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# APPENDIX 1 Feeder School Statistics

COMMONWEALTH  
215 COMMONWEALTH AVE  
LOS ANGELES 90004  
Met AYP in 2010: No (Criteria met = 15 Criteria possible = 17)  
Program Improvement Status: Not in PI

Year Entered PI: NA

## SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 835	
African American	5% Special Education
American Indian	0% Gifted and Talented
Asian	8% Economically disadvantaged
Hispanic	10% English Learners
Latino	75% Redefined as Fluent
Pacific Islander	0% English Proficient
White/Latino	1% 18%

## API

BASE	GROWTH	PTS	MET	STATEWIDE	SIMILAR
			ALL	RANK	SCHOOLS
2005-06: 794	820	26	Yes	7	10
2006-07: 820	819	-1	Yes	8	10
2007-08: 815	825	10	Yes	7	10
2008-09: 824	844	20	Yes	8	10
2009-10: 844	842	-2	No	8	10

## 7 GIFTED

Identified Gifted - All	2008-2009	2009-10	Chg
Identified Gifted - African Amer	2.8%	6.9%	4.1
Identified Gifted - Latino	1.9%	0.0%	-1.9
Identified Gifted - Latino	1.9%	6.0%	4.2

## 2 STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	28.0%	20.0%	-8.0
Math	50.0%	38.3%	-11.7

## 3 CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr			5 yr		
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	Change	Change	yr	Change	Change	yr
All Students	732	604	579	611	607	51.1%	48.0%	52.8%	59.7%	56.8%	-2.9	5.7	1.4	-8.3	17.9	4.5
African American	28	29	30	29	39	48.2%	48.3%	60.0%	72.4%	64.1%	-8.3			-12.3	-2.7	-0.7
Asian	78	45	46	49	49	78.2%	75.6%	73.9%	87.8%	75.5%						
Latino	574	459	437	461	452	45.1%	42.6%	49.2%	53.6%	52.9%	-0.7			7.8		2.0
White																
English Learner	461	319	304	305	284	36.7%	26.6%	30.3%	37.4%	27.7%	-9.7			-9.0		-2.2
SWD	51	55	55	50	45	7.8%	1.8%	7.3%	14.0%	2.2%	-11.8			-5.6		-1.4
Socio-Econ Disadv	679	549	510	562	657	49.6%	46.4%	52.5%	58.4%	55.3%	-3.1			5.7		1.4

## 4 CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr			5 yr			Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	Change	Change	Change	yr	yr		
All Students	731	695	579	611	608	68.6%	73.9%	72.9%	75.9%	76.3%	0.4	6.7	1.7				
African American	26	29	30	29	40	57.7%	75.9%	66.7%	72.4%	57.5%	-14.9	-0.2	0.0				
Asian	78	46	46	49	49	88.7%	93.5%	89.1%	93.9%	81.6%	-12.3	-8.1	-2.0				
Latino	573	458	437	461	453	68.0%	69.7%	69.3%	72.2%	75.5%	3.3	9.5	2.4				
White																	
English Learner	461	320	304	305	264	59.4%	60.3%	59.9%	61.6%	58.0%	-3.6	-1.4	-0.4				
SWD	51	55	55	50	47	19.8%	25.5%	23.6%	26.0%	14.9%	-11.1	-4.7	-1.2				
Socio-Econ Disadv	678	549	510	562	558	68.6%	73.4%	72.0%	75.3%	75.6%	0.3	7.0	1.8				

## 5 CALIFORNIA STANDARDS TESTS (CST) (2009-10)

Subgroup	# Tested	% ADV	% PROF	% BASIC	% PB	% FBB	CHANGE IN PROF/ADV		CHANGE IN B/FBB		Chg	
							2008-09	2009-10	2008-09	2009-10		
ELA Gr 2	149	28.2%	28.2%	20.1%	14.1%	9.4%	69.3%	56.4%	-12.9	12.0%	23.5%	11.5
ELA Gr 3	167	21.0%	22.8%	35.9%	15.0%	5.4%	57.1%	43.7%	-13.4	20.2%	20.4%	0.2
ELA Gr 4	154	41.6%	28.6%	16.2%	5.8%	7.8%	62.2%	70.1%	7.9	14.0%	13.6%	-0.4
ELA Gr 5	137	28.5%	29.9%	24.1%	6.6%	10.9%	48.5%	58.4%	9.9	21.6%	17.5%	-4.1
Math Gr 2	149	46.3%	24.8%	13.4%	10.7%	4.7%	82.5%	71.1%	-11.4	7.2%	15.4%	8.2
Math Gr 3	167	53.9%	28.1%	9.6%	6.6%	1.8%	76.8%	82.0%	5.2	14.3%	8.4%	-5.9
Math Gr 4	154	63.0%	19.5%	9.7%	5.8%	1.9%	74.1%	82.5%	8.4	9.8%	7.7%	-2.1
Math Gr 5	138	44.9%	23.2%	15.9%	14.5%	1.4%	68.7%	68.1%	-0.6	10.5%	15.9%	5.4
Science Gr 5	138	37.7%	30.4%	16.7%	10.1%	5.1%	55.6%	68.1%	12.5	14.3%	15.2%	0.9

## 8 PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	46.3%	37.0%
% Strong Agree or Agree	95.6%	93.6%
Opportunities for involvement	94.2%	94.8%
Feel Welcome at school	41.7%	40.2%
High Level of Reported Involvement		

## 9 ENGLISH LEARNERS (EL)

AMMO 1 - CELDT Annual Growth	MET	2009-10 Target	2009-10 (Preim)
AMMO 2 - Attaining Eng Prof: ES less than 5 Yrs	Yes	53.1%	63.1%
ES 5 yrs or more	No	17.4%	35.0%
AMMO 3 - Proficiency in ELA	Yes	41.3%	35.2%
Proficiency in MATH	No	55.8%	51.8%
	Yes	58.0%	75.3%
Redesignation Rate Trend:	2407-08	2008-09	2009-10
	15.9%	17.8%	15.0%

## 10 SAFE SCHOOLS

		2008-09	2009-10	Chg
Discipline				
Students Suspended:				
All:	2.7%	1.2%	-1.5	
African American:	5.6%	4.6%	-1.1	
Latino:	3.0%	1.3%	-1.7	
Attendance				
Staff:	94.4%	94.2%	-0.2	
Student:	96.3%	95.5%	-0.8	
Student tardancy:	30.6%	27.0%	-3.8	
Student Survey				
% of Students that responded	87.2%	88.5%	-0.8	
% Strong Agree or Agree:				
Feel safe in their school	82.7%	89.6%	6.8	

ROSEMONT EL  
421 N ROSEMONT AVE  
LOS ANGELES 90026

Met AYP in 2010: No (Criteria met = 12 Criteria possible = 19)  
Program Improvement Status: Year 1

Year Entered PI: 2010-2011

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 785	
African American	2%
American Indian	0%
Asian	2%
Latino	15%
Pacific Islander	0%
White/Latino	2%
Special Education	8%
Gifted and Talented	4%
Economically disadvantaged	90%
English Learners	42%
Redclassified as Fluent	21%
English Proficient	

BASE	GROWTH	PTS	MET	STATEWIDE	SIMILAR
			ALL	RANK	SCHOOLS
2005-06: 690	710	20	Yes	3	6
2006-07: 708	729	21	Yes	3	7
2007-08: 727	737	10	No	4	8
2008-09: 736	751	15	No	3	7
2009-10: 751	756	5	No	3	6

STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	26.1%	34.1%	8.0
Math	28.3%	37.0%	8.7

CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	899	787	776	697	643	31.1%	32.8%	35.2%	41.5%	42.1%	0.6	11.0	2.8
African American	15	11		10	16	20.0%	18.2%		30.0%	31.3%		11.3	2.8
Asian	732	644	637	560	508	27.5%	29.0%	30.9%	37.7%	37.0%	-0.7	9.5	2.4
Latino					10					50.0%			
White	570	412	405	331	272	21.8%	20.9%	20.0%	20.8%	29.0%	8.2	7.2	1.8
English Learner	57	60	55	46	44	0.0%	5.0%	3.6%	10.9%	9.1%	-1.8	9.1	2.3
SWD													
Socio-Econ Disadv	842	737	720	640	591	30.6%	32.2%	34.0%	40.5%	40.9%	0.4	10.1	2.5

CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr	5 yr	Avg per
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	Change	Change	yr
All Students	897	787	774	698	642	46.7%	49.4%	47.7%	49.3%	51.2%	1.9	4.5	1.1
African American	15	11		10	15	20.0%	0.0%		60.0%	33.3%		13.3	3.3
Asian													
Latino	730	644	635	561	508	43.6%	46.1%	44.4%	44.2%	48.2%	4.0	4.6	1.2
White													
English Learner	568	412	404	332	274	39.6%	39.6%	35.1%	36.4%	42.0%	5.6	2.4	0.6
SWD	57	60	55	46	46	8.8%	15.0%	9.1%	10.9%	17.4%	6.5	8.6	2.2
Socio-Econ Disadv	840	737	718	641	589	46.1%	48.4%	46.9%	47.9%	50.8%	2.9	4.7	1.2

CALIFORNIA STANDARDS TESTS (CST) (2009-10)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	2008-09	2009-10	Chg	2008-09	2009-10	Chg
ELA Gr 2	158	11.4%	31.6%	38.6%	10.1%	8.2%	47.8%	43.0%	4.6	16.8%	18.3%	1.5
ELA Gr 3	148	6.8%	23.6%	37.2%	23.6%	8.8%	30.2%	30.4%	0.2	38.1%	32.4%	-5.7
ELA Gr 4	186	21.0%	32.3%	38.2%	5.9%	2.7%	48.3%	53.2%	4.9	18.9%	8.6%	-10.3
ELA Gr 5	151	13.2%	25.8%	40.4%	13.2%	7.3%	41.1%	38.1%	-2.0	22.0%	20.5%	-1.5
Math Gr 2	157	17.2%	31.2%	26.1%	21.0%	4.5%	62.9%	48.4%	-14.5	13.8%	25.5%	11.7
Math Gr 3	147	18.4%	33.3%	25.2%	18.4%	4.8%	54.8%	51.7%	-3.1	21.8%	23.2%	1.4
Math Gr 4	185	46.5%	26.5%	15.1%	10.3%	1.6%	40.0%	73.0%	33.0	31.4%	11.9%	-19.5
Math Gr 5	153	9.2%	18.3%	24.8%	34.6%	13.1%	39.3%	27.5%	-11.8	30.9%	47.7%	16.8
Science Gr 5	154	8.7%	26.0%	29.2%	22.7%	12.3%	27.4%	35.7%	8.3	38.1%	35.0%	-3.1

PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	32.6%	33.5%
% Strong Agree or Agree	91.5%	94.4%
Opportunities for involvement	93.4%	92.7%
Feel Welcome at school	47.6%	43.0%
High Level of Reported Involvement		

ENGLISH LEARNERS (EL)

AMAO 1 - CELDT Annual Growth	MET	2009-10 Target	2009-10 (Prelim)
AMAO 2 - Missing Eng Prof: Els less than 5 yrs	No	53.1%	50.1%
Els 5 yrs or more	Yes	17.4%	26.2%
AMAO 3 - Proficiency in ELA	Yes	41.3%	43.1%
Proficiency in MATH	No	56.8%	37.7%
	No	58.0%	48.1%

SAFE SCHOOLS

Redclassification Rate Trend:	2007-08	2008-09	2009-10
	18.9%	19.1%	24.5%

SAFE SCHOOLS

Discipline	2008-09	2009-10	Chg
Students Suspended:			
All	6.5%	1.6%	-4.8
African American	0.0%	0.0%	0.0
Latino	6.7%	1.6%	-5.1
Attendance	59.9%	93.1%	-0.8
Student	96.0%	95.8%	-0.2
Student Transferecy	23.0%	16.7%	-6.3
Student Survey			
% of Students that responded	63.2%	64.6%	1.5
% Strong Agree or Agree:			
Feel safe in their school	83.5%	90.5%	7.4



UNION EL  
150 S BURLINGTON AVE  
LOS ANGELES 90057

Mei AYP in 2010: No (Criteria met = 9 Criteria possible = 17)  
Program Improvement Status: Year 2

Year Entered PI: 2009-2010

### SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 4,104	
African American	1% Special Education
American Indian	0% Gifted and Talented
Asian	0% Economically disadvantaged
Filipino	2% English Learners
Latino	97% Redclassified as Fluent
Pacific Islander	0% English Proficient
White(not Latino)	0%
	14%

### API

BASE	GROWTH	PTS	MEI STATEWIDE ALL RANK	SIMILAR SCHOOLS RANK
2005-06: 644	682	38	Yes	2
2006-07: 684	718	34	Yes	2
2007-08: 716	718	2	No	3
2008-09: 719	740	21	No	3
2009-10: 740	738	-2	No	3
				5

### STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	25.4%	17.9%	-7.5
Math	37.9%	20.9%	-17.0

### GIFTED

Identified Gifted - All	2008-2009	2009-10	Chg
Identified Gifted - African Amer	1.8%	1.5%	-0.3
Identified Gifted - Latino	0.0%	0.0%	0.0
	1.8%	1.5%	-0.3

### CST TRENDS: English Language Arts

Subgroup	Student tested					% Proficient & Advanced					1 yr Change			5 yr Change			Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	Change	Change	Change	Change	Change		
All Students	862	730	721	735	720	26.0%	31.4%	31.6%	37.3%	39.7%	2.4	13.7	3.4				
African American	19	13				10.5%	46.2%										
Asian	817	688	685	714	695	25.7%	30.1%	31.4%	37.0%	39.6%	2.6	13.9	3.5				
Latino																	
White	612	453	415	434	402	15.5%	15.7%	13.5%	21.9%	17.7%	-4.2	2.2	0.6				
English Learner	64	56	64	59	67	4.7%	0.0%	3.1%	6.8%	9.0%	2.2	4.3	1.1				
SWD	826	697	672	688	673	25.7%	30.7%	31.0%	37.5%	39.2%	1.7	13.5	3.4				
Socio-Econ Disadv																	

### CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	853	732	721	734	720	43.7%	47.7%	49.7%	53.5%	49.3%	-4.2	5.6	1.4
African American	19	13				31.8%	30.8%						
Asian	818	691	685	713	695	43.5%	47.3%	49.6%	53.4%	49.5%	-3.9	6.0	1.5
Latino	613	455	415	433	402	33.3%	34.7%	33.0%	41.3%	31.1%	-10.2	-2.2	-0.5
English Learner	65	58	64	58	67	9.2%	5.2%	4.7%	17.2%	10.4%	-6.8	1.2	0.3
SMD	827	699	672	687	673	43.2%	47.8%	49.3%	53.6%	49.3%	-4.3	6.1	1.5
Socio-Econ Disadv													

### CALIFORNIA STANDARDS TESTS (CST) (2009-10)

Subgroup	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	2008-09	2009-10	Chg
ELA Gr 2	184	17.4%	29.3%	29.9%	15.2%	8.2%	42.2%	46.7%	4.5
ELA Gr 3	203	7.4%	17.2%	29.1%	17.2%	19.2%	24.6%	25.1%	0.5
ELA Gr 4	165	17.0%	27.3%	27.3%	17.6%	10.9%	50.3%	44.2%	-6.1
ELA Gr 5	168	12.5%	33.3%	33.3%	11.9%	8.9%	37.0%	45.8%	8.8
Math Gr 2	184	24.5%	26.1%	22.3%	20.1%	7.1%	54.8%	50.5%	-4.3
Math Gr 3	203	22.2%	22.7%	27.6%	20.2%	7.4%	54.2%	44.8%	-9.4
Math Gr 4	165	29.7%	18.8%	24.2%	23.6%	3.6%	51.7%	48.6%	-3.2
Math Gr 5	168	25.0%	28.2%	23.2%	17.3%	5.4%	53.3%	54.2%	0.9
Science Gr 5	168	5.4%	21.4%	41.1%	17.9%	14.3%	22.8%	26.9%	4.0

### PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	47.9%	49.5%
% Strong Agree or Agree		
Opportunities for Involvement	94.6%	91.5%
Feel Welcome at school	91.9%	89.6%
High Level of Reported Involvement	44.6%	41.7%

### ENGLISH LEARNERS (EL)

AMA0 1 - CELDT Annual Growth	MEI	2009-10 Target	2009-10 Prelim
AMA0 2 - Attaining Eng Prof Els less than 5 Yrs	No	53.1%	49.5%
Els 5 yrs or more	Yes	17.4%	19.5%
AMA0 3 - Proficiency in ELA	No	41.3%	32.9%
Proficiency in MATH	No	56.8%	34.6%
Reclassification Rate Trend:	15.9%	2008-09	2009-10
		14.9%	15.5%

### SAFE SCHOOLS

Discipline	2008-09	2009-10	Chg
Students Suspended:			
All:	0.4%	0.6%	0.3
African American:	18.2%	0.0%	-18.2
Latino:	0.2%	0.6%	0.5
Attendance			
Still:	95.5%	94.4%	-0.9
Student:	96.9%	96.7%	-0.3
Student Transfery:	17.5%	16.5%	-1.0
Student Survey			
% of Students that responded	73.1%	86.0%	12.2
% Strong Agree or Agree:			
Feel safe in their school	82.1%	87.6%	5.5



① CASTRO MS  
1575 W 2ND ST  
LOS ANGELES 90026

Met AYP in 2010: No (Criteria met = 8 Criteria possible = 17)  
Program Improvement Status: Not in PI

Year Entered PI: N/A

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 429	
African American	3% Special Education
American Indian	0% Gifted and Talented
Asian	2% Economically disadvantaged
Filipino	3% English Learners
Latino	93% Reclassified as Fluent
Pacific Islander	0% English Proficient
White/Ind Latino	0%

② API

BASE	GROWTH	PTS	MEET STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06:				
2006-07:				
2007-08:				
2008-09:				
2009-10:	619		No	

③ STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	12.8%		
Math	13.2%		

Identified Gifted - All	2008-2009	2009-10	Chg
Identified Gifted - African Amer		10.0%	
Identified Gifted - Latino		16.7%	
		9.6%	

④ CST TRENDS: English Language Arts

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	% Proficient & Advanced	1 yr Change	5 yr Avg per yr Change
All Students					414	20.5%		
African American					14	7.1%		
Asian					378	20.9%		
Latino					130	0.8%		
English Learner					39	0.0%		
SWD					383	20.4%		
Socio-Econ Disadv								

⑤ CST TRENDS: Mathematics

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	% Proficient & Advanced	1 yr Change	5 yr Avg per yr Change
All Students					412	35.0%		
African American					13	15.4%		
Asian					377	34.5%		
Latino					130	11.5%		
English Learner					38	7.9%		
SWD					381	34.9%		
Socio-Econ Disadv								

⑥ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	% Proficient & Advanced	1 yr Change	5 yr Avg per yr Change
All Students					412	35.0%		
African American					13	15.4%		
Asian					377	34.5%		
Latino					130	11.5%		
English Learner					38	7.9%		
SWD					381	34.9%		
Socio-Econ Disadv								

⑦ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded		24.1%
% Strong Agree or Agree		79.5%
Opportunities for Involvement		89.9%
Feel Welcome at school		29.5%
High Level of Reported Involvement		

⑧ ENGLISH LEARNERS (EL)

AMMO 1 - CELDT Annual Growth	MEET	2008-10 Target	2009-10 (Prelim)
AMMO 2 - Attaining Eng Prof: Els less than 5 Yrs	No	53.1%	40.3%
AMMO 3 - Proficiency in ELA	No	17.4%	27.7%
Proficiency in MATH	No	41.3%	12.1%
	No	56.5%	29.8%
	No	58.0%	
Reclassification Rate Trend:	2007-08	2008-09	2009-10
	0.0%	0.0%	

⑨ SAFE SCHOOLS

Discipline	2008-09	2009-10	Chg
Students Suspended:			
All:	6.3%		
African American:	8.3%		
Latino:	6.5%		
Attendance	100.0%	96.9%	-3.1
Student		93.7%	
Student transiency		26.7%	
Student Survey		56.4%	
% of Students that responded		89.0%	
% Strong Agree or Agree:		89.0%	
Feel safe in their school			

**1 KING MS**  
4201 FOUNTAIN AVE  
LOS ANGELES 90029

Met AYP in 2010: No (Criteria met = 30 Criteria possible = 33)  
Program Improvement Status: Year 5

Year Entered PL: 1997-1998

**SCHOOL OVERVIEW 2009-2010**

Total Students Enrolled: 1,781	
African American	2% Special Education
American Indian	1% Gifted and Talented
Asian	7% Economically disadvantaged
Filipino	10% English learners
Latino	72% Reclassified as Fluent
Pacific Islander	0% English Proficient
White (not Latino)	8%

**2 API**

BASE	GROWTH	PTS	MET	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06: 647	654	7	No	3	5
2006-07: 653	628	-25	No	3	7
2007-08: 628	670	42	No	2	4
2008-09: 667	679	12	No	2	5
2009-10: 678	737	59	No	2	5

**3 GIFTED**

Identified Gifted - All	2008-2009	2009-10	Chg
Identified Gifted - African Amer	20.7%	24.5%	3.8
Identified Gifted - Latino	18.4%	11.1%	-7.2
Identified Gifted - Latino	14.6%	17.7%	3.1

**8 PARENT AND COMMUNITY ENGAGEMENT**

Parent Survey	2008-09	2009-10
% of Parents that responded	32.1%	33.8%
% Strong Agree or Agree	90.3%	81.7%
Opportunities for Involvement	90.8%	87.0%
Feel Welcome at school	33.7%	23.4%
High Level of Reported Involvement		

**9 ENGLISH LEARNERS (EL)**

AMMO 1 - CELDT Annual Growth	MET	2008-09 Target	2008-10 (Prelim)
AMMO 2 - Attaining Eng Prof: Els less than 5 Yrs	No	53.1%	42.7%
AMMO 3 - Proficiency in ELA	Yes	17.4%	23.2%
Proficiency in MATH	No	41.3%	33.8%
	No	56.6%	23.4%
	No	58.0%	22.3%
Reclassification Rate Trend:	2007-08	2008-09	2009-10
	13.1%	13.3%	12.7%

**3 CST TRENDS: English Language Arts**

Subgroup	2008-06	2008-07	2007-08	2008-09	2009-10	% Proficient & Advanced	1 Yr Change	5 Yr Change	Avg per Yr
All Students	2,758	2,756	2,630	2,375	1,694	27.9%	26.3%	32.4%	10.0
African American	68	75	66	46	22	19.1%	21.3%	36.4%	4.2
Asian	148	144	134	135	109	58.1%	56.9%	66.4%	13.1
Latino	2,113	2,103	2,049	1,816	1,214	21.8%	19.7%	26.8%	8.6
White	235	220	178	167	147	50.2%	47.8%	60.7%	23.3
English Learner	952	880	842	663	299	2.1%	1.3%	2.4%	0.2
SMD	304	300	279	235	124	5.9%	3.0%	3.2%	5.8
Socio-Econ Disadv	2,478	2,442	2,310	2,094	1,481	24.9%	23.3%	30.5%	9.7

**4 CST TRENDS: Mathematics**

Subgroup	2008-06	2008-07	2007-08	2008-09	2009-10	% Proficient & Advanced	1 Yr Change	5 Yr Change	Avg per Yr
All Students	2,749	2,747	2,592	2,370	1,714	25.9%	22.7%	29.5%	9.2
African American	68	75	63	46	22	17.6%	16.0%	27.0%	21.3
Asian	148	144	133	135	109	59.5%	59.0%	66.7%	11.3
Latino	2,104	2,095	2,023	1,813	1,235	20.3%	16.9%	22.6%	7.6
White	235	229	175	166	146	41.3%	38.9%	49.7%	8.1
English Learner	949	876	838	681	316	4.0%	3.4%	4.9%	-0.1
SMD	301	293	279	235	145	6.6%	4.4%	4.3%	1.2
Socio-Econ Disadv	2,470	2,431	2,275	2,089	1,500	23.4%	20.9%	27.8%	9.3

**5 CALIFORNIA STANDARDS TESTS (CST) (2009-10)**

Subgroup	% ADV	% PROF	% BASIC	% BB	% FBB	CHANGE IN PROF/ADV	CHANGE IN BB/FBB	Chg
ELA Gr 6	388	20.6%	25.8%	28.6%	16.0%	9.0%	30.2%	46.4%
ELA Gr 7	446	16.9%	31.7%	27.2%	15.0%	9.1%	39.4%	48.6%
ELA Gr 8	660	20.0%	32.6%	14.4%	9.4%	9.4%	31.0%	43.6%
Math Gr 6	388	24.2%	20.9%	25.3%	21.6%	8.0%	34.8%	45.1%
Math Gr 7	583	10.8%	29.3%	33.8%	18.5%	7.5%	29.2%	40.1%
General Math	26	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Algebra I	687	13.1%	21.5%	23.1%	30.1%	12.1%	33.2%	34.6%
Geometry	30	40.0%	56.7%	3.3%	0.0%	0.0%	93.8%	96.7%
History/Soc Sci	683	17.1%	18.0%	26.5%	15.7%	22.7%	25.1%	35.1%
Science Gr 8	660	25.8%	20.8%	22.4%	13.8%	17.3%	48.6%	46.5%

**10 SAFE SCHOOLS**

Discipline	2008-09	2009-10	Chg
Student Suspended:			
All	12.5%	7.7%	-5.2
African American	26.5%	33.3%	6.8
Latino	15.3%	9.4%	-5.9
Attendance			
Student	93.0%	93.7%	-0.2
Student transiency	95.4%	96.3%	0.9
Student Survey	26.1%	12.5%	-13.6
% of Students that responded	62.4%	86.0%	23.7
% Strong Agree or Agree:			
Feel safe in their school	77.2%	90.6%	13.3



1 VIRGIL MS  
152 N VERMONT AVE  
LOS ANGELES 90004

# SCHOOL OVERVIEW 2009-2010

Met AYP in 2010: No (Criteria met = 19 Criteria possible = 25)  
Program Improvement Status: Year 5

Year Entered PI: 1997-1998

Total Students Enrolled: 1,716	
African American	1% Special Education
American Indian	0% Gifted and Talented
Asian	3% Economically disadvantaged
Filipino	9% English Learners
Latino	86% Reclassified as Fluent
Pacific Islander	0% English Proficient
White (not Latino)	1%

## STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	15.2%	11.7%	-3.5
Math	18.3%	23.4%	5.1

## CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 Yr Change			5 Yr Change			Avg per Yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	Change	Change	Change	y			
All Students	2,699	2,666	2,121	2,012	1,673	13.3%	15.0%	23.1%	27.3%	28.8%	1.5	15.5	3.9	15.5	3.9		
African American	78	84	49	31	20	10.3%	13.1%	24.5%	25.8%	26.0%	-0.8	14.7	3.7	14.7	3.7		
Asian	68	72	80	73	49	23.5%	20.8%	36.3%	50.7%	55.1%	4.4	31.6	7.9	31.6	7.9		
Latino	2,402	2,381	1,822	1,721	1,441	12.3%	13.9%	20.5%	24.5%	26.4%	1.9	14.1	3.5	14.1	3.5		
White	13	11				23.1%	36.4%										
English Learner	1,230	1,211	873	755	594	0.9%	2.0%	3.9%	3.7%	3.7%	0.0	2.8	0.7	2.8	0.7		
SWD	245	256	209	197	154	1.6%	1.2%	4.3%	3.0%	1.9%	-1.1	0.3	0.1	0.3	0.1		
Socio-Econ Disadv	2,542	2,534	1,944	1,857	1,655	12.8%	14.6%	22.8%	26.9%	28.9%	2.0	16.1	4.0	16.1	4.0		

## CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 Yr Change			5 Yr Change			Avg per Yr
	2008-06	2008-07	2007-08	2008-09	2009-10	2008-06	2008-07	2007-08	2008-09	2009-10	Change	Change	Change	Change	Change		
All Students	2,684	2,692	2,108	2,015	1,678	12.0%	12.3%	27.0%	30.9%	36.5%	5.6	24.5	6.1				
African American	78	84	50	32	19	7.7%	10.7%	16.0%	18.8%	31.6%	12.8	23.9	6.0				
Asian	68	72	80	73	49	29.4%	26.4%	51.3%	53.4%	63.3%	9.9	33.9	8.5				
Latino	2,397	2,378	1,807	1,722	1,445	10.7%	11.3%	24.3%	28.3%	34.1%	5.8	23.4	5.8				
White	13	11				15.4%	18.2%										
English Learner	1,226	1,209	859	755	596	2.2%	3.6%	9.4%	12.6%	14.3%	1.7	12.1	3.0				
SWD	245	257	210	197	154	1.2%	1.2%	5.7%	3.6%	5.8%	2.2	4.6	1.2				
Socio-Econ Disadv	2,538	2,531	1,932	1,860	1,660	11.9%	12.2%	27.1%	30.6%	36.7%	6.1	24.8	6.2				

## CALIFORNIA STANDARDS TESTS (CST) (2009-10)

	2008-06	2008-07	2007-08	2008-09	2009-10	Chg	2008-06	2008-07	2007-08	2008-09	2009-10	Chg
ELA Gr 6	438	8.0%	23.7%	34.2%	16.7%	17.4%	31.4%	31.7%	33.4%	34.1%	0.7	
ELA Gr 7	565	6.5%	22.5%	34.2%	16.3%	20.5%	29.7%	29.0%	33.4%	36.8%	-3.8	
ELA Gr 8	670	10.3%	16.3%	29.4%	23.1%	20.9%	22.1%	26.6%	4.5	43.2%	44.0%	0.8
Math Gr 6	438	16.0%	29.0%	24.9%	19.9%	10.3%	44.2%	45.0%	0.8	27.9%	30.2%	2.3
Math Gr 7	568	9.7%	24.8%	31.5%	22.7%	11.3%	30.2%	34.9%	4.3	38.5%	34.0%	-4.5
General Math	457	5.0%	20.1%	31.3%	28.2%	15.3%	18.1%	25.2%	7.1	51.5%	43.5%	-8.0
Algebra I	215	11.6%	37.2%	27.0%	21.4%	2.8%	29.7%	48.8%	19.1	27.2%	24.2%	-3.0
History-Soc Sci	666	15.3%	14.7%	28.7%	17.6%	23.7%	21.3%	30.0%	8.7	45.4%	41.3%	-4.1
Science Gr 8	670	21.9%	16.1%	20.0%	17.8%	24.2%	43.4%	38.1%	-5.3	37.8%	42.0%	4.2

## API

BASE	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	Chg
BASE	583	580	585	585	641	-3	7	No	No	1	5
GROWTH	583	580	585	585	641	-3	7	No	No	1	4
PTS	583	580	585	585	641	-3	7	No	No	1	4
MET	583	580	585	585	641	-3	7	No	No	1	4
ALL	583	580	585	585	641	-3	7	No	No	1	4
STATEWIDE	583	580	585	585	641	-3	7	No	No	1	4
RANK	583	580	585	585	641	-3	7	No	No	1	4
SIMILAR	583	580	585	585	641	-3	7	No	No	1	4
SCHOOLS	583	580	585	585	641	-3	7	No	No	1	4
RANK	583	580	585	585	641	-3	7	No	No	1	4

## GIFTED

2005-06	2006-07	2007-08	2008-09	2009-10	Chg
Identified Gifted - All	583	580	585	585	641
Identified Gifted - African Amer	583	580	585	585	641
Identified Gifted - Latino	583	580	585	585	641

## PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	29.0%	25.6%
% Strong Agree or Agree	91.3%	90.7%
Opportunities for Involvement	89.2%	91.0%
Felt Welcome at school	35.5%	32.6%
High Level of Reported Involvement		

## ENGLISH LEARNERS (EL)

AMAO 1 - CELDT Annual Growth	2007-08	2008-09	2009-10
Yes	53.1%	57.0%	57.0%
No	46.9%	43.0%	43.0%
AMAO 2 - Allowing Eng Prof: Els less than 5 Yrs	Yes	41.3%	46.0%
No	58.7%	54.0%	54.0%
AMAO 3 - Proficiency in ELA	Yes	58.0%	58.0%
No	42.0%	42.0%	42.0%

Reclassification Rate Trend:	2007-08	2008-09	2009-10
	12.4%	15.5%	13.4%

## SAFE SCHOOLS

Discipline	2008-09	2009-10	Chg
Students Suspended:			
All	2.8%	5.0%	2.4
African American	23.5%	4.5%	-19.0
Latino	2.8%	5.4%	2.9
Attendance			
Shall	95.6%	94.7%	-0.9
Student	95.2%	96.1%	0.1
Student Transfency	25.8%	21.2%	-4.6
Student Survey			
% of Students that responded	68.1%	36.9%	-31.1
% Strong Agree or Agree:			
Felt safe in their school	83.6%	90.1%	6.5



① LAKE ST PRIMARY  
135 N LAKE ST  
LOS ANGELES 90026

Met AYP in 2010: No (Criteria met = 1 Criteria possible = 3)  
Program Improvement Status: Not in PI

Year Entered PI: N/A

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 223	
African American	2% Special Education
American Indian	0% Gifted and Talented
Asian	0% Economically Disadvantaged
Filipino	10% English Learners
Latino	86% Reclassified as Fluent
Pacific Islander	0% English Proficient
White/Not Latino	1%

⑥ API

BASE	GROWTH	PIR	MET	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06: 710	2006-07: 729	2007-08: 761	2008-09: 815	2009-10: 789	

⑦ GIFTED

Identified Gifted - All	2008-2009	2009-10	Chg
Identified Gifted - African Amer		0.0%	
Identified Gifted - Latino		0.0%	

③ CST TRENDS: English Language Arts

Student's Tested	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Change	5 yr Change	Avg per yr
Subgroup								

④ CST TRENDS: Mathematics

Student's Tested	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Change	5 yr Change	Avg per yr
Subgroup								

⑤ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

# Tested	% ADV	% PROF	% BASIC	% BB	% FBB	CHANGE IN PROF/ADV	CHANGE IN BB/FBB
						Chg	Chg

⑧ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded		39.5%
% Strong Agree or Agree		96.8%
Opportunities for involvement		97.5%
Felt Welcome at school		49.7%
High level of Reported Involvement		

⑨ ENGLISH LEARNERS (EL)

AAAO 1 - CEEDT Annual Growth	MET	2009-10 Target	2009-10 (Actual)
AAAO 2 - Allowing Eng Prof: Els less than 5 yrs	Yes	53.1%	55.5%
AAAO 3 - Proficiency in ELA		41.3%	25.3%
Proficiency in MATH		58.0%	55.6%
Reclassification Rate Trend:	2007-08: 0.0%	2008-09: 0.0%	2009-10: 0.0%

⑩ SAFE SCHOOLS

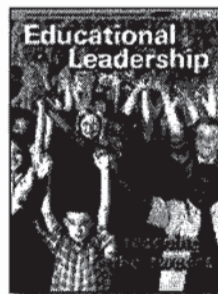
Discipline	2008-09	2009-10	Chg
Students Suspended:			
ALL	1.2%	1.8%	0.6
African American	100.0%	0.0%	-100.0
Latino	0.7%	2.1%	1.4
Attendance			
Staff	95.1%	96.9%	1.8
Student	93.1%	94.2%	1.2
Student Survey			
% of Students that responded			
% Strong Agree or Agree:			
Felt safe in their school			

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## Mayhem in the Middle: Why We Should Shift to K-8

Cheri Pierson Yecke

**Middle schools are increasingly switching to the K-8 model to improve student achievement. Ten strategies can help ease the transition.**



In early 2005, the National Governors Association convened an education summit to address the dismal state of U.S. high schools. Nearly one-third of students eventually drop out, which annually costs the U.S. economy an estimated \$16 billion in lost productivity. Although well intended, the solutions that many governors offered at the summit misidentified the cause of "high school" problems. Abundant evidence indicates that the seeds that produce high school failure are sown in grades 5-8 (National Center for Education Statistics, 2000). In far too many cases, U.S. middle schools are where student academic achievement goes to die.

As measured by international comparisons, such as the Trends in International Mathematics and Science Study (TIMSS), the achievement of U.S. students begins to plummet in middle school. And, as countless teachers and parents will attest, contemporary middle schools have become places where discipline is often lax and intermittent. Too many educators view middle school as an environment in which little is expected of students, either academically or behaviorally, on the assumption that students must place self-discipline and high academic expectations on hold until the hormone-driven storms of early adolescence have passed.

But if surging hormones truly drive middle school students' supposed lack of capacity to focus on academics, why does this phenomenon strike only in the United States? Other countries don't experience a similar decline in achievement at these grades. Something else is driving this precipitous drop in achievement. I propose that it is the anti-intellectualism inherent to the middle school concept.

To understand, we need to differentiate between *middle schools* and the *middle school concept*. Middle schools are simply organizational groupings, generally containing grades 6, 7, and 8. The middle school concept, on the other hand, is the belief that the purpose of these schools is to create students who are imbued with egalitarian principles; who are in touch with their political, social, and psychological selves; and who eschew competition and individual achievement to focus on identity development and perceived societal needs (Gallagher, 1991; Sicola, 1990; Toepfer, 1992). Although many U.S. middle schools are flourishing with strong and rigorous academic programs, the middle school concept—the notion that middle schools should be havens of socialization and not academies of knowledge—has wrought havoc on the intellectual development of many middle school students.

As any reform-minded superintendent or courageous middle school principal may tell you, reclaiming middle-grades schools from the clutches of the middle school concept has not been an easy task. In fact, this goal has been so elusive in some districts that the only alternative has been to eliminate the middle school grade configuration altogether, returning instead to the K-8 model.

Several urban school districts, such as Baltimore, Maryland, and Philadelphia, Pennsylvania, are now abandoning both the middle school concept and middle schools. By 2008, the number of K-8 schools in Philadelphia will have increased from 61 to 130. Baltimore has opened 30 K-8 schools in the last few years. Districts like Brookline, Massachusetts, and Cincinnati, Ohio, are now exclusively K-8. The goal for these districts is the same: to increase academic achievement and create an atmosphere more conducive to learning (Chaker, 2005).

## Why K-8?



Although many U.S. educators embraced the middle school concept during the 1970s, 1980s, and 1990s, some educators refused to jump on the bandwagon. As a result, parents, teachers, and administrators at many schools that remained K–8 discovered anecdotally that their students demonstrated fewer behavioral problems and higher academic achievement than many students enrolled in middle schools.

School district leaders in Milwaukee, Wisconsin, Baltimore, and Philadelphia wanted to determine whether they could verify these anecdotal observations through research. The studies they undertook convinced them to accelerate a shift to the K–8 model in their districts.

#### The Milwaukee Study

Researchers in Milwaukee conducted a longitudinal analysis of 924 Milwaukee students who either attended K–8 schools or attended K–6 elementary schools and then proceeded to a middle school for 7th and 8th grade (Simmons & Blyth, 1987). The study controlled for race, ethnicity, teacher-student ratios, and levels of teacher education.

The researchers found that the students in the K–8 schools had higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These students also participated more in extracurricular activities, demonstrated greater leadership skills, and were less likely to be bullied than those following the elementary/middle school track. The authors concluded that the intimacy of the K–8 environment and the delay of the transition to a new school until students were more mature may have accounted for the discrepancy.

#### The Baltimore Study

In Baltimore, researchers undertook a longitudinal study of two cohorts of students: 2,464 students who attended K–5 schools and then went on to middle schools, and 407 students who attended K–8 schools (Baltimore City Schools, 2001). After controlling for baseline achievement, the researchers found that the students in the K–8 schools scored much higher than their middle school counterparts on standardized achievement measures in reading, language arts, and math. The students in the K–8 schools were also more likely to pass the required state tests in math. Further, more than 70 percent of the K–8 students were admitted into Baltimore's most competitive high schools, compared with only 54 percent of students from the middle schools (Baltimore City Schools, 2001).

#### The Philadelphia Study

Philadelphia carried its examination of the achievement of students progressing through either K–8 or middle schools into high school to determine whether academic gains or losses from either model were sustained over time. After controlling for student background, researchers analyzed achievement data from approximately 40 K–8 schools and 40 middle schools.

The analysis showed that the students in the K–8 schools had higher academic achievement than those in the middle schools and that their academic gains surpassed those of the middle school students in reading and science, with statistically higher gains in math (Offenberg, 2001).

Eleven percent more students from the K–8 schools were accepted into the most challenging high schools. Moreover, once in high school, the grade point averages of students who had attended K–8 schools were higher than those of former middle school students. Offenberg concluded, "As a group, K–8 schools are more effective than middle-grades schools serving similar communities" (2001, p. 28).

The study noted that one factor possibly contributing to these differences is the number of students at a specific grade level. Although a K–8 school and a middle school might have the same total number of students, they are spread over more grades in the K–8 school, reducing the number of students in each grade. Offenberg's report suggests that as the number of students in a given grade increases, performance gains decrease.



## Ten Strategies for Transition

I conducted site visits in all three school districts—Milwaukee, Baltimore, and Philadelphia—to see how the K–8 model was working and to gather advice for those interested in making the transition to the K–8 model. I selected one school in each district to visit on the basis of the school's ethnic diversity. The schools serve low-income urban students; each school faces its own demographic challenges. All three schools came to the K–8 model by a different route.

Humboldt Park K–8 School in Milwaukee shifted from K–5 to K–8 a few years ago. Its student population is notably diverse: Approximately 35 percent of students are Hmong, 30 percent are white, 15 percent are Hispanic, and 15 percent are black. Hamilton Elementary/Middle School in Baltimore has been a K–8 school for more than 20 years; its student body is 75 percent black. The Julia de Burgos School in Philadelphia, originally a 6–8 middle school, expanded downward to add grades K–5; its student body is 89 percent Hispanic.

In all three schools, staff and administrators were committed to meeting the needs of underprivileged students and believed that they could best accomplish this in a K–8 setting. Their advice, along with feedback from students and parents, suggests 10 strategies that can ease the transition to a K–8 model.

Strategy 1: Include parents in the process.

To ensure the success of the K–8 model, parents should participate in all aspects of the planning process. Policy decisions concerning such varied issues as curriculum, dress code, and behavioral expectations call for parental input. The most academically successful school that I visited, Humboldt Park K–8 School in Milwaukee, also has the most active and organized parents. Parents initiated the move to transition Humboldt Park into a charter school because they were concerned that district policies might undermine the school's academic program. This high level of engagement was not a reflection of higher socioeconomic status: 70 percent of students at Humboldt Park come from low-income homes.

Strategy 2: Add higher rather than lower grades.

Incrementally adding higher grades to shift an elementary school to a K–8 school appears to be a smoother process than adding lower grades to a middle school. This approach seems to minimize grade-level imbalances and necessitate fewer building modifications. Faculty members at Humboldt Park unanimously agreed that when adding grades 6, 7, and 8, schools should add only one grade each year. This gives time for students, faculty, support staff, and administration to adjust.

Strategy 3: Ensure grade-level balance.

Attaining demographic balance among the various grade levels should be a priority. Having too many older or younger students means that the needs of the dominant group can drive school policies and set the school tone. For example, one schoolwide policy limited bathroom passes because some of the middle-grades students used them to roam the halls. However, because younger students tend to use the bathroom more frequently than older students do, lower-grades teachers challenged this policy.

If transition logistics require a temporary imbalance, schools should ensure that staff members are aware of the undue weight that the overrepresented grades might bring to a school and remind them that the imbalance is only temporary.

Strategy 4: Make 6th grade a transition year.

Moving from the elementary to the upper-grades section of the school requires students to become familiar with a different location and learn rules that often give them greater freedom. Because this change usually occurs in 6th grade, it would be helpful to provide flexibility as students make the transition. Retaining some elements of the elementary school—such as recess, classroom learning centers, or walking in lines during classroom changes—may help 6th grade function as a bridge between the elementary and middle grades.

Strategy 5: Establish a strict transfer policy.

District officials need to acknowledge the challenges that transfer students bring to schools. Involuntary transfers are harder for schools to deal with and typically occur when the district administration decides to relocate students who have had difficulties elsewhere. Philadelphia wisely handles this issue through an alternative program that accommodates students with the most serious discipline problems. Baltimore has no such program in place, leaving staff members and faculty frustrated as they struggle to balance teaching students who do not have serious behavior problems with rehabilitating those who do.

Voluntary transfers present other challenges. Students who arrive from schools that have less structure and lower academic standards might find the transition to a challenging K–8 setting difficult. Humboldt Park addresses this issue by requiring mandatory after-school lessons to help transfer students catch up. Schools can also provide an opportunity for students to receive remediation in the summer before the school year starts. Either way, schools should establish a policy that helps transfer students adjust to the level of work required.

Twenty-five percent of children in 4th through 8th grade care for themselves regularly either before or after school.

—*America's Children: Key National Indicators of Well-Being, 2005*

Strategy 6: Modify facilities.

A school transitioning into a K–8 structure may need to make certain physical modifications to adapt its facility to students of various ages. For example, elementary schools adding middle grades will need to add computers in the library and include books appropriate for middle-grades students. If the library has limited space, the school may need to create a separate computer lab. The school might also consider adding lockers for older students or building a more advanced science lab. For any newly K–8 school, the cafeteria will most likely require scheduling changes and menu revisions to adapt to an influx of older or younger students. Moreover, making the transition from a middle school to a K–8 school entails creating centers and “nooks” in primary classrooms and modifying restrooms by lowering toilets and sinks.

In addition, designating a separate building wing for the upper grades provides older students with some time on their own and reduces unsupervised interactions with younger students. Humboldt Park in Milwaukee does a good job of this. In contrast, Philadelphia's Julia de Burgos School, which of the three schools observed had the least separation among its students, reported the most challenges with interactions between older and younger students.

Strategy 7: Have high expectations for both academics and behavior.

High academic achievement rarely happens in an undisciplined environment. Of the schools I visited, Baltimore's Hamilton had the most behavior problems. This was also the only school in which student achievement declined in the upper grades. In contrast, Milwaukee's Humboldt Park had the strictest discipline policy. There, 75 percent of students leave kindergarten reading at the 2nd grade level.

Policies establishing academic and behavioral norms—such as consistent expectations regarding homework or dress code—will set the K–8 school's tone for years to come, and parents should be involved in drafting them. Behavioral expectations don't need to be uniform throughout the school. Schools should provide some flexibility for upper-grades students, giving them greater freedom and responsibility as they prepare to transition to high school. For example, most K–8 schools allow upper-grades students to change classes independently as opposed to walking in lines.

Strategy 8: Decide on the academic approach.



The schools that I visited in Baltimore and Milwaukee organize their upper-grades teachers by academic department. The teachers at Julia de Burgos School in Philadelphia initially sought that structure but now prefer the self-contained approach.

The self-contained model, in which students stay with the same teacher for the core subjects of reading, math, science, and social studies, appears to foster better teacher-student relationships and a more nurturing environment. But it also means that teachers must prepare for four subjects instead of one, and it may force them into unfamiliar fields in which they have received no specialized training. The departmentalized setting, in which each teacher is a specialist in one or more areas, is more likely to produce higher academic achievement but provides fewer opportunities to counsel and mentor students.

It is fairly well established that strong subject-area knowledge in teachers correlates with higher student achievement (Whitehurst, 2002). It is therefore unfortunate that in 2004, half of Philadelphia's middle-level teachers failed exams assessing their content knowledge (Snyder & Mezzacappa, 2004). Although colleges of education might bear some of the blame, these gaps might also reflect a shift away from academics that has characterized much of the middle school movement's troubled history.

U.S. middle-level teachers with subject-specific certificates appear to be a dying breed. In 1980, 80 percent of middle-level teachers held subject-specific certificates, but that number had dropped to 52 percent by 2000 (Clark, Petzko, Lucas, & Valentine, 2001). One study shows that during the 1999–2000 school year, alarming percentages of middle-grades teachers lacked a college major or certification in the areas in which they taught: 58 percent lacked a major or certification in English, 57 percent in science, 69 percent in math, 71 percent in history, and 93 percent in physical science (National Center for Education Statistics, 2002). Another recent study found that only 22 percent of middle school math teachers surveyed indicated that they had majored in math, and fewer than half had a teaching certificate in that subject (Loveless, 2004).

K–8 planners need to find the right balance. A truly compassionate education cannot allow the desire for a nurturing environment to trump access to a rigorous, well-taught curriculum.

Strategy 9: Provide greater access to advanced courses and electives.

Because the upper grades have fewer students, K–8 schools have difficulty offering advanced subjects—such as foreign language classes or advanced math—that can enrich a curriculum. However, schools should not deny challenging academic opportunities to their students because of their particular grade configuration. One solution is to work collaboratively with other K–8 schools in the district, or even with the local high school, to have itinerant teachers come to the school to offer such classes. This may require some flexibility in scheduling. Another option might involve distance learning.

Above all, students need access to higher levels of math. A study from the U.S. Department of Education found that the academic intensity and quality of a student's high school curriculum were the most important factors in determining whether students completed a bachelor's degree (Adelman, 1999). Students cannot take rigorous courses in high school—especially advanced math courses—if they have not prepared themselves for this challenging work in their middle grades.

Strategy 10: Provide greater access to extracurricular opportunities.

With a larger student body in a given age group, middle schools can offer band, choir, and sports activities to a degree that K–8 schools cannot. However, several K–8 schools working together might field a team or create a band or choir. Schools could also coordinate extracurricular activities after school for all students in grades 6, 7, and 8, regardless of whether they attend a K–8 school or a middle school.

A number of districts—even those on the cutting edge of the K–8 movement—are guilty of lumping K–8 schools with elementary schools in various administrative funding classifications. This practice often rules out funding for extracurricular activities.



## Moving Forward

The K–8 model is no silver bullet for middle school reform, but it deserves consideration. In this era of flexible education options, K–8 schools and middle schools can coexist—provided that middle schools embrace standards and accountability.

C. S. Lewis once wrote,

If you are on the wrong road, progress means doing an about-turn and walking back to the right road; and in that case, the man who turns back soonest is the most progressive man. Going back is the quickest way on. (1943)

This summarizes the key strategy for undoing the damage that the middle school concept has done to U.S. education: We must *go back* to find scientifically based research that reveals the strengths or weaknesses of specific education practices, *go back* to proven methodologies, and *go back* to parents and empathetically listen to their concerns.

The key to renewing middle-grades education in the United States is to treat it as education rather than as personal adjustment. That means having high academic standards, a coherent curriculum, effective instruction, strong leadership, results-based accountability, and sound discipline. That formula has begun to pay off in the primary grades. It can pay off in the middle grades as well.

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# California Preschool Learning Foundations

Volume 1

CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2008





# Introduction

**T**he preschool learning foundations are a critical step in the California Department of Education's efforts to strengthen preschool education and school readiness and to close the achievement gap in California. They describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool. In other words, the foundations describe what all young children typically learn with appropriate support.

The support young children need to attain the competencies varies from child to child. Many children learn simply by participating in high-quality preschool programs. Such programs offer children environments and experiences that encourage active, playful exploration and experimentation. With play as an integral part of the curriculum, high-quality programs include purposeful teaching to help children gain knowledge and skills. In addition, many children in California's preschools benefit from specific support in learning English. Other children may have a special need that requires particular accommodations and adaptations. To serve all children, preschool

programs must work to provide appropriate conditions for learning and individually assist each child to move along a pathway of healthy learning and development.

All 50 states either have developed preschool standards documents or are in the process of doing so. Many of them have sought to align early learning standards with their kindergarten content standards. In most cases these alignment efforts have focused on academic content areas, such as English-language arts or mathematics. In California priority has been placed on aligning expectations for preschool learning with the state's kindergarten academic content standards and complementing the content areas with attention to social-emotional development and English-language development. Like the learning in such domains as language and literacy and mathematics, the concepts in social-emotional development and English-language development also contribute significantly to young children's readiness for school (*From Neurons to Neighborhoods* 2000; *Eager to Learn* 2000; *Early Learning Standards* 2002). Because the focus on preschool learning in California includes the full range

of domains, the term “foundations” is used rather than “standards.” This term is intended to convey that learning in every domain affects young children’s readiness for school.

The preschool learning foundations presented in this document cover the following domains:

- Social-Emotional Development
- Language and Literacy
- English-Language Development (for English learners)
- Mathematics

Together, these domains represent crucial areas of learning and development for young children. The foundations within a particular domain provide a thorough overview of development in that domain. Preschool children can be considered from the perspective of one domain, such as language and literacy or social-emotional development. Yet, when taking an in-depth look at one domain, one needs to keep in mind that, for young children, learning is usually an integrated experience. For example, a young child may be concentrating on mathematical reasoning, but at the same time, there may be linguistic aspects of the experience.

The foundations written for each of these domains are based on research and evidence and are enhanced with expert practitioners’ suggestions and examples. Their purpose is to promote understanding of preschool children’s learning and to guide instructional practice. It is anticipated that teachers, administrators, parents, and policymakers will use the foundations as a springboard to augment efforts to enable all young children to acquire the competencies that will prepare them for success in school.

## Overview of the Foundations

The strands for each of the domains discussed previously are listed in this section.

### **Social-Emotional Development**

**Domain.** The social-emotional development domain consists of the following three strands:

1. *Self*, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
2. *Social Interaction*, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility
3. *Relationships*, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

The competencies covered by the social-emotional development foundations underscore the multiple ways in which young children’s development in this domain influences their ability to adapt successfully to preschool and, later on, in school.

### **Language and Literacy Domain.**

The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

1. *Listening and Speaking*, which includes language use and conventions, vocabulary, and grammar
2. *Reading*, which covers concepts about print, phonological awareness, alphabetics and word/print



recognition, comprehension and analysis of age-appropriate text, and literacy interest and response

3. *Writing*, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors

The foundations that were written for this domain reflect the field's growing interest in and understanding of the knowledge and skills that foster children's language and literacy learning during the preschool years.

**English-Language Development Domain.** The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted. English learners will need support in developing knowledge and skills in the following four strands:

1. *Listening*, which includes understanding words, requests and directions, and basic and advanced concepts
2. *Speaking*, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar,

ask questions, use social conventions, and tell personal stories

3. *Reading*, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming
4. *Writing*, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors

Unlike the three other sets of foundations, in which the foundations are linked to age, the English-language development foundations are defined by three levels of development—Beginning, Middle, and Later. Depending on their prior experience with using their home language and English to communicate with others, preschool English learners will go through these levels at different paces. Once children reach the Later level, they will still need support to continue acquiring English and to apply their developing linguistic abilities in every domain.

**Mathematics Domain.** Young children's development of mathematics knowledge and skills is receiving increasing attention in research and practice. The mathematics foundations cover the following five strands:

1. *Number Sense*, which includes understanding of counting, number relationships, and operations
2. *Algebra and Functions (Classification and Patterning)*, which focuses on sorting and classifying objects

- and recognizing and understanding simple, repeating patterns
3. *Measurement*, which includes comparison and ordering
  4. *Geometry*, which focuses on properties of objects (shape, size, position) and the relation of objects in space
  5. *Mathematical Reasoning*, which addresses how young children use mathematical thinking to solve everyday problems

Preschool programs can promote young children's learning in this domain by encouraging children to explore and manipulate materials that engage them in mathematical thinking and by introducing teacher-guided learning activities that focus on mathematical concepts.

## Organization of the Foundations

In the main body of this document, each strand is broken out into one or more substrands, and the foundations are organized under the substrands. Foundations are presented for children at around 48 months of age and at around 60 months of age. In some cases the difference between the foundations for 48 months and 60 months is more pronounced than for the other foundations. Even so, the foundations focus on 48 and 60 months of age because they correspond to the end of the first and second years of preschool. Of course, teachers need to know where each child is on a continuum of learning throughout the child's time in preschool. The Desired Results Developmental Profile-Revised (DRDP-R) is a teacher observation tool that is being aligned with the foundations.

The DRDP-R gives teachers a means to observe children's learning along a continuum of four developmental levels.

Finally, the examples listed under each foundation give a range of possible ways in which children can demonstrate a foundation. The examples suggest different kinds of contexts in which children may show the competencies reflected in the foundations. Examples highlight that children are learning while they are engaging in imaginative play, exploring the environment and materials, making discoveries, being inventive, or interacting with teachers or other adults. Although often illustrative of the diversity of young children's learning experiences, the examples listed under a foundation are not exhaustive. In fact, teachers often observe other ways in which young children demonstrate a foundation.

*Note:* The Appendix, "The Foundations," contains a listing of the foundations in each domain, without examples.

## Universal Design for Learning

The California preschool learning foundations are guides to support preschool programs in their efforts to foster the learning and development of all young children in California, including children who have disabilities. In some cases, children with disabilities will need to use alternate methods for demonstrating their development. It is important to provide opportunities to follow different pathways to learning in the preschool foundations in order to make them helpful for all of California's children. To that end, the California preschool learning founda-



tions incorporate a concept known as universal design for learning.

Developed by the Center for Applied Special Technology (CAST), universal design for learning is based on the realization that children learn in different ways (CAST 2007). In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. Universal design for learning is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs of diverse learners. Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression (CAST 2007). Multiple means of representation refers to providing information in a variety of ways so the learning needs of all of the children are met. Multiple means of expression refers to allowing children to use alternative methods to demonstrate what they know or what they are feeling. Multiple means of engagement refers to providing choices for activities within the setting or program that facilitate learning by building on children's interests.

The examples given in the preschool learning foundations have been worded in such a way as to incorporate multiple means of receiving and expressing. This has been accomplished by the inclusion of a variety of examples for each foundation and the use of words that are inclusive rather than exclusive, as follows:

- The terms “communicates” and “responds” are often used rather than the term “says.” “Communicates” and “responds” are

inclusive of any language and any form of communication, including speaking, sign language, finger spelling, pictures, electronic communication devices, eye-pointing, gesturing, and so forth.

- The terms “identifies” and “indicates or points to” are often used to represent multiple means of indicating objects, people, or events in the environment. Examples include, among other means of indicating, the use of gestures, eye-pointing, nodding, or responding “yes” or “no” when another points to or touches an object.

Teachers should read each foundation and the accompanying examples, then consider the means by which a child with a disability might best acquire information and demonstrate competence in these areas. A child's special education teacher, parents, or related service provider may be contacted for consultation and suggestions.

## **The Foundations and Preschool Learning in California**

The foundations are at the heart of the CDE's approach to promoting preschool learning. Teachers use best practices, curricular strategies, and instructional techniques that assist children in learning the knowledge and skills described in the preschool learning foundations. The “how to's” of teaching young children include setting up environments, supporting children's self-initiated play, selecting appropriate materials, and planning and implementing teacher-guided learning activities. Two major considerations underlie the “how to's” of



teaching. First, teachers can effectively foster early learning by thoughtfully considering the preschool learning foundations as they plan environments and activities. And second, during every step in the planning for young children's learning, teachers have an opportunity to tap into the prominent role of play. Teachers can best support young children both by encouraging the rich learning that occurs in children's self-initiated play and by introducing purposeful instructional activities that playfully engage preschoolers in learning.

Professional development is a key component in fostering preschool learning. The foundations can become a unifying element for both preservice and in-service professional development. Preschool program directors and teachers can use the foundations to facilitate curriculum planning and implementation. At the center of the CDE's evolving system for supporting young children during the preschool years, the foundations are designed to help teachers be intentional and focus their efforts on the knowledge and

skills that all young children need to acquire for success in preschool and, later on, in school.

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#### **Appendix 4:**

##### **Further explanation of IB Curriculum:**

These are identified by the International Baccalaureate Organization in this way:

- **Concepts:** What do we want students to understand? These eight fundamental concepts, expressed as key questions, fuel the process of inquiry and encourage a transdisciplinary perspective. Form—what is it like? Function—how does it work? Causation—why is it like this? Change—how is it changing? Connection—how is it connected to other things? Perspective—what are the points of view? Responsibility—what is our responsibility? Reflection—how do we know?
- **Knowledge:** In this context, knowledge is considered to be an in-depth understanding of significant ideas, not merely the acquisition of facts and skills. It is identified by six transdisciplinary themes, supported and balanced by six subject areas.
- **Skills:** What do we want students to be able to do? The five sets of transdisciplinary skills acquired in the process of structured inquiry are: thinking, communication, social, research, and self-management skills.
- **Attitudes:** What do we want students to feel, value and demonstrate? The program promotes a set of attitudes that include tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.
- **Action:** How do we want students to act? Students are encouraged to reflect, make informed choices and take action that will help their peers and the wider community.

To develop these essential elements, we will create six units of inquiry per multi-grade level grouping developed around the awareness of self/individual, local, national, and global issues. Each unit will be created using the California State Standards across the curriculum with project-based inquiry-approach. The curriculum will be sensitive to cultural, gender, linguistic, ethnic, and religious differences while taking advantage of the family and local community resources, which are mainly Latino, Filipino, Asian and White. Included in the curriculum will be a foreign language element of Spanish or Mandarin, development of self-expression through the arts and multi-media technology, service learning and entrepreneurship and critical thinking.

What we expect our students to be able to do and know by graduation is in alignment with the California State Standards and the International Baccalaureate's Learner Profile. Units of Inquiry are curricular units for exploration and study, guided by the inquiry approach, and dealing with ideas of local and global significance that reveal concerns shared by people of all nations. Some of the interdisciplinary themes will be constructed around:

##### **Who We Are**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

##### **Where We Are In Time and Place**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

##### **How we express ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

**How we organize ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



## Appendix 5

### **Universal Design for Learning**

Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.

CAST's work is inspired and informed by the learners who often get pushed aside in traditional education settings. In other words, "the future is in the margins," as Founding Directors David Rose and Anne Meyer write. □□By pioneering inclusive educational solutions based on Universal Design for Learning (UDL), CAST is researching and developing ways to meet the needs of *all* learners. □□First articulated by CAST in the early 1990s, UDL mirrors the universal design movement in architecture and product development, which calls for designs that from the outset consider the needs of the greatest number of possible users, eliminating the need for costly, inconvenient, and unattractive adaptations later. (For example, notice the inclusion of a ramp in the design of the building entrance shown here.)

In research projects funded by private foundations, states, and federal agencies, CAST explores UDL-based solutions to education's most difficult challenges-solutions that are rooted and tested in real classrooms.

## Appendix 6

### IB Learner Profile:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

## About The Mini-Society®

### What is Mini-Society?

The Mini-Society is an experience-based instructional system targeted primarily for teaching entrepreneurship, economics, and citizenship concepts to students ages 8 to 12. It was conceived by Dr. Marilyn Kourilsky in the early 1970s and has been refined, extended, and extensively tested over a period of nearly three decades. Mini-Society has been widely implemented in over 43 states and has been shown to be effective across socioeconomic boundaries and student learning styles. Mini-Society has also established its effectiveness outside of the traditional classroom setting, in outside-of-school and summer camp venues such as 4-H clubs.

### How does Mini-Society work?

In the Mini-Society, students develop a self-organizing economic society with the consultative guidance of the teacher, driven by the need to resolve a classroom situation involving the fundamental economic issues of scarcity and allocation of resources. The children begin to identify opportunities in their environment and initiate entrepreneurship ventures to provide goods and services to their fellow citizens. As the system swings into action, the spontaneous entrepreneurship, consumer, and social experiences and interactions of the students are woven into an instructional fabric that emphasizes learning in economics and the social sciences. The knowledge and skills acquired through Mini-Society also incorporate and complement other thematic curricula and pedagogues including language arts, math, government and law, ethics, and cooperative learning.

The system is typically implemented in 10 or 20 week increments, three sessions per week, with each session lasting about 45 minutes to 1 hour. Teachers are carefully trained how to exercise facilitative and consultative roles (as opposed to their more traditional lecturing and classroom management roles) to maximize the system's ability to enable student learning in target subject areas. They also are taught how to identify experiential trigger points ("teachable moments") and to leverage those teachable moments through the use of teacher-led structured debriefings. These debriefings correlate the experiential learning of the students with the more formal subject matter concepts their experiences reflect. This correlation with and building upon experiences representing familiar knowledge to the students enable the teachers to advance their students progressively to higher and higher levels of understanding and application.

### How do the children benefit from Mini-Society?

Mini-Society is based on the belief that experience is the best teacher. The Mini-Society is an ongoing process of directly experiencing mature entrepreneurship, economic, social, ethical, and political problems, exploring various resolutions and their implications, and instituting solutions and experiencing the consequences of one's decisions. Because the Mini-Society is not just a simulation but a real world to the students, it becomes a highly motivating instructional system, encouraging independent, creative, self-directed inquiry learning by the students, with guidance from the teacher. Mini-Society students also exhibit measurable increases in positive attitudes toward school and learning.

Through Mini-Society, then, children:

- Develop and experience their own "real world" in the context of entrepreneurship
- Acquire concepts and skills in multiple subject areas
- Discover the importance of cooperation
- Are motivated to marshal their own creative and logical resources



Learn about setting and achieving goals  
Enhance their sense of empowerment and self-sufficiency  
Have fun

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**APPENDIX B**

Applicant Team Name: CRES 14

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. CRES 14 will adhere to the LAUSD Special Education Policies and Procedures Manual.</p> <p>Furthermore, CRES 14 will distribute the <i>Are you puzzled by Your Child's Special Needs?</i> Brochure to every student to take home at the beginning of each school year. Students with disabilities, requiring special services, enrolling in the school will be identified promptly and provided the appropriate services. All staff members will understand the process established by CRES 14 for referring students who may require special services. The request for Special Education Assessment Forms will be readily available in the Academy's main office. The Parent Resource Network poster provided through the Special Education Support Unit will be prominently displayed in the Academy's main office and <i>Student Information Questionnaire for Parents and Guardians</i> and <i>A Guide to Special Education Services</i> will be readily available in the main office as well.</p>
Outcome 2	Intervention Programs	<p><b>MULTI-TIERED FRAMEWORK TO INSTRUCTION AND INTERVENTION.</b> Pursuant to LAUSD Bulletin 4827.1, <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, in a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities.</p> <p>Four instructional methodologies and strategies have been identified LAUSD. These strategies offer universal access to core instruction. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.</p>

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<b>Outcomes 5, 17 and 18</b> <b>LAUSD Board Policy</b>	<b>Discipline</b> <b>Foundations Plan</b> <b>and Behavior</b> <b>Support</b>	<p>It is the philosophy at CRES 14 that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At CRES 14, this will be achieved through the adoption and implementation of a consistent school wide positive behavior support and discipline plan. Our discipline plan will be consistent with the District's <i>Culture of Discipline: Guiding Principles for the School Community</i> (BUL-3638.0) and <i>Culture of Discipline: Student Expectations</i> (BUL-3638.0). Our discipline plan identifies the roles of all stakeholders: Administrators, Teachers, Other School Staff, Students, and Parents. It outlines the plan to address safety and discipline issues and establishes a model of progressive student discipline that first seeks to educate and then to seek discipline that is appropriate to a student's infraction.</p>
<b>Necessary for Planning, will be provided</b>	<b>Description of Student Population</b>	<p>Welligent Reports will be used to review the Special Education Program to determine information about the students with disabilities as follows:</p> <ol style="list-style-type: none"> <li>1. The overall number of students per grade levels; and</li> <li>2. The disabilities of students along with their eligibility for support and services.</li> </ol>



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<b>Outcome 2</b>	<b>Special Education Program Description</b>	<p>CRES 14 is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by 1) utilizing the skills learned in LAUSD's IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: <i>Special Teaching for Special Children</i>. Ed. Lewis, A. &amp; Norwich B. Open University Press, UK. 2005)</p>

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<b>Outcomes 8, 10, 13, 14, 15</b>	<b>IEP Process: Implementation and Monitoring</b>	The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. CRES 14 will adhere to the LAUSD Special Education Policies and Procedures Manual.
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	CRES 14's mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a term that means the provision of systemic, phased in interventions (Tier 1=school-wide preventative services; Tier 2=strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level ( <a href="http://floridartl.usf.edu/">http://floridartl.usf.edu/</a> ). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable.

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		<p>and ensure both long and short-term gains. Below are plans that CRES 14 will put in place to ensure RTI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students.</p> <p>Once a parent or staff member makes a written request for special education assessment, a special education assessment plan is developed. Parent is provided the special education assessment plan within 15 calendar days of receipt of request. Once parent approves signs and returns the assessment plan, assessments are conducted and reports are prepared. An IEP meeting will then be held within 50 days of receiving the signed assessment plan. IEP members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting.</p>
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<p>Special Education law requires that public entities provide equal access for students regardless of any disability. Students with special needs or disabilities will participate in a fully inclusive model. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. &amp; Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. <i>British Educational Research Journal</i>, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p> <p>Students who fall under this category may include those with different intellectual capacities; physical</p>



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		<p>handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. Throughout, CRES 14's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the small school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.</p> <p>We will also provide a Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of the academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other three schools on campus.</p> <p>Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the small school to allow for the interaction of disabled students with non-disabled students; however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other small schools.</p>

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<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<p>The Instructional Plan for students using Alternate Standards is sometimes referred to as "alternative curriculum". The Instructional Plan will follow the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The alignment matrices, which link the state standards to a set of functional skill areas, are located in the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and in Career and Technical education, course codes in special education have been updated and course descriptions aligned to the California academic standards. Descriptions to be used for classes held for students with disabilities on the alternate curriculum will be tested using the California Alternate Performance Assessment (CAPA). Individual Education Program (IEP) teams determine the course of study for each individual student based on age-appropriate assessments and post-secondary goals. Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum.</p>

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<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. CRES 14's demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselors, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which student's exhibit behaviors indicative of high risk.</p> <p>IMPACT programs will be implemented to provide support for our students. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students' lives, using the disciplines and processes of art and technology. As mentioned, IMPACT is a model for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.</p> <p>Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as Connected, GradeMax, texting and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of students' attendance and achievement.</p>



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		<p>When teachers meet weekly during their common planning time with their grade-level teams, their first order of business will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child's achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child's needs in class. In addition, a concerted effort will be made by staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:</p> <ul style="list-style-type: none"> <li>• Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses. These classes provide real time for scaffolding and additional academic support (see Curriculum and Instruction Section for more detail).</li> <li>• After school support through the "Beyond the Bell" program, this provides academic tutoring for students who need assistance.</li> </ul> <p>The school will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the <i>Coordination of Services Team (COST)</i>, which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the <i>Language Appraisal Team (LAT)</i> and the <i>Student Study Team (SST)</i>. These teams include teachers, administrator, support personnel and community agencies who work in collaboration to identify and provide</p>

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		<p>critical interventions</p> <p><u>Mental Health Services:</u> Mental health services will be provided through our community partners El Centro del Pueblo and the Children's Institute, public service agencies whose mission in mental health is to provide therapeutic individual and family counseling by licensed therapists to children and their families. They are experienced in working with children and young adults, ages 0 to 21, who present a variety of emotional and behavioral difficulties. Well-trained clinicians work collaboratively with children and their families in addressing emotional and behavioral difficulties such as anxiety, child abuse and trauma, depression, eating disorders, hyperactivity impulse control, reactive attachment, academic performance and adjustment, self-injurious behaviors, and sexual acting out.</p>
<b>Outcome 9</b> <b>(for programs</b> <b>with students</b> <b>14 and older)</b>	<b>Transition Planning</b> <b>Strategies</b>	<p>Student IEPs will be reviewed to ensure that appropriate Instructional Technology Plans (ITPs) are conducted in the middle school. If students do not have the appropriate ITPs then an Assessment Plan will be created and an IEP meeting will be held to ensure that an appropriate transition plan is in place.</p>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<b>Federal requirement</b>	<b>Access to Extra- Curricular/Non academic activities:</b>	All students with disabilities will be encouraged and will have equal opportunity to participate in extracurricular activities such as club, sports, fieldtrips, and peer tutoring and other after school activities.
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<p>Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes</p>



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		<p>ESY services.            If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/Intersession program.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/Intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p>
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<p>There are two categories of IEP disagreements that might arise between parents and the School.</p> <p>The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> <li>• How the student should be assessed and/or the results of assessments.</li> <li>• What should be in the IEP (e.g., what placement or services the student should receive)?</li> </ul> <p>The School will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the School cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> <li>• Informal Dispute Resolution (IDR)</li> <li>• Mediation Only</li> <li>• Due Process Proceedings</li> </ul> <p>The second type of disagreement is a dispute over whether the School/District has complied with State and</p>

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		<p>Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> <li>• Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests.</li> <li>• Whether District procedures are being implemented appropriately.</li> <li>• Whether a student is receiving the services specified in his or her IEP.</li> </ul> <p>Students with disabilities must participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> <li>• CST, California Standards Test, the assessment in which most students, including students with disabilities, world participate. Students with IEPs would take the CST with or without accommodations and/or modifications.</li> <li>• CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed.</li> <li>• CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA.</li> <li>• CAPA California Alternate Performance Assessment is an alternate assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for students with the most significant cognitive disabilities.</li> </ul> <p>The School will provide guidance to IEP teams concerning appropriate accommodations and/or modification</p>

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		<p>to be included in the IEP for instruction and assessments based on student needs.</p> <p>To the maximum extent Appropriate Supplementary Aids and Supports for students with disabilities would be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, would be included in considering supplementary aids and supports. In selecting the least restrictive environment, consideration is given to any potential harmful effect(s) on the student or the type of services that s/he needs. If potential harmful effects exist, the school would mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with a disability would not be removed from an age-appropriate general education classroom solely because of needed modifications in the general curriculum.</p> <p>SECTION 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute for students who have a mental or physical disability which substantially limits one or more of the student's major life activities under Section 504. The school should ensure access to the programs, services, and activities that are available to nondisabled students, and provide the accommodations that the student requires to access and education. This would be done through a Section 504 evaluation conducted by a team of individuals who would be knowledgeable about the student, and/or the data gathered from the evaluation of the student. The School notes that any student eligible for special education and related services would also be protected from discrimination under Section 504, but that not all students who would be eligible under Section 504 would also meet the eligibility requirements for special education and related services. So any student who would be suspected of requiring special education and related services would be referred by the School and/or parent for a special education assessment as described earlier in this plan. If an IEP team finds</p>



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		<ol style="list-style-type: none"><li>1. Analyze grades, disciplinary actions, and attendance data quarterly.</li><li>2. Identify those at risk for dropping out.</li><li>3. Develop targeted interventions designed to increase culmination rates and reduce dropout and suspension rates.</li><li>4. Report biannually the progress of 8th grade students toward culmination requirements.</li></ol>
All	Professional Development	Teachers will engage in ongoing professional development activities to continuously develop competency, deep understanding and knowledge of subject matter and their students.

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Outcomes 6, 8, 16	Staffing/Operations	CRES 14 will work with the Special Education Support Unit to fill the positions needed.
	<b>Fiscal</b>	<p>We have received an estimate of the per-pupil budget of about \$4,000. With a projected enrollment of 600 for 2010-2011, the school's budget will be approximately \$2.4 Million. LAUSD withholds funds, known as encroachments, to pay for special education, Maintenance and Operations, and other district services. The school site budget must cover salaries and benefits for teachers, the counselor, clerical staff, the principal, a portion of the CRES 14's campus-wide custodial staff, and a percentage for a classified fiscal and operations manager to provide services related to the school's physical plant, student activities, and the sports program, as well as instructional materials and supplies.</p> <p>However, Special Education staff will be funded through the Special Education encroachments by the district. Additionally a percentage of Instructional Material funds will be allocated for Special Education programs.</p>

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Outcome 14: <b>Parent Participation</b>	Parent Participation	<p><b>Strategies to engage parents and caretakers in their child's education and in the broader school community:</b></p> <p>We want the school's educational approach to reflect parents' and caretakers' beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in the school's design process and have played a part in the creation of this proposal. They will continue to play a major role in governance of the academy through the governing board.</p> <p>Parents and caretakers will be directly involved in their children's education by participating in activities that encourage them to be on campus as much as possible during and after school. This includes quarterly meetings with their child's advisory teacher; twice-annual teacher conferences that include student-led presentations; special quarterly social events aimed at making parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and adult education programs for both students and community members.</p> <p>Parent participation will be further encouraged with increased alumni and community opportunities. School alumni and community organizations will be an integral element in working together with students on certain projects tied to educational standards and of interest to both students and themselves.</p> <p>Furthermore, CRES 14 will make every effort to achieve 100% parent participation in IEP meetings.</p>



## Weekly Schedule for faculty and students:

### PreK to 5<sup>th</sup> Grade:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	Assembly	Assembly	Assembly	Assembly	Assembly
8:30-9:30	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming
9:30-10:30	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme
10:30-10:50	Recess	Recess	Recess	Recess	Recess
10:50-11:50	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	CORE/ Interdisciplinary Multi-age grouping and Teaming IB Curriculum Theme
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:50	CORE, Service Learning/ Integrated, Response to Intervention (RTI)- Targeted Learning Center	CORE, Service Learning/ Integrated, Response to Intervention (RTI)- Targeted Learning Center	CORE, Service Learning/ Integrated, Response to Intervention (RTI)- Targeted Learning Center	CORE, Service Learning/ Integrated, Response to Intervention (RTI)- Targeted Learning Center	Character Development
1:50-2:50	Spanish or Art, Technology, Multi- Media, Music, Service Learning, Character Building, P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks	Student: Dismissal/ 1:50 Tuesday Tutoring program Faculty: PD 2:00- 3:30	Spanish or Art, Technology, Multi- Media, Music, Service Learning, Character Building, P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks	Spanish or Art, Technology, Multi- Media, Music, Service Learning, Character Building, P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks	Student: Psycho- motor development Faculty: Student Case Study
After school	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services

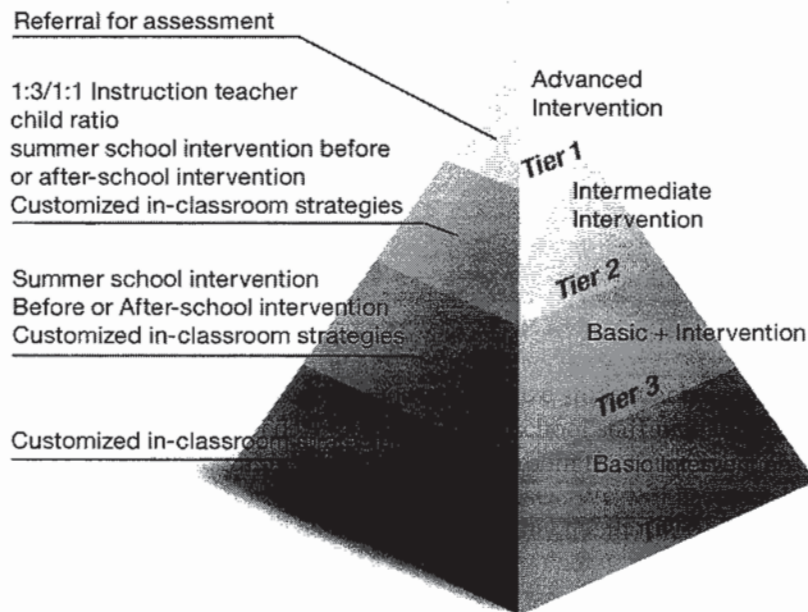
6<sup>th</sup> to 8<sup>th</sup> Grade:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:10-9:30	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming	CORE/Math Multi-age grouping and Teaming
9:35-10:50	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme
10:50-11:10	Recess	Recess	Recess	Recess	Recess
11:50-12:30	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme	IB: CORE/ Inter-disciplinary Multi-age grouping and Teaming IB Curriculum Theme
12:30-1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-1:50	World Languages, Arts, Media- Technology, Technology, Character development or P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks	World Languages, Arts, Media- Technology, Technology, Character development or P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks	World Languages, Arts, Media- Technology, Technology, Character development or P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks	World Languages, Arts, Media- Technology, Technology, Character development or P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks	World Languages, Arts, Media-Technology, Technology, Character development or P.E. (P.E. Schedule is designed in a way all students must take 200 minutes per two weeks
1:50-3:15	CORE/Service Learning/ Integrated, Response to Intervention (RTI)- Targeted Learning Center	Student: Dismissal/ 1:50 Tuesday Tutoring program Faculty: PD 2:00-3:30	CORE/Service Learning/ Integrated, Response to Intervention (RTI)- Targeted Learning Center	CORE, Service Learning/ Integrated, Response to Intervention (RTI)- Targeted Learning Center	Arts Community Volunteers: Faculty: Student Case Study
After school	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services	DAILY Open playground After school arts program Student Clubs /Tutoring sponsored by teachers (except Tuesdays) LA's Best, Beyond the Bell, Youth Services



## APPENDIX 10

Intervention Model: This model is designed to maximize student achievement. To provide the greatest service to students in need of intervention, A school staff member will work closely with the teacher and the student both in and out of the classroom to ensure success. This model for intervention is for both academic and behavioral purposes. We will use the Student Success Team (SST) process to set goals, analyze data, and to determine the most effective interventions





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## IMPLEMENTATION PLAN TEMPLATE

<i>What element of your proposal program will be implemented?</i>	<i>In what year will you implement this element of your proposal?</i>	<i>Who will lead the implementation of this element?</i>	<i>What resources are needed for a successful implementation?</i>	<i>How will you know you are making progress post-implementation?</i>	<i>What mechanisms will you use to measure progress?</i>
IB Curriculum Primary	Summer 2011	Principal – lead	IB Trainer funding for those teachers not get P.D. Hours/Salary Pt. Training Rate	Teachers will implement IB curriculum	Principal observation and staff survey/needs assessment
Multi-age Grouping	September 2011	Principal	None – organize classes in multi-age groups	Principal Observation Teacher Team Meetings	Survey Staff/Parents if grouping is facilitating differentiation
Professional Development Passage Works	2010-2011 School Year	District IB Curriculum	Passage Works giving our school reduced rate Funding for materials/trainers	Fewer Discipline problems, increased school attendance, Continued	Teacher, Student, Parent Surveys Teacher Team Meeting Reports
Project-Based Learning	2010-2011 School Year	Lead Teachers/Principal	Professional Development during assigned hours.	Principal Observation Teacher Team Meetings	Principal Lead Teacher Observation. Teacher, Student, Parent Surveys
Teacher Collaboration	2010-2011 School Year	Teachers	Teacher Leaders	Observation of successful teaming and planning	Survey, End of the Year Reflection/Needs Assessment
National Board Certified “Take One” Professional Development	2010-2011 School Year	Participating Teacher	Grant LASDI and National Board	Teacher completion of Take One	Participant reports and number of additional teachers choosing Take One and others completing NBC process
Expanded School Based Management	2010-2011 School Year	Elected Representatives	Budget/Governance Training	Council Minutes	Council Reflection at last meeting
After School Music Program	2010-2011 School Year	Teacher Point Person	Grant Funding through Academy of Creative Education +Cal Arts	Number of students participating,	Student Parent Surveys, record of students attendance

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<i>What element of your proposed program will be implemented?</i>	<i>In what year will you implement this element of your proposal?</i>	<i>Who will lead the implementation of this element?</i>	<i>What resources are needed for a successful implementation?</i>	<i>How will you know you are making progress post-implementation?</i>	<i>What mechanisms will you use to measure progress?</i>
Project-Based Learning in upper	September 2012	Principal – lead teachers, teacher leaders	Professional Development	Teachers will implement IB curriculum	Principal observation and staff survey/needs assessment
Visual Arts, Drama, Film Program	September 2011	Principal	None – organize classes in multi-age groups	Principal Observation Teacher Team Meetings	Survey Staff/Parents if grouping is facilitating differentiation
Dual Language Program	2011-2012 School Year: meetings and professional development about the program	Governing Council and Instructional Leadership Team	APOLQ, research, observations and visits to other dual language program schools	Evidence of meetings, mention of the program on meeting agendas, community participation, parent input	Teacher, Student, Parent Surveys Teacher Team Meeting Reports, Council and Team decision making about future implementation
Dual Language Program	2012-2013 School Year: If parents have voted in the affirmative, the dual language program will begin in prek and kindergarten	Lead Teachers/Principal, Governing Council, Instructional Leadership Team and the PreK and K teachers	Professional Development during assigned hours.	Principal Observation Teacher Team Meetings	Principal Lead Teacher Observation. Teacher, Student, Parent Surveys
Environmental Education Program	2011-2012 School Year	Teachers and Instructional Leadership Team	Research, teaming with local environmental groups, teaming with the Sierra Club	Student and teacher and community involvement in programs that improve the environment	Observation of successful implementation of the program, surveys and exhibits and projects
Collaboration and democratic decision-making	2011-2012 School Year	Teachers, staff, principal, community members, parents, partners	Professional Development, team-building exercises, meetings, discussion groups	Teacher morale will be high, staff collaboration will be in evidence, strong leadership qualities will be	Participant reports and number of additional teachers choosing Take One and others completing NBC process

## APPENDIX 12: Team Member Resumes

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### RESUME FOR RONNI SOLMAN

#### Post high school education:

- University of Wisconsin, Madison, WI 1965-1966
- Barnard College, Columbia University, NY, NY 1966-1969
- Center for Early Education, LA, CA 1971-1972
- California State University, LA, CA 1973-1976

#### Degrees:

- Certificate of Completion of Basic Curriculum in Nursery Education
- Standard California Teaching Credential, Elementary (Life)
- Standard California Teaching Credential, Early Childhood (Life)
- B CLAD (Spanish)

#### Teaching experience:

- Lead Teacher, Hammel St. Children's Center (Early Ed Center), LAUSD 1973-1978
- Bilingual Elementary School Teacher, Allesandro Elementary School, LAUSD 1978-2009
  - Grades 2-3 1978-1980
  - SRLDP (pre-kindergarten) 1980-2009

#### Leadership experience:

UTLA Chapter Chair for over 20 years

#### Community organizing experience:

- Steering Committee member, Coalition for Educational Justice\* (CEJ) 2000-present
- Core leader, Allesandro Coalition for Educational Justice\* (CEJ) 2004-present

\*CEJ is a grass-roots community-based organization of students, parents and educators fighting for authentic, community-supported school reform



## Cheryl Ortega

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### **Purpose:**

At the request of United Teachers Los Angeles, I have been an active participant of the CRES #14 Elementary School development plan as a subject field expert on Dual Language Programs and primary language literacy.

### **Work Experience:**

*Los Angeles Unified School District (LAUSD)* 1970 - present  
English/Spanish Bilingual classroom teacher

Retired and Substitute Teacher 2008 - present  
Logan St. Elementary School 1990 - 2008  
Fletcher Dr. Elementary School 1973 - 1990  
Hillside Elementary School 1970 - 1973

### **Expertise Sharing Experience:**

Presenter, California Assn. for Bilingual Education Annual Conference 2008, 2009, 2010  
Speaker, CA State Senate & Assembly Education Committees on EL issues 2006-present  
Speaker, CA State Board of Education on ELD and ELA standards in RTTT application 2010

### **Professional Affiliations:**

*United Teachers Los Angeles (UTLA)* 1970 - present  
UTLA Board of Directors, Director of Bilingual Education 2005 - present  
UTLA Bilingual Education Committee, Member 1995 - present  
UTLA/LAUSD Spanish Language Arts Task Force, Member 2003  
UTLA Charter School Task Force, Member 2009 - present

### *California Teachers' Association*

Language Acquisition Committee, Member 2005 - present

### *National Education Association*

Representative Assembly English Language Learner Caucus, Member 2005 - present

### **Education:**

*Immaculate Heart College* Los Angeles, CA 1969  
Dual BA French/ English  
*Los Angeles Unified School District* Los Angeles, CA 1978  
Bilingual Certificate of Competence (Spanish)

## Julie Van Winkle

### Summary:

I am a middle school Math and Science teacher who has been teaching near Echo Park for the past 7 years. I lived in the Echo Park area for 5 years, and currently reside nearby in Downtown Los Angeles. I am passionate about inquiry-based instruction, collaboration among teachers, bilingual education, and social justice.

### Education:

UCLA Center X

August, 2003 – December, 2004

I attained my teaching credential through the University Intern program.

UCLA Department of Germanic Studies

August 1999 – March 2003

I attained my BA in German at UCLA. I finished my studies early, and graduated with Magna Cum Laude honors.

### Pertinent Work History:

Teacher, 8<sup>th</sup> Grade Science

January, 2010 - present

*Nightingale Middle School, LAUSD*

*3311 N Figueroa, LA 90065*

I currently teach 8<sup>th</sup> Grade Physical Science and am a Learning Teams facilitator at Nightingale Middle School in Northeast Los Angeles. The majority of my students are English Learners who benefit from differentiated instruction and hands-on, project-based learning. The students in my classroom are involved with many group projects and use technology whenever possible. My principal has chosen my classroom to be the "Classroom of the Future", and will serve as a model classroom for visitors to the school.

Teacher, 6<sup>th</sup> and 7<sup>th</sup> Grade Math and Science

August, 2007 – October, 2009

*John Liechty Middle School, LAUSD*

*650 S Union Ave, LA 90017*

At Liechty Middle School, I was a BTSA support provider, Learning Teams facilitator, and the UTLA chapter chair. I worked in a collaborative team with other Math and Science teachers, and we developed a technology-driven, inquiry-based Math curriculum that was featured on NPR's *Morning Edition* in the spring of 2009. I helped to organize the teachers and parents at Liechty to fight against the teacher layoffs of 2009; however, despite our efforts, many Liechty teachers (myself included) were laid off in July, 2009, and worked as substitute teachers for the beginning of the 2009/10 academic year.

Teacher, 6<sup>th</sup> Grade Math

June, 2004 – July, 2007

*CityLife Downtown Charter School*

*1501 Wilshire Blvd, LA 90017*

During my time at CityLife, I taught in office spaces, LAUSD facilities, and – when the school could not secure a space that was up to code – outside on a blanket in MacArthur Park. The many obstacles that we faced as an organization helped me to become more prepared for the unexpected, and to be flexible as a teacher.

### Credentials and Skills:

- CA Multiple Subjects Teaching Credential
- CA Foundational Science Teaching Credential
- CA Foundational Math Teaching Credential
- Fluent in English and German, conversational in Spanish and Dutch

## RESUME FOR ALICIA BROSSY de DIOS

### Education:

Wellesley College, Wellesley MA, 1984-1988

Oregon State University, Corvallis OR, 1991-1992

### Degrees and Credentials:

Bachelor of Arts, English

Bachelor of Arts, Peace Studies

Master of Arts, Teaching

California Multiple Subject Teaching Credential

Bilingual Certificate of Competence

### Teaching Experience:

Bilingual Teacher, Hoover St. School, LAUSD 1992-2002

Grades K-2

Bilingual Teacher, MacArthur Park Primary Center, LAUSD 2002-Present

Grades Pre-K (SRLDP) - 2

### Leadership Experience:

UTLA Chapter Chair and Co-Chair for 8 years

UTLA House of Representative member

Member of School Site Council

### Community Experience:

ACORN (Association of Community Organizations for Reform Now!), Boston, MA 1987

Holliston United Methodist Church Foundation, Pasadena, CA 2007-Present



# Janet Davis

## Objective

Professional Development Teacher Member

## Experience

### **2006-present Professional Development Salary Point Credit Advisor**

- LAUSD teacher 23 years UTLA Chapter Chair over 10 years.
- UTLA North Area Cluster Leader and Steering Committee Member
- Elected Chair of the Elementary Committee, House of Representatives, NEA Representative Assembly, and CTA State Council
- Assessment Task Force member

### **Professional Development Experience**

- Nationally Certified AFT Education Research and Development  
*School Family Community*
- Created and Taught Teacher Leadership Course
- AFT Representative on Review Team for the Common Core State Standards Language Arts
- AFT ELL Cadre Member (15 member National Committee/Cadre)
- CTA State Committee Member Teacher Evaluation
- CFT Representative to California Commission on Teacher Credentialing
- CFT State Committee Educational Issues
- Taught SB 1969, AB 2913, CLAD and BCLAD LAUSD & LACOE
- Taught a broad range of PD sessions bilingual coordinator ten years.
- Developed Teacher and Parent Class to Develop Organizing Skills
- Presented at Palm Springs Leadership conference, UTLA Bilingual Conference and other Local District Conferences on how to build relationships with parents and community members

### **Grant Writer and Teacher Leader**

- Wrote the LASI grant for Math and science Wrote Nutrition Network grant and served as one of the two lead teachers
- Received LA city Neighborhood Council grants -landscaped front of the school and to financed a playground structure for the kindergarten yard

### **Additional Skills**

- Written for a variety of publications, good computer skills Word, PowerPoint, Microsoft Publisher
- Fluent Spanish speaker.

## Education

1972–2004

- .Masters Degree in Education and Administrative Credential, University of California Los Angeles, 2003, UCLA Principal Leadership Institute

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## ASSURANCES FORM

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

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

Name of School **CRES #14**

Name of Applicant Group/Applicant Team **UTLA**

Lead Applicant **Janet Davis**

Title of Lead Applicant **UTLA North Area Director**

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

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

*Please check one of the following statements.*

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

**2. Assurance that an Applicant Organization is Solvent**

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

**3. Assurance of Enrollment Composition Compliance**

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic

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status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

**4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

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

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

**6. Resident Enrollment and Attendance Boundary Compliance**

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



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

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

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

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

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

Name of Lead Applicant Janet Davis

Title of Lead Applicant North Area Director

Signature of Lead Applicant Janet Davis Date Nov.30, 2010

Name of Board President\* \_\_\_\_\_

Signature of Board President\* \_\_\_\_\_ Date \_\_\_\_\_

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