

Interim Superintendent

Dr. Edgar Seal

Directors, School Services

James Kodani – SH

Philip R. Saldivar – SH

Larry Tash – MS

Maureen Diekmann – ES

Lucky Hemphill – ES

Staff Relations Coordinator

Myra Fullerton

Director, Instructional Support Services

Linda Del Cueto

Administrators

Isa Martinez

Roberto Martinez

Reading Coach Expert

Beth Harker

Secondary Literacy Coordinator

Ursula Rosin

Mathematics Coordinator

Bea LaPisto

Title IX and Assessment

Eloisa V. Marquez

Special Education Coordinator

Pat Trenhaile

Psych. Services Coordinator

Tina Saunders

PSA Coordinator

Nathana Schooler

Early Education Coordinator

Linda Schwartz

English Learner Specialist

Sue Florindez

Specialists

William Bertrand

Katherine Choe

Delia Estrada

Janette Tovar

Audrey Wu

Thomas Yee

Experts

Esther Benjamins-Gass

Michael Fahy

Alicia Moran



The E-Mail

May 2004

Superintendent's Message

The year 2004 has been, and continues to be, a year of much change in Los Angeles Unified School District. Although many of these changes are neither new, nor unexpected, they can still be very unsettling. We must always keep in sight the one constant in our schools – the students. We are here to provide ongoing quality instructional programs that will allow them to achieve their greatest potential. In this spirit, a great number of beneficial things have taken place at all grade levels in our district this month.

At their request, many elementary administrators have been attending content-specific Open Court training. The participants have learned and practiced techniques and procedures that will enable them to more fully support Language Arts instruction in the classroom. We look forward to providing this training to all elementary administrators in Local District E. We know it will make a difference for our students and help close the achievement gap.

As we look at performance among our middle and high schools, and seek ways to help our students improve, we have identified some key features that many successful secondary schools have in common. Personalization for students and staff is near the top of this list in importance, which is why our district is now looking closely at the idea of Small School Learning Communities. Local District E formed a Core Team composed of principals, parents, students, and local district staff to study models and ideas that have been implemented in other parts of the country, and developed a Five Year Strategic Plan that was submitted to the Superintendent's office for review. In addition, we have had the opportunity to work with all teachers at our local district high schools during the recent buy-back days. We provided teachers with background and information on the concept of Small School Learning Communities and gathered their ideas and feedback on how this might be implemented in LAUSD. Although much work remains, we have taken great steps toward developing secondary schools that are able to provide personalization and a sound education to meet the needs of all our students.

I look forward to the coming year, as our schools continue to improve and make a positive difference for each student we serve.

Focus on Literacy

Elementary

Reading First Action Seminar – There will be a meeting at the end of the month for principals, assistant principals, and literacy coaches. The Reading First Action Seminar is scheduled for May 27, 2004 from 4pm-8pm at Micheltorena Elementary. Reading First Leadership Teams must register online at <http://sib.lausd.net/drp> (click on the Administrators tab).

OCR Writing Prompts and Rubrics – Literacy coaches are reminded to submit anchor papers for Grade 3, at the end of each unit. This would include the highest example of a 1, 2, 3, and 4. The OCR writing prompts are being field tested this year. As the year progresses, updates and revisions for various grade levels will be posted on the District E Literacy Coach website @ http://www.district-e.lausd.net/elementary_literacy.htm

Striving for Instructional Excellence

End of the Year Fluencies – All schools have had the End of the Year Fluencies delivered to their sites. It is mandatory for ALL schools to administer this assessment and input scores onto SOAR. Administration of this assessment allows the district to have an accurate account of our students' progress for the 2003-2004 school year. For assistance, please contact Terin Ngo, Literacy Advisor, at (323) 932-2248.

Secondary

Language! Curriculum New Teacher Training – New teacher 5-day trainings in the *Language!* curriculum will be given the weeks of May 10, June 7 and August 9 at the Wilshire Grand Hotel. Registration is available now through the Governor's Institute website: <https://banana.forest.net/~scoe/lareg51.html> . On this website, the training is listed as "Sopris West *Language!*" For more information, please contact Mike Fahy or Esther Gass, DRW Specialists, at 997-0483 or 932-2626.

DRW-ELA Intersession Course Training – Teacher training for the Track A intersession and single track summer school DRW/ELA intervention courses for students in Developing Readers and Writers Levels 1 and 2 will be given on June 10-11 and June 15-16. This two-day new teacher training in the Bridges curriculum will be held at the Wilshire Grand Hotel from 8:00AM-3:00PM each day. Central will pay for substitutes. Pre-registration is required. Register online at <http://insupport.lausd.k12.ca.us>. For more information, or for assistance, please contact Mike Fahy or Esther Gass, DRW Specialists, at 997-0483 or 932-2626.

Focus on Math

Standards-based Promotion Policy for Grades 4, 5, and 8 Reminder – Elementary and secondary schools should be offering Math classes during intersession/summer school. This will also meet the retention criteria for the Standards-Based Promotion policy for grades 4, 5 and 8. Central is developing a Mathematics Intervention Program for Grades 4, 5 and 8. Students who do not meet the math criteria for promotion are mandated to attend intervention and will be retained unless the classroom teacher determines retention is not appropriate. During the retention year, students will participate in ongoing interventions and attend summer school or intersession classes.

LUCI Classes through UCLA – Teachers (elementary and secondary) may receive pay and points for taking the LUCI Math classes – register now as **funding is due to run out at the end of June, 2004**. Teachers may register online at www.lucimath.org/registration.html

Mathematics Quarter 4 Assessment Testing Dates:

Year Round Schools:	90/30	Track D	May 3-5
	90/30	Tracks A, B, C	June 21-23
	Concept 6	Track A, B	June 21-23
Traditional Schools:			June 14-16

ETS/Edusoft Mathematics Assessment – The Instructional Tool is available on the website. See your Math Coach or Math Contact regarding how to access the information.

English Learners

LEP Budget Reminders – LEP funds must be used to support the school's core program and may not be used to replace or supplant the funds the district provides the school. 5% of the LEP budget must be allotted to both professional development activities and instructional materials to support ELD and grade level content. Any request to waiver these 5% requirements will **not** be approved unless the actual waiver request is in writing with all of the appropriate signatures and reasons for the request. Memo M-56, dated 5/26/03, provides more detailed information.

CELDT Administration for 2004-2005 – CELDT Testing Form D will be used for the next school year. Once information is available, it will be shared with schools.

R-30 Reports – The EL Coordinator received the R-30 report at the coordinators' meeting on April 26, 2004. This information must be shared with the school's ELAC.

DPI Data Entry to SIS – Elementary schools must enter the DPI Date (field #90) and the DPI Level (field #179) on Screen 12-Academic Programs **by May 5th** as middle schools need that information for their master schedule. See reference guide REF-774 for more details about the DPI; middle schools can contact Sue Florindez for information about a particular elementary school's DPI results.

Secondary Staffing – ESL classes need to be taught by teachers trained to use the *High Point* program. Upcoming 5-Day Trainings for ESL teachers new to *High Point* are scheduled for June 7-11 or July 12-16; teachers need to sign up for training at <http://sib.lausd.net.drp/>

ELS Course Implementation – A 2-day training for ELS teachers new to *High Point* is scheduled for June 8-9, June 10-11, July 13-14, or July 15-16. Refer to the previously mentioned website to register.

If you have any questions or concerns, please call Sue Florindez at (323) 932-2644 or Ruth Kuo at (323) 932-2643.

Special Education

Multi-Track Intersession, Track A – The intersession for the Non-Severely Disabled will be scheduled from July 7, 2004 to August 3, 2004 or January 24, 2005 to February 18, 2005. Intersession can be held at either time; however, the July/August dates cannot be changed.

Psychological Services

Essential Methodologies to Ensure Students with Disabilities Receive Educational Benefit

- **Accommodations and modifications to curriculum and instruction:** Used to alter the curriculum or instruction to meet individual student educational needs.
- **Activity-based learning:** Sets of experiential activities that reach beyond traditional classrooms and school buildings. Activities are used to assist students in forming connections between textbook content and seatwork. Real-life experiences are planned and implemented that demonstrate concepts or skills to be mastered.
- **Backward strategies:** Used to determine instruction necessary for students to demonstrate achievement of goals. Teachers design detailed lessons that focus on small sequential steps necessary for students to master desired outcomes. These strategies are coupled with mastery learning.
- **Cooperative learning:** Planned sets of instructional activities that provide students with group problem-solving and decision-making skills needed to complete tasks or projects. This method requires students to become group members and have shared roles in tasks or projects.
- **Cross-age tutoring programs:** Designated to assist students in gaining mastery of certain skills and concepts. Older students tutor younger students under the direction of co-teaching teams.
- **Defined units of study:** Refers to the subject to be studied. The units of study are planned curricula and instruction based on expected student achievement of specific standards and benchmarks.

- **Essential question strategies:** Specific questions answered by co-teaching teams that enable them to determine appropriate curriculum and instruction. Questions concerning motivation levels, learning styles, interests, etc. are asked.
- **Mastery learning:** A series of planned lessons are presented in a developmental sequence that requires students to learn the first task before proceeding to the next one. Each lesson builds on the skills learned in the previous learning session. Teachers do not teach beyond student's level of success and teaching continues until the skills are mastered.
- **Peer support and assistance:** Refers to same-age peers helping students with disabilities in general education classroom settings, and during unstructured times.
- **Technological supports:** Provided to ensure students with disabilities have adequate access to the general education curriculum.

Gifted/Talented and SAS Programs

G/T and SAS Coordinators' Meeting – The next coordinators' meeting is scheduled for Wednesday, May 26, 2004. There will be professional development training on *Shared Inquiry* presented by representatives of the Junior Great Books Foundation. The meeting will be held at the Local District E Conference Room (second floor), 1:30-3:30pm. This will be the last coordinators' meeting for the 2003-04 school year.

Coordinator Differential – School Administrative Assistants should use the following codes to pay coordinators their second semester differential: Fund 001, Program Code 4168, Status 2, Class 0909.

Evaluation of Student Progress – Schools are reminded that the following two items should be completed before the end of the school year:

- Individual student progress data should be recorded on the *Annual Review of Student's Progress* form (MEM-856, Attachment A) and filed in the Developmental Case Study Envelope of each identified student by the close of the school year.
- School-wide summary progress data should be reported on *Gifted/Talented Programs Student Evaluation Report* and turned in two weeks prior to the end of the school year for each track or by Friday, June 7, 2004. Please mail the report to: Katherine Choe at Local District E, Suite 204.

Application Calendar for SAS Program (REF-883):

Enrollment application period.....	May 3 – May 28, 2004
Notification to applicants.....	June 1 – June 11, 2004
Deadline for receiving SAS application (if enrollment space remains).....	September 28, 2004

New Additions to the SAS Program – A warm welcome to the following schools for becoming *Schools for Advanced Studies*: Dahlia Heights ES, Valley View ES, Hollywood HS, and Eagle Rock Jr/Sr HS (tentative).

If you have any questions or concerns about the G/T or SAS programs, please contact Katherine Choe, Teacher Coach Specialist, at (323) 932-2127 or via e-mail at katherine.choe@lausd.net.

Standards-Based Assessment

Coordinator Differential – School Administrative Assistants should use the following codes to pay coordinators their second semester differential: Fund 001, Program Code 1201, Status 2, Class 0909.

Rater-Reliability Scoring Team – Applications for expert raters were mailed out in April to elementary and high school principals, SBA coordinators, and literacy coaches. The scoring session is scheduled for Wednesday, June 2nd, 8:00am-3:00pm at the Hollywood Assistance League. Interested teachers, coordinators, and coaches should turn in their applications no later than May 14th. Applicants will be screened and notified of selection or non-selection by May 21st. Selected participants who are on-track will be provided funds for a full-day sub; selected participants who are off-track will be paid at their regular rate of pay. Middle Schools are not participating in rater-reliability scoring this school year.

Elementary Periodic Writing Assessment (Reference Guide No. REF-689)

CALENDAR	BEGINNING DATE	ENDING DATE	ENTERED INTO SOAR	SAMPLE DUE TO TESTING CTR.
Single Track	Feb. 17	Mar. 24	Apr. 2	Apr. 5
3-Tracks B,C	Feb. 10	Mar. 5	Mar. 19	Mar. 22
3-Track A	Apr. 5	Apr. 30	May 14	May 17
4-Track C	Jan. 20	Feb. 13	Feb. 27	Mar. 15
4-Track B,D	Feb. 2	Feb. 27	Mar. 12	Mar. 15
4-Track A	Mar. 22	Apr. 16	Apr. 30	May 3

Samples should be turned in to: **Central Testing Center**
2151 North Soto Street, Los Angeles, 90032
 (323) 224-3160 (323)221-4887 FAX

Middle School Periodic Writing Assessment and Grade 9 Performance Assignment testing administration periods have already passed.

If you have any questions or concerns about Standards-Based Assessment Education, please contact Katherine Choe, Teacher Coach Specialist, at (323) 932-2127 or via e-mail at katherine.choe@lausd.net.

Testing

California Standards Tests Corrections – Please refer to MEM-946 (dated April 26, 2004) for corrections to:

- Grade 2 California English-Language Arts Standards Test
- Grade 3 California Mathematics Standards Test

California Writing Standards Tests Grades 4 and 7 – Please note that Reference Guide REF-901.1 dated April 26, 2004 replaces the Reference Guide 901 dated April 12, 2004.

California Writing Standards Test for Grades 4 & 7, Spring 2004 (REF-901.1) – This reference guide replaces REF-901 dated April 12, 2004. It also provides schools with information and instructions on the administration of the California Writing Standards Test for grades 4 & 7.

Remaining dates for the test are as follows:

<u>Calendar</u>	<u>Track</u>	<u>Test Date</u>	<u>Make-up Test Date</u>
4-Track	C	May 11	May 12
3-Track	B	May 11	May 12

STAR Coordinator Manuals – The "2004 District Coordinator Manual" and the "2004 Test Site Coordinator Manual" are available from the Educational Testing Service (ETS) STAR Web site. These manuals are available as downloadable PDF files, and include information that STAR district and site coordinators should use to coordinate the administration of the Standardized Testing and

Reporting (STAR) Program. Specifically, these two manuals provide guidance regarding the administration of the California Standards Tests (CSTs), the California Achievement Tests, 6th Edition Survey (CAT/6), and the California Alternate Performance Assessment (CAPA). A separate manual is available to support the administration of the Spanish Assessment of Basic Education, or SABE/2. <http://www.startest.com/doclibrary.html>

CAHSEE Certificates of Accomplishment for Students Graduating in 2004 and 2005 who have passed the CAHSEE (MEM-926) – This memorandum identifies those students in your high school from the classes of 2004 & 2005 who have passed both sections of the CAHSEE and provides Certificates of Accomplishment so that they may be recognized.

CAHSEE Released Questions – New sets of questions that appeared on the California High School Exit Examination (CAHSEE) have been posted on the Internet. This is the third set of CAHSEE questions that have been released. Previously released and newly released questions have been combined into one document for each content area: English-Language Arts or Mathematics. Included in these documents are the correct answers for each question and charts indicating the academic standard each question is measuring. Released test questions will not appear on future operational forms of the CAHSEE. <http://www.cde.ca.gov/statetests/cahsee/released.html>

High School Issues

“Graduation Year” Guidelines for SIS (REF -903) – This reference guide provides guidelines for accurate and consistent use of field 420 “Graduation Year” and reviews what schools should do with the diplomas of non-grads.

Computer Literacy Graduation Requirement (REF-913) – In March 1999, the Board of Education approved a change in graduation requirements to include computer literacy. Beginning with the graduating class of 2004, students will demonstrate computer literacy in grades 6 through 12 in order to graduate from high school. This reference guide identifies the procedures for students to complete the computer literacy requirement.

Service Learning Graduation Requirement (REF-914) – In March 1999, the Board of Education approved a change in graduation requirements to include service-learning for the Class of 2007. Students will complete a service-learning experience integrated into the curriculum of an academic course in grades 9 through 12 in order to graduate from high school. This reference guide identifies the procedures for students to complete the service-learning requirement and the procedures for school personnel to use to verify and document completion of the requirement.

Career Pathways Graduation Requirement (REF-911) – In March 1999, the Board of Education approved a change in graduation requirements to include thirty credits in an identified career pathway. Beginning with the graduating class of 2006, students will need to complete 30 credits of coursework in a career pathway in grades 9-12 in order to graduate from a LAUSD high school. This reference guide identifies the procedures for students to complete the career pathways requirement.

Referral to Community Day School (BUL-847) – This bulletin provides schools with guidelines and information on student referral to Community Day School (CDS).

Parents

Recognition of School Volunteers (MEM-948) – The Beyond the Bell School Volunteer Program provides a certificate of appreciation for all parents, senior citizens, retirees, college students, corporate mentors, and students who volunteer at our schools and offices. This memorandum explains

the procedures for schools and offices to follow in order to obtain certificates to recognize their volunteers.

Open Enrollment Application Distribution for K-11 Students & Transfers Timeline for K-12 Students for 2004-05 (REF-951 & MEM-952) – Open Enrollment Applications were sent to all schools in April. Applications in other languages are attached in MEM-952. Parents of all students in K-11 should be notified regarding the availability of applications. The Open Enrollment application period is from May 3 through May 28. A list of all schools with openings is attached in REF-951.

Due Dates

What's Due	To Whom	When
Elementary Arts Prototype Program Application for returning schools	Connie Covert at Local District E (For information contact Connie at 323-932-2640)	May 10, 2004
Targeted Assistance or School-wide Program Plans (for schools currently writing plans)	Audrey Wu	May 24, 2004
Reference Guide 836 Certification and Evaluation forms	Pat Trenhaile	May 28, 2004
2004-2005 Assurances and Justifications	Audrey Wu	June 1, 2004

Kudos and Accolades

Congratulations to Martha Powell and her staff at Aldama Elementary School on being named a 2004 California Distinguished School. State Superintendent Jack O'Connell cited Aldama and eleven other schools as being "the best of the best!"

Congratulations to the School Readiness Language Development Program (SRLDP) at Queen Anne Place Elementary School for receiving Read With Me/Lea Connmigo professional development in parent involvement and in early literacy strategies. For full details be sure to look at the June edition of Spotlight.

Congratulations to the following District E schools for their improved attendance accumulating through school month 6:

Elementary School	Allesandro ES	+1.74
Middle School	Le Conte MS	+0.46
High School	Los Angeles HS	+1.47
Magnet School	Los Angeles Math/Science	+1.22
Other Schools	Highland Park HS	+0.36

Congratulations to the following District E schools for their highest actual attendance accumulating through school month 6:

Elementary School	Hobart ES	97.56
Middle School	Irving MS	94.98
High School	Eagle Rock HS	93.62
Magnet School	Eagle Rock Highly Gifted ES	98.30
Other Schools	Highland Park HS	96.99

Meetings and Events

ADMINISTRATOR MEETINGS	DATE AND TIME	LOCATION	PARTICIPANTS
Principals' Professional Development Meeting	Wednesday May 12, 2004 1:00 a.m. – 4:30 p.m. (lunch at 12:30)	Assistance League of Southern California	All Principals
GENERAL MEETINGS	DATE AND TIME	LOCATION	PARTICIPANTS
Psychological Services Staff Development	Tuesday May 4, 2004 8:00 a.m. – 4:00 p.m.	Local District E	Psychological Services Staff
Math Intervention Kit Training	Wednesday May 5, 2004 8:00 a.m. – 3:00 p.m.	Wilshire United Methodist Church	Concept 6 Track C 4 th and 5 th Grade Teachers
Elementary Literacy Coach Meeting	Thursday May 6, 2004 8:00 a.m. – 3:00 p.m.	Local District E Conference Room	All Elementary Literacy Coaches
SST Training	Friday May 7, 2004 8:00 a.m. – 3:00 p.m.	The Assistance League of Southern California	Secondary Psychologists – AM Elementary Psychologists - PM
Secondary Literacy Coaches	Monday May 10, 2004 8:00 a.m. – 3:00 p.m.	Local District E Conference Room	Secondary Literacy Coaches
Psychologist Small Group Training	Tuesday May 11, 2004 1:30 p.m. – 4:30 p.m.	Local District E	Los Angeles Complex Psychologists
Math Intervention Kit Training	Wednesday May 12, 2004 8:00 a.m. – 3:00 p.m.	Local District E Conference Room	90/30 Track D 4 th and 5 th Grade Teachers
BTSA Support Provider Professional Development	Thursday May 13, 2004 8:00 a.m. – 3:00 p.m.	Assistance League of Southern California	BTSA Support Providers
District Technology Consortium Meeting	Monday May 17, 2004 1:30 p.m. – 3:30 p.m.	Franklin High School Library	School Site Technology Coordinators/Leaders
Psychologist Small Group Training	Tuesday May 18, 2004 1:30 p.m. – 4:30 p.m.	Local District E	Marshall Complex Psychologists
Math Coach Professional Development	Friday May 21, 2004 7:30 a.m. – 3:30 p.m.	Local District E Conference Room	All Math Coaches
District-wide Psychologists' Staff Development Meeting	Monday May 24, 2004 8:00 a.m. – 4:00 p.m.	Our Lady of the Angles Cathedral	Psychologists
Coordinators' Professional Development	Thursday May 27, 2004 times TBD	Local District E Conference Room	EL/Title I/ SI Coordinators