cont Comp 2. GEOM B /GEOM A/ 3. WLD HIST B 4. FOREIGN LANG 5. PE 2A	1. English 2 int. B 2. ALG 2A /GEOM B 3. CHEM A 4. FOREIGN LANG 5. PE 2B	1. LIT CONNECT 2B 2. ALG 2B/ ALG 2A 3. CHEM B 4. FOREIGN LANG 5. PE 2B	ALG 2B
11 <sup>TH</sup>	1. CREAT WRIT SH A 2. TRIG A 3. US HISTORY A 4. ELECTIVE 5. SLC Elective	1. ENG 11A 2. TRIG B 3. US HISTORY B 4. ELECTIVE 5. SLC Elective	1. CREAT WRIT SH B 2. PHYSICS A 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	1. American Lit 2. PHYSICS B 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	
12 <sup>TH</sup>	1. WRIT SEMINAR A 2. GOVERNMENT A 3. COLLEGE PREP A 4. ELECTIVE 5. SLC Elective	1. EXPO RD/WRIT A 2. GEOGRAPHY A 3. COLLEGE PREP B 4. ELECTIVE 5. SLC Elective	1. WRIT SEMINAR B 2. GEOGRAPHY B 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	1. EXPO RD/WRIT B 2. ECON A 3. ELECTIVE 4. ELECTIVE 5. SLC Elective	



Mon, Wed

Tue, Thur

Per. 1  
Per. 2  
Per. 3  
Per. 4

Per. 1  
Per. 2  
Per. 3  
Per. 5

## Appendix 3.d

### Athletic and Extracurricular Activities

**James A Garfield High School**  
**EXTRA CURRICULAR ACTIVITIES**  
**2009-2010**

<i><b>Sport</b></i>	<i><b>Coach</b></i>	<i><b>Season</b></i>
Baseball (V/JV)	R. Torres	Spring
Basketball Boys (V/JV)	R. Rivas	Winter/Fall
Basketball Girls (V/JV)	Jessica Torres/Camacho	Winter
Football (V/JV)	L. Hernandez/Rico	Fall
Golf (Boys/Girls)	O. Cendejas	Spring
Soccer (Boys/Girls)	G. Campos/Camacho	Winter
Softball (V/JV)	S. Rodriguez	Spring
Tennis (Boys/Girls)	Rodriguez	Spring/Fall
Track (Boys/Girls)	S. Wright	Spring
Volleyball (Boys/Girls)	H. Figueroa	Spring/Fall
X Country (Boys/Girls)	S. Wright	Fall
Water Polo	Apodaca	Spring
Swim	Apodaca	Fall
<i><b>Activities/ Clubs</b></i>	<i><b>Sponsor(s)</b></i>	
Bible Club	Y. Roura	
Cheer/Mascot	R. Velasquez	
Computer	F. Apodaca	
CSF	M. Mena	
Culinary Arts	P. Parangao	
Decathlon	L. Romero	
Drama	C. McKnight	
Drill	R. Velasquez	
Color Guard (Flags)	E. Adame	
Folklorico	A. Martinez-Gonzalez	
French Club	C. Arenas	
Future Teachers of America	J. Wicks	
GEAR UP	CSULA staff	
Interact	Y. Vargas	
Magnet	D. Marquez	
MECHA	T. Chavez/Wightman	
Leadership	M. Ulivi	
Marching Band	E. Adame	
Mariachi	C. Ballard	
United Students	D. Lopez	
Octagon	Marquez	
Orchestra	Ballard	
Poetry	Cheby	
S.A.S	L. Romero	
Spanish	I. Alvarez	
Gay Straight Alliance	Carlos	
Speech and Debate	Konzelman/Ikemi	
AVID	A. Diaz/Rocha	
Writer's Club	W. Sarabia	
Yearbook	Carrasco	
X Tech	L. Juarez	



3.d Garfield High School has one of the largest sports programs in LAUSD. We offer thirty sports team opportunities for students to participate. We have been recognized by many schools for our sportsmanship on and off the field/court. We take pride in nurturing the culture of “VICTORY WITH HONOR”. Our coaches continue to stress the CIF-LAUSD academic requirements of a 2.0 GPA to participate in interscholastic sports. Students are held to higher standards beyond the 2.0 GPA requirement. It has motivated many students to balance their love for sports with academics.

Due to the new adopted block schedule students will have the opportunity to select their sport as an elective class which will meet two or three times per week for a 90 minute block period. In addition, after school practice will occur daily in accordance to CIF-LAUSD athletics guidelines.

Garfield High offers thirty plus extra-curricular programs. Each club was initiated by students and a sponsor following Publication No. 465 guidelines and procedures. Each Small Learning Communities will eventually have their own club and student council members who will be voting members of the school-wide governance as student body council. All business and fundraisers will continue to be administered through the Student Body Store and follow Publication 465.

# Appendix 3.e.i

## Discipline Plan

## Discipline Plan

In an effort to face the behavioral challenges which prevent many of our students from attaining academic success, Garfield High School is approaching the situation from a proactive position. The following is the school's behavior support plan. It is structured according to the Response to Intervention model.

The following document details the innovative approach that Garfield will use to target those students whose behaviors interrupt their educational experience. The newly established Positive Behavior Support Committee is a reflection of the genuine effort to collectively address antecedent behaviors and prevent them from developing into problems. New programs such as the Mandatory Academic Intervention will focus on those students whose behavior interrupts their academic achievement. This intervention provides remediation in the foundational skills in the areas of English Language Arts and Mathematics. Garfield is clearly putting forth a new and progressive approach to establishing a school-wide positive behavior plan.

### Intervention

#### Tier I

- The Positive Behavioral Support committee will meet bi-monthly to establish and maintain systematic interventions to reduce student suspension.
  - The committee will consistently reinforce the school's rules, norms, and regulations through announcements, posters, and classroom visuals.
  - The Committee will focus on alerting the school staff of the behavioral systems that are in place for school wide, classroom, and individual student, behavioral interventions.
- Through professional development, the committee will focus on teacher support to help reduce classroom occurrences from disrupting academic progress.
  - Teachers, who are struggling with classroom management, will meet with mentor teachers/ Deans/Academic Coaches/ Administrators/Behavior Support specialists to develop classroom management strategies.
- Classroom and Instructional Strategies
  - Teachers will ensure that they are well prepared with standards based, structured lesson plans that promotes academic rigor and eliminates unstructured time.
- For Students in the Special Education Program
  - The administrator in charge of Special Education will play an integral role in the Positive Behavior Support Committee. School wide policies must reflect an adherence to the Modified Consent Decree as well as the unique and individual needs of our students in the Special Education program.



## Tier II

- Teachers will have an opportunity to establish a “check in/check out system” with their students during the advisory period. An Advisory will allow for a more individualized level of focus for struggling students and an opportunity to get parents/family involvement. Teachers will have an opportunity to promote programs such as AVID, GEAR UP, LEADERSHIP, etc.
- Student Counselors will work with students who demonstrate a lack of academic progress. The counselors can work with the students’ schedules and coordinate intervention classes/programs that can assist with the material in the core academic curriculum and credit recovery.
  - 0 and/or 7<sup>th</sup> period
  - Extended Learning Academy
  - Intersession/Summer School
  - Concurrent enrollment at ELAC and/or Garfield Adult School
- Counselors can coordinate intervention programs that will assist the students who are struggling with the state mandated examinations.
  - CAHSEE Boot Camp
  - Saturday School
  - Core academic intervention classes (ex: READ 180)
- PSA Counselors will work with students who demonstrate issues with attendance and truancy.
  - Home visits/verifications
  - Coordinating Truancy sweeps with the Los Angeles School Police Department and East Los Angeles Sheriff’s Department.
  - Working with the District Attorneys Office on policies and procedures to avoid referring students to the School Attendance Review Board (SARB).
- For Students in The Special Education Program
  - The students in the Special Education Program are expected to comply with the school’s rules and regulations with the same level of compliance as all of the other students at Garfield.
  - There are continuous professional development opportunities focused on the development of behavior support plans, behavior intervention tactics, behavior intervention case management, the development of functional analysis assessment and functional behavior assessment.
  - There is a Counselor specifically designated to the students in the Special Day Program.
    - The SDC Counselor will foster a close relationship with the students and their families.
    - The SDC Counselor will facilitate nutrition and lunch counseling sessions to assigned students.

### Tier III

- Students who are exhibiting behaviors which interrupt class lessons and cause safety concerns for the school campus will be referred to the Deans.
- Referrals will be documented using the School Wide Information System (SWIS). SWIS will allow school personnel to have the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day.
- Deans will utilize a progressive discipline policy exercising a variety of measures designed to avoid suspensions
  - Daily monitoring systems
  - Nutrition and Lunch detention
  - Mandatory Academic Intervention (see attached)
  - Parent shadowing
  - Positive Behavior Support Plans
  - IMPACT/COST/SST Referral
- The Coordination of Services Team (COST) will review the cases of individual students as they are referred.
  - Using a triage approach, the Coordination of Services Team analyzes data, including office referrals and truancy reports. Decisions are made and supports are allocated about which students are served, in what ways their needs will be met, and which program(s) or person(s) will provide services. Such supports may include assigning a mentor to a student or referring him or her to a specific program. This team provides students with a safety net, one that is designed to quickly get them matched to supports and services to assist them in getting re-engaged in learning. Support staff may make a direct referral to this team.
- The Student Success Team (SST) will review the cases of individual students as they are referred.
  - The Student Success Team (SST) is a formal general education process that helps school site personnel and parents address the learning and/or behavioral needs of individual students. Parent, student, and staff examine a student's strengths and weaknesses to better serve that child at school. This positive early identification and intervention strategy is designed to match the needs of the student with the resources available at the school site and at home.
- For Students in The Special Education Program
  - SESAC Managers maintain compliance with their IEP timelines and include behavior support plans when the team feels it is warranted.
  - The Deans have been trained to use behavior support plans as a guide when responding to behavioral issues of students with IEP's.
  - Behavior Specialists and Program Specialists are solicited to the individual situations that warrant their intervention.

- IEP meeting are held to review the individual circumstances which present themselves to be obstacles with the ability for the students to access the curriculum in a successful manner.

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Student Health and Human Services**

BUL-3819 ATTACHMENT H  
August 21, 2007

**WHAT IS EXPECTED OF STUDENTS**

1. Learn and follow school and classroom rules.
2. Attend school/classes on time, every day, and be prepared to learn (have needed books and supplies with you).
3. Avoid conflicts, demonstrate maturity, eschew physical or verbal violence.
4. Maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
5. Report any bullying or harassment.
6. Create a positive school environment; display good sportsmanship on both the athletic field and the playground.
7. Play fairly and be respectful of others, make sure everyone who wants to be is included.
8. Engage only in safe social activities and report any known safety hazards.

TITLE: Mandatory Academic Intervention

DATE: November 5, 2009

PURPOSE: This is a proposal to institute an after school mandatory academic intervention program specifically targeting those students with behavior challenges.

- The program would run for one hour immediately following school from 3:30pm until 4:30pm.
- Students will report to the designated classroom and be supervised by one of the deans for the duration of the hour.
  - GEAR UP has committed to recruiting tutors who will help students with their academic assignments.
  - The Parent Center has committed to providing 4 volunteers to help with supervision.
- Students will be selected to participate by the deans and administrators.
- The *MEASURING UP* Mathematics and English Language Arts program will be the academic curriculum used. It is standards based, aligned with the California Content Standards and designed to help build strong foundations in the areas of Mathematics and English Language Arts.
  - Each lesson is numbered which makes it possible to track each student's progress through the curriculum.

### **How This Intervention Meets the Critical Needs Identified By WASC**

#### **Critical Academic Needs**

##### **Critical Need #1:**

*Improve the Mathematics and English Language Arts scores of the English Language Learners and Special Education subgroups on state tests used to measure proficiency in Mathematics and English Language Arts. The scores of the two subgroups of students should more closely reflect achievement of their peers.*

The academic curriculum that will be used for this intervention is specifically designed to help build a solid foundation for the material that is covered on the California State Standards Test. Since students in the Special Education program and English Language Learners will be included in this intervention, it will help address this critical need.

**Desired Outcome:** "ELL and Special Education students will become more proficient in Core Subjects."

##### **Critical Need #2**

*“Improve literacy skills in all academic areas.”*

The overwhelming majority of the students sent to the Dean’s office are struggling academically. The referral system provides a way to help identify students that could greatly benefit by academic intervention. These students will benefit from an opportunity to strengthen their skills in Mathematics and English Language Arts. With the assistance of tutors and a setting specifically designed for academic concentration, struggling students will have an opportunity to focus on material that will help in building a more solid academic core.

**Desired Outcome:** “Students will become better communicators, who maintain effective reading, writing, oral and mathematical skills at or above state competency levels across the curriculum.”

### **Critical Need #3**

Improve numeracy and basic math skills of all students

The mathematics curriculum provided in the MEASURING UP material focuses on mathematical foundations in the areas of: Number Sense; Statistics, Data Analysis, and Probability; Algebra and Functions; Measurement; Geometry; Algebra 1; Mathematical Reasoning. These are the core areas that the Mathematic CST focuses on. This intervention will target the specific areas that the students are expected to be, at least, proficient in.

**Desired Outcome:** Students will master basic math skills and using a variety of problem solving strategies when faced with a mathematical problem.

### **Critical Need #4**

Increase the percentage of ninth grade students who earn enough credits to be promoted to the 10<sup>th</sup> grade by the beginning of their second year.

The Ninth Grade Academy, as well as all small learning communities, will be included in this intervention. The students at risk for failure can be identified and be given an opportunity to participate in an intervention that will address abhorrent behavior and a lack of academic progress. The Ninth Graders who participate will also have a clear understanding of the schools rules and consequences for not following them. Having a clear understanding of the schools policies, regarding academic success and behavior, will allow the new students to transition into their high school setting easier.

### **Desired Outcome:**

Every student should know and be able to communicate effectively, problem-solve using critical thinking skills and place a high values on integrity for others and self upon graduation.

### **Modified Consent Decree Outcomes**

The following are MCD outcomes that Garfield is not meeting. The Mandatory Academic Intervention will directly address each of the following:

#### **#2 Percentage of Students Performing Basic or Above on the California State Test(s)**

ELA: School - 14.5 %	Outcome: 27.5%
Math: School – 1.8%	Outcome: 30.2%

Students will participate in an academic curriculum that directly focuses on Mathematics and English Language Arts foundations. Staff and volunteers will be able to present material individually or in small group settings for better comprehension.

**#3 Graduation Rate**

School - 29.07%                      Outcome - 39.79%

**#4 Completion Rate**

School - 67.5%                      Outcome – 76.3%

This program will assist in the identification of students at risk for failure to graduate. These students will have an opportunity to receive academic assistance and can be referred to other resources if the situation warrants it.

**Response to Intervention and Instruction**

This program directly serves as a Tier Two level of Intervention. The following can be directly addressed:

- Daily Reports
- Mentoring Programs
- Check in – Check Out Systems
- Behavior Contracting
- Social skills instruction

**Partnerships**

**East Los Angeles College – Learning Center**

In Collaboration with: *EAST SIDE EDUCATION COLLABORATIVE*

Marialena Yepes -

- Committed to providing tutors

**California State University – Los Angeles**

EPIC – Educational Partnership In the Community

- Committed to positing flyers on campus to solicit tutor volunteers
- Will keep us on file as a resource for the university students looking to volunteer

## Appendix 3.e.ii

### Attendance Plan



## **Garfield Attendance Plan**

### **Schoolwide Attendance Monitoring Tools**

Systems in place to access students' attendance to create reports in order to monitor attendance

1. ISIS system- teachers submit attendance per period during the first 15 minutes
2. Connect Ed system- 2 daily phone calls notifying parents at home for student tardy/absence at 10:30am and at 6:00pm
3. PSA's and PSA assistant- daily phone calls to students with 3 full absent days or more
4. Attendance Reports (AT24) are printed every 2 to 3 days to identify students who have excessive absences, unclear absences, and truants of 2 or 3 class periods
5. Tardy sweeps and Truancy Sweeps are conducted at random to identify students
6. Teacher referral- a list of students or a referral is submitted to PSA's, academic counselors, and deans office regarding tardy/ truancy issues

### **Schoolwide Motivational Program**

Recognition for students who demonstrate excellent/outstanding attendance

1. Climate that promotes attendance: "Attendance is Everyone's Business" signs are posted in every office
2. Attendance Campaign- 4 times a year to promote attendance and academic achievement
3. Monthly perfect attendance stickers-- allow access to front of the line during nutrition and lunch
4. Semester perfect attendance recognition ceremonies
5. Yearly medals for 1 full year perfect attendance
6. Fieldtrips for improved attendance
7. Gift certificates for improved attendance

### **No Shows**

Students who do not enroll the 1<sup>st</sup> day of school are considered "No Shows" every attempt is made to recover the student back in school or to identify their whereabouts.

1. Phone calls to every contact number listed.
2. When no parent/guardian is a contacted a letter is mailed to the home.
3. If there is still no contact a home visit is conducted after letter has been mailed.

### **Students with High Absence Rates**

Students who have missed absent more than 3 days or 2/3 period absences in 3 days

1. Conference with student
2. Conference with parent/guardian
3. Home Visit
4. Monitor their attendance through daily attendance check by PSA Counselors, Academic Counselors, and/or Deans.

5. Parents are held responsible for monitoring student's attendance once a week through a phone call to attendance office/counselor.
6. Parents are to shadow student during 1 class period or all day
7. Develop an individual attendance plan for students with extenuating circumstances to get them back on track (school phobia, probation, D.C.F.S, homeless)
8. Semester general assemblies with the District Attorney
9. Group Counseling
10. Healthy Start/Community Agency Referrals
11. C.O.S.T.
12. S.A.R.T. and S.A.R.B.

### **Non-Enrolled Students and Dropout Prevention**

Students are targeted as dropouts or non-enrolled students by the Diploma Project Counselor (DPA) when students are listed on the LAUSD Potential Dropout Report (February, June and September) or on the LAUSD Lost Transfer List (June). Interventions include: letters addressed to parents informing of potential dropout status. Then, parents can contact DPA or other school staff with current school enrollment information or if assistance is in enrolling into home school or alternative school setting. Other interventions include phone calls to parents, last school destination, local alternative education facilities (i.e., Adult Schools, Skill Center, Occupational Center, Continuation School), and local charter schools where students may be enrolled. Home visits are done as needed, such as when the school is unable to contact parents and students by methods mentioned above or when requested by parent and/or student.

In an effort to prevent students from dropping out and to recover non-enrolled students in a timely manner (prior to getting listed on LAUSD's Potential Dropout Report), Garfield has adopted a student account system where students who are checked out will be followed up on within three days to confirm enrollment of receiving school.

Non-graduates (missing credits and/or CAHSEE requirement) from the previous school year are also considered dropouts and targeted by DPA. Prior and post graduation date interventions include Credit Recovery Plan Counseling with information on CAHSEE prep and alternative education settings (including community college) as needed, continuous follow up throughout the year with students on requirement completion and available resources. Some students may be offered a 5<sup>th</sup> year or semester at Garfield when appropriate.

## Appendix 4.a

### Accountability Matrix

## Appendix 4: Accountability Matrix

## James A. Garfield High School

**INTRODUCTION:** Readers should be aware of the conventions used control the size of this matrix. (a) Frequent use is made of abbreviations, e.g., "SLC" for small learning community. (B) Many of the strategies are briefly characterized in the matrix and are then fully described in appendices to this document to which the reader is referred, e.g., "See APPENDIX 4s, RTI INSTRUCTIONAL SUPPORT PLAN." (3) Another strategy is a specialized copy of this matrix, called the "RESOURCE MATRIX" which appears as part of APPENDIX 12, CATEGORICAL BUDGETS. This version of the matrix consists of 3 columns, exact copies of columns 1 (Accountabilities) and 2 (Strategies, Actions) from this matrix and a third column entitled "Resources." This specialized provides space for a detailed and specific listing of the resources that are needed to make this plan a reality.

Accountabilities									Strategies, Actions	Evaluating Progress	Staff Responsible	Dates
1. Meet or exceed the annual API target.	2008	2009	2010	2011	2012	2013	2014		RTI TIER 1, Classroom Instructional Modifications <ul style="list-style-type: none"><li>Teachers will identify students with the potential to score Proficient or Advanced in each exam and provide them with differentiated instruction.</li><li>All classes will be structured so actively engage students and to provide scaffolding. See APPENDIX 2.a.i, RTI INSTRUCTIONAL SUPPORT PLAN.</li><li>Teachers will use common assessments to monitor student master of CST standards using common period assessments and other assessments. See APPENDIX 4.b, TABLE OF ASSESSMENTS.</li><li>Teachers will provide CST preparation in weeks before exams.</li></ul> RTI TIER 2, Differentiated Classes <ul style="list-style-type: none"><li>Students will be provided with differentiated instruction in accordance with the school's CURRICULAR MAP (APPENDIX 2.a.i). This plan includes special classes designed 9<sup>th</sup> and 10<sup>th</sup> graders with skill levels just below Basic.</li></ul> RTI TIER 3, Extraordinary Support <ul style="list-style-type: none"><li>Special preparation classes will be provided to students most likely to progress from Basic to Proficient on the CST exams.</li></ul> PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"><li>Teachers will use common meeting times built into regular schedule to exam student work, analyze results of common assessments, and to modify instruction in such a way as to improve student achievement. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li><li>Teachers and paraprofessionals will be trained to improve student performance on CST exams. A pedagogical partner will assist with the training during the 2010-11 school year and perhaps beyond. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li></ul> SLC SUPPORT <ul style="list-style-type: none"><li>Each SLC will provide additional support in a manner consistent with its theme and philosophy. Each of the SLCs will evolve over the next 5 years, with the expectation that most—if not all of them—will become small schools. The goal is six cooperating small schools operating under the banner of the Garfield. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li></ul> ADMINISTRATIVE SUPPORT <ul style="list-style-type: none"><li>The administration will identify students with the greatest potential for scoring Proficient or above on the CST exams and will share this information with teachers.</li><li>The administration will closely and constantly monitor classroom instruction to ensure it is aligned to CST goals and meets the learning needs of students.</li><li>The administration will use a series of "screens" to identify students by their current level of performance, especially in math and ELA. These screens will include prior results on CST and other standardized tests, diagnostic tests administered by the school, teacher and counselor recommendations, and input from the students and their parents. See APPENDIX 4.b, TABLE OF ASSESSMENTS.</li><li>Using data, including that mentioned in the previous bullet, counselors will prepare Individual Learning Plans for students and will use this information to set realistic CST goals for each student, including those most likely to score Proficient or above.</li><li>Teachers will be provided with materials and procedures to help them prepare students for CST exams.</li></ul>	Ultimate measures CA API data	Tier 1: Teachers, SLC leads,	Beginning Fall semester 2010 and on-going
2. Increase % of students scoring P or A on the following CST exams:								Ultimate measures: CST results		SLC administrators, PD administrator, Principal	Beginning Fall semester 2010 and on-going	
ENG	2008	2009	2010	2011	2012	2013	2014			Intermediary measures: Report card marks, Attendance data, Scores on common periodic assessments, Teacher evaluations	Tier 2 & 3: Head Counselor, Counselors, Teachers of RTI 2 & 3 classes	
9 <sup>th</sup>	23.6	21.3	23.4	25.8	28.4	31.2	34.3			Proof of action taken: Master schedule, Meeting minutes and agendas, Data reports, Staffing, Intervention schedule SPSA	SLC administrators, RTI Coordinator, Principal	
10 <sup>th</sup>	20.2	21.1	23.2	25.5	28.1	30.9	34.0				SLC support: SLC administrator, SLC lead teacher, SLC members	
11 <sup>th</sup>	18.8	22.9	25.2	27.7	30.5	33.5	36.9					
MATH	2008	2009	2010	2011	2012	2013	2014					
HS Math	16.3	12.4	13.6	15.0	16.5	18.2	20.0					
Alg 1	5.3	4.2	4.6	5.1	5.6	6.1	6.8					
Geom	3.5	3.8	4.2	4.6	5.1	5.6	6.1					
Alg 2	3.8	5.0	5.5	6.1	6.7	7.3	8.1					
SCI	2008	2009	2010	2011	2012	2013	2014					
Biology	12.1	9.6	10.6	11.6	12.8	14.1	15.5					
Chem	2.6	1.9	2.1	2.3	2.5	2.8	3.1					
Earth Sc	10.9	15.0	16.5	18.2	20.0	22.0	24.2					
Physics	9.6	4.8	5.3	5.8	6.4	7.0	7.7					
HIS	2008	2009	2010	2011	2012	2013	2014					
World	11.0	13.7	15.1	16.6	18.2	20.1	22.1					
US His	14.9	21.5	23.7	26.0	28.6	31.5	34.6					
3. Reduce the % of students scoring FBB and BB on the CSTs in ELA and Math												
ELA	2008	2009	2010	2011	2012	2013	2014					
	43.7	43.3	39.0	35.1	31.6	28.4	25.6					
Math	79.3	81.5	73.4	66.0	59.4	53.5	48.1					

Accountabilities	Strategies, Actions	Evaluating Progress	Staff Responsible	Dates																																																
<p>4. Increase the % of students identified as Gifted to a ≥ 6% of the population.</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>8.5</td><td>8.4</td><td>&gt;6</td><td>&gt;6</td><td>&gt;6</td><td>&gt;6</td><td>&gt;6</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		8.5	8.4	>6	>6	>6	>6	>6	<ul style="list-style-type: none"><li>The head counselor will establish policies and procedures that will facilitate referrals and the processing of such referrals. SLC counselors will be trained to follow through on such referrals.</li><li>Each SLC will promote the gifted program to its eligible students and their parents.</li><li>The head counselor along with SLC counselors and administrators will make sure that all teachers are aware of gifted students and that they received appropriately differentiated programming and instruction.</li><li>The Testing Coordinator will see that candidates for gifted status are properly tested.</li></ul> <p>[The student population at Garfield is 99.3% Hispanic.]</p>	<p><u>Ultimate measure:</u> % gifted students</p> <p><u>Progress:</u> Referrals Test results Schedule w. gifted students</p>	Gifted coordinator Testing coordinator Head Counselor SLC Counselors SLD administrator Principal	Beginning Fall semester 2010 and on-going																																
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																													
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<p>5. Increase the % of sub-groups scoring A or P or the ELA CST exams</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>Afr-Amer</td><td>0</td><td>0</td><td>+10</td><td>+10</td><td>+10</td><td>+10</td><td>+10</td></tr><tr><td>Hispanic</td><td>21.3</td><td>21.5</td><td>23.7</td><td>26.0</td><td>28.6</td><td>31.5</td><td>34.6</td></tr><tr><td>ELLs</td><td>2.0</td><td>1.3</td><td>1.4</td><td>1.6</td><td>1.7</td><td>1.9</td><td>2.1</td></tr><tr><td>SwDs</td><td>1.3</td><td>2.4</td><td>2.6</td><td>2.9</td><td>3.2</td><td>3.5</td><td>3.9</td></tr><tr><td>SEL</td><td>22.7</td><td>23.0</td><td>25.3</td><td>27.8</td><td>30.6</td><td>33.7</td><td>37.0</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	Afr-Amer	0	0	+10	+10	+10	+10	+10	Hispanic	21.3	21.5	23.7	26.0	28.6	31.5	34.6	ELLs	2.0	1.3	1.4	1.6	1.7	1.9	2.1	SwDs	1.3	2.4	2.6	2.9	3.2	3.5	3.9	SEL	22.7	23.0	25.3	27.8	30.6	33.7	37.0	<p>RTI TIER 1, Classroom Interventions – The strategies specified in RTI TIER 1 section of item 2 above will be used, though they will be adjusted to needs of the student sub-groups specified in this item.</p> <p>RTI TIER 2, Differentiated Classes</p> <ul style="list-style-type: none"><li>Students with Disabilities (SWDs) will be provided with differentiated classes as will students with Limited English Skills. These classes include Special Day classes, ESL classes, and sheltered classes.</li></ul> <p>RTI TIER 3, Extraordinary Support</p> <ul style="list-style-type: none"><li>Students with Disabilities (SWDs) will be provided with differentiated classes as will students with Limited English Skills. These classes include Special Day classes, ESL classes, and sheltered classes.</li><li>Students in the Resource program and other students who can benefit from such assistance will be provided with targeted assistance in the school's Learning Center. QEIA and other funds will be used to keep the Learning Center open after school as well as during regular hours.</li></ul> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"><li>Same as item 2 above.</li><li>Teachers and paraprofessionals will be trained to deliver instruction especially designed for the students specified in this item. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li></ul> <p>SLC SUPPORT</p> <ul style="list-style-type: none"><li>The goal is six cooperating small schools operating under the banner of the Garfield. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li></ul> <p>ADMINISTRATIVE SUPPORT – Same as for items 1, 2, and 3 above.</p>	<p><u>Ultimate measures:</u> CST ELA results</p> <p><u>Intermediary measures:</u> Report card marks, Attendance data, Scores on common periodic assessments, Teacher evaluations</p> <p><u>Proof of action taken:</u> Master schedule, Meeting minutes and agendas, Data reports, Staffing, Intervention schedule SPSA</p>	<p><u>Tier 1:</u> Teachers, SLC leads, SLC administrators, PD administrator, Principal</p> <p><u>Tier 2 &amp; 3:</u> Head Counselor, Counselors, Teachers of RTI 2 &amp; 3 classes, SLC administrators, RTI Coordinator, Principal</p> <p><u>SLC support:</u> SLC administrator, SLC lead teacher, SLC members</p> <p><u>PD &amp; Admin Support:</u> PD administrator, SLC administrators, Head Counselor, RTI Coordinator, Academic coaches, Title 1 Coordinator ELD Coordinator Principal</p>	
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																													
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<p>6. AMAO 1 – Meet or exceed the % of English Learners making annual progress in learning English on the AYP</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>31.7</td><td>30.0</td><td>30.9</td><td>31.8</td><td>32.8</td><td>33.8</td><td>34.8</td></tr></table> <p>2007-8 State Target was 50.1%; 2008-9, 51.6%; 2009-10, 53.1%</p>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		31.7	30.0	30.9	31.8	32.8	33.8	34.8	<p>The strategies set forth in items 1 through 5 above will be used to support English learners and will help them make annual progress on the 10<sup>th</sup> grade ELA CAHSEE (which is the AMAO for high schools). In addition:</p> <ul style="list-style-type: none"><li>At the end year, all 9<sup>th</sup> graders will be required to take a diagnostic CAHSEE exam. The data will be used to provide differentiated CAHSEE prep to the students throughout their second (10<sup>th</sup> grade) year.</li><li>Teachers in math and English classes containing 10<sup>th</sup> graders will prepare their students for the CAHSEE exam in the weeks approaching the test.</li><li>The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the educational needs of all English Learners. He will also identify those most likely to score advance or early advanced and will provide professional development and other support to help the teachers prepare these students for the CELDT exams.</li><li>Academic coaches and the ELL Coordinators will spend a significant portion of their time each week providing in direct teaching support in English classes with large with ELLs. They will maintain logs of such activity.</li><li>The school's RTI coordinator will provide targeted interventions to ELL students as needed.</li></ul> <p>For more details, see APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN, APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN, and APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</p>																																			
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	31.7	30.0	30.9	31.8	32.8	33.8	34.8																																													
<p>7. AMAO 2 – Meet or exceed the % of English Learners scoring early advanced and advanced on the CELDT</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>35.3</td><td>31.6</td><td>33.2</td><td>34.8</td><td>36.6</td><td>38.4</td><td>40.3</td></tr></table> <p>2008-2009 State Target was 30.6%; 2009-2010, 32.2%</p>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		35.3	31.6	33.2	34.8	36.6	38.4	40.3	<p>The strategies set forth in items 1 through 5 above will be used to support English learners and will help increase the number of students scoring advanced on the CELDT. In addition:</p> <ul style="list-style-type: none"><li>The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the educational needs of all English Learners. He will also identify those most likely to score advance or early advanced on the CELDT and will provide professional development and other support to help the teachers prepare these students for the CELDT exams.</li><li>Academic coaches and the ELL Coordinators will spend a significant portion of their time each week providing in direct teaching support in English classes with large with ELLs. They will maintain logs of such activity.</li><li>The school's RTI coordinator will provide targeted interventions to ELL students as needed.</li></ul> <p>See APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN for more details; see APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES for support that will be provided by each SLC.</p>																																			
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																													
	35.3	31.6	33.2	34.8	36.6	38.4	40.3																																													
<p>8. AMAO 3 – Meet or exceed the % of English Learners scoring proficient or advanced on the ELA and math CST exams</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>ELA</td><td>2.0</td><td>1.3</td><td>1.4</td><td>1.4</td><td>1.5</td><td>1.6</td><td>1.7</td></tr><tr><td>Math</td><td>1.1</td><td>0.3</td><td>0.3</td><td>0.3</td><td>0.3</td><td>0.4</td><td>0.4</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	ELA	2.0	1.3	1.4	1.4	1.5	1.6	1.7	Math	1.1	0.3	0.3	0.3	0.3	0.4	0.4	<p>The strategies set item 2 above will be used to help English learners score proficient or above on the ELA CST exam. In addition:</p> <ul style="list-style-type: none"><li>The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the educational needs of all English Learners. He will also identify those most likely to score proficient or above on the ELA CST exams and will provide professional development and other support to help the teachers prepare these students for those exams.</li><li>Academic coaches and the ELL Coordinators will spend a significant portion of their time each week providing in direct teaching support in English classes with large with ELLs. They will maintain logs of such activity.</li><li>The school's RTI coordinator will provide targeted interventions to ELL students as needed.</li></ul> <p>For more details, see APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN, APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN, and APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</p>																											
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<p>9. Increase EL reclassification %</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>9.2</td><td>9.1</td><td>9.6</td><td>10.0</td><td>10.5</td><td>11.1</td><td>11.6</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		9.2	9.1	9.6	10.0	10.5	11.1	11.6	<p>The strategies set forth in items 1 through 5 above will be used to support English learners and will help them qualify as RFEPs. In addition:</p> <ul style="list-style-type: none"><li>The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the strengths and weaknesses of ELL students who have earned RFEP status.</li></ul> <p>The Coordinator will closely monitor these students and provide them with support. Such support will include acting as their advocate and making sure that they receive necessary support from teachers, SLCs, and the RTI Coordinator.</p>																																			
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Accountabilities	Accountabilities							Strategies, Actions	Evaluating Progress	Staff Responsible	Dates																																
10. Increase the % of students with disabilities performing at Basic and beyond on the ELA and Math CSTs	<table><tr><td></td><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>ELA</td><td>14.5</td><td>14.5</td><td>19.6</td><td>26.4</td><td>35.7</td><td>48.2</td><td>65.0</td></tr><tr><td>Math</td><td>1.9</td><td>3.5</td><td>4.7</td><td>6.4</td><td>8.6</td><td>11.6</td><td>15.7</td></tr></table>								2008	2009	2010	2011	2012	2013	2014	ELA	14.5	14.5	19.6	26.4	35.7	48.2	65.0	Math	1.9	3.5	4.7	6.4	8.6	11.6	15.7	<p>RTI Tier 1:</p> <ul style="list-style-type: none"><li>Students will be taught grade level, standards based curriculum with classroom support given by SDP/RSP teachers and/or special education aides in order to improve CST scores.</li><li>Teachers will utilize classroom strategies that promote active engagement and participation of students with disabilities (SWD) by accessing a variety of learning modalities to better understand grade level standards.</li><li>Teachers will monitor SWD progress toward the mastery of standards based curriculum through IEP goals, informal assessment, and periodic assessments.</li><li>Teachers will review CST release questions and test taking strategies three weeks prior to the test to familiarize them with the format and other CST features.</li></ul> <p>RTI Tier 2:</p> <ul style="list-style-type: none"><li>Students with disabilities will be taught grade level, standards based curriculum using <b>accommodations and/or modifications as stipulated by their IEPs</b>. Teachers will provide additional support (re-teaching, manipulatives, and graphic organizers) to scaffold more active engagement by students who utilize differentiated learning modalities to access grade level curriculum.</li><li>Teachers will monitor SWD progress toward the mastery of standard based curriculum <b>through review of the IEP goals and the use of formal assessment to further assist students reach their CST goals</b>.</li><li>Teachers will review CST release questions and test taking strategies <b>five weeks prior</b> to the test to familiarize them with the format and other CST features.</li></ul> <p>RTI Tier 3</p> <ul style="list-style-type: none"><li>Students with disabilities will be taught grade level curriculum in <b>small groups with differentiated instruction and more intensive intervention support from the SDP/RSP teacher and/or aides</b>. <u>Refer to Task Analysis Plan</u></li><li>Teachers will provide additional support in the <b>form of referrals to afterschool tutoring and/or an intervention class as an elective if appropriate</b>.</li><li>Teachers will utilize discrete results of formalized assessments to support student's needs in the critical areas of English and Math.</li><li>Teachers will review CST release questions and test taking strategies <b>eight weeks prior</b> to the test to familiarize them with the format and other CST features.</li></ul> <p>For more details, see APPENDIX 7, SPECIAL EDUCATION PLAN.</p>	<p><u>Ultimate measures:</u> CST ELA results</p> <p><u>Intermediary measures:</u> Report card marks, Attendance data, Scores on common periodic assessments, Teacher evaluations</p> <p><u>Proof of action taken:</u> Master schedule, Meeting minutes and agendas, Data reports, Staffing, Intervention schedule SPSA</p>	<p><u>Tier 1:</u> Teachers, SLC leads, SLC administrators, PD administrator, Principal</p> <p><u>Tier 2 &amp; 3:</u> Head Counselor, Counselors, Teachers of RTI 2 &amp; 3 classes, SLC administrators, RTI Coordinator, Principal</p> <p><u>SLC support:</u> SLC administrator, SLC lead teacher, SLC members</p>	Beginning Fall semester 2010 and on-going								
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ELA	14.5	14.5	19.6	26.4	35.7	48.2	65.0																																				
Math	1.9	3.5	4.7	6.4	8.6	11.6	15.7																																				
11. Increase the % of 9 <sup>th</sup> graders who earn sufficient credits during their first year, including summer school, to advance to the 10 <sup>th</sup> grade at the beginning of their second year.	<table><tr><td></td><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td></td><td>61</td><td>67</td><td>69</td><td>71</td><td>73</td><td>75</td><td>77</td></tr></table>								2008	2009	2010	2011	2012	2013	2014		61	67	69	71	73	75	77	<p>RTI TIER 1, Classroom Instructional Modifications</p> <ul style="list-style-type: none"><li>Teachers will closely monitor the progress of 9<sup>th</sup> graders, especially those identified as being at risk of failure.</li><li>All classes will be structured so actively engage students and to provide scaffolding. See APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN.</li><li>Teachers will use common assessments to monitor student master of CST standards using common period assessments and other assessments. APPENDIX 4.b, TABLE OF ASSESSMENTS.</li></ul> <p>RTI TIER 2, Differentiated Classes</p> <ul style="list-style-type: none"><li>Students will be provided with differentiated instruction in accordance with APPENDIX 2.a.i, CURRICULAR MAP. QEIA and other funds will be used to maintain lower class sizes in those classes specifically designed for students with below grade level skills, especially 9<sup>th</sup> graders.</li><li>By providing 9<sup>th</sup> graders with 17 rather than 12 classes per school year, the new schedule will make it easier for students to earn 10<sup>th</sup> grade credits in their first year.</li></ul> <p>RTI TIER 3, Extraordinary Support (See the RTI plan for greater detail.)</p> <ul style="list-style-type: none"><li>Students who are falling behind progress reports and teacher referrals will be required to participate in extra-hour intervention classes.</li><li>Such students may also be provided with targeted assistance in the school's Learning Center. QEIA and other funds will be used to keep the Learning Center open after school as well as during regular hours.</li></ul> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"><li>Teachers will use common meeting times built into regular schedule to exam student work, analyze results of common assessments, and to modify instruction in such a way as to improve student achievement. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li><li>Teachers and paraprofessionals who teach 9<sup>th</sup> graders will be provided with professional development that specifically addresses the academic, social, and emotional needs of young students. Professional development will also be provided on different ways of grading young students.</li></ul> <p>SLC SUPPORT</p> <ul style="list-style-type: none"><li>Each SLC will provide additional support to 9<sup>th</sup> graders in a manner consistent with its theme and philosophy. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li></ul> <p>ADMINISTRATIVE SUPPORT</p> <ul style="list-style-type: none"><li>The administration will put in place a series of "screens" to identify students by their current level of performance, especially in math and ELA. These screens will include prior results on CST and other standardized tests, diagnostic tests administered by the school, teacher and counselor recommendations, and input from the students and their parents. See APPENDIX 4.b, TABLE OF ASSESSMENTS.</li><li>Using data, including that mentioned in the previous bullet, counselors will prepare Individual Learning Plans for students and will use this information to set realistic CST goals for each student, including those most likely to score Proficient or above.</li></ul>	<p><u>Ultimate measures:</u> 9<sup>th</sup> grade promotion data Rate of response: =&gt;40%</p> <p><u>Intermediary measures:</u> Report card marks including progress reports Teacher evaluations</p> <p><u>Proof of action taken:</u> Master schedule, Data reports, Staffing, Intervention schedule SPSA</p>	<p><u>PD &amp; Admin Support:</u> PD administrator, SLC administrators, PSA s, Head Counselor, RTI Coordinator, Academic coaches, Title 1 Coordinator ELD Coordinator Principal</p>	Beginning Fall semester 2010 and on-going																
	2008	2009	2010	2011	2012	2013	2014																																				
	61	67	69	71	73	75	77																																				
12. Increase graduation %  Decrease dropout %	<table><tr><td></td><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td></td><td>77.7</td><td>79.5</td><td>81.1</td><td>82.6</td><td>84.0</td><td>85.3</td><td>86.5</td></tr></table> <table><tr><td></td><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td></td><td>22.9</td><td>21.2</td><td>19.9</td><td>18.7</td><td>17.6</td><td>16.6</td><td>15.6</td></tr></table>								2008	2009	2010	2011	2012	2013	2014		77.7	79.5	81.1	82.6	84.0	85.3	86.5		2008	2009	2010	2011	2012	2013	2014		22.9	21.2	19.9	18.7	17.6	16.6	15.6	<p>The same strategies specified in the preceding item (10) will be used at all grade levels. Students who fall behind their graduation cohorts will be given prioritized attention. In addition:</p> <ul style="list-style-type: none"><li>The school use QEIA and other special funds to maintain a Diploma Project Advisor (DPA) to identify no-shows and other drop-outs. The DPA will find such students, identify their needs, and do all that is possible to return each one to Garfield or another school setting that will allow the student to earn a diploma.</li><li>The school will use QEIA and other funds to maintain at least one PSA counselor to find students and "redeem" students in danger of dropping out.</li><li>The school will use QEIA and other special funds to maintain an RTI coordinator. The coordinator will work with the Head Counselor and SLCs to make sure that students who fall behind their graduation cohorts are given the additional classes and support they need to catch up.</li><li>The school's new curricular sequence is designed to provide additional support and additional opportunities to students. It will be harder for students to fall behind and easier to catch up. See APPENDIX 4.c, CURRICULAR MAP</li><li>Counselors will give priority attention to students who fall behind their graduation cohorts and will revise their individual learning plans (ILPs) to help them recover. They will involve parents in the process.</li><li>Each SLC will provide support to students who fall behind their graduation cohort. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li></ul>	<p><u>Ultimate measures:</u> Drop-out &amp; graduation rates</p> <p><u>Intermediary measures:</u> Attendance data Grades PSA findings PDA findings</p> <p><u>Proof of action taken:</u> PDA reports PSA reports Meeting notes</p>	<p>PDA PSA SLC counselors SLC leads SLC administrators Head Counselor Attendance administ Principal</p>	Beginning Fall semester 2010 and on-going
	2008	2009	2010	2011	2012	2013	2014																																				
	77.7	79.5	81.1	82.6	84.0	85.3	86.5																																				
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Accountabilities	Strategies, Actions	Evaluating Progress	Staff Responsible	Dates																															
<p>13. Increase the % of 10th graders passing both parts of CAHSEE on the first attempt</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>56.0</td><td>59.1</td><td>62.6</td><td>66.4</td><td>70.4</td><td>74.6</td><td>79.1</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	56.0	59.1	62.6	66.4	70.4	74.6	79.1	<ul style="list-style-type: none"><li>The math and English sequences, especially those RTI level 2 English and math classes designed for 9<sup>th</sup> and 10<sup>th</sup> graders will those student prepare for the 10<sup>th</sup> grade CAHSEE exams in a measured manner.</li><li>In the second half of each school year, 9<sup>th</sup> graders will be given a diagnostic CAHSEE test. The results will be used to prepare them for the 10<sup>th</sup> grade CAHSEE.</li><li>All 10<sup>th</sup> grade ELA and Math teachers will be providing CAHSEE practice for students all through the year.</li><li>Advisory teacher will provide CAHSEE practice to all 10<sup>th</sup> graders as the CAHSEE exam date approaches.</li><li>The RTI coordinator will design and provide Saturday, after school, and pull out CAHSEE prep classes for 10<sup>th</sup> graders as the exam date approaches.</li><li>Individual SLCs will promote CAHSEE to students and families. SLCs will also develop their own ways to prepare their 10<sup>th</sup> graders to pass the CAHSEE on their first attempt. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES</li></ul>	<p><u>Ultimate measures:</u> 10 grade CAHSEE scores</p> <p><u>Intermediary measures:</u> 9<sup>th</sup> grade CAHSEE practice scores Math &amp; English grades</p> <p><u>Proof of action taken:</u> Meetings Prep class documents</p>	SLC staff Testing Coordinator RTI coordinator Head Counselor Principal	Beginning Fall semester 2010 and on-going																	
2008	2009	2010	2011	2012	2013	2014																													
56.0	59.1	62.6	66.4	70.4	74.6	79.1																													
<p>14. Increase the % of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>59.5</td><td>65.0</td><td>68.0</td><td>71.0</td><td>74.0</td><td>77.0</td><td>80.0</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	59.5	65.0	68.0	71.0	74.0	77.0	80.0	<ul style="list-style-type: none"><li>The curricular sequence has been designed to maximize each student's opportunity to successfully complete the A-G requirements.</li><li>By providing each student with the opportunity to take more courses during the regular school year, the schedule allows with below grade level skills the opportunity to develop their skills and then take the A-G requirements without falling behind their graduation cohort.</li><li>Students with higher skills have the opportunity to take more enrichment courses.</li><li>All SLCs will develop their own strategies to maximize the number of students who successfully complete the A-G requirements. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li><li>Counselors will develop an individual learning plan for each student. The purpose of these "ILPs" is to optimize the learning of each student. This process will increase the % of students who perform at a high level.</li><li>The school and the SLCs will promote the importance of the A-G requirements and of college preparation in general to both students and parents. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES and APPENDIX 8.b, PARENT INVOLVEMENT PLAN.</li><li>The strategies set forth in various sections of this plan will help students meet the A-G requirements—item 2 (CST preparation) and item 12 (increasing the graduation rate and decreasing the dropout rate, to mention just two.</li></ul>	<p><u>Ultimate measures:</u> A-G data</p> <p><u>Intermediary measures:</u> Grade history of students Report cards</p> <p><u>Proof of action taken:</u> Schedules Individual learning plans Counselors notes</p>	SLC Counselors Head Counselor SLC lead & adminstr Principal RTI coordinator	Beginning Fall semester 2010 and on-going																	
2008	2009	2010	2011	2012	2013	2014																													
59.5	65.0	68.0	71.0	74.0	77.0	80.0																													
<p>15-A. Increase the % of students enrolled in Advanced Placement courses</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>TOTAL</td><td>11.0</td><td>13.0</td><td>13.7</td><td>14.3</td><td>15.0</td><td>15.8</td><td>16.6</td></tr><tr><td>For Lang</td><td>2.0</td><td>2.3</td><td>2.4</td><td>2.5</td><td>2.7</td><td>2.8</td><td>2.9</td></tr><tr><td>All Other</td><td>9.0</td><td>10.7</td><td>11.2</td><td>11.8</td><td>12.4</td><td>13.0</td><td>13.7</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	TOTAL	11.0	13.0	13.7	14.3	15.0	15.8	16.6	For Lang	2.0	2.3	2.4	2.5	2.7	2.8	2.9	All Other	9.0	10.7	11.2	11.8	12.4	13.0	13.7	<ul style="list-style-type: none"><li>The curricular sequence allows students to take more classes during the school year which will allow interested and qualified students to take AP classes.</li><li>The matrix and master schedule will include at least one AP course in each core academic area as well as world languages and visual and performing arts.</li><li>Counselors, the AP coordinator, AP teachers and support staff will encourage students to enroll in AP by conducting outreach campaigns and informational forums.</li><li>Counselors and the AP coordinator will use AP Potential™ to generate rosters of students who are likely to score 3 or higher on AP exams based on prior PSAT/NMSQT scores.</li><li>The AVID program will continue to promote the AP program as an avenue to success for their college bound students and will increase the number of AVID students enrolled in AP classes.</li><li>Concurrent enrollment in LACCD courses that generate UC transfer credits will be monitored and will be factored in to our increase of AP courses.</li></ul>	<p><u>Ultimate measures:</u> AP class enrollment data AP test enrollment data AP results</p> <p><u>Intermediary measures:</u> Class schedules Reports from AP/gifted coordinator Grades of targeted students</p> <p><u>Proof of action taken:</u> Schedules Report cards, Transcripts</p>	SLC Counselors Head Counselor AP/Gifted Coordinator AP teachers Principal	Beginning Fall semester 2010 and on-going
2008	2009	2010	2011	2012	2013	2014																													
TOTAL	11.0	13.0	13.7	14.3	15.0	15.8	16.6																												
For Lang	2.0	2.3	2.4	2.5	2.7	2.8	2.9																												
All Other	9.0	10.7	11.2	11.8	12.4	13.0	13.7																												
<p>15-B. Increase the % of students passing Advanced Placement exams</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>TOTAL</td><td>30.6</td><td>32.1</td><td>33.7</td><td>35.4</td><td>37.2</td><td>39.1</td><td>41.0</td></tr><tr><td>For Lang</td><td>79.6</td><td>77.0</td><td>77.4</td><td>77.8</td><td>78.2</td><td>79.0</td><td>79.4</td></tr><tr><td>Other</td><td>21.3</td><td>21.7</td><td>22.2</td><td>22.6</td><td>23.1</td><td>23.5</td><td>24.0</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	TOTAL	30.6	32.1	33.7	35.4	37.2	39.1	41.0	For Lang	79.6	77.0	77.4	77.8	78.2	79.0	79.4	Other	21.3	21.7	22.2	22.6	23.1	23.5	24.0	<ul style="list-style-type: none"><li>The curricular sequence allows teachers more time to teach which will increase their ability to provide the breadth and depth of instruction students need to score higher on the AP exams.</li><li>Teachers will have increased time to work with their AP colleagues to develop lessons, share best practices, analyze assessment results, and develop interventions for AP students who are not achieving at an appropriate level.</li><li>Counselors and the AP coordinator will use AP Potential™ to select students who are likely to score 3 or higher on AP exams based on prior PSAT/NMSQT scores.</li><li>Counselors will include in ILPs identification of AP courses students are likely to be successful in.</li><li>Counselors will monitor mid-year changes to decrease numbers of students who drop AP classes and be sure those who do are being properly counseled and have received all necessary interventions.</li><li>Professional Development time that is devoted to Pre-AP to increase rigor of all classes that may feed into advanced placement classes.</li></ul>	<p><u>Ultimate measures:</u> School Rpt Card results</p> <p><u>Intermediary measures:</u> Parent meetings Surveys prepared &amp; administered via T1 &amp; ELD coordinators 7/or SLCs</p> <p><u>Proof of action taken:</u> Copes of surveys</p>	Title 1 Coordinator, ELD Coordinator SLC lead & adminstr SLC members Principal	Beginning Fall semester 2010 and on-going
2008	2009	2010	2011	2012	2013	2014																													
TOTAL	30.6	32.1	33.7	35.4	37.2	39.1	41.0																												
For Lang	79.6	77.0	77.4	77.8	78.2	79.0	79.4																												
Other	21.3	21.7	22.2	22.6	23.1	23.5	24.0																												
<p>16. As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that</p> <ul style="list-style-type: none"><li>there are opportunities for parent involvement</li><li>they feel welcome at this school</li><li>there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li></ul> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>88.6</td><td>88.6</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	88.6	88.6	>51	>51	>51	>51	>51	<ul style="list-style-type: none"><li>The school will provide a welcoming environment by placing knowledgeable, bilingual staff in key locations, e.g., the front door, phone switchboard, main office.</li><li>School staff will be trained as to how best deal with parents and members of the community.</li><li>Various means of communication to strengthen the school-community relationship.<ul style="list-style-type: none"><li>Aside from the school-wide monthly newsletter, SLCs will generate their own newsletters to inform and promote their activities, events, and student achievements.</li><li>Bulletins, newsletters, and notifications will be posted at our school's website.</li><li>Mass telephone messages will be utilized to inform parents of upcoming events.</li><li>Translation services, oral and written, will continue to be provided at all of advisory council meetings, parent nights, parent conferences, and other school events.</li><li>Evaluation and suggestion forms will be made available at our school's events and offices so parents may voice their opinions.</li><li>SLC administrators, coordinators, and teachers with organize meeting opportunities to communicate with parents and recognize student achievements.</li></ul></li><li>The school will continue to fully staff and conduct scheduled advisory and decision-making councils (CEAC, ELAC, SSC, SDMC).</li><li>SLCs, GATE, and SPED will establish their own advisory and decision-making councils that will include administrative, teacher, student, and parents.</li><li>Volunteer opportunities will be made available for parents to assist with supervision duties, collaborate with teachers, chaperone, engage in classroom visits and dialogue with teachers, and assist in special events/projects.</li><li>A program of monthly classroom visits for parents will be instituted and maintained by the Title 1 Coordinator.</li><li>Using Title 1 and bilingual funds, the school will continue to fund Parent Resource Liaisons and the school's Parent Center. The Parent Liaisons will:<ul style="list-style-type: none"><li>Coordinate trainings and workshops offered by school/district personnel and community based agencies.</li><li>Workshop offerings will focus on ways parents can assist their children to achieve and how to navigate the educational system – establishing an adequate home learning environment, communicating with their children, A-G requirements, graduation requirements, career pathways, etc.</li><li>Support teachers by assisting during parent conferences, field trips, classroom instruction, and bridge lines of communication between parents and teachers.</li><li>Provide flexible Parent Center hours to increase resource usage.</li></ul></li><li>The school will institute parent workshops with the goal of establishing norms for student academic behavior that are shared by both the parents and staff and for coordinating their efforts to promote and spread positive academic behaviors both in school and at home. Finances permitting, organizations that specialize in such work will aid in this important work.</li></ul> <p>See APPENDIX 8.b, PARENT INVOLVEMENT PLAN.</p>																				
2008	2009	2010	2011	2012	2013	2014																													
88.6	88.6	>51	>51	>51	>51	>51																													

Accountabilities	Strategies, Actions							Evaluating Progress	Staff Responsible	Dates
17. The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	<ul style="list-style-type: none"><li>The Safe School Ambassadors program will be continued and strengthened. This program brings together the informal leaders from all student groups for the purpose of improving communication between the school and all students with the goal of improving safety for all.</li><li>Each SLC will have a student council whose purpose is to give a greater voice to student needs and concerns.</li><li>The school will, to the best of its financial ability, continue to fund such security positions as security aides and deans.</li><li>The school may utilize the XX anti-bullying training program, used by Nightingale.</li><li>The school will provide active supervision of students during the school day and at school events.</li><li>The bell schedule that the school will adopt will decrease (and lengthen) the number of periods. Fewer passing periods has been correlated to fewer discipline and safety problems.</li></ul>							<u>Ultimate:</u> School Rpt Card results  <u>Progress:</u> Student surveys administered by Head Counselor and SLCs.	Head Counselor, Dean, SLC administrators, Principal	Beginning Fall semester 2010 and on-going
18. Decrease the # of suspensions	<ul style="list-style-type: none"><li>The school SAFETY &amp; SECURITY PLAN has been developed to lower the use of suspensions and to employee other methods of behavior modification. It encourages the SLCs to utilize a merit-dement system which will allow students to "redeem" inappropriate behaviors by performing positive acts.</li><li>All Special Education discipline will be closely monitored by the Special Education administrator. He will provide advice and assistance to the teachers, deans, counselors, and SLCs. (The school will use QEIA funds to support a Special Education administrator.)</li><li>Teachers will receive training in behavior modification methods other than suspensions from the administrator in charge of safety and security.</li></ul>							<u>Ultimate:</u> # suspensions/year  <u>Progress:</u> Qtrly suspension report by SLC, MCD monitoring for suspensions of SWD.	SLC Counselors, Head Counselor, Dean, SLC administrators, Special Ed adminstr, Principal	Beginning Fall semester 2010 and on-going
19-A. Increase the student attendance %	<ul style="list-style-type: none"><li>Teachers will be trained and encouraged to use a grading system that includes class participation as part of their grading formula. This will encourage not only good attendance, but greater involvement. (Students with #1 and #5 absences will be provided make up opportunities.)</li><li>Procedures and training will be developed that will make it easier for teachers to take strict attendance so that absence and tardy data is accurate. The school will use this data to identify students with problematic attendance and to take corrective action. Such corrective action will include calls and letters to parents, counseling.</li><li>QEIA and other funds will be used to maintain at least one PSA.</li><li>SLC clerks will be responsible for contacting parents about uncleared absences.</li><li>Each SLC will develop its own attendance improvement plan.</li><li>The school will continue to work with the surrounding police agencies and attorneys to improve attendance.</li><li>The school will develop methods for better informing students and parents of truancy and other problematic attendance patterns.</li><li>The school will develop policies and practices which reward good attendance and which put greater pressure on those who have bad attendance. Such "pressure" will include stricter control of late arrivals, more precise tracking (via ISIS) of absences and tardies, and the SART and SARB processes.</li></ul>							<u>Ultimate:</u> Staff attendance data  <u>Progress:</u> Monthly Reports by PSA	All teachers, Counselors, PSA counselors, SLC administrators, SLC members, Administrator in charge of Attendance, Principal	Beginning Fall semester 2010 and on-going
19-B. Increase the staff attendance %	<ul style="list-style-type: none"><li>State clear expectations for staff attendance.</li><li>Make sure absences are not abused—e.g., use of illness absences for personal reasons.</li><li>Monitor staff attendance carefully; determine the reasons for problematic attendance &amp; respond appropriately</li></ul>							<u>Ultimate:</u> Staff attendance data  <u>Progress:</u> Monthly Reports by administrator in charge of attendances, Faculty Attendance DB and notices	SLC administrators, SLC members, Attendance adminstr, Principal	Beginning Fall semester 2010 and on-going
20. Qualify for continued QEIA alternate funding for following year	Same strategies and actions as set forth for items 1, 2, and 3 and for items 10 and 11 above.							<u>Ultimate:</u> Data relating to QEIA goals on file with LACOE.  <u>Intermediary measures:</u> Report card marks, Attendance data, Scores on common periodic assessments, Teacher evaluations  <u>Proof of action taken:</u> Master schedule, Meeting minutes and agendas, Data reports, Staffing, Intervention schedule SPSA	<u>Tier 1:</u> Teachers, SLC leads, SLC administrators, PD administrator, Principal  <u>Tier 2 &amp; 3:</u> Head Counselor, SLC Counselors, Teachers of RTI 2 & 3 classes, SLC administrators, RTI Coordinator  <u>SLC support:</u> SLC administrator, SLC members  <u>PD &amp; Admin Support:</u> PD administrator, SLC administrators, Head Counselor, RTI Coordinator, Academic coaches, Title 1 Coordinator ELD Coordinator Principal	Beginning Fall semester 2010 and on-going



## Appendix 4.b

### Assessments

**APPENDIX 4.b**  
**TABLE of ASSESSMENTS**

Name and Description	Type of Assessment	Grade Levels	Frequency	Rationale for Selection	Assessment Provider
California High School Exit Examination (CAHSEE)	Exit examination	10, 11, 12	10: 1 time/year 11: 2 times/year 12: 5 times/year	State mandated	State of California
California Standards Tests (CST)	Benchmark	9, 10, 11	Annually	State mandated	State of California
STS (Standards-based Spanish Test for CST)	Benchmark	9, 10, 11	Annually	State mandated	State of California
CMA (California Modified Assessment for CST)	Benchmark	Limited to 2% of the special education population	Annually	State mandated	State of California
CAPA (California Alternative Performance Assessment for CST)	Benchmark	MRM and CBI students	Annually	State mandated	State of California
CELDT (California English Language Development Test)	English Language Proficiency Test	9, 10, 11, 12	Annually	State mandated	State of California (CTB McGraw-Hill)
Preliminary Scholastic Aptitude Test (PSAT)	Practice for SAT Diagnostic Scholarship Qualifying Test (NMSQT)	10, 11	Annually		College Board
Advanced Placement (AP)		10, 11, 12 depending on subject area	Annually	Culminating task for AP program classes	College Board
EAP (Early Assessment Program) for CSU	Placement	11	Annually	CSU placement test for English/Language Arts	State of California
California Physical Fitness Test	Benchmark	9	Annually	State-mandated	State of California

LAUSD REQUIRED					
Periodic Assessments: English/Language Arts See MEM-4787	Formative	9, 10	3 times/year	LAUSD mandated	LAUSD
Periodic Assessments: History/Social Science See MEM-4787	Formative	10	3 times/year	LAUSD mandated	LAUSD
Periodic Assessments: Mathematics See MEM-4787	Formative	Algebra 1, Geometry	3 times/year	LAUSD mandated	LAUSD
Periodic Assessments: Science See MEM-4787	Formative	Biology, Chemistry	3 times/year	LAUSD mandated	LAUSD
SPECIAL EDUCATION					
Individual Transition Plan (ITP) : Vocational and aptitude assessments	Formative	Special Education grades 9, 10, 11, 12	Annually	LAUSD mandated; Federal mandate (IDEA)	Various
KTEA II and Woodcock- Johnson III	Normed assessment of academic achievement	Special Education grades 9, 10, 11, 12	As needed for initial and formal 3-year IEPs	LAUSD mandated; Federal mandate (IDEA)	Pearson Assessments (KTEA II) Riverside Publishing (WJ III)
Other Assessments					
STAR Reading Assessment	Diagnostic: Determine students' reading grade level equivalent	9, 10, 11, 12	Annually or as determined by teacher	Provides grade level equivalent and Zones of Proximal Development for students	
STAR Mathematics Assessment	Diagnostic: Determine students' math grade level equivalent	9, 10	Annually or as determine by teacher	Provides grade level equivalent	
COMMON ASSESSMENTS					
Common Assessments by subject area	Formative	9, 10, 11, 12	As determined by each SLC	Monitor student progress toward achieving mastery of target standard	Designed by teachers in each SLC

## Appendix 4.g

### Operational Goals and Metrics

This appendix shows the operational goals relating to the following four operational areas.

1. No Child Left Behind
2. Three specific operation goals listed in the PSC instructions for item 4.g.
3. The Williams/Valenzuela requirements
4. The Modified Consent Decree.

All of this relates to item 4.g in the main PSC document.

## 1. No Child Left Behind

Goals	Strategies				
NCLB Highly Qualified Teachers (HQT) - maintain NCLB High Quality Teacher (HQT) compliance and continue to move toward 100% HQT compliance.	<ul style="list-style-type: none"><li>In 2008-09 (most recent data) Garfield was staffed with 88% High Quality Teachers (603 of 689 core and compliant classes).</li><li>Over the initial five year time period we will continue to increase rate of HQT by screening new hires for highly qualified status as defined by California’s NCLB requirements for teachers (Degree, Certificate, and Subject matter competence)</li><li>The new schedule, with fewer preparations per teacher, will allow placement of teachers so that fewer teachers are required to teach outside of their certificated subject.</li></ul>				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	89%	90%	91%	92%	93%

## 2. Three Specific Operational Goals

Goals	Strategies
Teacher Retention	<ul style="list-style-type: none"> <li>The beginning teacher support program known as BTSA has extensive data services that help to track teacher attrition, retention and workplace satisfaction. It also has services to address concerns in each of those areas. We currently offer BTSA services on campus and will use the resources available to us to increase teacher retention.</li> <li>We will establish monthly monitors via surveys, focus groups and professional development activities that will provide insight to areas which need to be addressed to increase teacher workplace satisfaction and by extension retaining teachers on our faculty.</li> </ul>
Financial Solvency	<ul style="list-style-type: none"> <li>Meeting established goals to maintain supplemental resources i.e. QEIA funding</li> <li>Maximizing the effectiveness of ongoing supplemental resources i.e. Title I/ ELL</li> <li>Explore all waivers, exceptions and special allowances available to us for using existing resources to address the specific instructional needs of our students. (We attempt to explore every viable, appropriate use for the existing funding currently allocated to our school.)</li> <li>Stretch existing funding to its fullest by opting for non-traditional procurement of goods and services. (If one of our pilots is adopted, we will be able to take advantage of its flexibility for necessary expenditures.</li> <li>We will take a more business-oriented approach when making decisions that are designed to support instruction. (We need to have a thorough examination of each major expenditure, and ensure that they are student-driven procurements and only for programs and supplemental materials that have a significant and verifiable performance record.)</li> <li>We will further refine our finance committee to make certain that the goals set forth in our instructional plan are supported with each major financial decision made at the school site.</li> <li>We will invite greater participation from all stakeholder groups with regard to financial decision making and encourage them to help insure greater accountability as to how resources are used to support instruction.</li> </ul>
Funding Partnerships	<ul style="list-style-type: none"> <li>We will establish a greater network of alumni contacts to enhance existing fundraising</li> <li>Establish more fundraising events throughout the year to strengthen the school-community connections currently in place.</li> <li>Take advantage of the overtures made by several alumni and community members who are anxious to lend support for raising student achievement</li> <li>Develop partnerships with outside agencies, businesses and post-secondary institutions that will bring more financial resources and/or services to the school.</li> <li>Identify qualified educational partners that are able to draw in both instructional and financial resources for our students.</li> <li>Identify corporate partners/sponsors that would like to raise their profile in traditionally underserved communities such as ours is considered to be.</li> </ul>

### 3. Williams/Valenzuela Requirements

Goals	Strategies														
<b>William/Valenzuela Legislation Requirement</b>  A. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home or use after class.	<ul style="list-style-type: none"><li>Requirement has been met for the 2008-2009 school year.</li><li>Verified by independent audit.</li></ul>														
B. School facilities must be clean, safe, and maintained in good repair.	<ul style="list-style-type: none"><li>Verified by LD 5 Operations Unit</li></ul>														
C. There will be no teacher vacancies.	<ul style="list-style-type: none"><li>Monitored and Verified by Human Relations District Office</li></ul>														
D. There should be no teacher miss-assignments.	<ul style="list-style-type: none"><li>Monitored and Verified by District and NCLB Mandates</li></ul>														
E. Pupils, including English learners, who have not passed one or both parts of the high school exit examination (CAHSEE) by the end of the 12 <sup>th</sup> grade, are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of Grade 12.	<ul style="list-style-type: none"><li>Continue current practice with support of Diploma Project Advisor, and Extended Learning Counselor</li></ul> <table><tr><th>2010-2011</th><th>2011-2012</th><th>2012-2013</th><th>2013-2014</th><th>2014-2015</th></tr><tr><td>In compliance with all with all requirements</td><td>In compliance with all with all requirements</td><td>In compliance with all with all requirements</td><td>In compliance with all with all requirements</td><td>In compliance with all with all requirements</td></tr></table>					2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	In compliance with all with all requirements	In compliance with all with all requirements	In compliance with all with all requirements	In compliance with all with all requirements	In compliance with all with all requirements
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015											
In compliance with all with all requirements	In compliance with all with all requirements	In compliance with all with all requirements	In compliance with all with all requirements	In compliance with all with all requirements											

#### 4. Modified Consent Decree

##### Goals

##### Strategies

<p><b>MCD # 1</b></p> <p><b>Participation in Statewide Assessment Program</b> <b>Garfield has met this outcome.</b></p> <p><b>Goal:</b> 75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations.</p>	<ul style="list-style-type: none"><li>• SESAC Carrier will continue to monitor testing accommodations and modifications while meeting with the IEP team.</li><li>• All stakeholders including, but not limited to, the testing coordinator will work collaboratively to ensure that Garfield maintains its compliance with the MCD Goal.</li><li>• Administrator will monitor data from Welligent and MCD Progress Reports on a monthly basis to ensure this goal is maintained.</li><li>• Administrator and stakeholders will review assessment data and revise as necessary.</li><li>• Expected outcome for ELA is 75% and math 75.2%. Garfield met its target with 88.4% in ELA and 78.2% in math.</li></ul> <table><tr><td>2010-2011</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td></tr><tr><td>Continue to meet</td><td>Continue to meet</td><td>Continue to meet</td><td>Continue to meet</td><td>Continue to meet</td></tr></table>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continue to meet	Continue to meet	Continue to meet	Continue to meet	Continue to meet														
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015																					
Continue to meet	Continue to meet	Continue to meet	Continue to meet	Continue to meet																					
<p><b>MCD #2</b></p> <p><b>Performance in the Statewide Assessment Program</b></p> <p><b>Goal:</b> The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.</p>	<ul style="list-style-type: none"><li>• A three tiered model has been developed to assist students with disabilities increase the performance of in State and District Assessments. (See Appendix 4.a, Accountability Matrix, item 10)</li><li>• A system is in place where the Special Education Administrator and Counselor meet quarterly to review student progress, necessary data, and academic effectiveness. The strategies in place for the duration of the five years will be regularly revisited and modified as needed.</li></ul> <table><tr><td></td><td>Expected</td><td>2008-9</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>ELA</td><td>27.5%</td><td>14.5%</td><td>19.6%</td><td>26.4%</td><td>35.7%</td><td>48.2%</td><td>65.0%</td></tr><tr><td>MATH</td><td>30.2%</td><td>1.8%</td><td>4.7%</td><td>6.4%</td><td>8.6%</td><td>11.6%</td><td>15.7%</td></tr></table>		Expected	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	ELA	27.5%	14.5%	19.6%	26.4%	35.7%	48.2%	65.0%	MATH	30.2%	1.8%	4.7%	6.4%	8.6%	11.6%	15.7%
	Expected	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14																		
ELA	27.5%	14.5%	19.6%	26.4%	35.7%	48.2%	65.0%																		
MATH	30.2%	1.8%	4.7%	6.4%	8.6%	11.6%	15.7%																		
<p><b>MCD # 3</b></p> <p><b>Graduation Rate</b></p> <p><b>Goal:</b> The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities</p>	<table><tr><td></td><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>Graduation Rate</td><td>39.7%</td><td>29.00%</td><td>31.16%</td><td>33.32%</td><td>35.48%</td><td>37.64%</td><td>39.79%</td></tr></table> <ul style="list-style-type: none"><li>• Within the first month of each semester or once in the fall and once in the spring (for schools on alternate schedules) identify the 9<sup>th</sup> –12<sup>th</sup> students with disabilities who demonstrate at least one risk factor using the At Risk System.</li><li>• Within the first month of each semester or once in the fall and once in the spring (for schools on alternate schedules) schools will hold a COST team for all students with disabilities who are identified at risk by the combined risk indicators in attendance, academics, and behavior.</li><li>• Ensure implementation and monitoring of appropriate interventions to address the identified at risk factor.</li></ul>		Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Graduation Rate	39.7%	29.00%	31.16%	33.32%	35.48%	37.64%	39.79%								
	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14																		
Graduation Rate	39.7%	29.00%	31.16%	33.32%	35.48%	37.64%	39.79%																		



	<ul style="list-style-type: none"><li>• Track student progress.</li><li>• Monitor 5-week grades of all targeted students (counselors and/or special education teachers)</li><li>• Within the first month of each semester or once in the fall and once in the spring (for schools on alternate schedules) schools will reconcile the data for all potential 12<sup>th</sup> grade graduates to include, course completion (including any courses successfully completed in summer school, adult school, or community college), successful CAHSEE completion, and other graduation requirements.</li><li>• Meet with all students and families who are on the 12<sup>th</sup> grade graduate list but do not have the correct credits, courses, or CAHSEE completion, to develop a plan for addressing each student's deficit.</li><li>• Administrator will monitor data on a monthly basis to ensure this goal is maintained.</li><li>• Garfield's <b>Accountability Matrix</b> has a more detailed plan for both students in a general and special education program: <b>Items 11, 12, 13, 19A,</b></li></ul>																
<b>MCD # 4</b>  <b>Completion Rate</b> <b>Goal:</b> The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).	<table><tr><td></td><td>Expected</td><td>2008-2009</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>Completion</td><td>76.3%</td><td>67.50%</td><td>69.26%</td><td>71.02%</td><td>72.78%</td><td>74.54%</td><td>76.30%</td></tr></table> <ul style="list-style-type: none"><li>• A system is in place where the Special Education Administrator and Counselor meet quarterly to review student progress, necessary data, and academic effectiveness. The strategies in place for the duration of the five years will be regularly revisited and modified as needed.</li><li>• Professional development will be provided on targeted intervention strategies to increase completion rates for students with disabilities.</li><li>• Garfield will continue to emphasize the importance of, and support the implementation of, multi-tiered service delivery models so that students with disabilities may access standards-based instruction with the support of learning centers.</li><li>• Monitor an appropriate developmental and implement transition services for students with disabilities in their Individual Transition Plan as a part of their IEP.</li><li>• Garfield's <b>Accountability Matrix</b> has a more detailed plan for both students in a general and special education program: <b>Items 11, 12, 13, 19A,</b></li></ul>		Expected	2008-2009	2009-10	2010-11	2011-12	2012-13	2013-14	Completion	76.3%	67.50%	69.26%	71.02%	72.78%	74.54%	76.30%
	Expected	2008-2009	2009-10	2010-11	2011-12	2012-13	2013-14										
Completion	76.3%	67.50%	69.26%	71.02%	72.78%	74.54%	76.30%										
<b>MCD # 5</b>  <b>Reduction of Suspensions</b> <b>Goal:</b> The District will reduce the overall number of suspensions of students with disabilities to a rate lower than 8.6%.	<ul style="list-style-type: none"><li>• Student cases are reviewed by the Positive Behavior Support Committee on a bi-weekly basis.</li><li>• Continue to provide mandatory professional development regarding discipline decision-making practices for students with disabilities, progressive discipline steps and differentiated procedures (including the legal and practical reasons), alternatives to suspension, classroom and behavior management skills and strategies.</li><li>• Administrator and stakeholders will review assessment data and revise as necessary.</li></ul> <table><tr><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>8.6%</td><td>.9%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	8.6%	.9%							
Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14											
8.6%	.9%																
<b>MCD # 6</b>  <b>Placement of (SLI)</b> <b>Goal:</b> The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.	<ul style="list-style-type: none"><li>• To maintain outcome compliance the Special Education Administrator will review data from the following sources: Welligent; Student Information System (SIS); the MCD Monthly Progress Report provided by the district.</li><li>• Students who are in a SDP will continue to be placed in general education classroom with great levels of support in accordance with their IEP.</li><li>• The Special Education Administrator and Counselors will continue to ensure that students</li></ul>																

	<p>are placed in the Least Restrictive Environment in accordance with IDEA (2004).</p> <ul style="list-style-type: none"><li>To ensure that Garfield will maintain this outcome please refer to <b>Executive Summary section 7ii.</b></li></ul> <table><tr><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>73.0%</td><td>83.5%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	73.0%	83.5%					
Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14									
73.0%	83.5%														
<p><b>MCD # 7A</b></p> <p><b>Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities (<i>Excludes Specific Learning Disabilities (SLD), Speech/Language Impaired (SLI), Other Health Impairment (OHI)</i>).</b></p> <p><b>Goal:</b> The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.</p>	<ul style="list-style-type: none"><li>Work collaboratively with integration support teams in a process to initiate and institutionalize research-based strategies through professional development of school staff and identified in a school planning process for increased integration of students with disabilities other than SLD and SLI that is:<ul style="list-style-type: none"><li>o Based on research, best practices, and needs assessment (school data);</li><li>o School focused, with emphasis on both individual and organizational development;</li><li>o Directed by a cohesive school-site plan;</li><li>o Embedded as much as possible within the job of teaching, through participatory learning (coaching, study groups, peer observation);</li><li>o Focused on student outcomes relative to identifying necessary teacher skills; and</li><li>o Planned and facilitated by members of the school community including the involvement of parents impacted by Outcome 7, principals, teachers, paraprofessionals, office staff, and other support personnel.</li></ul></li><li>Implement school plan to increase integration of students with disabilities other than SLD and SLI.</li><li>Supervise implementation through monthly review of IEP data to determine increase of students with moderate-to-severe disabilities in general education classrooms with appropriate special education supports and services 40% or more of the school day.</li><li>Complete school plan to increase integration of students with disabilities other than</li></ul> <table><tr><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>51.0%</td><td>40.0%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	51.0%	40.0%					
Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14									
51.0%	40.0%														
<p><b>MCD #9</b></p> <p><b>Individual Transition Plan</b></p> <p><b>Goal:</b> 98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law</p>	<ul style="list-style-type: none"><li>Garfield has the distinction as the only school in Local District Five to have successfully met this outcome.</li><li>Special Education teachers will complete all IEPs within the required timelines. As a part of the IEP, Interest Inventories and Transitions Assessments will be included and monitored by the Special Education Administrator.</li><li>Through the collaboration of SESAC carriers and the DOTS personnel Garfield was able to achieve a 98.6% completion rate passing the district’s outcome goals.</li><li>The same policies and procedures that have been used to meet this outcome will continue for the duration of the following Five years.</li></ul> <table><tr><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>98.0%</td><td>98.6%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	98.0%	98.6%					
Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14									
98.0%	98.6%														
<p><b>MCD # 15</b></p> <p><b>Timely Completion of Evaluations</b></p> <p><b>Goals:</b></p> <p>a. 90% of all initial evaluations shall be completed within 60 days.</p>	<ul style="list-style-type: none"><li>Special Education Administrator will have SESAC carriers calendar their entire caseload at the beginning of the academic school year.</li><li>Assessment Documentation will be generated and disseminated within the first three days of the allotted time-frame.</li></ul>														

<p>b. 95% of all initial evaluations shall be completed within 75 days.</p> <p>c. 98% of all initial evaluations shall be completed within 90 days.</p>	<ul style="list-style-type: none"><li>Support and coverage will be made available so that SESAC carriers and school psychologist can complete all documentation in a timely manner.</li><li>Coordination with internet and related services will begin when assessment documentation is generated.</li><li>The Special Education Clerk will remind, schedule and provide coverage for all IEP team members.</li><li>Special Education Administrator will review Welligent Systems, and MCD Monthly Progress Report to monitor time-frame compliance.</li></ul> <table><tr><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>A. 98%</td><td>70%</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B. 95%</td><td>80%</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C. 98%</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	A. 98%	70%						B. 95%	80%						C. 98%	100%					
Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14																							
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B. 95%	80%																												
C. 98%	100%																												
<p><b>MCD # 13C</b> <b>RSP Usage Report</b> <b>Goal:</b> 93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.</p>	<ul style="list-style-type: none"><li>Conduct monthly reviews of service delivery data in comparison to IEP required services for Resource Specialists to determine where targeted intervention is necessary.</li><li>Apply progressive discipline enforcement for targeted individual Resource Specialists failing to provide and document services consistent with the requirements of the IEP in the Welligent services tracking system.</li><li>Resource Specialist Teachers will continue to file their RSP Tracking Log on a monthly basis in the Special Education Administrator’s file box.</li><li>Special Education Administrator will review Welligent Systems, and MCD Monthly Progress Report to monitor service frequency identified in the IEP.</li></ul> <table><tr><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>90%</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	90%	100%																			
Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14																							
90%	100%																												
<p><b>MCD # 14</b> <b>Increased Parent Participation</b> <b>Goal:</b> The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.</p>	<ul style="list-style-type: none"><li>Special Education Administrator, SESAC carriers, and Special Education Clerk adhere to the vitality of parental participation. Often school personnel go above and beyond to make three attempts to notify parents in order to increase their participation.</li><li>Supervise implementation by responsible school staff by monitoring school level Welligent IEP meeting notification form data and intervening when IEP notification form documentation procedures are not consistently followed.</li></ul> <table><tr><td>Expected</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr><tr><td>A. 75%</td><td>81.3%</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B. 95%</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Expected	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	A. 75%	81.3%						B. 95%	100%												
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A. 75%	81.3%																												
B. 95%	100%																												

Appendix 5.c

Professional Development Plan

In order for the SLCs and teachers to be able (a) to use the new schedule effectively (see Appendix 4c: Curricular Map), (b) to efficiently deliver the instructional supports (see Appendix 4i: Instructional Support Plan), and (c) to function in effective small communities, extensive on-going professional development is essential. The various professional development resources and methods that will be used to enable teachers and paraprofessionals to significantly improve student learning are described in the following four sections:

1. The Professional Learning Community (PLC) Cycle for Teachers of Core Courses,
2. Professional Development Tuesday Meetings
3. Extra-hours Meetings
4. Pedagogical Partners

### **1. The Professional Learning Community (PLC) Cycle for Teachers of Core courses**

The new “intervention friendly schedule” which will be adopted with the opening of the 2010-11 school year, includes two 90 minutes meeting periods each week for teachers of Core courses.<sup>1</sup> The teachers will use this time to meet in course-alike teams. The work they do together will be structured according to the PLC cycle designed by DuFour. Each team will go through this cycle first at a macro (whole course) level and will repeatedly use the process at a micro level to develop individual lessons and lesson units. The cycle is described in both its macro and micro variants as outlined below.

#### **A. PLC Cycle – Macro (course) level**

##### **1) Identify essential content standards**

The teacher in each course-alike (PLC) team<sup>2</sup> will determine the essential standards for the quarter long course that they all teach. In making this determination, the team will consider those standards that are most important on the applicable CST assessment. They will also give preference to those standards which best embody the following combination of qualities: (a) viability (life-long value), (b) flexibility (transferability), and (c) readiness (applicable skills for current and future grade levels).

##### **2) Create and refine common summative and formative assessments**

Having determined the essential standards, the team will then develop an end-of-the-quarter assessment that is a fair measure of each student’s mastery of the essential standards. Using this “backward planning” technique, the teachers will know, throughout each quarter, what specific concepts and skills their students need to master and specifically how they need to demonstrate that mastery.

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<sup>1</sup> Core courses are the courses that are subject to CST assessments. Four disciplines are involved: English (including ESL), mathematics, science, and history.

<sup>2</sup> An example of a course alike team would be all teachers of ESL 1A or of Biology A.

After designing the final common assessment, the team will then design interim formative assessments as a way of measuring student progress toward the mastery of the essential standards. District periodic assessments will also be used in this manner. Teachers will need modeling to really understand these concepts that will be provided by coaches. Assessment will be available to all stakeholders by posting it online. Coaches will strongly support the “how” of strategic instruction strategies, classroom organization, and implementation. Coaches will provide cognitive coaching and classroom support for our teachers.

3) Design a common lesson sequence

The team will then begin the on-going task of designing common lessons and common strategies to assist students to master proficiency of the selected standards. They will start with a common sequence of lessons. More specific and profound coordination of lessons will be accomplished through repeating the PCL cycle on the micro-level, as described below. All instruction will be based on the principle of active student engagement, which is explained in Appendix 4i: Instructional Support Plan.

4) Teach and deliver lessons, followed by the common assessments.

Each teacher will teach the agreed lesson sequence and will give their students both the common culminating assessment and the common periodic assessments.

5) Review student work based on the targeted lesson plans

The team will review the common assessments and other student work to determine how effective their instruction has been. The team will identify which standards have been well mastered, which have not. The analysis will allow teachers to compare their relative successes and areas of concern and to learn from each other for the benefit of their students.

6) Assess each student’s proficiency against target standards

The team will analyze the results at the student level. This will allow each teacher to understand not only the needs of the entire class, but of each individual student. This information will be used to arrange for immediate support for students who are falling behind, as explained in Appendix 4i: Instructional Support Plan. Teachers will also share the results with their students. This feedback will help students manage their own learning.

7) Identify effective strategies based on data

Based on steps 5 and 6, the team will identify what specific instructional methods and working and need to be generalized, and which are not and need to be amended. Teachers will collaborate and contribute to each other.

8) Refine lessons as necessary for higher student achievement

Having identified the effective strategies, the team will use them to refine their lessons and instructional strategies. Our coaches will facilitate and support the process.

B. PLC Cycle – Micro (lesson & lesson plan) level

1) Identify targeted content standards

Each course-alike (PLC) team will determine the targeted standard or set of standards (e.g., those associated with a specific unit) for which they will make a common lesson sequence and a common culminating assessment. The team will prioritize its choice so as to work first on standards that are more important to success on the CST assessment for the course and for the students' mastery of the essential standards of the course.

2) Create and refine a culminating assessment for the targeted standard(s)

The course-alike (PLC) team will design a culminating assessment that is a fair measure of each student's master of the targeted standard(s). Using this "backward planning" technique, the teachers will know what specific concepts and skills their students need to master and specifically how they need to demonstrate that mastery. The team will correlate the assessment items to the targeted standard(s) so that when the assessments are graded, teachers can compare results, standard by standard

3) Design a common lesson or lesson sequence

Based on the standards selected and the assessments tasks, the team will design a lesson or series of lessons that they will all use. The instruction will be based on the principle of active student engagement, which is explained in detail in Appendix 4i: Instructional Support Plan.

4) Teach and deliver lessons, followed by the common assessment

Each teacher will teach the agreed lesson or sequence of lessons and will give their students the common culminating assessment.

5) Review students' work based on the targeted lesson plans

The team will analyze the results of the culminating assessment to determine patterns of student mastery, i.e., which standards the students did and did not master.

6) Assess students' proficiency against target standards

The team will analyze the results at the student level. This will allow each teacher to understand not only the needs of the entire class, but of each individual student.

7) Identify effective strategies based on data

The teachers will analyze patterns of student proficiency with the purpose of generalizing successes and correcting weaknesses. Each teacher will have access to the ideas, materials, strategies, and talents of the entire team. The team members will learn teaching strategies and best practices from each other. Teachers will determine the most effective and successful practices in order to replicate them in their own instructional practice; they also will identify areas that need further modifications.

8) Refine lessons as necessary for higher student achievement

Using the information from the previous three steps, the course-alike (PLC) team will refine the lessons to ensure student mastery of the targeted content standards.

## **2. Professional Development Tuesday Meetings**

Using all meeting resource time other than the twice weekly meetings—i.e. banked time, faculty meeting allotment, minimum and shortened days—the school will design a schedule that will allow weekly Tuesday meetings, approximately 20 of them of 2.5 hours duration (including banked time) and approximately 20 of them of 1.75 hours duration. These meetings will be used by SLCs

primarily, but also for District required meetings for a once a month general faculty meetings, and for meeting time for non-Core teachers.

### **3. Extra-hours Meetings**

QEIA and other funds will be used to pay for meetings of groups during non-school hours, including the summer. This time will be used to prepare for new years and terms, to enable SLC development, and will enable PLCs to improve their lesson plans.

### **4. Pedagogical Partner**

QEIA and other funds will be used to contract with a pedagogical partner or partners to help the school in three important tasks:

- A. Learning to use the new schedule effectively, including the longer (90 minute) periods.
- B. Mastering the instructional strategies that provide universal access to the Core curriculum.  
(These are set forth in Appendix 4i: Instructional Support Plan.
- C. Effectively using the PLC lesson cycle described above.



# **Professional Development**

## **Professional Learning Communities**

### **English Matrix**

September 13<sup>th</sup>-October 15<sup>th</sup>

Teachers will meet in PLC's to determine planning and the new learning format of PLC's on a traditional calendar. Topics of discussion include:

- Consensus on goals
- Shared Rubric
- Course alike assessment
- Writing across the curriculum
- "Write Likes"
- Writing Structure
- Instructional Conversations
- Strategic Use of graphic organizers
- Cooperative Learning Groups
- Content Vocabulary
- Rituals and Routines within the ninety- minute block
- Literature Circles
- Writers' Workshop
- Readers' Workshop
- Accelerated Reader
- Discuss data

### **Week One-September 13<sup>th</sup>**

Meeting One and Two- **Rituals and Routines** within the ninety-minute block

Establish class management strategies and accepted practices i.e., how is homework handed in; how are books passed out; how do we get into our groups.

### **Week Two-September 20<sup>th</sup>**

Meeting One-Evaluation of Implementation of **Rituals and Routines**: Successes and Concerns

Meeting Two- Reach **consensus on goals** for our students and ourselves

### **Week Three-September 27<sup>th</sup>**

Meeting One- Determine a **shared rubric**

Meeting Two-**Determine the standard(s)** we will teach and assess and the common strategies that we will implement

#### Week Four-October 4th

Meeting One- How to teach **organizational writing**

Meeting Two-Examine student work for the standard(s) that were taught earlier; who needs remediation; and determine the standard(s) for the coming week; what common assessment will be used: and what strategies will be used

#### Week Five-October 11<sup>th</sup>

Meeting One-**Content Vocabulary**: Frayer model, word walls, semantic maps, word usage in weekly writing assignments

Meeting Two-Review of classroom applications and best practices discussion, what works and where do we need help

#### Week Six-October 18<sup>th</sup>

Meeting One- **Readers' Workshop/ Lit. Circles**: Begin with short stories and graphic organizers to begin implementation of Lit. Circles which engage students in vocabulary development, instructional conversations, and higher level thinking skills

Meeting Two- Look at student work from Week #4: which students need remediation and how will it be incorporated in that? Determine standards for the following week. What P.D strategies, which we have learned so far, will help students master the standards?

#### Week Seven-October 25<sup>th</sup>

Meeting One-Teachers bring essays using new vocabulary and examine how well the students achieved stated goals; establish common practices from best model

Meeting Two- Review standard(s) and student work from week #6; ways to remediate

#### Week Eight-November 1<sup>st</sup>

Meeting One- **"Write Likes" (modeling of authors' styles)**: select pieces of literature from various genres to introduce tone and style to students. Agree on authors, genres, periods and selections to work from in the classroom

Meeting Two- Exchange and examine examples of vocabulary activity to discuss best practices and teaching strategies

Week Nine-November 8th

Meeting One- Teachers take the district **Periodic Assessment** for all grades

Meeting Two-Discussion of experience and troubleshoot on behalf of students in order to best introduce the goals of the assessment

Week Ten-November 15<sup>th</sup>

Meeting One-Examine **Periodic Assessments**, discuss test results

Meeting Two-Discuss assessment data and determine best practices in order to select remediation goals

Week Eleven-November 22<sup>nd</sup>

Meeting One- Introduce **Accelerated Reader** test data (scores on AR data)

Week Twelve-November 29<sup>th</sup>

Meeting One-Librarian provides in-service on **Accelerated Reader** for students' selection of books

Meeting Two- Select Standard(s) for **CST Assessment** focus at the end of the semester

Week Thirteen- December 6<sup>th</sup>

Meeting One- Establish a common assessment focusing on a combination of state standards and CST test practices for all teachers at grade level

Meeting Two- Examine reading workshop progress

Week Fourteen-December 13<sup>th</sup>

Meeting One- Continue to develop a common assessment for the semester

Meeting Two- Develop a rubric for the grade level assessment tests

Week Fifteen-January 10<sup>th</sup>

Meeting One- **Instructional Conversation**: each teacher brings an example of practice; how does it enhance a mastery of standards

Meeting Two- Select a standard and discuss application

#### Week Sixteen-January 17<sup>th</sup>

Meeting One- After giving students a sample **periodic assessment** from the instruction guide, discuss results

Meeting Two- Examine student work from last week's selected standard

#### Week Seventeen-January 24<sup>th</sup>

Meeting One-Review all strategies (refer to introduction) which teachers have used so far and evaluate their application

Meeting Two-After reviewing strategies, adapt and revise practices for the next semester

Every core subject will follow a calendar plan such as the one above for the English Department. The calendar will be developed during August 2010 during a few days of anticipated Professional Development Calendar planning time.

Appendix 7  
Special Education Plan

## **Special Education Program**

Students in the Special Education Program are provided with the appropriate services and support in the Least Restrictive Environment to access a core curriculum with accommodations and modifications in accordance with their Individual Education Plans (IEPs). Full inclusion is always the ultimate goal for our students. Our priority is that every student with a disability will receive instruction and support services through the regulations and procedures, and under the rights which they are guaranteed by Federal and State law; that the quality of these services will ensure our students have a high quality education that provides for effective and meaningful progress in the general education curriculum. The Special Education Department works to ensure that each student is unique with individual needs and that some students will benefit from a more supportive environment. At Garfield, we recognize that a “one size fits all model” does not equate to an appropriate educational experience for all of our students.

Automatically placing all of our students in an inclusion model would defeat the purpose of a child’s IEP. Each child is an individual and their needs may require a different level of instructional support, setting, and services. Therefore, per the Individual Disability Educational Act of 2004 under section placements 300.116, it states that a variety placements must be offered (This section of the law can be viewed on the last page of the document).

To ensure that we provide an appropriate education for students with disabilities, a variety of programs and supports are essential in order to meet the individual students’ needs. Garfield’s special education staff is committed to providing a continuum of services and programs that enable access to the general curriculum with age appropriate peers for all students. In addition, the Special Day Program (SDP) provides a general education curriculum at the pace appropriate to the individual students’ educational needs. Students in the Special Day Program working towards earning a diploma are required to meet the A-G requirements. Special Education Teachers are highly qualified in the subject matter in which they teach according to the federally mandated No Child Left Behind (NCLB) Act. Garfield’s special education staff understands that some students require greater support and Special Day Classes (SDC) are designed to meet the demands and needs of those students. To meet the individual students’ needs in the SDP, they are placed in smaller classes with additional support. Through vast training, support, and a great level of cooperation amongst the teachers, Garfield far surpasses the Modified Consent Decree Outcome 6, integrating students with disabilities in the general education classes. Students who are placed in general education classes are monitored closely by the Special Education Student Assignment Coordination (SESAC) carrier.

### **Specialized Instruction for Students with Disabilities:**

**Instruction and Services:** Garfield's special education teachers will strive to place all of our students in general education classes and provide the necessary support in this setting. The Full Inclusion Model is the guiding principle of all special education related policies and procedures. Per the Individual Disability Education Act (IDEA 2004), all students should be placed in the least restrictive environment in an inclusion model. The special education teachers will continue to maintain high expectations for all students with disabilities to be successful in general education classes. Adhering to the principles of providing an individualized education for students with disabilities a variety of programs are made available to meet the needs of our students which include: Full Inclusion, Resource Specialist Program (RSP) services, Learning Center, and Special Day Program. Other related services such as Speech and Language, Adapted Physical Education, Designated Instructional Services Counseling, etc., will be provided by the specialist or itinerant staff designated to provide them. The Special Education Administrator will continue to collaborate with all of specialists and itinerant staff to ensure these students receives the appropriate services provided to them.

**Resource Specialist Program:** The Resource Specialist Program provides instructional services to students in general education classes in the area of English and Mathematics. Depending on the student's individual needs, the services and length of time may vary. These services are determined by the IEP team members. The Resource Specialists Teacher collaborates with the general education teachers to ensure that all of the appropriate services are being provided in the general education classes each semester. The general and special education teachers will collaborate to provide the appropriate accommodations to support the student's success in the general education setting.

**Special Day Program-** Students with more intensive educational needs may require a Special Day Program. When resource services and/or supplementary aides cannot help students with disabilities achieve success in the general education program, they are placed in a Special Day Program for the additional support. In addition, students in a SDP are integrated into one or more general education classes. The SESAC carrier and administrator will ensure that students are receiving the support needed to become successful in their classes.

## Response to Intervention and Instruction

Students receiving special education services require different levels of support whether they are receiving Resource Specialist support or placed in special day classes. The goal is to always provide grade level standards with minimal accommodations or modifications to the curriculum per the Individual Disability Education Act of 2004(IDEA 2004). The Response to Intervention<sup>2</sup> (RTI<sup>2</sup>) Decision Making Team will meet to assist students with disabilities who may require additional intervention options. When additional supports or an increased level of intervention is necessary the Decision Making Team will meet to review such cases.

### FIRST LEVEL:

- Teachers will focus on rigorous instruction that includes checking for understanding, active student participation and effective differentiated instruction. This will be accomplished through common conferences, the development of common assessments and lessons, the review of student data and continuous professional development on effective math and literacy strategies.
- Students will be taught grade level, standards based curriculum with classroom support given by SDP/RSP teachers and/or special education aides in order to improve their State and District scores.
- Teachers will utilize classroom strategies that promote active engagement and participation of students with disabilities (SWD) by accessing a variety of learning modalities to better understand grade level standards.
- Teachers will monitor SWD progress toward the mastery of standards based curriculum through IEP goals, informal assessment, and periodic assessments.
- Teachers will review State and District release questions and test taking strategies with students three weeks prior to the test to familiarize them with the format and other assessment features.

**In addition to what is written in level one, the bold statements show additional to indicate the greater levels of intervention.**

### SECOND LEVEL:

- Students with disabilities will be taught grade level, standards based curriculum using **accommodations and/or modifications as stipulated by their IEPs**. Teachers will provide additional support (re-teaching, manipulatives, and graphic organizers) to scaffold more active engagement by students who utilize differentiated learning modalities to access grade level curriculum.
- Students will be monitored on a bi-weekly basis, based on the results, teachers will modify or change instruction to meet the needs of the student.
- Teachers will monitor SWD progress toward the mastery of standard based curriculum **through review of the IEP goals and the use of formal assessment to further assist students reach their targeted goals**.
- Teachers will review State and District release questions and test taking strategies with students **five weeks prior** to the test to familiarize them with the format and other assessment features.



### **THIRD LEVEL:**

- Students with disabilities will be taught grade level curriculum **in small groups with differentiated instruction and more intensive intervention support from the SDP/RSP teacher and/or aides.**
- Teachers will provide additional support in the **form of referrals to after-school tutoring and/or an intervention class as an elective if appropriate.**
- Teachers will utilize discrete results of formalized assessments to support student's needs in the critical areas of English and Math.
- Teachers will review State and District release questions and test taking strategies with students **eight weeks prior** to the test to familiarize them with the format and other assessment features.
- Teachers will use MyData as a resource to gather pertinent information and target students' needs by developing individualized instruction.
- Students who continue to have difficulties in RtI<sup>2</sup> Levels 2 and 3, if applicable, a behavior support plan will be considered.
- If a student has a behavior support plan in place to his or her current IEP, a behavior modification plan will be conducted.

### **Professional Development**

- Special Education Teacher/Administrator will provide PD updates on the Modified Consent Decree outcomes.
- Special Education Administrator will provide in-services to all staff members on Federal and State mandates and pertinent special education related laws, philosophy, and related cases.
- RTI<sup>2</sup> Model with personalization of curriculum to meet to students' individualized needs for instruction and intervention.
- MyData training will be provided to all special education teachers to implement targeted instruction to build student's skills.
- Multi-modal learning strategies including use of technology and realia.

### **Administrative Support**

- Teachers will be provided with list of FBB and BB with data of the past performance of their students.
- Teachers will be provided with materials and procedures to help them prepare students for State and District exams
- Teaching assistants will be assigned to classes based on the number of students with special needs. They will be trained to assist in instruction and will be given common planning time with the teachers.
- Academic coaches and the Title 1 and ELL Coordinators will spend a significant portion of their time each week providing direct teaching support in classes with large segments of BB and FBB students. They will maintain logs of such activity.
- General education teachers will receive copies of their students' IEPs the first week of school to ensure all services are provided.

- Teachers will be provided the necessary support to promote effective early intervention for students who are at risk.

### **Increasing Parent Participation**

Garfield's Special Education Administrator and Special Education Staff understands the importance of including parents as active participants in their child's education. The following coordination efforts have been in place and will continue to be a focus:

- In the 2009-2010 school year, the administrator overseeing special education and the Special Education staff will continue to emphasize parent participation by having monthly meetings at the parent center.
- Special Education Teachers will continue to provide in-services on instructional strategies to assist parents become better equipped to support their child with homework.
- The Special Education Administrator will provide information on the Modified Consent Decree Outcomes and data towards the progress on meeting the goals.
- The special education staff and related services and itinerant staff will provide trainings on the services their children receive stipulated in the IEP. For example, if a student is receiving Speech and Language services, the speech pathologist will provide an in-service on the support they provide for the student in or out of the classroom.
- Parents will be provided training on data review of their child's performance on State tests and District assessments.
- Parents will receive a review of the districts monthly Special Education meetings.
- Special Education Teachers will continue to use a LAUSD MAX program to communicate with parents via messages on the telephone pertaining to their child's work, activities, or to report the progress their child has achieved on a test or assignment.

### **Special Education Department Goals:**

Garfield High School is always looking to improve our special education department so that we can better serve our students with disabilities. We are committed and dedicated in the following:

- Provide special education services that meet the individual needs of the student.
- The collaboration of all appropriate stakeholders of students with disabilities to ensure that services and placement is developed and provided in a supportive learning environment.
- The encouragement and support for parent participation in the decision making and planning process as the primary support system for the student.
- General education is the first priority for placement decisions and special education teachers and related services staff will bring the support to the student to the greatest extent possible.
- If students are placed in SDCs, our goal is to mainstream students into general education classes and provided the necessary support for the student to become successful.
- All special education instruction will be based on the California State Standards for all students with exception of students who are on an alternative curriculum.
- The student will continue to be a part of the planning for their Individual Transition Plan to promote self advocacy and self-determination skills.

Garfield's special education staff will continue to closely monitor all of our students to ensure they are receiving support that will lead to academic achievement. The appropriate use of data will be the driving force to direct us in providing appropriate meaningful instruction that will lead to student success.

#### **Legal Background: IDEA 2004**

##### **Placements (§ 300.116)**

*§ 300.116 is that placement decisions for all children with disabilities must be made on an individual basis and ensure that each child with a disability is educated in the school the child would attend if not disabled unless the child's IEP requires some other arrangement. **However, the Act does not require that every child with a disability be placed in the regular classroom regardless of individual abilities and needs. This recognition that regular class placement may not be appropriate for every child with a disability is reflected in the requirement that LEAs make available arrangement of placement options, known as a continuum of alternative placements, to meet the unique educational needs of children with disabilities. This requirement for the continuum reinforces the importance of the individualized inquiry, not a "one size fits all" approach, in determining what placement is the LRE for each child with a disability. The options on this continuum must include the alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions). These options must be available to the extent necessary to implement the IEP of each child with a disability.***

# Appendix 8.a

## Community Resources

**Appendix 8.a**  
**Community Resources**

Type	Name and Location	Description
Community-based organizations	Healthy Start Collaborative Garfield High School	See Healthy Start Collaborative List of Agencies
Educational and cultural institutions	East Los Angeles Library 4837 E. Third St. Los Angeles, CA 90022-1601	Local county public library
	East Los Angeles College 1301 Avenida Cesar Chavez Monterey Park, CA 91754-6099	Local community college which is also a Garfield High School Key Community Partner
	California State University Los Angeles 5151 State University Drive Los Angeles . CA 90032	Local state university which is also a Garfield High School Key Community Partner
	Many other educational and cultural resources such as libraries, museums and college sare accessible via public transportation	
Natural resources and green space	Atlantic Park 570 South Atlantic Blvd. Los Angeles, CA 90022	Garfield uses the pool for Swimming Team, Water Polo, and other activities
	Belvedere Park 4914 Cesar Chavez Ave. Los Angeles, 90022	Large County park which is also home to the East Los Angeles Civic Center and East Los Angeles Library
	Many other parks and recreation facilities such as Elysian Park and Griffith Park are accessible via public transportation	
Corporate resources	Numerous corporate resources are within the Los Angeles area. See Appendix 8.c Key Community Partners for a sampling of those resources	
Transportation	Metro Gold Line	These transportation resources link East Los Angeles and Garfield High School with metropolitan Los Angeles and the San Gabriel Valley
	El Sol Shuttle Service	
	Montebello Bus Line	
	Healthy Start	Provides bus tokens and taxi vouchers to Garfield and feeder school students

# HEALTHY START COLLABORATIVE

## List of Agencies

Agency	Representative's Name	Phone #	Email Address
1. Alta Med	Peggy Lemus	(323) 573-0354	Plemua@altamed.org
2. Bienvenidos	Monica A. Lerma	(323) 268-9191	
3. Bienvenidos	Ritchie Geisel	(213) 785-5917	rgeisel@bienvenidos.org
4. Boyle HTS Social Security Admin	Marin Juarez	(323) 265-3564	<a href="mailto:maricojuarez@ssa.gov">maricojuarez@ssa.gov</a>
5. Community Develop	America Alaniz	(323) 260-2332	AmericaAlaniz@lacdc.org
6. Enki Y & FS	Eluma Shaw	(323) 261-4900	eshaw@ehrs.com
7. Health Net	Betty Garcia	(323) 266-7770	Betty.S.Garcia@healthnet.com
8. Latino Family Youth Service Center	Priscilla Lopez	(323) 725-0341	Plopez can't read...
9. MELA Counseling	Elena Lopez	(323) 728-0100	
10. Probation Department	Dymont Famafooe	(323) 371-0561	
11. Public Counsel Law Center	Karla J. Penuelas	(213) 385-2977 ext.102	kpenuelas@publicconsel.org
12. Volunteers of East Los Angeles	Christine Carlin	(818) 980-2287	
13. VOALA	Lupita Ortega	(818) 980-2287	
14. VOALA	Leonor Jauregui	(818) 764-0320	daureguy@voala.org
15. VOALA	Daisy Rodriguez	(818) 980-2287	<a href="mailto:drodriguez@voala.org">drodriguez@voala.org</a>
16. CFJ/HSFC	Elizabeth Medrate	(323)341-5097	emehano@

<b>17. CHCADA/Latino Family Center</b>	Denise Orusa	(323)725-0341	dorusco@cheada.org
<b>18. Garfield High School</b>	Marlene Correa	(323)981-5588	Myc1085@lausd.net
<b>19. Garfield High School</b>	Carolyn Karpin	(323)981-5588	karpin@lausd.net
<b>20. Alta Med</b>	Hector Escajeda	(323)307-0471	hescajed@altamed .orgs
<b>21. Volunteer of America</b>	Normal Shiferan	(323)981-7019	<a href="mailto:Nshiferan@voala.org">Nshiferan@voala.org</a>
<b>22. Griffith Middle School</b>	Rocio Graciano	(323)266-7421	<a href="mailto:Rlg0835@lausd.net">Rlg0835@lausd.net</a>
<b>23. Griffith Middle School</b>	Yvonne Chaparro	(323)266-7421	Yvonne,Moreno@lausd.net
<b>24. Bienvenidos</b>	Juan Escobedo	(323)728-7770	<a href="mailto:jescobedo@bienvenidos.org">jescobedo@bienvenidos.org</a>
<b>25. Griffith Middle School</b>	Eileen B. Lemus	(323)266-7438	<a href="mailto:Eileen.lemus@lausd.net">Eileen.lemus@lausd.net</a>
<b>26. Garfield High School</b>	Mary Ruelas	(323)724-3726	<a href="mailto:ruelasabas@att.net">ruelasabas@att.net</a>
<b>27. DCFS</b>	Lupe Jauregui	(323)725-4611	<a href="mailto:jaurel@dcts.lacomty.gn">jaurel@dcts.lacomty.gn</a>
<b>28. CUN/LAUSD</b>	A. Lizarraga	(213)440-6425	
<b>29. LAUSD Local District 5</b>	Lorena Valencia	(323)224-3108	Lxu9321@lausd .net
<b>30. CUW</b>	Charues A. Lee	(818)6181977	<a href="mailto:Cuee@.org">Cuee@.org</a>
<b>31. Ford Blvd Elem. School</b>	Ana Trujillo	(323) 268-3641	
<b>32. Fourth Street Elem School</b>	Dolores Chavez	(323)266-0182	
<b>33. Humphreys Elem. School</b>	Carmen Roque	(323) 263-6958	
<b>34. Hamasaki Elem. School</b>	Elizabeth Carrasco	(323) 263-3869	
<b>35. Spirit Family Services</b>	Norma Yoguez	(562) 777-1410	
<b>36. American Diabetes Association</b>	Franco Reyna	(323) 966-2890	
<b>37. American Red Cross</b>	Maria Elizondo	(310) 477-5139	
<b>38. Harriet Buhai Center For Family Law</b>	Dolores Portillo	(323) 888-0070	
<b>39. University of Cooperative Extension LA County</b>	Margarita Ductoc/Aba Ramirez	(323) 260-3339	

<b>40. CHAMPIONS</b>	Julio Arroyo/Lisa Torres	(310) 671-4400 ext. 41	
<b>41. Deputy District Attorney</b>	John Carlos Tosello	(323) 981- 5977	
<b>42. International Institute</b>	Sylvia C. Gonzalez	(323) 224-3800 ext. 257	
<b>43. East LA Chamber of Commerce</b>	Blanca Espinoza	(323) 722-2551	
<b>44. Dairy Council of California</b>	Devin Welch	(310) 342-6122	
<b>45. Healthy School Food Coalition</b>	Elizabeth Medrano	(323) 341-5097	
<b>46. UCLA Mobile Eye Clinic</b>	Faye Olsrich	(310) 825-2195	
<b>47. Lens Crafters</b>	Various Locations		
<b>48. Pan American Bank</b>	Jesse Torres	(323) 264-3310	
<b>49. QueensCare Family Clinics</b>	Elaine Gillituk	(323) 669-4308	
<b>50. Sheriff's Dept.</b>	Officer Harris	(323) 264-4151	



## Appendix 8.b

### Parent and Community Involvement

Parent involvement is essential to our reform effort at Garfield High School. Studies show that when parents are more involved at their children's school, students improve academically, have higher self-esteem, and continue post-high school education in greater numbers (Bete).

Our plan explained below is aimed at optimizing parent involvement with the ultimate goal of improving student achievement. The salient aspects of our plan include:

1. designing innovative parent-teacher collaboration programs,
2. creating new and updated trainings and workshops for parents,
3. strengthening the capacity and increasing the scope of current support groups on campus,
4. strengthening existing leadership groups within the school,
5. improving communication between school and parents, and
6. maintaining the parent center as a vital hub for parental involvement.

### **1. Innovative Parent-Teacher Collaboration**

- A) To facilitate and encourage greater parent involvement school-wide, Garfield High School will bring together teachers and parents to engage in new, informative, and engaging collaborative activities. These activities include classroom visits by parents which will be combined with an opportunity for teachers and parents to engage in dialogue regarding student needs, performance, best practices, and further ways for teachers and parents to deepen and broaden their collaborative efforts.
- B) A second component of Garfield's teacher/parent collaboration plan focuses on helping parents support the school's instructional /learning program from home. Teachers will work together, and with parents, to create and share materials and ways to help parents assist their children with their schoolwork.

Parents will be empowered to engage their children in discussions regarding their classes, school work, academic achievement, and future educational goals. Parents will be educated on the 4-year high school plan, A-G requirements and post-secondary options. In addition, parents will be prepared and able to advocate on their children's behalf.

Parents will be given the knowledge and tools to create a home learning environment that enables their children to focus, concentrate, learn the course content, and master the standards which will ultimately lead to higher grades, high school graduation, and post-secondary education.

- C) Students will be offered opportunities to involve their parents and family members in extra credit assignments in various subject areas. The assignments include weekend/vacation family field trips to museums, cultural centers, or cultural events where families will record information, impressions, and questions of their shared experience. In this way, students and parents come together to make meaning of their larger community, what it means to them, how they are involved in it, and what learning they draw forth from the experiences.

Other family learning assignments will include family history projects in which students record family stories and discuss what they learn from the process of interviewing family members.

Finally, family learning assignments will also include service learning projects in which families volunteer at a community organization to serve those in need. Possible service learning projects include: working with organizations that deal with the homeless, elderly, and the environment.

## **2. Trainings and Workshops**

- A) Trainings and workshops will be offered to parents on topics such as: computers, ESL, nutrition, first aid, CPR, English and Math essentials, California State education standards, and creating home learning environments.

Trainings and workshops will be offered on a flexible schedule which will include morning, afternoon, evening, and Saturday sessions.

The goal of the trainings and workshops is to build community, knowledge, and to engage the parents in the school. Ultimately, increased parental involvement will improve students' academic success.

## **3. Strengthen capacity and increase scope of support groups**

- A) Already an integral part of Garfield's community, Healthy Start's programs and offerings will be strengthened and broadened through collaboration with teachers, parent volunteers, and college interns.
- B) Booster clubs within the school community will be encouraged to increase the number of their members to better support student groups with whom they work.
- C) In addition, contact and involvement with alumni groups will be increased to generate more support from these groups to increase opportunities for our students and improve our overall school program.
- D) Garfield High School will offer parent training in conjunction with the Parent Institute for Quality Education, a program with a long history of collaboration in LAUSD as well as in districts throughout California. The Parent Institute for Quality Education "assists parents to become involved in the education of their children" by learning "how the school system works, how to better understand and communicate with their children, how staying in touch with the teacher helps their children do better in school, and how staying in touch with the teacher helps their children to realize their dreams" ( Parent Institute for Quality Education handbook).

## **4. Strengthen existing community groups.**

Existing groups that bring together staff, parents, students and other community members will be strengthened and managed to more effectively concentrate on the task of improving student achievement. These groups include the Title I and English Learner advisory councils (CEAC and ELAC), the School Site Council, (SSC) and the Shared Decision Making Council (SDMC). In order to strengthen themselves, the groups will recruit more members and encourage greater involvement from all of the stakeholders. For example, the Title 1 and English Learner advisory councils will actively involve students, staff, and community members as well as parents and faculty. The efficacy of these groups will be improved by focusing more precisely on student learning. Toward this end, training will be provided on the school's and District's instructional goals, the methods that will be used to meet them, and how finances will be allocated to this end.

## **5. Improve Communication Between School and Parents**

Garfield High School will work to strengthen its communication with parents through the use of varied resources. Information will continue to be distributed in English and Spanish through monthly newsletters, flyers, and other print correspondence. School events will offer an opportunity for parents to visit our school and receive firsthand information about our programs and their children's academic progress. These opportunities include, but are not limited to, Parent Conference Nights, Open House, monthly Title I and English Language Development Program advisory council meetings, Parent Center presentations, trainings, and workshops. The administrators, coordinators, and teachers of each Small Learning Community, as well as the school's support staff will organize meeting opportunities to communicate with parents and recognize student achievement.

Technology will be used to disseminate information to our parents. The school's telephone system, ConnectEd, will be used by administrative and support staff to deliver daily messages informing parents of upcoming events. Teachers will also use this system to provide daily comments to parents of their children's academic progress and behavior. The school's website, [www.garfieldhs.org](http://www.garfieldhs.org) will be constantly updated to serve as a resource tool for student, parents, teachers, and administrators.

The school will continue to make arrangements for oral and written translation services from the District's Translation Unit Branch and/or by Garfield staff members for all council meetings and other meetings to which parents are included.

## **6. Maintain Parent Center**

In its efforts to create a more welcoming environment for parents, the Garfield High School restructuring plan proposes complete funding for the school's Parent Center.

The school will staff two fulltime Parent Resource Liaisons that will work to connect our parents with the school, organize trainings and workshops, and link parents to school and community resources that will improve the academic achievement of their children. Additionally, District and school resources will be utilized to provide leadership and professional development to enable the liaisons to best structure the Parent Center. To facilitate ongoing trainings and workshops, we will ensure that adequate resources are made available to the Parent Center. These items include, but are not limited to, audio visual equipment, instructional materials, and general supplies.

## Appendix 8.c

### Key Community Partnerships

## Appendix 8.c

### Key Community Partnerships


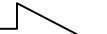
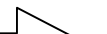
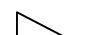
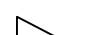

	Partner	Reason for Selection	Status
Garfield High School	Healthy Start	Provides case manage and monitor students' health and academic needs; provide emergency services; promote parent involvement (see 2010-2011 LEA Healthy Start: Goals and Outcome Statements for Garfield High School); initiate and manage collaborative relationships for improved student health services (see Healthy Start Collaborative List of Agencies)	Ongoing
	East Los Angeles College	Provide college level courses on the Garfield campus. Support various programs with academic and technical expertise	Ongoing
	GEAR-UP	Develop academic skills in students who would not necessarily be college bound through tutoring, academic monitoring, mentoring	Ongoing
	LACOE AVID	Develop academic skills through AVID specific study skills course.	Ongoing
	TELACU Talent Search	Services and resources to	Ongoing

		guide students toward higher education. Students from lower income families and 1 <sup>st</sup> generation college bound. Program services 600 students.	
	TELACU Upward Bound	Services and resources to guide students toward higher education including a summer residential program. Focuses on 10 <sup>th</sup> grade students.	Ongoing
	Escalera	College bound program providing training in leadership, financial aid, and internships. Limited to 20 students beginning in the 11 <sup>th</sup> grade.	Ongoing
	MELA (Montebello East Los Angeles Clinic)	Drug counseling	Ongoing
College and Career Readiness Academy	Apple, Inc., Champions, Inner City Struggle, Bienvenidos (See College and Career Readiness Academy Proposal in Appendix 2.a.ii for details)		
Global Studies	CBOL, UPS, ITEP, Asia Society, Aveson Educational Cooperative, Inc., ELAC, Ken Wyrick, Thammasat University, LA County Sheriffs, GEAR-UP, Model UN, UCLA, World Affairs Council of Los Angeles, Thai Consulate, Mexican Consulate, UNESCO, OECD, Beijing University, Autonomous University of Baja California, UCLA Global Studies, CSULB (See Global Studies Academy Proposal in Appendix 2.a.ii for details)		
Green Architecture and Design	East Los Angeles College, Los Angeles County Parks and Recreation, Infrastructure Academy,		

Academy (GADA)	University of Southern California, East Los Angeles Library, TELACU, Garfield Alumni Association  (See Green Architecture and Design Academy Proposal in Appendix 2.a.ii for details.)
Humanitas Academy of Media Arts	Los Angeles Educational Partnership  (See Humanitas Academy of Media Arts Proposal in Appendix 2.a.ii for details)
Teacher Career and Performing Arts Academy	Career Ladder, 4 <sup>th</sup> Street Elementary School, Center Theater Group, LA Repertory Theater, Flourish Foundation (See Teacher Career and Performing Arts Academy Proposal in Appendix 2.a.ii for details)
University Preparatory Program	California State University Los Angeles, CSULA Physics Department, East LA Boys & Girls Club, Healthy Start, Viva Technology (Science, Technology, Engineering, and Mathematics Innovative Program)  (See University Preparatory Program Proposal in Appendix 2.a.ii for details)



## 2010-2011 LEA Healthy Start: Goals and Outcome Statements for Garfield High School

Program Inputs (Indicate Allocation Distribution)		Program Activities and Outcomes (Including numbers served and frequency)
<u>Funding Criteria #1 Community Needs</u>		<p><b>Major Goal</b> The Healthy Start Program (Coordinator &amp; Case Manger) will distribute bus tokens and taxi vouchers to promote parent involvement and assist with transportation needs. Healthy Start will educate and assist uninsured families on health care programs &amp; other services available (<i>housing, legal services, substance abuse, emergency food &amp; clothing, etc.</i>) The program will continue to promote health which impacts academic achievement and reduces barriers to student's education.</p>
<u>Funding Criteria #2 Student Health and Academic Achievement</u>		<p><b>Major Goal</b> The Healthy Start Program will case managed students and monitor their health and academic needs weekly. Conduct needs assessments of 100 non-managed/walk-ins contacts and interventions a month.</p> <p>Healthy Start to continue to coordinate Lens Crafters' annual vision screening and UCLA Mobil Eye Clinic's screenings quarterly for Garfield students and feeder schools.</p>
<u>Funding Criteria #3 Service Efficiencies</u>		<p><b>Major Goal</b> The Healthy Start program will maintain collaboration in school attendance by participating in events, specific to drop off prevention.</p> <p>The Healthy Start program will participate in weekly COST (Coordination of Services Team).</p>
<u>Funding Criteria #4 Collaboration</u>		<p><b>Major Goal</b> The Healthy Start will hold 4 Healthy Start Collaborative meetings a year and will continue to bring presenters from community based organizations to Parent Center. In addition, the program will continue to collaborate with <i>school nurse, school psychologist, Attendance Counselor &amp; Psychiatric Social Worker and school faculty.</i> .</p> <p>Healthy Start to continue to coordinate &amp; collaborate with partners in annual events such as: <i>health fairs, holiday food and toy drives</i> for the Garfield community.</p>
<u>Funding Criteria #5 Leveraging</u>		<p><b>Major Goal</b> The Healthy Start Program will increase in-kind donations from \$500,000 to \$600,000 to supplement items not covered by LEA grant or LAUSD and be able to meet basic needs of students and their families.</p>

# HEALTHY START COLLABORATIVE

## List of Agencies

Agency	Representative's Name	Phone #	Email Address
1. Alta Med	Peggy Lemus	(323) 573-0354	Plemua@altamed.org
2. Bienvenidos	Monica A. Lerma	(323) 268-9191	
3. Bienvenidos	Ritchie Geisel	(213) 785-5917	rgeisel@bienvenidos.org
4. Boyle HTS Social Security Admin	Marin Juarez	(323) 265-3564	<a href="mailto:maricojuarez@ssa.gov">maricojuarez@ssa.gov</a>
5. Community Develop	America Alaniz	(323) 260-2332	AmericaAlaniz@lacdc.org
6. Enki Y & FS	Eluma Shaw	(323) 261-4900	eshaw@ehrs.com
7. Health Net	Betty Garcia	(323) 266-7770	Betty.S.Garcia@healthnet.com
8. Latino Family Youth Service Center	Priscilla Lopez	(323) 725-0341	Plopez can't read...
9. MELA Counseling	Elena Lopez	(323) 728-0100	
10. Probation Department	Dymont Famafooe	(323) 371-0561	
11. Public Counsel Law Center	Karla J. Penuelas	(213) 385-2977 ext.102	kpenuelas@publicconsel.org
12. Volunteers of East Los Angeles	Christine Carlin	(818) 980-2287	
13. VOALA	Lupita Ortega	(818) 980-2287	
14. VOALA	Leonor Jauregui	(818) 764-0320	daureguy@voala.org
15. VOALA	Daisy Rodriguez	(818) 980-2287	<a href="mailto:drodriguez@voala.org">drodriguez@voala.org</a>
16. CFJ/HSFC	Elizabeth Medrate	(323)341-5097	emehano@

<b>17. CHCADA/Latino Family Center</b>	Denise Orusa	(323)725-0341	dorusco@cheada.org
<b>18. Garfield High School</b>	Marlene Correa	(323)981-5588	Myc1085@lausd.net
<b>19. Garfield High School</b>	Carolyn Karpin	(323)981-5588	karpin@lausd.net
<b>20. Alta Med</b>	Hector Escajeda	(323)307-0471	hescajed@altamed .orgs
<b>21. Volunteer of America</b>	Normal Shiferan	(323)981-7019	<a href="mailto:Nshiferan@voala.org">Nshiferan@voala.org</a>
<b>22. Griffith Middle School</b>	Rocio Graciano	(323)266-7421	<a href="mailto:Rlg0835@lausd.net">Rlg0835@lausd.net</a>
<b>23. Griffith Middle School</b>	Yvonne Chaparro	(323)266-7421	Yvonne,Moreno@lausd.net
<b>24. Bienvenidos</b>	Juan Escobedo	(323)728-7770	<a href="mailto:jescobedo@bienvenidos.org">jescobedo@bienvenidos.org</a>
<b>25. Griffith Middle School</b>	Eileen B. Lemus	(323)266-7438	<a href="mailto:Eileen.lemus@lausd.net">Eileen.lemus@lausd.net</a>
<b>26. Garfield High School</b>	Mary Ruelas	(323)724-3726	<a href="mailto:ruelasabas@att.net">ruelasabas@att.net</a>
<b>27. DCFS</b>	Lupe Jauregui	(323)725-4611	<a href="mailto:jaurel@dcts.lacomty.gn">jaurel@dcts.lacomty.gn</a>
<b>28. CUN/LAUSD</b>	A. Lizarraga	(213)440-6425	
<b>29. LAUSD Local District 5</b>	Lorena Valencia	(323)224-3108	Lxu9321@lausd .net
<b>30. CUW</b>	Charues A. Lee	(818)6181977	<a href="mailto:Cuee@.org">Cuee@.org</a>
<b>31. Ford Blvd Elem. School</b>	Ana Trujillo	(323) 268-3641	
<b>32. Fourth Street Elem School</b>	Dolores Chavez	(323)266-0182	
<b>33. Humphreys Elem. School</b>	Carmen Roque	(323) 263-6958	
<b>34. Hamasaki Elem. School</b>	Elizabeth Carrasco	(323) 263-3869	
<b>35. Spirit Family Services</b>	Norma Yoguez	(562) 777-1410	
<b>36. American Diabetes Association</b>	Franco Reyna	(323) 966-2890	
<b>37. American Red Cross</b>	Maria Elizondo	(310) 477-5139	
<b>38. Harriet Buhai Center For Family Law</b>	Dolores Portillo	(323) 888-0070	
<b>39. University of Cooperative Extension LA County</b>	Margarita Ductoc/Aba Ramirez	(323) 260-3339	

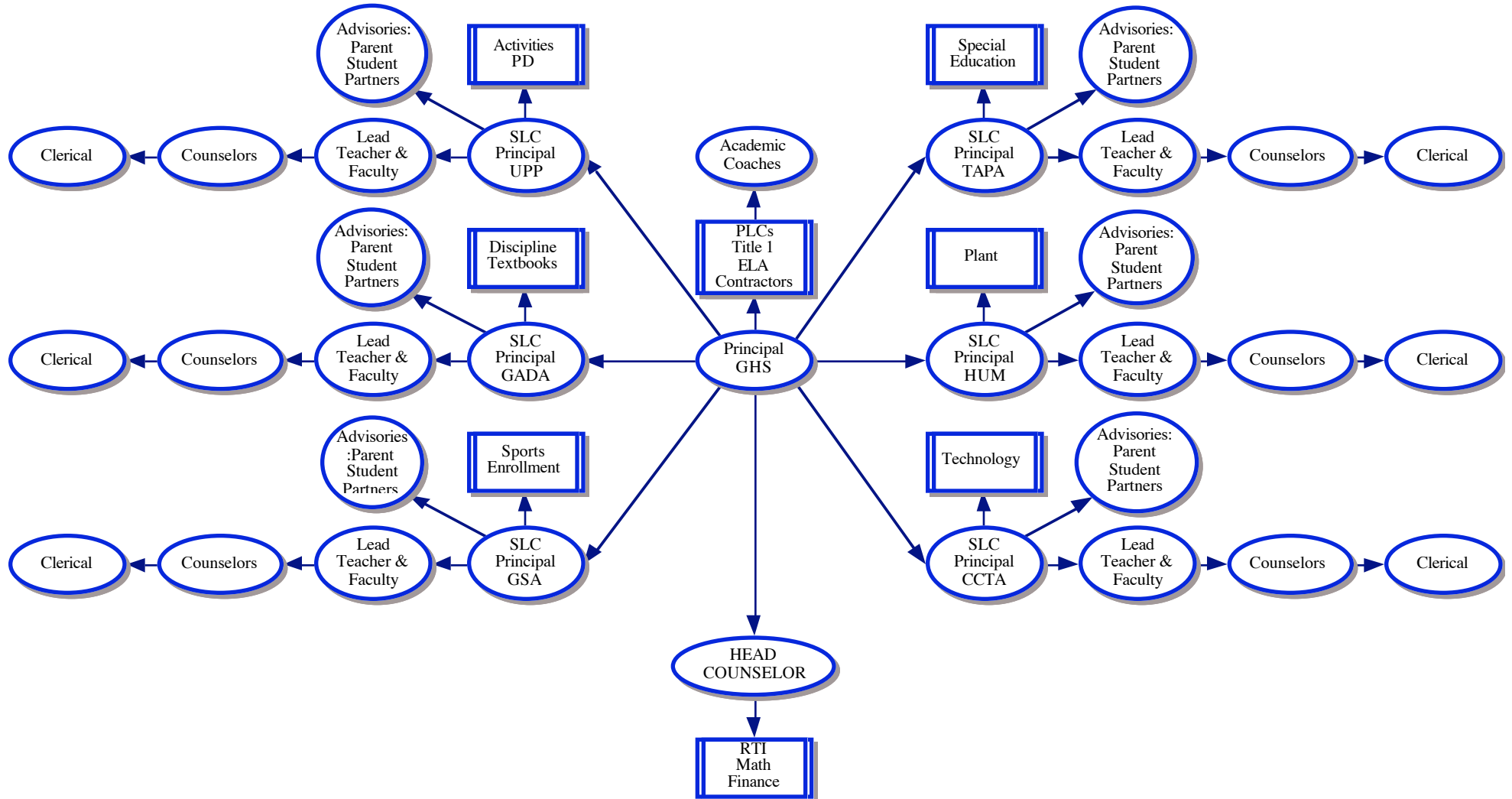
<b>40. CHAMPIONS</b>	Julio Arroyo/Lisa Torres	(310) 671-4400 ext. 41	
<b>41. Deputy District Attorney</b>	John Carlos Tosello	(323) 981- 5977	
<b>42. International Institute</b>	Sylvia C. Gonzalez	(323) 224-3800 ext. 257	
<b>43. East LA Chamber of Commerce</b>	Blanca Espinoza	(323) 722-2551	
<b>44. Dairy Council of California</b>	Devin Welch	(310) 342-6122	
<b>45. Healthy School Food Coalition</b>	Elizabeth Medrano	(323) 341-5097	
<b>46. UCLA Mobile Eye Clinic</b>	Faye Olsrich	(310) 825-2195	
<b>47. Lens Crafters</b>	Various Locations		
<b>48. Pan American Bank</b>	Jesse Torres	(323) 264-3310	
<b>49. QueensCare Family Clinics</b>	Elaine Gillituk	(323) 669-4308	
<b>50. Sheriff's Dept.</b>	Officer Harris	(323) 264-4151	

Appendix 9.a

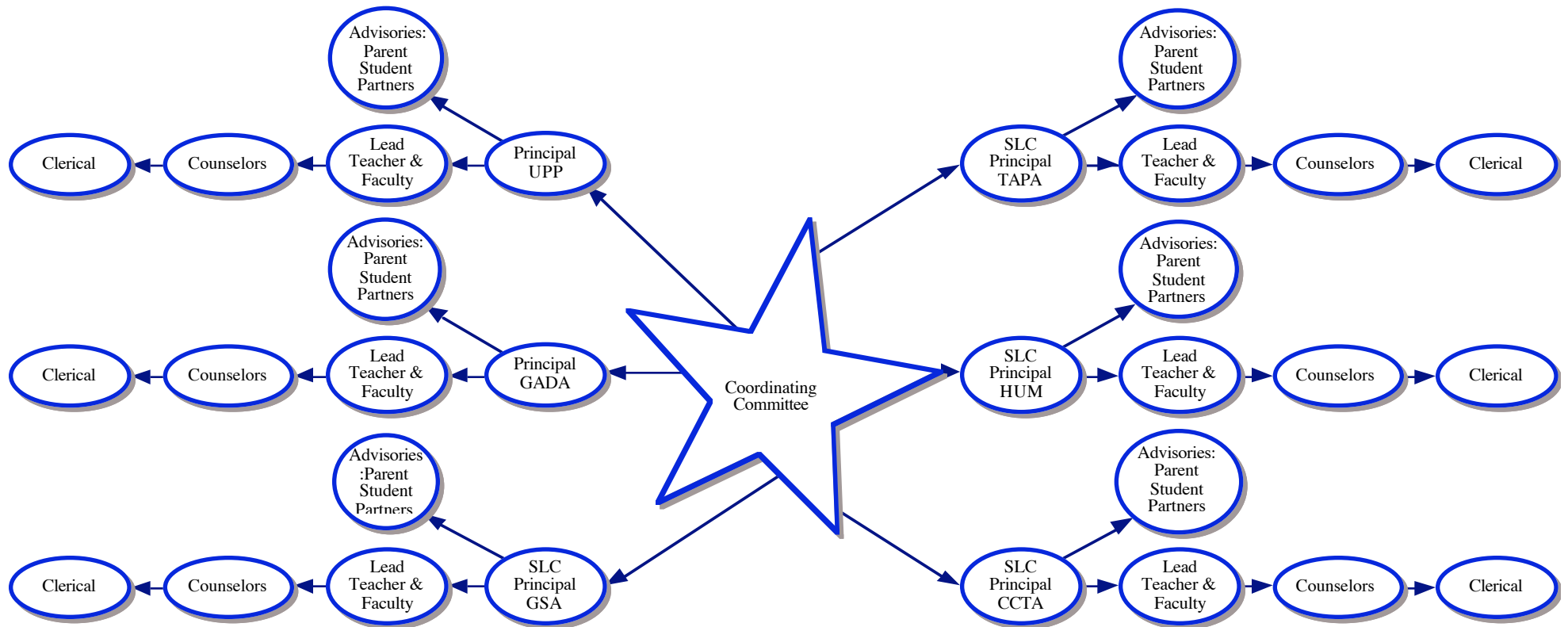
School Organizational Charts

Attached are two organization charts. One shows what Garfield will look like next year (2010-11), when it consists of 6 cooperating SLCs and one small (208 student) magnet under the control of a central principal. The second shows what Garfield—which, by that time, may be called Garfield Learning Center—will look like when each of the small learning communities has become a distinct, but still cooperating, small school with its own principal, staff, student body, state school code, and API score. It is important to remember that even after they become distinct schools, these educational entities are dedicated to sharing the campus and the traditional name and overall identity of THE flagship school in East Los Angeles. So, Garfield High School may become Garfield Learning Center; but all students and faculty members will remain Garfield Bulldogs.

## Garfield High School: Year 1 (2010-11)



## Garfield Learning Center: Year 5 2014-15





Appendix 10.d

Leadership Job Descriptions  
and Resumes

**Leadership Team:**  
**Administrator Resumes**

## Job Description - Principal

**Name:** Michael Summe

**Position:** Principal

**Supervisor:** Assistant Superintendent, LD5

**Primary Function:** Perform all the functions of a principal as shown on the attached LAUSD job description for a principal.

### **Job Duties relevant to PSC Proposal:**

In order to effectively implement the plan set forth in Garfield High School's PSC proposal the principal will have to perform all of the following functions:

1. Fostering the development of the 6 cooperating SLCs into small school over the course of the next 5 years. To this end, the principal will make sure:
  - a. That each SLC receives its own classrooms, SLC center
  - b. That each SLC has its own staff, faculty, and student body
  - c. That each SLC's master schedule is individualized to the maximum degree possible. It is anticipated that the number of "passport classes" and other resources will diminish over time.
  - d. That each SLC administrator has sufficient time and guidance to function primarily as an SLC administrator.

2. Managing the professional development process.

During the first year or two, the principal will make sure that the PLC process is done on a course-alike basis across all SLCs. In the later years, after the the essential standards, common assessments, and the PLC cycle for each course have been firmly established, the principal will see to it that the PD emphasis shifts from to an emphasis on SLCs. At this stage the SLCs will be evolving into separate schools.

3. Managing the RTI<sup>2</sup> process.

As with professional development, this process will be conducted for the first two or three years on a centralized basis. Later SLCs will be develop their own RTI<sup>2</sup> processes as they evolve into independent small school.

4. Manage the evolution of governance.

The principal will guide the evolution of the school governance from that of a centralized high school to that of a learning center consisting of 6 cooperating small schools. At some point in the 5 year process, the position of central principal will be eliminated. Seeing to this is one of the principal's responsibilities.

5. Help the SLCs develop partnerships.

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Human Resources Division

Class Description  
**PRINCIPAL, SECONDARY SCHOOL**

**A. 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.

**B. Responsible to**

Local District Superintendent or designee

**C. 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.

**D. Functions**

Essential Functions

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

10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

#### Other Functions

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

### **E. Qualifications**

#### Education

##### *Required*

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners.

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

#### Experience

##### *Required*

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
  - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
  - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
  - c. Certificated experience at a minimum of two locations.

##### *Desirable*

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year, or six-year day high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

**NOTE:** *No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.*

### Knowledge, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
2. Evidence of educational leadership at the secondary level, including ability to:
  - a. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
  - b. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis, including:
  - a. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
  - b. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
  - c. Ability to recognize, use, and credit ideas of others;
  - d. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
4. Ability to direct the management activities associated with the positions of middle school principal and senior high school principal.
5. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of the District's resources relating to multicultural development and instructional materials.
6. Knowledge of District policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
7. Knowledge of effective administrative and managerial practices and ability to implement them.
8. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
9. Leadership skill in facilitating groups process, including consensus building and conflict resolution.
10. Ability to communicate effectively with students, parents, peers other District personnel and community representative, both individually and as a group.
11. Ability to compose and comprehend written communication.
12. Knowledge of and skill in budget preparation and control.
13. Ability to observe and evaluate subordinates' activities.
14. Mobility to traverse all areas of the work site.
15. Ability to travel to other sites/locations.

### Health

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

### Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
2. Standard or General Administration Credential
3. General Supervision Credential

4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description.
5. One elementary and one secondary level credential from among the following:
  - a. Elementary School Administration or Supervision Credential
  - b. Secondary School Administration or Supervision Credential.

*NOTE: This is a management class.*

# Michael Summe

## EDUCATION

Master of Arts, Educational Administration, CSULA	1999
Master of Arts, English, University of Kentucky	1976
Russian Linguist, Defense Language Institute, Monterey, CA	1972
Bachelor of Arts, English, Valdosta State College, Valdosta, GA	1971

## CREDENTIALS

Professional Clear Administrative Services Credential  
Clear Crosscultural, Language & Academic Development Certificate  
Professional Clear Single Subject Credential, English

## WORK HISTORY

### PRINCIPAL

James A. Garfield High School, Los Angeles, CA Jul 2008 – Present

### DIRECTOR, ISIS COMMUNICATIONS & ORGANIZATIONAL CHANGE

ISIS Project, Los Angeles Unified School District Jul 2007 – Jun 2008

### PRINCIPAL

Phineas Banning High School Wilmington, CA Aug 2004 – Jun 2007

### ASSISTANT PRINCIPAL

Belmont High School Los Angeles, CA May 2000 – Aug 2004

### DEAN OF STUDENTS

Belmont High School Los Angeles, CA Jul 1997 – May 2000

### LANGUAGE ARTS COORDINATOR

Belmont High School Los Angeles, CA Jan 1997 – Jun 1997

### ENGLISH TEACHER

Belmont High School Los Angeles, CA Jul 1992 – Dec 1996

### HEALTH INSURANCE

Health Care Consultant 1988 - 1992

Pace Healthcare Management, Inc., Los Angeles, CA

Director of Contracts & Group Product Development

Blue Cross of California, Woodland Hills, CA 1987 - 1988

American Medical International, Beverly Hills, CA 1985 - 1987

Manager of Contracts

Pacific Mutual Life Insurance Co., Newport Beach, CA 1984 - 1985

Transamerica Life Insurance Co., Los Angeles, CA 1978 - 1984

### ENGLISH INSTRUCTOR

University of Kentucky & Lexington Technical Institute 1975 – 1977

## SKILLS

>14 year professional writing experience  
Advanced computer skills  
Spanish fluency - A level (per LAUSD)  
Russian fluency - B level (per LAUSD)

## REFERENCES

Available upon request



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Human Resources Division

Class Description  
**ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES**

A. Primary Function

Serves as a member of the administrative staff of the secondary school to which assigned; provides leadership in the counseling and guidance program and in the evaluation and development of curriculum; develops the school's master schedule under the direction of the principal.

B. Responsible to

Principal, Secondary School

C. Subordinates

Certificated and classified personnel as assigned

D. Responsibilities

1. Plans and provides leadership for the counseling and guidance program of the school to which assigned; plans and organizes allocated student personnel services time to provide for individual and group counseling of students in the areas of educational, personal, and career needs; may supervise attendance accounting and reporting.
2. Assists in general administration of the total school program including supervision of students and preparation of District reports and surveys as assigned.
3. Assesses instructional needs of the school to which assigned; suggests curriculum changes, implements graduation requirements, and shares responsibility for providing instructional leadership in curriculum development and implementation.
4. Assembles, presents, and interprets student and class data necessary to plan the educational program; maintains appropriate record forms.
5. Plans and organizes the master schedule; coordinates the scheduling of individual students into appropriate classes for regular and summer school.
6. Plans, administers, and interprets standardized testing programs, state mandated surveys, and mandated proficiency testing as assigned by the principal.
7. Coordinates the maintenance of student cumulative records; supervises release of student information and transfer of records.
8. Coordinates community resources and serves as a resource person to school personnel; develops programs in the areas of career planning, education alternatives, and college advisement; provides professional development as required; confers with parents and other members of the community to interpret the school program.
9. Coordinates student transition between school levels and plans school orientation programs.
10. Collaborates with District and the community service providers to develop resources within the school to meet the needs of individual students; assists in making referrals and contacts.
11. Coordinates the identification, placement, and reporting of students eligible for Special Education, Gifted and Talented Education, and Master Plan Program for English Learners as assigned.

12. Coordinates the reporting of student progress and student needs to parent/guardian; provides written communications and plans conferences with members of the community about the educational programs and needs of the school.
13. Evaluates the performance of subordinate personnel as assigned.

#### 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 which are registered with the Office of the Los Angeles County Superintendent of Schools and that are part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned in accordance with the District-UTLA Agreement.

#### E. Qualifications

##### Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
3. At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology to meet the requirements of the District's Master Plan for English Learners.

For additional information on Master Plan requirements, refer to the current policy bulletin on "Culture, Language, and Methodology Requirements for Administrators."

##### Experience

##### Required

1. At least five school years of successful full-time public school certificated service with no fewer than three years as a teacher in the K-12 program.
2. At least two school years of successful experience as a counselor in a middle/senior high school (grades 6-12), either concurrent with or in addition to 1., above.

##### Desirable

1. Experience as a coordinator or in another comparable leadership position(s) in a secondary school.
2. Experience at both the junior/middle and senior high school levels.

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

##### Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge and understanding of the Education Code, Board Rules, District policies and procedures, and negotiated agreements.
2. Ability to organize and direct the activities relating to student personnel services of the school to which assigned.
3. Ability to understand the principles and practices of counseling and guidance, and their relationship to the total school program.
4. Ability to interpret school counseling, and guidance policies and procedures to parents and other members of the community.
5. Knowledge of the uses and limitations of standardized tests, and the ability to interpret test results.

6. Ability to provide leadership in professional development activities for counselors, counseling-assistants, teacher assistants, aides, and teachers.
7. Ability to manage and provide leadership in crisis situations.
8. Ability to efficiently manage high volume work and multiple tasks.
9. Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group.
10. Ability to effectively utilize computer technologies, such as email, word processing, and student information system programs.
11. Ability to work effectively with all racial, ethnic, linguistic, and socio-economic groups.
12. Ability to travel to multiple sites.

#### Health

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

#### Credentials

##### Required

One of the following California credentials or credential combinations from group a. AND group b. authorizing service in the K-12 program must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

- a.
  - (1) Multiple or Single Subject Teaching Credential
  - (2) Standard Teaching Credential with a Specialization in Elementary or Secondary Teaching
  - (3) General Elementary or Secondary Teaching Credential
  - (4) Specialist Instruction Credential in reading, mathematics, health science or agriculture
- b.
  - (1) Service Credential with a specialization in pupil personnel services designating service in pupil counseling
  - (2) General Pupil Personnel Services Credential.

##### Desirable

A California credential authorizing administrative or supervisory service at the secondary level.

*NOTE: This is a Master Salary (G) Table class.*

# Marc Bommarito

## Education

1995-2000 California State University of Los Angeles Bachelors  
BA, Psychology

2000-2002 Azusa Pacific University  
MA, PPS in Counseling

## Experience

2009-present **Assistant Principal of Secondary Counseling Services**  
Garfield High School

As the APSCS, I have been able to update the systems used in the counseling domain. My systems have allowed counselors more time to give presentations to classes, and to hold group and individual counseling sessions. I advocated for reform within the school, and started the academic debate of what was best for the students.

2008-2009 **Head Counselor**  
Roybal Learning Center

As the head Counselor, I had the opportunity to design the master schedule and organizational supports for a new school designed for Small Learning Communities. During the school year I created professional Development sessions to create a proficient counseling team. I was also responsible for testing, college counseling, data analysis and technology. I taught web design classes which took students from basic computer skills to writing script and creating their own web page.

2006-2008 **Assistant Principal of Secondary Counseling Services**  
Locke High School

As the APSCS, I have been able to update the systems used in the counseling domain. My systems have allowed counselors more time to give presentations to classes, and to hold group and individual counseling sessions. Under my leadership we have created the first comprehensive counseling program at Locke High School. Counselors have been able to focus on the Domains of Counseling, providing us with the largest graduating Class in Locke's History. I advocated for reform within the school, and started the academic debate of what was best for the students. I scheduled our very best teachers to teach our most challenged students. It changed the culture of failure at the school when our best teachers had the Far Below Basic Students. The total number of Far Below Basic students declined by several points on the CST test.

2002-2006 **Counselor/Special Education Coordinator**  
Locke High School

I served as an Academic and personal counselor for students 9-12. As a guidance counselor, I advocated for students to receive an education that will be a commodity in higher education and in the workforce. As Special Education Coordinator, I worked on compliance issues, and raising the work ethic of the department. I also set in place a structured approach to maintaining high standards for all students.

2001-2002 **Special Education Algebra Teacher**  
San Gabriel High School, Alhambra Unified

I taught Special Education students algebra by presenting the equations with little need for basic math skills. When the students saw they were completing complex equations, all of their math skills improved including the basic skills that many had forgotten. I had a caseload of 20 students.

1998-2000 **Adult School teacher**  
Baldwin Park Adult School, Baldwin Park Unified

I taught ESL to students of varying ages. I was able to maintain an enrollment level of 35 students.

Los Angeles Unified School District  
Personnel Division

Class Description  
ASSISTANT PRINCIPAL, SECONDARY SCHOOL

A. Primary Function

Assists the principal in performing secondary school management duties required by law, by the rules of the Board of Education, and by administrative regulations; may act as administrative head of the school in the absence of the principal.

B. Responsible to

Principal, Secondary School

C. Subordinates

Certificated and classified personnel as assigned by the principal

D. Responsibilities

Provides educational leadership by (1) assisting in formulating, interpreting, and implementing the school's administrative policies; (2) supervising instruction and activities; and (3) developing and improving instructional programs and student services, plant management, staff development, and community affairs.

E. Distinguishing Characteristics

An Assistant Principal, Secondary School assists the principal by performing second level administrative functions relating to the instructional program and the operation of the school facilities; receives direction from the principal; may act as principal during the principal's absence.

An Assistant Principal, Secondary Student Services performs selected third level administrative duties associated with the management functions of a secondary school; receives direction from a principal, or when assigned by a principal, from an Assistant Principal, Secondary School; may act as assistant principal during the Assistant Principal, Secondary School's absence.

A Principal, Secondary School serves as the chief administrator of a secondary school with total responsibility to manage all affairs of the school, including general control and supervision of all certificated and classified employees assigned to serve in the school.

F. Qualifications

Education  
Required

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general course work in multicultural education or equivalent study approved for purposes of Board Rule 4204.

### Desirable

Completion of a college course in (1) human relations dealing with such topics as the basic needs of people and how to work with others, with particular reference to the techniques of supervision, and (2) communication skills featuring such topics as the writing of letters, reports, and directives, and the effective use of horizontal and vertical communications. Experience in the above areas shall be accepted in lieu of the college courses.

### Experience

Candidates for promotional examination must meet the following requirements before the filing deadline date.

### Required

1. At least five school years of successful full-time public school certificated service as a teacher. Upon appropriate approval, employees may satisfy up to two years of the five-year teaching requirement by service rendered at a District school location in a verified subadministrative position deemed essential to the effective administration of the school.
2. At least two school years of service in a certificated position(s) directly related to an instructional program which was departmentalized in two or more grade levels, 7 through 12, inclusive.

Desirable Significant, successful experience in secondary school leadership service such as Assistant Principal, Secondary Student Services or Secondary Counseling Services, department chairperson, coordinating teacher, counselor, dean, training teacher, or a position of a commensurate level requiring leadership in the instructional program.

NOTE: No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service, refer to Policy Guide E23.

### Knowledges, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level.
2. Leadership in the field of education and in securing community cooperation.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis.
4. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups in the school community.
5. Ability to direct the management activities associated with the position of secondary school principal or assistant principal.
6. Knowledge of the Education Code, Board Rules, District policies and operating procedures, and negotiated agreements.
7. Facility in oral and written communication.
8. Appropriate appearance and cleanliness.
9. Appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel, community representatives, and students.

### Health

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

### Credentials

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

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

### Desirable

A pupil personnel credential authorizing service as a counselor.

### Special Requirements

A valid California Driver License and the use of an automobile.

NOTE: This is a management class.

**Richard Alvarez**  
Employee # 712143

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### **OBJECTIVE**

To continue my professional growth in the field of Education while working as a School Principal.

### **EDUCATION**

California State University, Fullerton School of Ed. Tier II Administrative Services Credential

National University, La Jolla: School of education, Administrative Services Credential

California State University, Los Angeles: School of Education, MA Education: Emphasis in Child Development and Elementary education, with option in Anti-Biased Education.

California State University, Los Angeles, BA: Major – Child Development, Emphasis in Anti Bias-Education.

### **CERTIFICATIONS**

State of California Tier I&II Administrative Services Credential

State of California Multiple Subject Teaching Credential (BCLAD-Spanish)

State of California Child Development Site Supervisor Permit

### **WORK EXPERIENCE**

#### **Los Angeles Unified School District (1998 - Present)**

##### **JAMES A. GARFIELD HIGH SCHOOL**

##### **2009 – Present: Assistant Principal**

As the Administrator, primary duties include supervision of school sites daily operations as it pertains to my SLC and provide direct support to the school site Principal. Specific areas of Instructional responsibility Curriculum, Instruction, School Wide Technology, Small Learning Community Administrator, Parent and Community Outreach.



## **ABRAHAM LINCOLN HIGH SCHOOL**

### **2007 – 2009: Assistant Principal**

As the Administrator, primary duties include supervision of school sites daily operations and provide direct support to the school site Principal. Specific areas of Instructional responsibility are WASC, Student Services and Attendance, Special Education, Small Learning Community Administrator, Title One Programs, and Parent and Community Outreach.

## **LOS ANGELES ACADEMY MIDDLE SCHOOL**

### **2007 – 2005: Extended Learning Assistant Principal/SLC Administrator**

As the Administrator, primary duties include coordinate all intervention programs at the school site including Intersession, Extended Learning Program, English Language Acquisition Program, and Supplemental Services. As well as supervisor for the Physical Education and Electives Departments.

## **HOLLENBECK MIDDLE SCHOOL**

### **2005 - 2000: Teacher- Math, Sci, ESL, and Dance 6th, 7th and 8th Grade**

### **2005 - 2002: Coordinator Visual and Performing Arts Education**

Primary duties included implementing and coordinating the schools visual and performing arts programs during and after school. I responsible for the hiring of arts teachers for the program as well as managing the programs budget and fiduciary responsibilities. The focus of the program is to provide Arts education in the Middle School setting through elective classes, after school classes, and Arts awareness through performances.

### **2005 - 2004: Coordinator Student Information Systems**

Duties include maintaining computer operations and preparing reports including those related to student information, enrollment, attendance, class rosters, grade data and credits, and statistical reports.

### **2005 - 2004: Coordinator English Language Acquisition Team**

Primary duties included facilitating the redesignation process for our population of English Language Learners while managing an extended learning program designed for English Language Learners in grades.

6 - 8. The focus of the program is to provide additional academic instruction to students whose primary language is something other than English. The program provides language tutoring sessions for students, and evening and weekend workshops for their parents.

**2004 - 2001: Coordinator Technology**

Primary duties included facilitating technology trainings for teacher and maintaining the school site technology and operational level (i.e. Internet, Computers, and Software).

**2003 - 2000: Program Teacher Emergency Immigrant Education**

Duties include assisting recent immigrant students through a transitioning / language acquisition process. The program focuses on guiding students in adjusting to school life during a six week summer course.

**2001 - 2000: Co-Leader Small Learning Community - Purple House**

Coordinated academic and social activities to help increase school spirit, pride and unity within the SLC. In essence, served as liaison between students, parents, teachers, administrators, and members of the community for one of four SLC's.

**2000 - 1998: Bilingual Teacher Assistant - Purple House**

Assisted teachers in the classroom, by working with students in small groups and providing language support/SDAIE strategies to students. As a Teacher Assistant, I also provided support to the entire SLC and worked with all stakeholders.

**LOS ANGELES TRADE TECH COLLEGE**

**2001 – 2002: Child Development Center Teacher**

Assigned to a long term Child Development Center Site Supervisor position. Was responsible for overseeing Instruction, Operations, and Overall the supervision of the Child Development Center.

**PROFESSIONAL ORGANIZATIONS**

- Associated Administrators of Los Angeles, member since 2005
- Association of California School Administrators, member since 2005
- California Association for the Education of Young Children 2008

## **Alfredo A. Montes**

### **OBJECTIVE**

Currently applying for an Assistant Principal position.

### **WORK HISTORY**

#### **High School teacher, Coordinator, and Administrator at Garfield High School, LAUSD.**

*June 1995- present*

- Currently, Assistant Principal in charge of budgets, AVID, Athletics, Attendance. Past administrative experience in discipline, PLC, safety and math department.
- Extended Learning Academy Administrator at Garfield High, Nov 2006 thru Dec 2007
- Assistant Principal of Instruction over SAIT Program, May 2006 thru Nov 2006
- Title One Coordinator at Garfield High School and School Site Council Chair, Jan 2005-May 2006
- Taught for ten years courses in World History, U.S. History, Latin American St., Mexican-American St. and Government/Economics to fluent and non-fluent English speakers.
- Served three years as the elected Social Studies department chair
- Three years as member of Shared Decision Making Council and member of budget committee.
- Served two years in Staff Development Committee from 1995 to 1997.
- Served three years and a half as Student Body Coordinator
- WASC visiting member during March of 2003 at a San Diego County high school (Mar Vista High School, Sweetwater School District).
- ESL teacher at Garfield Adult School , *Fall 1998-Spring 1999*

#### **Elementary school teacher at Logan Elementary, LAUSD.**

Taught self-maintained classes in all subjects required for third through sixth grade students. Most of the students were limited English speakers.

*December 1990-June 1995*

### **EDUCATION/CREDENTIALS**

**Administrative Services Credential 2006- Passed School Leadership Series Exam 2/2/2006**

**Master's Degree in Latin American Studies, CSULA**

Exams in the fields of Anthropology, Political Science, and History: Mexico and Central America

*Winter 1994- Summer 2000*

**Professional Clear Single Subject Teaching Credential.** Authorized Field: Social Studies.

*Valid: August 1, 1998 to August 1, 2008.*

**Alumni Certificate of Honor from CSULA for outstanding and distinguished academic achievement:**

*April 1998.*

**The Praxis Series Exam-**

Successful completion of the English Language Literature Composition; Essay

*passed 11/12/94*

**Clear Bilingual Certificate of Competence (BCC), target language- Spanish.**

*November 1993*

**Professional Clear Multiple Subject Teaching Credential.** Authorized Field: General Subjects  
(examinations) *July 1993.*

**National Teacher's Examination (NTE) Programs,**

Successful completion of General Knowledge portion of exam with a ninety-one percentile rank.

*October 1990.*

**Bachelor's of Art degree from CSULA from the School of Natural and Social Sciences: Social Studies**

Emphasis on Third World Themes, *September 1990.*

# Mark Naulls

5101 E. 6<sup>th</sup> St. Los Angeles, CA 90022 E-mail [mnaulls@lausd.net](mailto:mnaulls@lausd.net) 323.981.1907

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**I am an administrator of one of the nation's largest senior high schools with almost five thousand students on a multi-track, "year round" schedule. I have over seventeen years experience in education and almost a decade of that serving as an administrator supporting every grade level from kindergarten to twelfth grade. I have worked in several underserved communities and continue to enjoy both the challenges and rewards that these assignments have posed. One of my greatest assets is to handle challenges presented to me that range from managing and developing a small learning community to overseeing multi-million dollar construction projects that occur simultaneously on campus. Working at a broad range of campuses, with multiple grade levels has afforded me the experience, adaptability and confidence to manage and enhance any instructional environment.**

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## SUMMARY OF QUALIFICATIONS

- Developed and managed the Humanitas small learning community at Garfield High School. Helped to merge the three smaller entities into one and facilitated the emergence of a pilot school applicant to spin-off from the original small school while maintaining the core school on campus.
- Managed and supervised several millions of dollars of construction projects at Garfield High School. Advocated on the schools behalf for the maximum available resources to help improve the aging physical plant.
- Created and instituted new campus measures to eliminate security breeches at Carver Middle School. Lobbied for and received a school police officer to be assigned full time and not to rove among several other schools as before.
- Modified the course offerings for the three Humanitas small learning communities which made the courses more "pure" for students and teachers which had been lacking before.
- Established direct communication and support network between administration and the small learning communities at Garfield High School.
- Designed an improved space usage plan for Garfield High School. Many spaces were underutilized before and increased efficiency of physical plant use was achieved.

- Drafted the fundamental design elements that are to be incorporated into the new administration building at Garfield High School. Provided instructional perspectives that must be included for architectural consideration.
- 

## **PROFESSIONAL EXPERIENCE**

### **Los Angeles Unified School District**

October 10, 1993-present

Second largest school district in the nation with nearly 700,000 students

- **Assistant Principal, Garfield High School-** August 1, 2008-present
- Assists with supervision of over 200 teachers on three tracks.
- Administrator of a one-thousand student small learning community
- Manages the physical plant, maintenance programs and multi-million dollar construction projects.
- Strategic planning for the main campus. All dimensions, all aspects.
- WASC / QEIA goal facilitator

### **Los Angeles Unified School District**

- **Assistant Principal, Carver Middle School-** February 8, 2001- June 30 2008
- Administrator of a 3,000 student, 6-8 grade middle school instructional program.
- Assists with supervision of over 125 teachers on three tracks.
- Acting principal during site administrator's absence.
- Supervisor of student discipline and overall campus safety.
- Supervised the maintenance of all facilities and directed all construction related projects.

## Los Angeles Unified School District

- **Assistant Principal, USC Magnet School-** March 1, 2001- February 1, 2003
- Administrator of the k-12 span school with an emphasis on the 9-12 students’
- instructional program.
- Acting principal during site administrator’s absence.
- Develop and supervised A-G curriculum and instruction for high school students.
- Coordinated discipline and safety for the entire k-12 population.
- Coordinated and supervised athletics.
- Supervised the maintenance of all facilities.

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## EDUCATION AND TRAINING

Masters of Education Cal State University, Los Angeles	2000 Los Angeles, CA
Bachelor Arts, English Cal State University, Dominguez Hills	1980 Torrance, CA
Professional Clear Administrative Credential Cal State University, Los Angeles	2000 Los Angeles, Ca
Professional Clear Language Arts Credential LAUSD District Intern Program	1995 Los Angeles, CA

**Frank Louis Rodriguez**  
Email: [frodri01@lausd.net](mailto:frodri01@lausd.net)

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Seeking a position as a Principal, Secondary, for the Los Angeles Unified School District. Offering excellent communicative and organizational skills, as well as experience with implementing innovative instructional initiatives.

### **Professional Experience**

**Assistant Principal, Secondary Student Services, July 2007-Present,**  
James Garfield High School, Los Angeles Unified School District (District 5)

**Assistant Principal, Secondary Student Services, September 1998- June 2007,**  
Francisco Bravo Medical Magnet High School, Los Angeles Unified School District  
(District 5)

**Assistant Principal, Secondary Student Services, February 1997-August 1998,**  
John Muir Middle School, Los Angeles Unified School District (District 7)

**Career Advisor/Work Experience Coordinator September 1996-January 1997,**  
**Dean of Students, September 1989-June 1996**  
**Electronics Teacher, September 1978-June 1989**  
Woodrow Wilson Senior High School, Los Angeles Unified School District (District 5)

### **Education**

**M.A. Educational Administration, June 1988**  
Los Angeles Unified School District Administrative Academy Program  
California State University, Los Angeles

**Designated Subject Vocational Life Teaching Credential (Electronics), K-12**  
California State University, Los Angeles, June 1978

**B.A. Political Science Pre Law, Minor Industrial Studies, June 1976**  
California State University, Los Angeles

### **Professional and Community Involvement**

- President, *Assistant Principal Secondary Student Services Organization* (July. 2005-June 2007)
- President, *Los Angeles Industrial and Technology Education Association* (July 1988-June 1989)
- President, *Epsilon Phi Tau* (Professional Service Fraternity for Vocational Educators; Sept. 1987-1988)
- Member, *Council of Mexican-American Administrators Association (CMAA)*
- Member and Representative, *Associated Administrators Los Angeles (AALA)*
- LAUSD Volunteer, *Academic Decathlon*
- Member, *LAUSD Vocational Educational Committee-Electronics*
- Electronics Instructor, *East Los Angeles Occupational Center (ELAOC)*
- Department Chair, Industrial Education, Woodrow Wilson High School
- Advisor, *Vocational Industrial Clubs of America (VICA)*, Woodrow Wilson HS
- Member, Shared Decision Making Council, Woodrow Wilson High School
- Member, Curriculum Council, Woodrow Wilson High School
- Stadium Manager, Woodrow Wilson High School

#### **Additional Professional Experience**

- Administrator in charge of a 456 student SLC/ California Partnership Academy at James Garfield High School
- Supervises the operation of the Attendance Office, Discipline/Dean's Office, Drop-Out Recovery Program, Williams Compliance/ Textbooks Room on a Year-round, Multi-track, Concept-6 Calendar at James Garfield HS
- Trained as a Western Association of Schools and Colleges Accreditation Team Member
- Supervised the implementation of the new Integrated Student Information System at Francisco Bravo Medical Magnet
- Supervised the Special Education Department at Francisco Bravo Medical Magnet
- Supervised Technology Implementation at Francisco Bravo Medical Magnet
- Supervised Facilities at Francisco Bravo Medical Magnet
- Supervised Coordination of Digital High School Grant at Francisco Bravo Medical Magnet
- Coordinated Amnesty/Migrant Education Program at Wilson/Lincoln Adult School

#### **Professional References**

Michael Summe, Principal  
James Garfield HS  
5101 E. Sixth Street  
Los Angeles, CA 90026  
323-981-5500

Felipe Caceres, Assistant Principal  
Roybal Learning Center  
1200 W. Colton Street  
Los Angeles, CA 90022  
213-580-6400



## **Other Leadership Roles**

06/2009-08/2009 Designed and Hired for the Summer School program  
06/2007-08/2007 Designed and Hired for the Summer School program  
2006- 2008 Lead Recruiter for Hiring Teachers at Locke High School  
10/2002-08/2005 Special Education Coordinator  
12/2002-06/2005 Crisis team assistant leader  
02/2004-06/2005 DVR compliance team  
08/2004-Present Small School Coordinating Team  
06/2005-08/2005 Recruitment Team for Locke  
08/2005-2007 Co-coordinator of TAPCA (Small School)

## **Teaching Experience**

09/2008 06/2009 Web Design Teacher  
09/2005-06/2007 College Prep Seminar Teacher  
09/2004-06/2005 Peer Counseling Teacher  
06/2004-08/2004 Summer School Teacher (Special Education)  
09/2003-06/2004 Peer Counseling Teacher  
06/2003-08/2003 Summer School Teacher (Special Education)  
01/2002-08/2002 Adult School Teacher (ESL 3)  
10/2001-06/2002 Special Education Teacher (Algebra I)

## **Job Description**

**Name:** Rose Anne Ruiz

**Position:** Assistant Principal

**Supervisor:** Principal

### **Primary Function**

Serve as a member of the administrative staff. Provide leadership in developing collaborative general and special education instructional programs and meeting special education legal requirements. Major duties include: oversight of appropriate instruction and services for students with special needs and lead administrator for Teacher Career Academy.

### **Essential Duties:**

1. Assist in the development of the Teacher Career Academy (TCA) mission statement and vision plan.
2. Supervise, guide and support all certificated and classified staff in the TCA and Special Education department.
3. Establish instructional goals and standards that meet or exceed existing LAUSD requirements for grades 9-12 and *a-g* requirements.
4. Evaluate all certificated and classified staff and provide guidance and assistance as needed. Monitor and evaluate curricula, teaching methodologies and support programs for effectiveness and personalization that meet the unique needs of all students within TCA and special education.
5. Organize and develop community outreach teams that will enlist the support of parents, community partners, and other qualified and interested groups that will help to bolster academic achievement for the TCA.
6. In collaboration with teachers, counselors and outside agencies, establish a full complement of advisory services for college and career opportunities.
7. Maintain ongoing communication with parents, students and community members via electronic newsletters, bulletins, calendars and print resources.
8. Supervise the operational aspects of TCA including, safety, facilities and maintenance, attendance, discipline, and record keeping.
9. Oversee the Special Education program and services for all students identified with special needs.
10. Supervise over the pre-referral, identification, referral, evaluation, and program planning for all students with disabilities.
11. Oversee the implementation of the Section 504 of the Rehabilitation Act.
12. Participate in professional development.

**Rose Anne Ruiz**  
[rwr8954@lausd.net](mailto:rwr8954@lausd.net)

### **Objective**

*To obtain an administrative position within a secondary institution and to have the opportunity to work with a diverse student population.*

### **Education**

California State Los Angeles University, Los Angeles, CA

- Bachelor of Arts Degree: Urban Learning 2003
- Master's of Arts Degree: Mild-to-Moderate Special Education 2007

### **Credentials**

Education Specialist Instruction Credential: Mild to Moderate  
Preliminary Administrative Services Credential

### **Employment History**

#### **Assistant Principal, Secondary**

**July 2009-Present**

**James A. Garfield High School, Los Angeles Unified School District**

- **Major Duties include:** Administrator in charge of Teacher Career Academy. Conversion of small learning community to an autonomous small school. Parent outreach. Responsible for all students with special needs, and to ensure they receive appropriate services and support as stipulated by their Individualized Education Plans. Coordinate and maintain all special education programs in accordance with Federal, State, and District mandates. Coordinate intervention programs using targeted data. Develop and deliver professional development. Supervision of teachers and teacher assistants. Responsible for Special Education and Teacher Career Academy budgets.

#### **Required Learning Academy Assistant Principal, Secondary**

**September 2008- June 2009**

**Robert L. Stevenson Middle School, Los Angeles Unified School District**

- **Major Duties included:** Managed all Intervention programs and budgets. Supervised the Special Education Department, including discipline for students with special needs. Participated as the Response to Intervention Committee Chair and implementation of the Response-to-Intervention pilot program. Assumed the role of "Principal" as required. Responsible for class schedules for students with disabilities. Coordinated professional development. Conducted Parent Meetings. Coordinated and developed program for at risk students. Participated as an active member of Student Success Team, Coordination of Services Team (COST), and 504 Plan Team.

#### **Teacher/Coodinator**

**January 2007 – September 2008**

**James A. Garfield High School, Los Angeles Unified School District**

##### **WASC Coordinator**

- **Major Duties included:** Compiled, disaggregated, and interpreted school data for school staff. Actively involved with the High Priority Plan and Single Plan for Student Achievement. Facilitated all WASC activities and collaborated with faculty in writing the Full Self-Study Review.

##### **Bridge Coordinator**

- **Major Duties included:** Monitored and conducted Individual Education Plan Meetings (IEPs) ensuring compliance with Modified Consent Decree Outcomes. Conducted and led special education department meetings. Collaborated with general education teachers to bridge achievement gap between special and general education students.

#### **Special Education Teacher, Secondary**

**September 2003- January 2007**

**David W. Griffith Middle School, Los Angeles Unified School District**

- **Major Duties included:** Educated students with mild to moderate disabilities including Autism, learning disabilities, and emotional disturbance. Special Education Department Chairperson.

### **Committees Served On**

WASC Self-Study (Coordinator), Modified Consent Decree (chairman), Discipline, Single School Plan, School Leadership Team, Small Learning Community Committee, Response to Intervention, District Validation Review Committee, and Professional Development Committee.

### **Special Skills**

Knowledgeable with RTI Decision Making, Data Driven Dialogue Trained, BICM trained, Proficient in Special Education Laws, Welligent and KTEA II.

**References:** Available on Request

# **Frances Dominguez Vilaubi**

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[fvilaubi@lausd.net](mailto:fvilaubi@lausd.net)

## **Assistant Principal**

### **December 2003 to present**

#### **James A Garfield High School, Los Angeles Unified School District**

*July 2007-current*

Acting Principal in the absence of Principal

Professional Development: Implementation of Professional Learning Communities

Small Learning Communities: Work weekly with Lead Teachers from six SLC's

Student Body Activities/Budgets

Master Calendar Scheduling

Physical Education Department/Academic Decathlon

Classroom Observations/Stalls

*July 2005 to July 2007*

Attendance and reports: Enrollment/Registration/Fall Survey/Norm Day

Roll out of ISIS Attendance program school-wide

Open House/Back to School Night

Physical Education Department/ Academic Decathlon

Budgets

*December 2003 to 2005*

Discipline: Developed school-wide discipline plan with a committee of parents, teachers, students, and community organization

Tardy Policy/detention

Safe School Plan Emergency Drills

Campus Supervision: Campus Aides, Administrators, Coordinators, volunteers, counselors.

## **Teacher**

### **Dean of Students**

**1994 to Nov 2003**

Ramona High School, Los Angeles Unified School District

### **Physical Education Teacher**

**1986 to 1994**

Ramona High School, Los Angeles Unified School District

**ESL Teacher:**Garfield Adult School, Los Angeles Unified School District

## **Education**

Point Loma Nazarene, Pasadena Calif. –M.A. Educational Leadership 2001

Willamette University, Salem Oregon – B.A.Physical Education

## **Professional Certification**

California Preliminary Administrative Services Credential (9-01-01)

California Professional Clear Physical Education Teaching Credential

## **Award**

Mujeres Destacada in Education, Woman of the Year 2009, La Opinion

## **Lead Teacher Resumes**

Lead Teacher:

College and Career Readiness Academy

To Be Determined

Lead Teacher:  
Global Studies Academy  
Francine Denay



# Global Studies Academy

<b>Objective:</b>	To serve Garfield High School and the community by providing a unique educational experience through a global awareness perspective.		
<b>Job Description:</b>	<p>Act as a liaison between the Global Studies Academy and: Administration representing the ideas and interests of Global Studies to the administration and relaying communication from the administration to the Global Studies Staff.</p> <ul style="list-style-type: none"> <li>Parents and parent advisory groups</li> <li>ITTL (International Trade, Transportation and Logistics) Advisory Board and other business partners</li> <li>Facilitate Global Studies Professional Development and staff meetings</li> <li>Explore and respond to needs and opportunities for professional development</li> <li>Ensure that team is working on developing, re-examining, revising and implementing project based curriculum</li> <li>Keep team abreast of all information</li> <li>Work with counselors &amp; Global Studies Staff to develop and implement intervention plan</li> <li>Work with Global Studies Staff to develop and disseminate brochures and newsletters to partners, families, community members, and develop a web site unique to Global Studies.</li> <li>Work with administration on distribution of California Partnership Academy (CPA) grant funds</li> <li>Coordinate student/parent/staff meetings to encourage parent participation</li> </ul>		
<b>Work Experience:</b>	<p>1998 – Current 1994 – 1998</p> <p>1995 – 1996 1984 – 1989</p> <p>1986 – 1989</p> <p>1981 – 1986</p>	<p>James A. Garfield High School Griffith Middle School</p> <p>West Coast University NASA</p> <p>Norwalk-La Mirada Unified</p> <p>Norwalk-La Mirada Unified</p>	<p>Science Instructor: Biology, ICS, Chemistry, Earth Science Science Instructor: Physical and Life Science Mentor for Science Dept new hires</p> <p>Engineering Instructor: Loral Space Information Systems Boeing Aerospace Ford Aerospace PALS (Principal of Alphabet Literacy System) Pioneered the first computer based literacy program Instructor/Substitute Science, Business</p>
<b>Education:</b>	<p>2003 – 2004 1996 - 1996 1996 – 1994 1992 – 1996 1992 – 1994 1986 – 1988 1986 – 1987 1979 – 1985 1969 – 1973</p>	<p>University of Phoenix California State University, LB West Coast University NHLC/IBM/NASA California State University, LB California State University, LB California State University, Fullerton Cerritos Community College Tarleton State University, Texas</p>	<p>Curriculum Development Technology-Based Learning <u>Masters</u> Degree Engineering Tech Mgmt Computer Training (20+ courses) Quality Assurance/Statistical Control (SPC) <u>Physical Science Certification</u> Educational Coursework required for teacher certification Professional Growth <u>Bachelor of Science</u> Education/Minor in Speech</p>
<b>Extra Curricular:</b>	<p>2009 – Current 2009 2009 – Current 2009 2007 2001 – 2004 1999 – 2001 1994 – 1995 1994 1969</p>	<p>Global Studies SLC Grant Writer/Recipient Department Chair Assistant Club Advisor SDAIE Training Advisor Advisor Mentor Grant Writer/Recipient Who's Who Recipient</p>	<p>Lead/Design Team for Global Studies proposal California Partnership Grant Garfield High School Science Department IVEA Technology Club/Culinary Arts Club CLAD Certification Robotics Team 261 Senior Class Science Dept Griffith Middle School Science Dept Griffith Middle School Outstanding Teenager in America</p>
<b>References:</b>	Available Upon Request		



Lead Teacher:

Green Architecture and Design Academy

Frank Carrillo

## Resume

Frank A. Carrillo, Ed.D, NBCT

Objective – To gain a breadth of experience and a depth of knowledge in order to best instruct mathematics at the high school level

### Work Experience

1993 – Present – High School Math Teacher – Los Angeles Unified School District  
Levels of Algebra 1 through Calculus, Other duties have included – Master Teacher, Small Learning Community Lead Teacher, Learning Team Facilitator, Mentor Teacher, Budget Chair, AVID Program Coordinator, Student group sponsor, Facilitator for IMPACT student support groups, Tutor, Leader of Professional Development, Elections Chair, Beginning Teacher Support Provider, Member employee hospitality committee, Lead Teacher of a California Partnership Academy

1995 – Present – Presenter of Professional Development workshops and classes –  
Employers include LAUSD, UCLA, UCLA Extension  
Conference presentations for the following organizations: UCLA, Los Angeles County Teachers of Mathematics, California Math Council, National Council of the Teachers of Mathematics. Workshop Titles include: Using Graphics Calculators, Perspectives on Algebra, Using Math models to Prepare Algebra 1 Students for Calculus, Incorporating Second Language Acquisition Techniques in the Secondary Math Classroom, Effective Strategies of Co-Teaching, Supplemental Instruction that Augments a Rigorous AP Calculus Course. I taught a 10-week UCLA extension course as a requirement for teachers to obtain a supplemental authorization to teach Algebra 1. I taught an LAUSD point credit course, which I authored, entitled “Algebra Alive”.

1994 – 2008 – Presenter of Taming the SAT Workshop – Taming the SAT, Inc. – I led 6-hour preparation workshops that have been reported to raise student SAT math scores by 100 points. These workshops were conducted in various cities in the States of California, Nevada, Washington, and Oregon.

1995 – 2002 Item Writer, Test Development Committee, Scoring Leadership – State of California – Golden State Exam – Geometry. Over these years I performed multiple tasks including: item writing, item reviewing, test construction, statistical review, publication review, training readers, supervising readers, developing scoring rubrics. During scoring sessions I served as table leader where I trained 6 teachers to score to a rubric, monitored their adherence to the rubric for one week, and helped them readjust to the rubric if they strayed.

2002 – 2003 Leader Support Network – United Teachers of Los Angeles – I facilitated a cadre of 7 teachers who were working to obtain their National Board Certification. I conducted their professional development and facilitated the creation of their portfolio.

2003 – 2009 Reader Calculus AB and BC – Educational Testing Service, Fort Collins Colorado, Louisville Kentucky, Kansas City Missouri; I have scored student papers for one week each June with 600 other Calculus teachers from around the world.

1988 – 1992 Electrical Engineer – Component Testing – DPA Labs - I created software for mainframes to test electrical components. I wrote government-approved specifications for the testing procedures. I created pricing quotes as a sales representative to potential clients.

1994 – 2000 California Mathematics Project – UCLA – I participated in a three week institute to implement the California Mathematics Framework in my classroom. From this I authored and conducted several professional development workshops for the Riverside Union School District, Centinela Valley School District, and Los Angeles Unified School District.

#### Volunteer Professional Experiences

I have written and conducted workshops in conferences sponsored by these professional organizations – Los Angeles County Teachers of Mathematics Association, California Mathematics Council, National Council of Teachers of Mathematics, College Board

State of California Instructional Materials Committee – 2007 – I reviewed Algebra Readiness Programs in accordance with the Framework textbook evaluation criteria.

#### Educational Experience

Bachelors of Science Electrical Engineering, University of California, Los Angeles, 1987

Doctor of Education, University of California, Los Angeles, 2000

Dissertation “Preparing Latino Students for the SAT Using Latino Cultural References”

During my undergraduate education I worked as a mathematics tutor for the Education Opportunity Program at the University of California Riverside, as a Calculus reader for the Department of Mathematics at UCR, and one year as an engineering intern at Singer Librascope Corporation.

My California Professional Clear Teaching Credential was obtained through the Los Angeles Unified School District Intern Program from February 1994 to Feb 1996

National Board Certification – Adult and Young Adult Mathematics, November 2001

Lead Teacher:

Humanitas Academy of Media Arts

Martin Buchman

**Martin Buchman**  
[mbuchman@lausd.net](mailto:mbuchman@lausd.net)

### **Professional Experience**

Small Learning Community Coordinator  
English Teacher and ELA Department Chair  
Garfield High School, Los Angeles Unified School District  
September 1985 – present

### **Accomplishments**

SLC Coordinator (2009 – present)

- Coordinated three track SLC program for 32 teachers and 875 students school-wide
- Planned and facilitated professional development
- Coordinated and implemented training for teacher teams
- Oversaw SLC budget and expenditures
- Promoted and facilitated interdisciplinary team teaching methods
- Maintained data and reports for student achievement and academic growth

Humanitas Coordinator and Lead Teacher (1998 – present)

- Established Garfield High School's Humanitas Program
- Integrated Humanitas interdisciplinary strategies and methodologies into daily instruction
- Implemented Humanitas Program into small learning communities in a three track year-round school

English Department Chairperson (2000 – present)

- Created program matrix for English Department – year round three tracks
- Annually assigned classes to 48 English Language Arts (ELA) teachers
- Represented English Department school-wide
- Planned and facilitated Professional and Staff Development school-wide
- Trained English teachers for Secondary Periodic Assessment scoring
- Coordinated Secondary Periodic Assessment for English Department
- Represented Local District 5 in developing District's ELA Instructional Guide
- Oversaw ELA department budget and expenditures for 48 teachers
- Coordinated Studio Course trainings between GHS and LD5 office
- Coached and mentored ELA and Math teachers

Academic Leadership Council (2000 – present)

- Worked in tandem with administration to develop school policies and programs

Literacy Cadre Member - LD5 (2001 – 2005)

- Participated in literacy workshops on a monthly basis
- Demonstrated and modeled SDAIE strategies to colleagues
- Presented Professional Development trainings to colleagues

### **Professional Trainings**

Collaborative Learning Community, Professional Learning Community, Humanitas Teachers' Academy, College Board Advanced Placement (English Language and Comp.)

### **Education and Certification**

Bachelor of Arts, Radio and Television (University of Arizona)  
Clear Credential – Single Subject (English)  
SB1969

Lead Teacher:

Teacher Career and Performing Arts  
Academy

James Wicks, Sr.

**JANUARY 6, 2010**

**JAMES L. WICKS, SR.**

**ACADEMIC BACKGROUND:**

UC Irvine Irvine, CA	Integrated Science Curriculum Dev.	four semester units	Summer 1995
Boston University Boston, MA	Microbiology Seminar (ASM)	four semester units	Summer 1994
California State University Los Angeles Los Angeles, CA	Educational Administration	Masters of Arts Educational Administration (MA Ed.)	1992-1994 Graduated: June 11, 1994
University of California Los Angeles (UCLA) Los Angeles, CA	Leadership in Science Education	Certificate of Completion (Nine quarter units)	Summer 1988
California State University Los Angeles Los Angeles, CA	Credential Program	Ryan Professional Clear Credential; Life Science	Summer 1985 Summer 1987
Los Angeles Community College Los Angeles, CA	Computer Technology Spanish	three semester units  four semester units	Summer 1988  Summer 1985
Jackson State University Jackson, MS	Biology Education	Bachelor of Science Education (BS Ed.)	1972-1978 Graduated: August 1978
Tougaloo College Tougaloo, MS	Biology Education	64 semester units	1967-1969

**CAREER SUMMARY**

- 31 years of experience as science teacher. Subjects taught include biology, chemistry, life science, integrated/coordinated science, earth science, physical science, and environmental science.
- Lead teacher, Track-B (2 years)
- Coordinator/Lead Teacher for the Teacher Career Academy (6 years)
- Garfield High School Professional Development Team (2 years)
- Chairman of Garfield High School Steering Committee for the development of Small Learning Communities (2 years)

### **RECENT TRAINING**

Active Chemistry Curriculum Training, The Ohio State University  
 CTET classes to qualify to teach language learners  
 Currently awaiting scores from the December 5, 2009 CTET tests for certification to teach language learners

### **RECENT WORKSHOP FACILITATION**

Professional Development for the Active Chemistry Curriculum (2007-2009)  
 Professional Development for Integrated/Coordinated Science Curriculum (2005-2009)

### **LICENSE/CERTIFICATION**

- Preliminary Administrative Services Certificate
- Ryan Professional Clear Life Science Teacher Credential, State of California
- Teacher's License, State of Mississippi  
 Endorsements: Biology, Chemistry, and Physical Science

### **CERTIFICATES AND AWARDS:**

**Garfield High School (CSF) Teacher of the Year (2005)**

Los Angeles, California

**CA League of High Schools Educator of the Year (2005)**

Los Angeles, California

**Stevenson Middle School Teacher of the Year (1991)**

Los Angeles, California

**Utica High School Star Teacher Award (1982)**

Utica, Mississippi

### **Certificates of Merit and/or Appreciation presented by:**

- Certification, National Board for Professional Teaching Standards, 2002
- Outstanding Leadership Award, It's About Time, Inc. 2005



Lead Teacher:

University Preparatory Program

Susan Cardona

**Mrs. Susan Cardona – Lead Teacher**

Email: slc9975@lausd.net

**Career Objective:** To continue teaching English at Garfield High School in the University Preparatory Program

**English Teacher**

**Work Experience:** James A Garfield High School  
October 17, 1980 to present

Abraham Lincoln Adult Education  
October 17, 1980 to June 1988

**Education:** University of California, Irvine  
M.A.-English-1989

California Lutheran College, Los Angeles  
M.A.-Education-1984  
Administrative Credential-Clear

California State University, Los Angeles  
Ryan Single Subject Teaching Credential, English, 1980

University of California, Berkeley  
B.A.-English-1978, with Honors

**Adjunct Experience:** Small Learning Community (University Preparatory Program)  
Lead Teacher, 2007-present

GHS Design Team for RFP

English Department Chairperson  
33 members -1995-2000

Advanced Placement teacher  
English Literature and English Language and Comp.  
2000-present

SDAIE Training-UTLA Headquarters, 1993

**References Available Upon Request**

Appendix 10.f  
List of Current Teachers

## Projected Teacher and Teacher assistant need for the 2010-2016 school year.

<b>Class</b>	<b>Teacher to Student Ratio</b>	<b>Sections</b>	<b>Teachers needed</b>	<b>Teachers Aids/ Sped Aids</b>
English 9	21:1	47.6	15.8	4
English 10	25:1	42	14	3
English 11	25:1	36	12	
English 12	32:1	16.8	5.6	
Algebra 1	21:1	52.3	17.4	10
Geometry	25:1	50	16.6	3
Algebra 2	32:1	24.2	8	
Adv math	32:1	25	8.3	
World History	25:1	15.6	5.2	
US History	32:1	13.6	4.5	
Gov./Econ	32:1	7.1	2.3	
Biology	23:1	52	17.3	7
Chemistry	32:1	23.3	7.7	
Elective science	35:1	10.8	3.6	
Foreign Language	32:1	23.4	7.8	
Health	35:1	6.7	2.3	

<b>Class</b>	<b>Teacher to Student Ratio</b>	<b>Sections</b>	<b>Teachers needed</b>	<b>Teachers Aids/ Sped Aids</b>
Industrial arts	35:1	8.3	2.8	
Computer sci.	35:1	7.7	2.5	
Art	35:1	9.6	3.2	
PE	45:1	31.1	10.4	
Other electives	40:1	16	5.3	
Sped English	12:1	23	7.6	7
Sped Math	12:1	16	5.3	5
Sped Science	12:1	12	3	3
Sped History	12:1	16	5.3	6

## GARFIELD TEACHERS BY SLC

Name	SLC	Trk	RSP	SDC	Highest Degree	Subject
CAAN, ALLEN		A			Bachelors	Special Education
MARTINEZ, ANDREW		A			Bach + 30 Un.+	
MORI, CHARLES		A				POOL
QUILLER, SANDRA		A				POOL
FLORES, LUZ		C		SLD	Masters	Special Education
BLAISDELL, CHRISTINE J	CT	A	No	CBI	Masters	Special Education
RUIZ, ROSE ANNE	CT	A				ADMIN
ADLE, DARIUS	CT	B	No		Masters	FOREIGN LANGUAGE
ALVAREZ, CARLOS	CT	B			Bachelors	ROP
ALVAREZ, IMELDA	CT	B	No			FOREIGN LANGUAGE
BRAEFF, ANN	CT	B			Mast + 30 Un.+	ENGLISH
CAMPOS, GERARDO	CT	B			Bach + 30 Un.+	PE
DAMASCO JR, SATURNINO	CT	B	No		Masters	MATH
DODSON, CRISTINA	CT	B		SLD	Bachelors	Special Education
DUNN, MARIA	CT	B		SLD	Bach + 30 Un.+	AUX
GAZARIAN, KASPAR	CT	B			Mast + 30 Un.+	MATH
LOPEZ, NORMA	CT	B	No	SLD		Special Education
MARTINEZ, DANIEL R	CT	B	Yes		Bachelors	Special Education
MENA, MARIA G	CT	B	No		Masters	COUNSELOR
NEVAREZ, MARGARITA	CT	B			LeSS than Bach	ROP
OTA, COLEEN M	CT	B			Bach + 30 Un.+	PE
RICHARDS, CHARLES	CT	B			Bach + 30 Un.+	SOCIAL STUDIES
RICO, GABRIEL J	CT	B			Bach + 30 Un.+	SOCIAL STUDIES
ROURA, YOLANDA	CT	B			Mast + 30 Un.+	ART
THOMAS, JOHN TIMOTHY	CT	B			Mast + 30 Un.+	SCIENCE
WICKS, JAMES L SR	CT	B			Mast + 30 Un.+	SCIENCE
CASTILLO, MELINA	GI	A			Mast + 30 Un.+	ADM
GONZALEZ, JAVIER	GI	A	No		Masters	AUX
HUECK, HENDRICK	GI	A	No		Bachelors	AUX
RUELAS, JOSE LUIS	GI	A			Masters	AUX
SEKIYوبا, BAYAVUGE E	GI	A			Bachelors	COACH
DARLING, LISABETH	GI	B				COACH
ANDRADE, JOSE	GI	C				SOCIAL STUDIES
CASAS, DIANA	GI	C			Masters	COUNSELOR
DENAY, FRANCINE	GI	C			Mast + 30 Un.+	SCIENCE
GABELLINI, DANIEL	GI	C			Masters	APEX
GAONA, MARIA A	GI	C			Masters	MATH
HERNANDEZ, ROBERT	GI	C			LeSS than Bach	ROP
IKEMI, ROBERTA	GI	C	No	SLD	Doctorate	Special Education
LEAL, MAURICIO C	GI	C			Bach + 30 Un.+	MATH
MARCHANT, ELAINE	GI	C	No		Bachelors	ENGLISH
RUBALCABA, RAMIRO	GI	C			Bachelors	AUX
RYAN, BARRIE W	GI	C	No		Masters	ENGLISH
SANCHEZ, ERIC J	GI	C			Bach + 30 Un.+	SCIENCE
SANDOVAL, MARCELA	GI	C			Bachelors	ENGLISH

VAZQUEZ, MONICA VILLARREAL, CARLOS YOSWATTANA, JINAPAT	GI GI GI	C C C	No		Masters less than Bach	FOREIGN LANGUAGE ROP SCIENCE
ARENAS, CARMEN BARRELL, LORI A BECERRA, MARIO	HU HU HU	A A A			Masters Bach + 30 Un.+	FOREIGN LANGUAGE ENGLISH COORD
BUCHMAN, MARTIN ETHENOZ, STANISLAS JUAREZ, LUCY	HU HU HU	A A A			Bach + 30 Un. + Bachelors Bachelors	COORD SCIENCE MAT
MARQUEZ, J CARLO MARTINEZ GONZALEZ, ANDRE NAULLS, MARK	HU HU HU	A A A			Masters Masters Mast + 30 Un. +	COUNSELOR SOCIAL STUDIES ADM
ROCHA, MICHAEL A ROYBAL, JAMES SARABIA, ADRIANNE	HU HU HU	A A A	Yes		Bachelors Masters Bachelors	ENGLISH Special Education MATH
SMITH, DENNIS A SOLIS, GRISELDA VILLANUEVA, VERONICA	HU HU HU	A A A	No		Bach + 30 Un. + Bachelors Masters	SOCIAL STUDIES SOCIAL STUDIES COUNSELOR
WALLACE, CEDRIK O WIGHTMAN, JOHANNA ARMENDARIZ, MARIE	HU HU HU	A A B			Masters Mast + 30 Un. + Bach + 30 Un. +	AUX  ESL
CARRASCO JR, MARIO CASTELAZO, TOM CHAVEZ, TOMAS	HU HU HU	B B B	No	SLD	Masters Bachelors Bach + 30 Un. +	SOCIAL STUDIES Special Education SOCIAL STUDIES
CHEBY, LISA E CROSLAND, ARLETTE M DAVIS, CHARLES ANDREW	HU HU HU	B B B			Bachelors Mast + 30 Un. +	ENGLISH ENGLISH ENGLISH
DELICANA, NANCY D DURAN, DEANA FAMIGLIETTI, EDUARDO	HU HU HU	B B B	No No		Bachelors Masters Doctorate	SCIENCE COUNSELOR SCIENCE
GREENE, RACHEL KANG, YOUNG JAE SAIDI, HORIA	HU HU HU	B B B	No		Bachelors Masters	SOCIAL STUDIES MATH MATH
VALLE, VICTOR ALEKSANYAN, ANUSH CENDEJAS, OMAR	HU HU HU	B C C	No		Bachelors Bach + 30 Un. +	ESL ENGLISH PE
CHEN, HSIANG LESLIE DABAGIAN, MIHRAN ESCOBAR, ALEXANDER	HU HU HU	C C C	No	MRM	Bachelors Bach + 30 Un. +	SOCIAL STUDIES MATH Special Education
GONZALEZ, DAISY GONZALEZ, MIRIAM A GUZMAN, ANTONIO	HU HU HU	C C C	No No	SLD	Bachelors Bachelors	MATH Special Education SOCIAL STUDIES
IBARRA, NORMA IRVIN, JOHN M LEAVY, MICHAEL A	HU HU HU	C C C	No No	MRM	Masters Mast + 30 Un. +	Special Education ENGLISH ENGLISH
MARQUEZ, ANTONIO PEIDER, CELIA Q SOLOMON, LARRY	HU HU HU	C C C	No No	SLD	Bach + 30 Un. + Masters	FOREIGN LANGUAGE SCIENCE Special Education
SOULIOTIS-FOLEY, ZOE D	HU	C			Bach + 30 Un. +	ENGLISH

APODACA, FREDDIE	LS	A	No		Bachelors	AUX
CORREA, MARLENE	LS	A			Masters	COUNSELOR
SUMME, MICHAEL	LS	A			Masters	ADM
MORETON, JEFFEREY	LS	B			Mast + 30 Un.+	AUX
FRITCH, BRIAN	LS	C			Bachelors	SOCIAL STUDIES
JAUREGUI, PATRICIA	LS	C			Masters	ENGLISH
KONZELMAN, CHRISTOPHER	LS	C			Bach + 30 Un.+	ENGLISH
MACIAS-SALAS, ANNA	LS	C			Masters	MATH
MARQUEZ, DORA	LS	C			Bachelors	AUX
MARQUEZ, ROY	LS	C			Masters	COMP
PEREZ, ANABEL	LS	C			Bachelors	SCIENCE
PURKHISER, PAUL	LS	C			Masters	COUNSELOR
SEGURA, DALILAH	LS	C			Bach + 30 Un.+	SOCIAL STUDIES
THOMSON, LINDA M	LS	C			Mast + 30 Un.+	COMP
ANDRE, YAMILETH	MS	A			Bachelors	SCIENCE
CARDONA, SUSAN L	MS	A			Mast + 30 Un.+	ENGLISH
CHIN, DENISE	MS	A			Masters	MATH
FRIAS, MARIA L	MS	A			Bachelors	FOREIGN LANGUAGE
GASER, BRUCE	MS	A			Bach + 30 Un.+	MATH
HEAD, DEBORAH	MS	A			Mast + 30 Un.+	AUX
HICKMAN, DAVID	MS	A				SOCIAL STUDIES
HUANG, YUE	MS	A			Mast + 30 Un.+	ENGLISH
KLASEUS, SHAUN	MS	A	No		Bach + 30 Un.+	ENGLISH
MACK, BRENDA	MS	A			Mast + 30 Un.+	Special Education
MC INTIRE, SEAN	MS	A			Bach + 30 Un.+	SOCIAL STUDIES
MILLER, JOHN	MS	A			Bach + 30 Un.+	SCIENCE
MOSLEY, BEVERLY T	MS	A			Masters	COUNSELOR
PARUNGAO, PRINCESITA T	MS	A			Bachelors	ROP
PUMA, SARA	MS	A			Masters	COUNSELOR
SMITH, JOHN PIERRE	MS	A	Yes		Mast + 30 Un.+	Special Education
TANTEE, SUSAN	MS	A			Bachelors	SOCIAL STUDIES
WICKS, JAMES JR	MS	A	No	SLD	Bachelors	Special Education
WRIGHT, STEVEN H	MS	A			Bach + 30 Un.+	PE
XAVIER, NANETTE	MS	A			Masters	SCIENCE
KORNZWEIG, JORDAN	MS	B			Mast + 30 Un.+	ENGLISH
ALVAREZ, RICHARD	NH	A	No		Bach + 30 Un.+	ADM
CANO, SALVADOR	NH	A			Masters	SCIENCE
CASAS, ADAM	NH	A			Bach + 30 Un.+	ESL
CHAVEZ, MARGARET	NH	A	No	SLD	Bachelors	Special Education
CUMBES, CINDY LEE	NH	A			Bach + 30 Un.+	COUNSELOR
DE LA CRUZ, ARIANA	NH	A	No			MATH
DIOSDADO, ROSA E	NH	A			Mast + 30 Un.+	FOREIGN LANGUAGE
DOWNY, KIRK W	NH	A	No	SLD	Bachelors	Special Education
FLORES, MAYRA	NH	A			Bachelors	ESL
GONZALEZ, GUILLERMO	NH	A			Masters	COMP
KAKROUDI, FARIBA M	NH	A	No		Bachelors	SCIENCE
MC GONIGLE, LYNN	NH	A			Bach + 30 Un.+	ENGLISH
MURILLO, MARISELA	NH	A			Masters	ENGLISH



ROBLES, ANNA ARACELI	NH	A			Bach + 30 Un.+	FOREIGN LANGUAGE
ROBLES, ENRIQUE	NH	A			Bach + 30 Un.+	HEALTH
SAPIEN, ELSA	NH	A			Bach + 30 Un.+	MATH
SOTO, MARIA DOLORES	NH	A			Bach + 30 Un.+	FOREIGN LANGUAGE
TORRES, RUBEN	NH	A	No		Bachelors	PE
ULIVI, MONIQUE G	NH	A			Bachelors	ENGLISH
VALDIVIA, LAURA	NH	A			Bach + 30 Un.+	PE
WONG, HUGH	NH	A			Bachelors	MATH
ALI, PAUL	NH	B			Masters	ENGLISH
ALMOND, MATT	NH	B			Bachelors	DEAN
BECERRA, DOROTHY	NH	B			Bachelors	ENGLISH
STERLING C	NH	B			Bach + 30 Un.+	ENGLISH
GARCIA, CESAR	NH	B	No			MATH
GARCIA, SERGIO P	NH	B			Bach + 30 Un.+	MATH
GONZALEZ, AMNERIS	NH	B				MATH
HOYOS, SAMUEL	NH	B			Mast + 30 Un.+	COUNSELOR
MAR, JENNIFER	NH	B			Bachelors	SCIENCE
MARTINET, CLARE M	NH	B				ESL
MARTINEZ, JOSE	NH	B	No		Bachelors	HEALTH
MENA, AZUSENA	NH	B	No		Bachelors	SCIENCE
OCEGUERA, FRANK	NH	B			Bachelors	AUX
RODRIGUEZ, STEPHANIE	NH	B	No			PE
ROLLAND-ESTRADA, ALONSO	NH	B				FOREIGN LANGUAGE
SAITO, GLORIA	NH	B		SLD	Masters	Special Education
SCHMIDT, HECTOR	NH	B			Bach + 30 Un.+	HEALTH
TORRES, JESICA I	NH	B				PE
WALGENBACH, MIKE	NH	B			Bach + 30 Un.+	ENGLISH
WALLIS, LORRAINE E	NH	B	Yes		Mast + 30 Un.+	Special Education
APODACA, FRANCISCO C	NH	C	No		Bachelors	SCIENCE
CARDENAS, RUTH	NH	C	No		Mast + 30 Un.+	HEALTH
FIGUEROA, HUMBERTO	NH	C			Bachelors	PE
GARCIA, TLALOC	NH	C				FOREIGN LANGUAGE
GOLARZ, DANIEL	NH	C	No		Bachelors	MATH
GONZALEZ, GERARDO M	NH	C			Bachelors	MATH
GRAHAM, RICHARD	NH	C			Masters	ENGLISH
HERNANDEZ, LORENZO	NH	C			Bachelors	PE
HERNANDEZ, MARIA G	NH	C			Bachelors	AUX
JIMENEZ, LUPE	NH	C			Bachelors	SCIENCE
LANDS, DARLENE	NH	C	No		Bachelors	SCIENCE
LAU, ESTHER H	NH	C	No		Bachelors	MATH
LONG, THOMAS	NH	C				LIFE SK
ORELLANA, GELBER	NH	C	No			COUNSELOR
PALACIOS, MARCELLA	NH	C				FOREIGN LANGUAGE
PEREZ, ANDREW RONALD	NH	C	Yes		Bachelors	Special Education
PREDAN, ALINA	NH	C			Masters	ENGLISH
RODRIGUEZ, EDUARDO	NH	C			Bach + 30 Un.+	MATH
SHIH, GRACE M	NH	C	No		Bachelors	MATH
SMITH, RAYMOND	NH	C			Bachelors	ENGLISH
ULLOA, JORGE	PA	A	No	CBI	Bachelors	Special Education

VILAUBI, FRANCES	PA	A			Masters		ADM
VITALE, STEPHEN	PA	A	No		Bach + 30 Un.+		ENGLISH
ADAME, ELOY	PA	C					BAND
HARRIS, SHIRLEY	PA	C			Bach + 30 Un.+		ART
KARPIN, CAROLYN	PA	C			Mast + 30 Un.+		AUX
MCKNIGHT, CAROLYN	PA	C			Masters		DRAMA
MEDINA, RUDY	PA	C	Yes		Bachelors		Special Education
MELENDEZ, SANDRA	PA	C			Masters		PE
MONTOYA, KRISTAL	PA	C	No		Bachelors		COUNSELOR
MURCHIE, KEVIN H	PA	C	No		Masters		ENGLISH
NICHOLSON, PETER S	PA	C		SLD			Special Education
PEREZ, JUAN S	PA	C			Bachelors		SOCIAL STUDIES
RAMIREZ, RAMON	PA	C			Bachelors		SOCIAL STUDIES
ROMERO, LUCILLE B	PA	C			Bach + 30 Un.+		SCIENCE
TU, SIEU	PA	C			Bach + 30 Un.+		SCIENCE
VILLALPANDO, LILIANA	PA	C			Bachelors		MATH
YOSHIDA, GREGORY K	PA	C			Masters		ENGLISH
MONTES, ALFREDO	SJ	A			Mast + 30 Un.+		ADM
CAMACHO JR, KLEBER A	SJ	B			Masters		SCIENCE
CAROSA, ROSANNA	SJ	B			Bach + 30 Un.+		COUNSELOR
DIAZ, ADRIANA	SJ	B					ENGLISH
DIAZ, NIDIA L	SJ	B	Yes		Masters		Special Education
GEORGE, CHRISTOPHER	SJ	B					ROP
LOPEZ, MATILDE	SJ	B					MATH
LU, CHRISTINE	SJ	B			Bachelors		MATH
RENFRO III, JOE BERT	SJ	B			Doctorate		ENGLISH
REYES, ANGELICA	SJ	B			Masters		SOCIAL STUDIES
RODRIGUEZ, JAMES P	SJ	B			Bach + 30 Un.+		ENGLISH
ROJAS, CLAUDIA	SJ	B			Bachelors		SOCIAL STUDIES
SMITH, THOMAS B	SJ	B			Bachelors		ENGLISH
TIBERIO, NICOLETTE	SJ	B			Bachelors		ENGLISH
BALLARD, CLAVIS	TY	A			Masters		MUSIC
BHIMAYA, SURIYA	TY	A			Masters		SCIENCE
BLISS, JAMES P	TY	A			Bach + 30 Un.+		SCIENCE
CARRILLO, FRANK A	TY	A			Doctorate		MATH
CHASCO, OLGA	TY	A			Bach + 30 Un.+		ESL
CHENGLISH, YIK SHA "YISA"	TY	A	No				COUNSELOR
COFFEE, PATRICIA	TY	A	Yes		Bach + 30 Un.+		Special Education
COX, PATRICIA	TY	A	No	SLD	Mast + 30 Un.+		Special Education
DE GUZMAN, VIRGINIA L	TY	A			Bachelors		AUX
DIAZ, TERESA MODESTA	TY	A	No				AUX
GARCIA, JEFFREY	TY	A			Bach + 30 Un.+		AUX
GIL, ALFONSO M	TY	A			Mast + 30 Un.+		AUX
JACKSON, MARVIN	TY	A			Mast + 30 Un.+		ART
LAINEZ, LUIS A	TY	A			Bachelors		IND
LISPI, LINDA MARLENE	TY	A			Mast + 30 Un.+		MATH
LOPEZ, DANIEL G	TY	A			Bach + 30 Un.+		FOREIGN LANGUAGE
STUDIESA, MICHAEL M	TY	A	No	SLD	Bachelors		DEAN

MELLADO, AURORA A	TY	A		Bach + 30 Un.+	ENGLISH
NGAN, ROBERT	TY	A		Mast + 30 Un.+	Special Education
RIVAS, RICARDO	TY	A			SOCIAL STUDIES
RODRIGUEZ, FRANK L	TY	A		Mast + 30 Un.+	ADM
SALAZAR, MARITZA	TY	A	NO	Bachelors	SOCIAL STUDIES
SARABIA, MICHAEL	TY	A		Bachelors	SOCIAL STUDIES
SPRADLING, ROGER D	TY	A		Bach + 30 Un.+	ROTC
VELASQUEZ, ROSA	TY	A		Bachelors	PE
EASON, RAYMOND L	TY	B		Bachelors	ROTC
SERRANO, BRUNO	TY	C	Yes	Bachelors	Special Education

Appendix 11.c  
School Operations Personnel

Appendix 12.b  
Categorical Budgets

# Table of Funding Sources

## Garfield High School

	RESOURCES	Accountability	FUNDING SOURCES				
			Number of Positions	Title I	ELL Program	QEIA	OTHER
Professional Development	Prof. Development (Registration Fee)	2,3,5-12,14,16,20	-	X	X		
	Contract Instructional Services	2,3,5-12,14,16,17,20	-	X			
	Staff Conference Attendance	2,3,5-12,14,20	-				
	Day-to-Day Subs	2,3,5-14,18,20	-	X	X		X
	Mileage	2,3,5-12,14,20	-				
	PD Teacher Regular	2,3,5-12,14,16,20	-	X			
Response to Intervention (RTI)	PD Teacher X-Time (Trainings)	2,3,5-14,16,20	-	X	X		
	Academic Coaches	2,3,5-12,14,20	4	X			
	Problem Solving/Data Coach	2,3,5-12,14,20	1			X	
	Teacher X- Time (Intervention, Off-hours)	2,3,5-12,14,20	-	X		X	
	Instructional Materials Account	2,3,5-14,16,18,20	-	X	X	X	
	Teacher Assistants	2,3,5-12,14,15A,15B,20	20	X	X	X	
School Organization/Support Services (Certificated)	Teacher Assistant Relief	2,3,5-12,14,15A,15B,20	-	X			
	Administrators (Norm), 1/SLC	2,3,5-12,14,20	5				X
	Counselor, Academic	4,18	3			X	
	Counselor, PSA	12,14,19A,19B	2	X		X	
	Counselor, DPA	12,14	1			X	
	Counselor, College	15A,15B	1				X
	Counselor, Career	15A, 15B	1				X
	Deans	18	2				X
	Nurse	2,3,5-12,14,20	0.4	X		X	
	Counselor Assistant	12,14,19A,19B	1	X			
	Psychiatric Social Worker	2,3,5-12,14,20	1	X			
	Student Support Services Coordinator	2,3,5-12,14,20	1			X	
	Student Support Service Case Manager	2,3,5-12,14,21	1			X	
	Categorical Program Advisers	2,3,5-12,14,16,18-20	2	X	X		
	Gifted/Adv. Placement Coordinator	4,15A,15B	-				X
	Technology Coordinator	2,3,5-12,14,20	1				X
	Testing Coordinator	2,3-12,14,20	1				X
	Teacher, Leadership	17,18	1				X
Parent Involvement	Teacher, Class Size Reduction (CSR)	2,3,5-15B,20	15	X		X	
	Parent Conference Attendance	16	-	X	X		
	Parent Resource Liaison	16	2	X	X		
	School Advisory Committee Expenses	16	-	X	X		
Inst. Support	Parent Training Allowances	16	-	X	X		
	General Supplies	2,3,5-12,14,16,18-20	-	X	X	X	
	Curricular Trips	2,3,5-12,14,20	-	X			
PD RTI	Non-Capitalized Equipment (Classroom)	2,3,5-122,14,20	-	X	X		
	Administrative Supervision	2,3,5-12,14,20	2			X	
School Organization / Support Services (Classified)	Campus Aide	17	3			X	
	Custodial Overtime / Relief	16	-	X	X	X	
	Clerical Overtime / Relief	16,19A,19B	-	X		X	
	Clerk	16,19A,19B	2			X	
	Senior Office Technician	16,19A,19B	1	X			
	Office Technician	16,19A,19B	4	X	X	X	
	Information System Support Assistant	2,3,5-12,14,20	2	2			
	Differential, Coordinator	2,3,5-12,14,16,18-20	-	X	X		
	Library Aide	2,3,5-12,14,20	1	X			
	Education Aide II	16	2	2			
	Student Aide	2,3,5-12,14,20	12			X	
Instructional Support	Non-Capitalized Equipment (Non-classroom)	2,3,5-12,14,16,20	-	X	X	X	
	Alterations and Improvements	SLC Plan	-		X		
	Maintenance of Equipment	2,3,5-14,16,18,20	-	X	X		
	Rental of Equipment	2,3,5-12,14,20	-		X	X	
	Telephone Expense	16	-	X	X		

This is a specialized version of APPENDIX 4.a, Accountability Matrix. It has been modified to show detailed Resources in the third column.. The first two columns in this document are EXACT COPIES of the same columns in the Accountability Matrix

Accountabilities	Strategies, Actions							Resources needed to complete strategy
1. Meet or exceed the annual API target. 2008 2009 2010 2011 2012 2013 2014 597 594 614 634 674 722 800	RTI TIER 1, Classroom Instructional Modifications							TIER 1
2. Increase % of students scoring P or A on the following CST exams:	<ul style="list-style-type: none"> <li>Teachers will identify students with the potential to score Proficient or Advanced in each exam and provide them with differentiated instruction.</li> <li>All classes will be structured so actively engage students and to provide scaffolding. See APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN.</li> <li>Teachers will use common assessments to monitor student master of CST standards using common period assessments and other assessments. See APPENDIX 4.b, TABLE OF ASSESSMENTS.</li> <li>Teachers will provide CST preparation in weeks before exams.</li> </ul>							<ul style="list-style-type: none"> <li>*Pedagogical Partner(s)</li> <li>*Purchasing every day conference for CST-Core teachers</li> <li>*Scantron machines and forms</li> <li>*Materials for CST prep</li> <li>*Time to develop new schedules &amp; classes (Spring 2010, Summer 2010)</li> </ul>
ENG 2008 2009 2010 2011 2012 2013 2014 9 <sup>th</sup> 23.6 21.3 23.4 25.8 28.4 31.2 34.3 10 <sup>th</sup> 20.2 21.1 23.2 25.5 28.1 30.9 34.0 11 <sup>th</sup> 18.8 22.9 25.2 27.7 30.5 33.5 36.9	RTI TIER 2, Differentiated Classes							TIER 2
MATH 2008 2009 2010 2011 2012 2013 2014 HS Math 16.3 12.4 13.6 15.0 16.5 18.2 20.0	<ul style="list-style-type: none"> <li>Students will be provided with differentiated instruction in accordance with the school's CURRICULAR MAP (APPENDIX 2.a.i). This plan includes special classes designed 9<sup>th</sup> and 10<sup>th</sup> graders with skill levels just below Basic.</li> </ul>							<ul style="list-style-type: none"> <li>CSR for various math prep classes</li> <li>Materials for various math prep classes?</li> <li>CSR for Eng 1 Intensive, Eng 2 Intensive Read 1807, System 44?</li> <li>Materials for Eng interventions</li> <li>Computer equipment for Scholastic course</li> </ul>
Alg 1 5.3 4.2 4.6 5.1 5.6 6.1 6.8 Geom 3.5 3.8 4.2 4.6 5.1 5.6 6.1 Alg 2 3.8 5.0 5.5 6.1 6.7 7.3 8.1 SCI 2008 2009 2010 2011 2012 2013 2014 Biology 12.1 9.6 10.6 11.6 12.8 14.1 15.5 Chem 2.6 1.9 2.1 2.3 2.5 2.8 3.1 Earth Sc 10.9 15.0 16.5 18.2 20.0 22.0 24.2 Physics 9.6 4.8 5.3 5.8 6.4 7.0 7.7 His 2008 2009 2010 2011 2012 2013 2014 World 11.0 13.7 15.1 16.6 18.2 20.1 22.1 US His 14.9 21.5 23.7 26.0 28.6 31.5 34.6	<ul style="list-style-type: none"> <li>Special preparation classes will be provided to students most likely to progress from Basic to Proficient on the CST exams.</li> </ul>							TIER 3
	PROFESSIONAL DEVELOPMENT							<ul style="list-style-type: none"> <li>*Teachers for special prep classes</li> <li>Materials for special prep classes</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers will use common meeting times built into regular schedule to exam student work, analyze results of common assessments, and to modify instruction in such a way as to improve student achievement. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li> <li>Teachers and paraprofessionals will be trained to improve student performance on CST exams. A pedagogical partner will assist with the training during the 2010-11 school year and perhaps beyond. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li> </ul>							PROFESSIONAL DEVELOPMENT
	SLC SUPPORT							<ul style="list-style-type: none"> <li>Pedagogical partner(s)</li> <li>Training time (Spring 2010, Summer 2010)</li> </ul>
	<ul style="list-style-type: none"> <li>Each SLC will provide additional support in a manner consistent with its theme and philosophy. Each of the SLCs will evolve over the next 5 years, with the expectation that most—if not all of them—will become small schools. The goal is six cooperating small schools operating under the banner of the Garfield. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li> </ul>							SLC SUPPORT
	ADMINISTRATIVE SUPPORT							<ul style="list-style-type: none"> <li>Extra meeting time for SLCs</li> <li>Summer 2010</li> </ul>
	<ul style="list-style-type: none"> <li>The administration will identify students with the greatest potential for scoring Proficient or above on the CST exams and will share this information with teachers.</li> <li>The administration will closely and constantly monitor classroom instruction to ensure it is aligned to CST goals and meets the learning needs of students.</li> <li>The administration will use a series of "screens" to identify students by their current level of performance, especially in math and ELA. These screens will include prior results on CST and other standardized tests, diagnostic tests administered by the school, teacher and counselor recommendations, and input from the students and their parents. See APPENDIX 4.b, TABLE OF ASSESSMENTS.</li> <li>Using data, including that mentioned in the previous bullet, counselors will prepare Individual Learning Plans for students and will use this information to set realistic CST goals for each student, including those most likely to score Proficient or above.</li> <li>Teachers will be provided with materials and procedures to help them prepare students for CST exams.</li> </ul>							<ul style="list-style-type: none"> <li>Curricular trips, including admissions fees, and adult supervision</li> <li>Computers with web based communication capabilities</li> </ul>
	RTI TIER 1, Classroom Interventions – The strategies specified in RTI TIER 1 section of item 2 above will be used, though they will be adjusted to needs of students likely to score Below Basic (BB) or Far Below Basic (FBB).							ADMINISTRATIVE SUPPORT
	RTI TIER 2, Differentiated Classes							<ul style="list-style-type: none"> <li>Placement test costs</li> <li>CST testing costs including tables/chair rental, pay for teacher/TA proctors</li> </ul>
	<ul style="list-style-type: none"> <li>Students will be provided with differentiated instruction in accordance with the school's CURRICULAR MAP (APPENDIX 2.a.i). QEIA and other funds will be used to maintain lower class sized in those classes specifically designed for students with below grade level skills, especially 9<sup>th</sup> and 10<sup>th</sup> graders with below grade level skills in Math and English.</li> </ul>							<ul style="list-style-type: none"> <li>Time to prepare tests and possibly administer and analyze</li> <li>Spring 2010, Summer 2010</li> <li>Time for grading placement tests</li> <li>Materials for CST prep</li> <li>Academic coaches</li> <li>RTI administrator</li> <li>Testing Coordinator</li> <li>Special Education Administrator</li> <li>1 administrator per SLC (how many over norm?)</li> <li>A basis for all administrators in 2010-11</li> <li>Summer time for OOC</li> <li>Summer time for SLC teams</li> <li>Data Coordinator</li> <li>APEX teacher</li> <li>Psychiatric Social Worker</li> <li>Healthy Start Coordinator &amp; Case Mgr.</li> <li>Nurse time</li> <li>Staff, teacher time for COST and SST</li> <li>TA relief time for training and working with teachers</li> <li>Accelerated Reader (AR) &amp; Math (AM) school wide</li> <li>Computers in every room for AR and AM &amp; network printers</li> <li>Library assistants for AR and AM</li> <li>Information System Support Specialists</li> <li>Technology Coordinator</li> <li>Student aides</li> <li>Copier purchase, lease, maintenance; paper for copier</li> </ul>
	RTI TIER 3, Extraordinary Support (See the APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN for greater detail.)							
	<ul style="list-style-type: none"> <li>Students who are falling behind according to period assessments will be required to participate in extra-hour intervention classes.</li> <li>Such students may also be provided with targeted assistance in the school's Learning Center. QEIA and other funds will be used to keep the Learning Center open after school as well as during regular hours.</li> </ul>							
	PROFESSIONAL DEVELOPMENT – The strategies specified in PROFESSIONAL DEVELOPMENT section of item 2 above will be used, though they will be adjusted to needs of students likely to score Below Basic (BB) or Far Below Basic (FBB).							
	SLC SUPPORT							
	<ul style="list-style-type: none"> <li>Each SLC will provide additional support in a manner consistent with its theme and philosophy. Each of the SLCs will evolve over the next 5 years, with the expectation that most—if not all of them—will become small schools. The goal is six cooperating small schools operating under the banner of the Garfield. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li> </ul>							
	ADMINISTRATIVE SUPPORT -- The strategies specified in PROFESSIONAL DEVELOPMENT section of item 2 above will be used, though they will be adjusted to needs of students likely to score Below Basic (BB) or Far Below Basic (FBB). In addition:							
	<ul style="list-style-type: none"> <li>Teaching assistants will be assigned to classes based on the number of students with special needs. They will be trained to assist in instruction and will be given common planning time with the teachers.</li> <li>Academic coaches and the Title 1 and ELL Coordinators will spend a significant portion of their time each week providing in direct teaching support in classes with large segments of BB and FBB students. They will maintain logs of such activity.</li> </ul>							
3. Reduce the % of students scoring FBB and BB on the CSTs in ELA and Math	2008 2009 2010 2011 2012 2013 2014 ELA 43.7 43.3 39.0 35.1 31.6 28.4 25.6 Math 79.3 81.5 73.4 66.0 59.4 53.5 48.1							

Accountabilities	Strategies, Actions	Resources																																																
<p>4. Increase the % of students identified as Gifted to a ≥ 6% of the population.</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>8.5</td><td>8.4</td><td>&gt; 6</td><td>&gt; 6</td><td>&gt; 6</td><td>&gt; 6</td><td>&gt; 6</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		8.5	8.4	> 6	> 6	> 6	> 6	> 6	<ul style="list-style-type: none"><li>• The head counselor will establish policies and procedures that will facilitate referrals and the processing of such referrals. SLC counselors will be trained to follow through on such referrals.</li><li>• Each SLC will promote the gifted program to its eligible students and their parents.</li><li>• The head counselor along with SLC counselors and administrators will make sure that all teachers are aware of gifted students and that they received appropriately differentiated programming and instruction.</li><li>• The Testing Coordinator will see that candidates for gifted status are properly tested.</li></ul> <p>[The student population at Garfield is 99.3% Hispanic.]</p>	<ul style="list-style-type: none"><li>• Extra time to develop policies and procedures</li><li>• Fund Gifted/AP Coordinator, as now also Data Coordinator</li></ul>																																
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																											
	8.5	8.4	> 6	> 6	> 6	> 6	> 6																																											
<p>5. Increase the % of sub-groups scoring A or P or the ELA CST exams</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>Afr-Amer</td><td>0</td><td>0</td><td>+10</td><td>+10</td><td>+10</td><td>+10</td><td>+10</td></tr><tr><td>Hispanic</td><td>21.3</td><td>21.5</td><td>23.7</td><td>26.0</td><td>28.6</td><td>31.5</td><td>34.6</td></tr><tr><td>ELLs</td><td>2.0</td><td>1.3</td><td>1.4</td><td>1.6</td><td>1.7</td><td>1.9</td><td>2.1</td></tr><tr><td>SwDs</td><td>1.3</td><td>2.4</td><td>2.6</td><td>2.9</td><td>3.2</td><td>3.5</td><td>3.9</td></tr><tr><td>SEL</td><td>22.7</td><td>23.0</td><td>25.3</td><td>27.8</td><td>30.6</td><td>33.7</td><td>37.0</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	Afr-Amer	0	0	+10	+10	+10	+10	+10	Hispanic	21.3	21.5	23.7	26.0	28.6	31.5	34.6	ELLs	2.0	1.3	1.4	1.6	1.7	1.9	2.1	SwDs	1.3	2.4	2.6	2.9	3.2	3.5	3.9	SEL	22.7	23.0	25.3	27.8	30.6	33.7	37.0	<p>RTI TIER 1, Classroom Interventions – The strategies specified in RTI TIER 1 section of item 2 above will be used, though they will be adjusted to needs of the student sub-groups specified in this item.</p> <p>RTI TIER 2, Differentiated Classes</p> <ul style="list-style-type: none"><li>• Students with Disabilities (SWDs) will be provided with differentiated classes as will students with Limited English Skills. These classes include Special Day classes, ESL classes, and sheltered classes.</li></ul> <p>RTI TIER 3, Extraordinary Support</p> <ul style="list-style-type: none"><li>• Students with Disabilities (SWDs) will be provided with differentiated classes as will students with Limited English Skills. These classes include Special Day classes, ESL classes, and sheltered classes.</li><li>• Students in the Resource program and other students who can benefit from such assistance will be provided with targeted assistance in the school's Learning Center. QEIA and other funds will be used to keep the Learning Center open after school as well as during regular hours.</li></ul> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"><li>• Same as item 2 above.</li><li>• Teachers and paraprofessionals will be trained to deliver instruction especially designed for the students specified in this item. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li></ul> <p>SLC SUPPORT</p> <ul style="list-style-type: none"><li>• The goal is six cooperating small schools operating under the banner of the Garfield. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li></ul> <p>ADMINISTRATIVE SUPPORT – Same as for items 1, 2, and 3 above.</p>	Same as 1, 2, and 3.
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																											
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<p>6. AMAO 1 – Meet or exceed the % of English Learners making annual progress in learning English on the AYP</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>31.7</td><td>30.0</td><td>30.9</td><td>31.8</td><td>32.8</td><td>33.8</td><td>34.8</td></tr></table> <p>2007-8 State Target was 50.1%; 2008-9, 51.6%; 2009-10, 53.1%</p>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		31.7	30.0	30.9	31.8	32.8	33.8	34.8	<p>The strategies set forth in items 1 through 5 above will be used to support English learners and will help them make annual progress on the 10<sup>th</sup> grade ELA CAHSEE (which is the AMAO for high schools). In addition:</p> <ul style="list-style-type: none"><li>• At the end year, all 9<sup>th</sup> graders will be required to take a diagnostic CAHSEE exam. The data will be used to provide differentiated CAHSEE prep to the students throughout their second (10<sup>th</sup> grade) year.</li><li>• Teachers in math and English classes containing 10<sup>th</sup> graders will prepare their students for the CAHSEE exam in the weeks approaching the test.</li><li>• The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the educational needs of all English Learners. He will also identify those most likely to score advance or early advanced and will provide professional development and other support to help the teachers prepare these students for the CELDT exams.</li><li>• Academic coaches and the ELL Coordinators will spend a significant portion of their time each week providing in direct teaching support in English classes with large with ELLs. They will maintain logs of such activity.</li><li>• The school's RTI coordinator will provide targeted interventions to ELL students as needed.</li></ul> <p>For more details, see APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN, APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN, and APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</p>	<ul style="list-style-type: none"><li>• Same as 1, 2, and 3.</li><li>• Teacher time to grade diagnostic CAHSEE for 9th graders</li><li>• Materials for CAHSEE prep</li><li>• TI and ELP TAs</li><li>• Teacher time for targeted interventions</li><li>• Materials for targeted interventions</li></ul>																																
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	31.7	30.0	30.9	31.8	32.8	33.8	34.8																																											
<p>7. AMAO 2 – Meet or exceed the % of English Learners scoring early advanced and advanced on the CELDT</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>35.3</td><td>31.6</td><td>33.2</td><td>34.8</td><td>36.6</td><td>38.4</td><td>40.3</td></tr></table> <p>2008-2009 State Target was 30.6%; 2009-2010, 32.2%</p>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		35.3	31.6	33.2	34.8	36.6	38.4	40.3	<p>The strategies set forth in items 1 through 5 above will be used to support English learners and will help increase the number of students scoring advanced on the CELDT. In addition:</p> <ul style="list-style-type: none"><li>• The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the educational needs of all English Learners. He will also identify those most likely to score advance or early advanced on the CELDT and will provide professional development and other support to help the teachers prepare these students for the CELDT exams.</li><li>• Academic coaches and the ELL Coordinators will spend a significant portion of their time each week providing in direct teaching support in English classes with large with ELLs. They will maintain logs of such activity.</li><li>• The school's RTI coordinator will provide targeted interventions to ELL students as needed.</li></ul> <p>See APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN for more details; see APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES for support that will be provided by each SLC.</p>																																	
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																											
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<p>8. AMAO 3 – Meet or exceed the % of English Learners scoring proficient or advanced on the ELA and math CST exams</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>ELA</td><td>2.0</td><td>1.3</td><td>1.4</td><td>1.4</td><td>1.5</td><td>1.6</td><td>1.7</td></tr><tr><td>Math</td><td>1.1</td><td>0.3</td><td>0.3</td><td>0.3</td><td>0.3</td><td>0.4</td><td>0.4</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	ELA	2.0	1.3	1.4	1.4	1.5	1.6	1.7	Math	1.1	0.3	0.3	0.3	0.3	0.4	0.4	<p>The strategies set item 2 above will be used to help English learners score proficient or above on the ELA CST exam. In addition:</p> <ul style="list-style-type: none"><li>• The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the educational needs of all English Learners. He will also identify those most likely to score proficient or above on the ELA CST exams and will provide professional development and other support to help the teachers prepare these students for those exams.</li><li>• Academic coaches and the ELL Coordinators will spend a significant portion of their time each week providing in direct teaching support in English classes with large with ELLs. They will maintain logs of such activity.</li><li>• The school's RTI coordinator will provide targeted interventions to ELL students as needed.</li></ul> <p>For more details, see APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN, APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN, and APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</p>																									
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<p>9. Increase EL reclassification %</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>9.2</td><td>9.1</td><td>9.6</td><td>10.0</td><td>10.5</td><td>11.1</td><td>11.6</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		9.2	9.1	9.6	10.0	10.5	11.1	11.6	<p>The strategies set forth in items 1 through 5 above will be used to support English learners and will help them qualify as RFEPs. In addition:</p> <ul style="list-style-type: none"><li>• The English Language Development Coordinator will provide all teachers and SLCs with data that reveals the strengths and weaknesses of ELL students who have earned RFEP status.</li></ul> <p>The Coordinator will closely monitor these students and provide them with support. Such support will include acting as their advocate and making sure that they receive necessary support from teachers, SLCs, and the RTI Coordinator.</p>																																	
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																											
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Accountabilities	Strategies, Actions	Resources																																
<p>10. Increase the % of students with disabilities performing at Basic and beyond on the ELA and Math CSTs</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>ELA</td><td>14.5</td><td>14.5</td><td>19.6</td><td>26.4</td><td>35.7</td><td>48.2</td><td>65.0</td></tr><tr><td>Math</td><td>1.9</td><td>3.5</td><td>4.7</td><td>6.4</td><td>8.6</td><td>11.6</td><td>15.7</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	ELA	14.5	14.5	19.6	26.4	35.7	48.2	65.0	Math	1.9	3.5	4.7	6.4	8.6	11.6	15.7	<p>RTI Tier 1:</p> <ul style="list-style-type: none"><li>Students will be taught grade level, standards based curriculum with classroom support given by SDP/RSP teachers and/or special education aides in order to improve CST scores.</li><li>Teachers will utilize classroom strategies that promote active engagement and participation of students with disabilities (SWD) by accessing a variety of learning modalities to better understand grade level standards.</li><li>Teachers will monitor SWD progress toward the mastery of standards based curriculum through IEP goals, informal assessment, and periodic assessments.</li><li>Teachers will review CST release questions and test taking strategies three weeks prior to the test to familiarize them with the format and other CST features.</li></ul> <p>RTI Tier 2:</p> <ul style="list-style-type: none"><li>Students with disabilities will be taught grade level, standards based curriculum using <b>accommodations and/or modifications as stipulated by their IEPs</b>. Teachers will provide additional support (re-teaching, manipulatives, and graphic organizers) to scaffold more active engagement by students who utilize differentiated learning modalities to access grade level curriculum.</li><li>Teachers will monitor SWD progress toward the mastery of standard based curriculum <b>through review of the IEP goals and the use of formal assessment to further assist students reach their CST goals</b>.</li><li>Teachers will review CST release questions and test taking strategies <b>five weeks prior</b> to the test to familiarize them with the format and other CST features.</li></ul> <p>RTI Tier 3</p> <ul style="list-style-type: none"><li>Students with disabilities will be taught grade level curriculum <b>in small groups with differentiated instruction and more intensive intervention support from the SDP/RSP teacher and/or aides</b>. <a href="#">Refer to Task Analysis Plan</a></li><li>Teachers will provide additional support in the <b>form of referrals to afterschool tutoring and/or an intervention class as an elective if appropriate</b>.</li><li>Teachers will utilize discrete results of formalized assessments to support student's needs in the critical areas of English and Math.</li><li>Teachers will review CST release questions and test taking strategies <b>eight weeks prior</b> to the test to familiarize them with the format and other CST features.</li></ul> <p>For more details, see APPENDIX 7, SPECIAL EDUCATION PLAN.</p>	<ul style="list-style-type: none"><li>Same as 1, 2, and 3.</li><li>Special Education administrator</li><li>Materials to be used for CST prep</li><li>Teacher and TA time for specialized classes or prep sessions</li></ul>								
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																											
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<p>11. Increase the % of 9<sup>th</sup> graders who earn sufficient credits during their first year, including summer school, to advance to the 10<sup>th</sup> grade at the beginning of their second year.</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>61</td><td>67</td><td>69</td><td>71</td><td>73</td><td>75</td><td>77</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		61	67	69	71	73	75	77	<p>RTI TIER 1, Classroom Instructional Modifications</p> <ul style="list-style-type: none"><li>Teachers will closely monitor the progress of 9<sup>th</sup> graders, especially those identified as being at risk of failure.</li><li>All classes will be structured so actively engage students and to provide scaffolding. See APPENDIX 2.e.i, RTI INSTRUCTIONAL SUPPORT PLAN.</li><li>Teachers will use common assessments to monitor student master of CST standards using common period assessments and other assessments. APPENDIX 4.b, TABLE OF ASSESSMENTS.</li></ul> <p>RTI TIER 2, Differentiated Classes</p> <ul style="list-style-type: none"><li>Students will be provided with differentiated instruction in accordance with APPENDIX 2.a.i, CURRICULAR MAP. QEIA and other funds will be used to maintain lower class sizes in those classes specifically designed for students with below grade level skills, especially 9<sup>th</sup> graders.</li><li>By providing 9<sup>th</sup> graders with 17 rather than 12 classes per school year, the new schedule will make it easier for students to earn 10<sup>th</sup> grade credits in their first year.</li></ul> <p>RTI TIER 3, Extraordinary Support. (See the RTI plan for greater detail.)</p> <ul style="list-style-type: none"><li>Students who are falling behind progress reports and teacher referrals will be required to participate in extra-hour intervention classes.</li><li>Such students may also be provided with targeted assistance in the school's Learning Center. QEIA and other funds will be used to keep the Learning Center open after school as well as during regular hours.</li></ul> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"><li>Teachers will use common meeting times built into regular schedule to exam student work, analyze results of common assessments, and to modify instruction in such a way as to improve student achievement. See APPENDIX 5.c, PROFESSIONAL DEVELOPMENT PLAN.</li><li>Teachers and paraprofessionals who teach 9<sup>th</sup> graders will be provided with professional development that specifically addresses the academic, social, and emotional needs of young students. Professional development will also be provided on different ways of grading young students.</li></ul> <p>SLC SUPPORT</p> <ul style="list-style-type: none"><li>Each SLC will provide additional support to 9<sup>th</sup> graders in a manner consistent with its theme and philosophy. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li></ul> <p>ADMINISTRATIVE SUPPORT</p> <ul style="list-style-type: none"><li>The administration will put in place a series of "screens" to identify students by their current level of performance, especially in math and ELA. These screens will include prior results on CST and other standardized tests, diagnostic tests administered by the school, teacher and counselor recommendations, and input from the students and their parents. See APPENDIX 4.b, TABLE OF ASSESSMENTS.</li><li>Using data, including that mentioned in the previous bullet, counselors will prepare Individual Learning Plans for students and will use this information to set realistic CST goals for each student, including those most likely to score Proficient or above.</li></ul>	<ul style="list-style-type: none"><li>Same as 1, 2 and 3.</li><li>Teacher time for 9<sup>th</sup> grade extra intervention sessions</li><li>Materials for extra interventions</li><li>Time to place 9<sup>th</sup> graders (Spring 2010, Summer 2010)</li><li>Time to provide diagnostic tests (Spring 2010, Summer 2010)</li><li>Teacher time for 9<sup>th</sup> grade extra intervention sessions</li></ul>																
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	61	67	69	71	73	75	77																											
<p>12. Increase graduation %</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>77.7</td><td>79.5</td><td>81.1</td><td>82.6</td><td>84.0</td><td>85.3</td><td>86.5</td></tr></table> <p>Decrease dropout %</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>22.9</td><td>21.2</td><td>19.9</td><td>18.7</td><td>17.6</td><td>16.6</td><td>15.6</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		77.7	79.5	81.1	82.6	84.0	85.3	86.5		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		22.9	21.2	19.9	18.7	17.6	16.6	15.6	<p>The same strategies specified in the preceding item (10) will be used at all grade levels. Students who fall behind their graduation cohorts will be given prioritized attention. In addition:</p> <ul style="list-style-type: none"><li>The school use QEIA and other special funds to maintain a Diploma Project Advisor (DPA) to identify no-shows and other drop-outs. The DPA will find such students, identify their needs, and do all that is possible to return each one to Garfield or another school setting that will allow the student to earn a diploma.</li><li>The school will use QEIA and other funds to maintain at least one PSA counselor to find students and "redeem" students in danger of dropping out.</li><li>The school will use QEIA and other special funds to maintain an RTI coordinator. The coordinator will work with the Head Counselor and SLCs to make sure that students who fall behind their graduation cohorts are given the additional classes and support they need to catch up.</li><li>The school's new curricular sequence is designed to provide additional support and additional opportunities to students. It will be harder for students to fall behind and easier to catch up. See APPENDIX 4.c, CURRICULAR MAP</li><li>Counselors will give priority attention to students who fall behind their graduation cohorts and will revise their individual learning plans (ILPs) to help them recover. They will involve parents in the process.</li><li>Each SLC will provide support to students who fall behind their graduation cohort. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li></ul>	<ul style="list-style-type: none"><li>PSAs (Pupil Services and Attendance) counselors</li><li>DPA (Diploma Project Advisor)</li><li>1, 2 &amp; 3</li></ul>
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																											
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	22.9	21.2	19.9	18.7	17.6	16.6	15.6																											

Accountabilities	Strategies, Actions	Resources																															
<p>13. Increase the % of 10th graders passing both parts of CAHSEE on the first attempt</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>56.0</td><td>59.1</td><td>62.6</td><td>66.4</td><td>70.4</td><td>74.6</td><td>79.1</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	56.0	59.1	62.6	66.4	70.4	74.6	79.1	<ul style="list-style-type: none"><li>The math and English sequences, especially those RTI level 2 English and math classes designed for 9<sup>th</sup> and 10<sup>th</sup> graders will those student prepare for the 10<sup>th</sup> grade CAHSEE exams in a measured manner.</li><li>In the second half of each school year, 9<sup>th</sup> graders will be given a diagnostic CAHSEE test. The results will be used to prepare them for the 10<sup>th</sup> grade CAHSEE.</li><li>All 10<sup>th</sup> grade ELA and Math teachers will be providing CAHSEE practice for students all through the year.</li><li>Advisory teacher will provide CAHSEE practice to all 10<sup>th</sup> graders as the CAHSEE exam date approaches.</li><li>The RTI coordinator will design and provide Saturday, after school, and pull out CAHSEE prep classes for 10<sup>th</sup> graders as the exam date approaches.</li><li>Individual SLCs will promote CAHSEE to students and families. SLCs will also develop their own ways to prepare their 10<sup>th</sup> graders to pass the CAHSEE on their first attempt. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES</li></ul>	<ul style="list-style-type: none"><li>CSR for RTI Tier 2 a la items 1, 2 and 3 above</li><li>Teacher time to grade 9<sup>th</sup> grade CAHSEE</li><li>CAHSEE materials for prep classes</li><li>Teacher time for extra-hours prep classes</li><li>Sub-time to enable pull-out boot camp like prep</li><li>Subscription to CAHSEE on-line prep?</li></ul>																	
2008	2009	2010	2011	2012	2013	2014																											
56.0	59.1	62.6	66.4	70.4	74.6	79.1																											
<p>14. Increase the % of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>59.5</td><td>65.0</td><td>68.0</td><td>71.0</td><td>74.0</td><td>77.0</td><td>80.0</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	59.5	65.0	68.0	71.0	74.0	77.0	80.0	<ul style="list-style-type: none"><li>The curricular sequence has been designed to maximize each student's opportunity to successfully complete the A-G requirements.</li><li>By providing each student with the opportunity to take more courses during the regular school year, the schedule allows with below grade level skills the opportunity to develop their skills and then take the A-G requirements without falling behind their graduation cohort.</li><li>Students with higher skills have the opportunity to take more enrichment courses.</li><li>All SLCs will develop their own strategies to maximize the number of students who successfully complete the A-G requirements. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES.</li><li>Counselors will develop an individual learning plan for each student. The purpose of these "ILP"s is to optimize the learning of each student. This process will increase the % of students who perform at a high level.</li><li>The school and the SLCs will promote the importance of the A-G requirements and of college preparation in general to both students and parents. See APPENDIX 2.a.ii, SMALL LEARNING COMMUNITIES and APPENDIX 8.b, PARENT INVOLVEMENT PLAN.</li><li>The strategies set forth in various sections of this plan will help students meet the A-G requirements—item 2 (CST preparation) and item 12 (increasing the graduation rate and decreasing the dropout rate, to mention just two.</li></ul>	<ul style="list-style-type: none"><li>RTI 1, 2, and 3 sequence (a la items 1, 2 and 3 above)</li><li>Teacher and/or counselor time for counseling, meetings with parents and students.</li><li>PSAs</li><li>DPA</li></ul>																	
2008	2009	2010	2011	2012	2013	2014																											
59.5	65.0	68.0	71.0	74.0	77.0	80.0																											
<p>15-A. Increase the % of students enrolled in Advanced Placement courses</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>TOTAL</td><td>11.0</td><td>13.0</td><td>13.7</td><td>14.3</td><td>15.0</td><td>15.8</td><td>16.6</td></tr><tr><td>For Lang</td><td>2.0</td><td>2.3</td><td>2.4</td><td>2.5</td><td>2.7</td><td>2.8</td><td>2.9</td></tr><tr><td>All Other</td><td>9.0</td><td>10.7</td><td>11.2</td><td>11.8</td><td>12.4</td><td>13.0</td><td>13.7</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	TOTAL	11.0	13.0	13.7	14.3	15.0	15.8	16.6	For Lang	2.0	2.3	2.4	2.5	2.7	2.8	2.9	All Other	9.0	10.7	11.2	11.8	12.4	13.0	13.7	<ul style="list-style-type: none"><li>The curricular sequence allows students to take more classes during the school year which will allow interested and qualified students to take AP classes.</li><li>The matrix and master schedule will include at least one AP course in each core academic area as well as world languages and visual and performing arts.</li><li>Counselors, the AP coordinator, AP teachers and support staff will encourage students to enroll in AP by conducting outreach campaigns and informational forums.</li><li>Counselors and the AP coordinator will use AP Potential™ to generate rosters of students who are likely to score 3 or higher on AP exams based on prior PSAT/NMSQT scores.</li><li>The AVID program will continue to promote the AP program as an avenue to success for their college bound students and will increase the number of AVID students enrolled in AP classes.</li><li>Concurrent enrollment in LACCD courses that generate UC transfer credits will be monitored and will be factored in to our increase of AP courses.</li></ul>	<ul style="list-style-type: none"><li>Gifted/AP Coordinator (0.5 FTE)</li><li>AVID expenses(lead teacher, tutors, CSR)</li><li>College Counseling time</li><li>Career Counseling</li></ul>
2008	2009	2010	2011	2012	2013	2014																											
TOTAL	11.0	13.0	13.7	14.3	15.0	15.8	16.6																										
For Lang	2.0	2.3	2.4	2.5	2.7	2.8	2.9																										
All Other	9.0	10.7	11.2	11.8	12.4	13.0	13.7																										
<p>15-B. Increase the % of students passing Advanced Placement exams</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>TOTAL</td><td>30.6</td><td>32.1</td><td>33.7</td><td>35.4</td><td>37.2</td><td>39.1</td><td>41.0</td></tr><tr><td>For Lang</td><td>79.6</td><td>77.0</td><td>77.4</td><td>77.8</td><td>78.2</td><td>79.0</td><td>79.4</td></tr><tr><td>Other</td><td>21.3</td><td>21.7</td><td>22.2</td><td>22.6</td><td>23.1</td><td>23.5</td><td>24.0</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	TOTAL	30.6	32.1	33.7	35.4	37.2	39.1	41.0	For Lang	79.6	77.0	77.4	77.8	78.2	79.0	79.4	Other	21.3	21.7	22.2	22.6	23.1	23.5	24.0	<ul style="list-style-type: none"><li>The curricular sequence allows teachers more time to teach which will increase their ability to provide the breadth and depth of instruction students need to score higher on the AP exams.</li><li>Teachers will have increased time to work with their AP colleagues to develop lessons, share best practices, analyze assessment results, and develop interventions for AP students who are not achieving at an appropriate level.</li><li>Counselors and the AP coordinator will use AP Potential™ to select students who are likely to score 3 or higher on AP exams based on prior PSAT/NMSQT scores.</li><li>Counselors will include in ILPs identification of AP courses students are likely to be successful in.</li><li>Counselors will monitor mid-year changes to decrease numbers of students who drop AP classes and be sure those who do are being properly counseled and have received all necessary interventions.</li><li>Professional Development time that is devoted to Pre-AP to increase rigor of all classes that may feed into advanced placement classes.</li></ul>	
2008	2009	2010	2011	2012	2013	2014																											
TOTAL	30.6	32.1	33.7	35.4	37.2	39.1	41.0																										
For Lang	79.6	77.0	77.4	77.8	78.2	79.0	79.4																										
Other	21.3	21.7	22.2	22.6	23.1	23.5	24.0																										
<p>16. As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that</p> <ul style="list-style-type: none"><li>there are opportunities for parent involvement</li><li>they feel welcome at this school</li><li>there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li></ul> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>88.6</td><td>88.6</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	88.6	88.6	>51	>51	>51	>51	>51	<ul style="list-style-type: none"><li>The school will provide a welcoming environment by placing knowledgeable, bilingual staff in key locations, e.g., the front door, phone switchboard, main office.</li><li>School staff will be trained as to how best deal with parents and members of the community.</li><li>Various means of communication to strengthen the school-community relationship.<ul style="list-style-type: none"><li>Aside from the school-wide monthly newsletter, SLCs will generate their own newsletters to inform and promote their activities, events, and student achievements.</li><li>Bulletins, newsletters, and notifications will be posted at our school's website.</li><li>Mass telephone messages will be utilized to inform parents of upcoming events.</li><li>Translation services, oral and written, will continue to be provided at all of advisory council meetings, parent nights, parent conferences, and other school events.</li><li>Evaluation and suggestion forms will be made available at our school's events and offices so parents may voice their opinions.</li><li>SLC administrators, coordinators, and teachers with organize meeting opportunities to communicate with parents and recognize student achievements.</li></ul></li><li>The school will continue to fully staff and conduct scheduled advisory and decision-making councils (CEAC, ELAC, SSC, SDMC).</li><li>SLCs, GATE, and SPED will establish their own advisory and decision-making councils that will include administrative, teacher, student, and parents.</li><li>Volunteer opportunities will be made available for parents to assist with supervision duties, collaborate with teachers, chaperone, engage in classroom visits and dialogue with teachers, and assist in special events/projects.</li><li>A program of monthly classroom visits for parents will be instituted and maintained by the Title 1 Coordinator.</li><li>Using Title 1 and bilingual funds, the school will continue to fund Parent Resource Liaisons and the school's Parent Center. The Parent Liaisons will:<ul style="list-style-type: none"><li>Coordinate trainings and workshops offered by school/district personnel and community based agencies.</li><li>Workshop offerings will focus on ways parents can assist their children to achieve and how to navigate the educational system – establishing an adequate home learning environment, communicating with their children, A-G requirements, graduation requirements, career pathways, etc.</li><li>Support teachers by assisting during parent conferences, field trips, classroom instruction, and bridge lines of communication between parents and teachers.</li><li>Provide flexible Parent Center hours to increase resource usage.</li></ul></li><li>The school will institute parent workshops with the goal of establishing norms for student academic behavior that are shared by both the parents and staff and for coordinating their efforts to promote and spread positive academic behaviors both in school and at home. Finances permitting, organizations that specialize in such work will aid in this important work.</li></ul> <p>See APPENDIX 8.b, PARENT INVOLVEMENT PLAN.</p>	<ul style="list-style-type: none"><li>Maintain Parent Resource Liaisons (2)</li><li>Pay for extra hours for meetings with parents and community</li><li>Extra custodial to support meetings and activities</li><li>Extra time to train staff in creating a welcoming environment</li><li>Parent trainings &amp; meetings</li><li>Parent institute</li><li>Families in School or similar contracts</li><li>VPLEX Computer Classes</li><li>Contract with web-site company</li><li>Translation services</li><li>Training allows &amp; registration fees for parents</li><li>Other</li><li>Materials for trainings and meetings</li><li>Equipment to maintain communication</li><li>phones, photocopies, paper, projectors, document readers, audio equipment</li><li>Software &amp; training for personalized communications (e.g., FileMaker Pro and/or Access)</li><li>Translation equipment</li><li>Translation software</li><li>Educational aides</li></ul>																	
2008	2009	2010	2011	2012	2013	2014																											
88.6	88.6	>51	>51	>51	>51	>51																											

Accountabilities	Strategies, Actions	Resources														
<p>17. The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)</p> <table><tr><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>82</td><td>82</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td><td>&gt;51</td></tr></table>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	82	82	>51	>51	>51	>51	>51	<ul style="list-style-type: none"><li>• The Safe School Ambassadors program will be continued and strengthened. This program brings together the informal leaders from all student groups for the purpose of improving communication between the school and all students with the goal of improving safety for all.</li><li>• Each SLC will have a student council whose purpose is to give a greater voice to student needs and concerns.</li><li>• The school will, to the best of its financial ability, continue to fund such security positions as security aides and deans.</li><li>• The school may utilize the XX anti-bullying training program, used by Nightingale.</li><li>• The school will provide active supervision of students during the school day and at school events.</li><li>• The bell schedule that the school will adopt will decrease (and lengthen) the number of periods. Fewer passing periods has been correlated to fewer discipline and safety problems.</li></ul>	<ul style="list-style-type: none"><li>• *Maintain supervision by community by community members</li><li>• *Leadership teachers</li><li>• *Contracts to train faculty and students.</li><li>• *Campus aides (6)</li></ul>
<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>										
82	82	>51	>51	>51	>51	>51										
<p>18. Decrease the # of suspensions</p> <table><tr><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>469</td><td>448</td><td>428</td><td>408</td><td>388</td><td>368</td><td>348</td></tr></table>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	469	448	428	408	388	368	348	<ul style="list-style-type: none"><li>• The school SAFETY &amp; SECURITY PLAN has been developed to lower the use of suspensions and to employee other methods of behavior modification. It encourages the SLCs to utilize a merit-demerit system which will allow students to "redeem" inappropriate behaviors by performing positive acts.</li><li>• All Special Education discipline will be closely monitored by the Special Education administrator. He will provide advice and assistance to the teachers, deans, counselors, and SLCs. (The school will use QEIA funds to support a Special Education administrator.)</li><li>• Teachers will receive training in behavior modification methods other than suspensions from the administrator in charge of safety and security.</li></ul>	<ul style="list-style-type: none"><li>• *Deans</li><li>• *Leadership teachers</li><li>• *Counselors (to serve as first line deans)</li><li>• *Teacher time to run in-house behavior interventions</li><li>• *Time for staff training</li><li>• *Hardware and software to support merit/demerit system</li><li>• *Radios</li></ul>
<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>										
469	448	428	408	388	368	348										
<p>19-A. Increase the student attendance %</p> <table><tr><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>92.9</td><td>94.9</td><td>96.0</td><td>96.0</td><td>96.0</td><td>96.0</td><td>96.0</td></tr></table>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	92.9	94.9	96.0	96.0	96.0	96.0	96.0	<ul style="list-style-type: none"><li>• Teachers will be trained and encouraged to use a grading system that includes class participation as part of their grading formula. This will encourage not only good attendance, but greater involvement. (Students with #1 and #5 absences will be provided make up opportunities.)</li><li>• Procedures and training will be developed that will make it easier for teachers to take strict attendance so that absence and tardy data is accurate. The school will use this data to identify students with problematic attendance and to take corrective action. Such corrective action will include calls and letters to parents, counseling.</li><li>• QEIA and other funds will be used to maintain at least one PSA.</li><li>• SLC clerks will be responsible for contacting parents about uncleared absences.</li><li>• Each SLC will develop its own attendance improvement plan.</li><li>• The school will continue to work with the surrounding police agencies and attorneys to improve attendance.</li><li>• The school will develop methods for better informing students and parents of truancy and other problematic attendance patterns.</li><li>• The school will develop policies and practices which reward good attendance and which put greater pressure on those who have bad attendance. Such "pressure" will include stricter control of late arrivals, more precise tracking (via ISIS) of absences and tardies, and the SART and SARB processes.</li></ul>	<ul style="list-style-type: none"><li>• *PSAs counselors - 2</li><li>• *Counseling assistant for PSAs</li><li>• *Extra clerical time and positions to support attendance calls &amp; other work</li><li>• *Time for staff training</li><li>• *Hardware and software to support data analysis, letter production, etc.</li><li>• *Funds to buy motivational items</li><li>• *Purchase software licensing and equipment to track chronic truant behavior</li></ul>
<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>										
92.9	94.9	96.0	96.0	96.0	96.0	96.0										
<p>19-B. Increase the staff attendance %</p> <table><tr><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>90.8</td><td>92.3</td><td>93.4</td><td>94.5</td><td>95.4</td><td>96.0</td><td>96.0</td></tr></table>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	90.8	92.3	93.4	94.5	95.4	96.0	96.0	<ul style="list-style-type: none"><li>• State clear expectations for staff attendance.</li><li>• Make sure absences are not abused—e.g., use of illness absences for personal reasons.</li><li>• Monitor staff attendance carefully; determine the reasons for problematic attendance &amp; respond appropriately</li></ul>	<ul style="list-style-type: none"><li>• Extra clerical time and positions to support attendance monitoring &amp; notifications</li><li>• *Time for staff training</li><li>• *Hardware and software to support data analysis, notice production, etc.</li><li>• *Funds to buy motivational items</li></ul>
<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>										
90.8	92.3	93.4	94.5	95.4	96.0	96.0										
<p>20. Qualify for continued QEIA alternate funding for following year</p> <table><tr><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>Yes</td><td>No</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td></tr></table>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	Yes	No	Yes	Yes	Yes	Yes	Yes	Same strategies and actions as set forth for items 1, 2, and 3 and for items 10 and 11 above.	Same as items 1, 2, and 3 above.
<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>										
Yes	No	Yes	Yes	Yes	Yes	Yes										