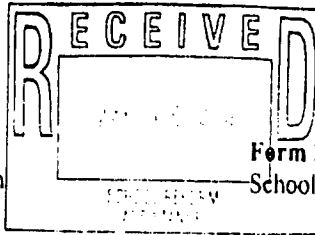




01 - 02 Los Angeles Unified
Harte (Bret) Preparatory Inter





**Immediate Intervention/
 Underperforming Schools Program (II/USP)**

**SCHOOL APPLICATION
 For II/USP Funding**

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Bret Harte Preparatory Intermediate		Total School Grant Amount Requested: FY 2001-2002 \$291,600. FY 2002-2003 \$291,600.	
14 Digit County/District/School Code: 19-64733-6058044		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Catherine Sumpter		External Action Learning Systems, Inc. Evaluator:	
Address: 9301 S. Hoover St.		Address: 174 West Foothill Blvd. PMB 306	
City: Los Angeles	Zip: 90044-4722	City: Monrovia	Zip: 91016-2171
Phone: 323-757-9143	Fax: 323-263-7708	Phone: : 626-357-8041	E-mail: www.actionlearning systems.com

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Catherine Sumpter
 Printed or Typed Name of Principal

Catherine Sumpter 3/26/01
 Date Signature of Principal Date

Action Learning Systems, Inc
 Printed or Typed Name of External Evaluator's Organization

Camille Carter
 Printed or Typed Name of External Evaluator

3/26/01 Camille Carter
 Date Signature of External Evaluator

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: CAMILLE CARTER	Camille Carter	3/26/01
Catherine Sumpter	Catherine Sumpter	3/26/01
Beatrice Lee COMMUNITY	Beatrice Lee	3/26/01
KATHY HAWKINS PARENT	Kathy Hawkins	3/26/01
Esperanza Ibarra PARENT COMM	Esperanza Ibarra	3/26/01
Deltha Richardson TEACHER	Deltha Richardson	3/26/01
Treva Hacker UTLA	Treva Hacker	3/26/01
Arturo Martinez Bilingual COORD	Arturo Martinez	3/26/01
MARTHA Edith Aguilar PARENT	Martina Aguilar	3/26/01

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

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The school site Action Plan clearly identifies and describes:

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1. GOVERNING BOARD POLICIES

1. A. Schoolwide and district-wide barriers to improvement in student achievement and underlying causes for low performance.

The Los Angeles Unified School District (LAUSD) provides educational services to more than 750,000 students in grades K-12 in 899 schools and children's centers. Thirty percent (30%) of all students in LAUSD are eligible for AFDC (CalWorks), and 87% are eligible for free or reduced-priced lunches. During the 1999-2000 school year, 430,000 students received services from Title I.

In the 1999-2000 academic year, in an attempt to be more responsive to the needs of students and their families, the District was divided into 11 local districts (A-K), each with its own superintendent and administrative management structure. This new structure began operations on July 1, 2000.

Local District G (LDG) provides support to 60,253 students, 70 locations (including magnets) and 55 schools K-12. This district serves an inner city-low to mid socio economic population of 52% Hispanic and 47% African American students with the other 1% divided among 4 other ethnicities. Of these students, 34% are English Language Learners (ELL's) and 15.9% receive Special Education Services. All of District G schools receive Title One funding with 24 Schoolwide programs. More than 60% of the students' families in these schools receive CALWorks supplemental services.

Local District G (LDG) had 16 schools selected to be II/USP schools and contracted with Action Learning Systems to assist them in developing a district-wide program to help coordinate their programs. The District G Administrative and Instructional Staff identified the following barriers that they are working to resolve with the LAUSD Central staff: (1) Lack of experienced teachers in schools in South Central; (2) overlap and poor coordination of central and local calendars; (3) inadequate communication and/or coordination of available resources; (4) no data driven reading and math program assessments. The first barrier exists because of a continual influx of new teachers into those schools that have vacancies, vacancies that occur because teachers with seniority leave to go elsewhere. The second barrier has resulted in duplicate programs, responsibilities and meetings that keep local administrators too frequently absent from their school sites. The third barrier has led to a misallocation of funds that prohibits schools from making appropriate instructional and operational decisions. The fourth barrier exists because teachers do not have access to information about student reading ability levels and other major assessments in a timely manner.

Bret Harte Preparatory Intermediate School

Bret Harte Preparatory Intermediate (Harte) provides services for 1458 students in grades 6-8. Of these students, 38% are African American, 62% are Hispanic or Latino, 27% are English Language Learners (ELL) and 91% of the students receive CALWorks supplemental services. Harte is located in the south-central

section of the city and has an ever growing population of poverty level families, many of whom are homeless, single parent and/or non-English speaking.

STUDENT ACHIEVEMENT: Student API scores did not meet their schools' target growth in any area. There was an overall decline of three points. Additionally, all subgroups missed their target growth.

Subgroups Report

Subgroup	# of Students	2000 API	Growth Target	99-00 Growth	Met Target
African American not Hispanic	485	406	15	0	No
Hispanic or Latino	803	431	15	-7	No
Socio-Econ	1197	423	15	-8	No

In the comparison of scores from the 1999 to the 2000 SAT-9 testing, the only growth shown was in language at all grade levels and a one-point growth in reading at the 8th grade.

DATA COLLECTION

A survey was administered to all faculty, only about one half of the faculty chose to respond as well as 115 - 7th grade students and 23 parents.

SURVEY: The patterns that emerged from the survey indicated that there are issues related to a lack of shared values, beliefs and attitudes related to teaching and learning for all students, and teachers and parents don't believe that the school has a positive learning environment. School safety is a major problem for all teachers, staff, students, and parents. Lack of parent participation is evidenced by the survey return rate. Although teachers have been provided with an ongoing staff development programs, they indicated that few resources were available and not enough support was provided on an ongoing basis. Teachers indicated that there were far too many interruptions in the normal day.

INTERVIEWS: The principal, groups of three to five teachers, classified staff members, parent groups and students were interviewed. Most felt that the school was doing a fairly good job of providing a viable educational program, but because of the many issues prevalent in the inner city, the task is immense. Many changes in the teaching staff have created a problem of continuity. Only 20 to 25% of the faculty have been there for more than ten years. The majority of the math teachers have less than five years teaching experience. There is a small group of parents that are very involved, concerned and dedicated to their school success. They are making plans to effect change by seeking and encouraging more parent involvement.

CLASSROOM VISITS: Classroom visits were conducted to determine if standards-based instruction was being implemented throughout the school and if there was visible evidence of its use in the classrooms. LAUSD standards were posted in every classroom however there was little to no evidence that teachers were applying or transferring the State standards to the daily lesson. Rubrics were posted and used in some classrooms. A few of the more experienced teachers were using a variety of teaching strategies; however, a far greater number had little or no student work displayed. Visits were made to other classrooms that exhibited no evidence of standards based instruction being taught and no evidence of the staff development training being transferred. Teachers expressed a need and desire to work together to better align curriculum.

RESULTS/BARRIER IDENTIFICATION: All this data was collated by the external evaluator and then used as baseline data for the Action Planning Team (APT) to identify the barriers to success. All barriers were aligned with the Schoolsite Action Plan so that school resources could be used to implement these programs that the school believes will improve student achievement.

BARRIER 1: CURRICULUM, INSTRUCTION AND ASSESSMENT: There is an absence of a comprehensive and relevant standards-based curriculum and a formal ELD (English Language Development) program for ELL students. There is a lack of common and consistent focus schoolwide on high expectations, implementation of the reading/language arts and mathematics standards, instructional strategies and the use of assessment information to inform instruction. There is a specific school-wide program for teachers to understand the requirements of the new math standards. More than 72% of the students read below the 50th percentile, 75% in math, 43% in language and 70% in spelling. The percentages for ELL students scoring below the 50th percentile in 85% or better in the above areas.

BARRIER 2: PERSONNEL & PROFESSIONAL DEVELOPMENT: The school is experiencing a shortage of experienced, fully credentialed teachers. Consequently, there is a need for an ongoing, formal, professional development program. The teachers expressed a lack of knowledge in the use of instructional strategies and resources in language arts and math to address the diverse needs of the total student population. There are several reading programs being used, but none consistently, nor have teachers been trained to use them properly. Although materials are available not all teachers have been trained to use them effectively. Teachers expressed that they did not have adequate training in the effective use of specific intervention strategies for reading language arts and math. They also expressed a lack of training in teaching English Language Development for ELL students and the Academic English Mastery Program (AEMP) for African American students. There is inconsistent use of data to inform instruction. There is also insufficient release time and resources for staff development, collaborative planning or peer coaching.

BARRIER 3: PARENTS and COMMUNITY: School/parent communication/collaboration is limited and not focused on the academic needs of students, on the behavioral expectations for students and on responding to parents' requests for knowing how to support their child's learning at home on a regular basis. Additionally, parents feel strongly that there is an insufficient amount of security, and in general the campus is unsafe.

1. B. Solutions/strategies for overcoming these barriers and underlying causes.

Harte, like so many schools throughout the state, suffers from the lack of opportunity for teachers to collaboratively plan and coordinate programs so that all students can receive equal opportunity to a rigorous academic program. This school did not meet any subgroup targets. The weakest area for all the subgroup students was in reading.

As a result, it was evident that the major issues that the APT needed to address include the implementation of state standards and programs across and between grade levels that would meet the needs of all students. A leadership team will be selected with representatives from each of the grade levels (6-8) in both core and content that will work on school-wide problems and problems specific to each grade level. New reading and math programs will be implemented and made consistent across and between grade levels.

Teachers will begin a training program in the summer where they can examine the state standards as a group. In this training, teachers will create lesson units aligned with the standards that they would teach and assess in common and then meet at least twice a month throughout the year to share their programs and develop peer-coaching techniques. District and contracted consultants would be used to facilitate, support and monitor their work throughout the two years. Teachers would be trained to analyze data, develop yearly goals and expectations, review standards and frameworks and align curriculum. They will also learn to use a wide variety of assessment tools and will receive training in Literacy techniques, reading and writing across the curriculum and the use of SDAIE and AEMP strategies, among others.

Student support/tutoring programs will be instituted to assist the struggling readers and math students. Informational/training programs for parents will be developed to enable parents to understand the requirements of the state standards and to help their student. Processes for better home/school communication will be developed.

A comprehensive two-year plan has been developed to ameliorate the harms to student achievement delineated in the three major barriers listed on page 3: Curriculum, Assessment and Instruction, Personnel and Professional Development, and Parents and Community.

The following 25 step - two-year plan outlines the program the school will undertake to improve student achievement school-wide, improve the S-9 for all students and especially for the under-performing subgroups, and as a result meet and/or exceed the state's API expectations.

The following are the solutions and strategies for overcoming the barriers and underlying causes of underachievement

Action #	Solutions/strategies:	Resp.	Start	Complete
1.	Provide a two-day professional development for all staff before school starts in analyzing data, for developing yearly goals and expectations, reviewing standards and frameworks and aligning curriculum.	Prin/APT	8/01	6/03
2.	Hire a literacy coach/coordinator to, design, implement and coordinate staff development programs and follow up coaching.	Prin/APT	7/01	
3.	Select and train a cadre of grade level coaches to assist teachers and others with special needs to implement standards based instruction via coaching and reciprocal teaching.	Prin/ Coach	8/01	
4.	Develop and implement a school-wide plan for standards-based lesson design in math and language arts supported by on-site coaching and mentoring using both district and outside teachers for peer-coaching.	Prin/APT	6/01	6/03
5.	Establish and train a coordinating team comprised of APT members including the principal, Literacy coach, grade level and content level teachers to analyze and use achievement data to determine academic needs of students both for enrichment and remediation.	Princ. / Consult.	9/01	6/03
6.	Provide time for teachers in grades 6-8 to align curriculum with texts and state standards.	Princ.	9/01	6/03
7.	Provide staff development for all teachers in alternative strategies for teaching reading; for example use of reciprocal teaching and coaching.	Prin/ Coach	9/01	6/03
8.	Provide on-going training in literacy techniques to improve reading and writing across the curriculum, SDAIE strategies, standards-based lesson design and curriculum alignment such as outside consultants and the school site Saturday Literacy programs.	Prin/ Coach	9/01	6/03
9.	Develop programs/tutorials to assist struggling readers; e.g. reading enhancement class for low level 6 th readers, expand Accelerated Reader, enhance Sustained Silent Reading programs and summer reading programs.	Prin/ Coach	9/01	6/03

10.	Develop programs/tutorials to assist students struggling with math, using "Accelerated Math"	Coach	9/01	6/03
11.	Provide training for all instructional aides in the teaching of reading and tutoring	Coach	9/01	6/03
12.	Implement and train teachers to use the Accelerated reading and math programs	Coach	9/01	6/03
13.	Provide before/after school tutoring to target students	Coach	9/01	6/03
14.	Provide on-going monitoring and evaluation by outside evaluator.	Princ	9/01	6/03
15.	Develop a nutritional program to be included in Health.	Princ.APT	9/01	6/03
16.	Hire a community liaison, through other granting funding, to assist in developing a quarterly Health Fair via Title 1 funding.	Prin/APT	9/01	6/03
17.	Teach Algebra 1 to all 8 th graders and pre-algebra to 6 th and 7 th graders	Princ	9/01	6/03
18.	Grade level teams and dept chairs will meet monthly to discuss data, realign instruction and provide more frequent evaluations of student achievement	Prin/APT	9/01	6/03
19.	Purchase supplemental math and literacy materials including software and provide inservices and monitoring on the implementation of the new materials.	Prin/APT	9/01	6/03
20.	Provide parent education classes in standards based instruction through ongoing training in techniques for helping their students	Prin/APT	9/01	6/03
21.	Pilot a student-led conference program to improve student achievement, responsibility and attendance.	Prin/APT	9/01	6/03
22.	Provide a monthly newsletter mailed directly to the home.	Prin/APT	9/01	6/03
23.	Continue to implement a mid-quarter progress report of student achievement especially for students in danger of receiving a D or F. Develop written statement to parents for better communication.	Prin/APT	9/01	6/03
24.	Purchase computers on rolling racks for reading, writing and math enhancement	Prin/APT	9/01	6/03
25.	Purchase computer programs for both tutorial and remediation.	Prin/APT	9/01	6/03

1. C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.

LDG reported 28 crimes against persons, 116 property crimes, 6 possession of weapons, 12 drug and alcohol offenses and 8 other crimes including bomb threats, destructive devices and trespassing. In a LDG report for schools with the highest number of property crimes and crimes against persons, Harte reported four A.D.W.'s, (assault with a deadly weapon) 12 battery, 1 chemical substance abuses, 17 property crimes for the 99-00 school year. Crime can negatively impact student achievement, and the school is working on making the campus as safe as possible. Other factors that tend to impact a school include student attendance. Daily in-seat attendance at Harte is below both LDG and LAUSD.

Student Yearly Attendance

	1996-97	1997-98	1998-99	1999-00	98-99 to 99-00 Change
School	88.27	88.42	90.23	90.21	-0.02
LDG	89.39	89.54	90.62	90.85	+0.23
LAUSD	91.50	91.81	92.44	92.73	+0.29

Another factor that tends to affect student learning is teacher absence. The average number of days of certificated absence grew in the past year and classified absences decreasing.

Average # Days of Staff Absenteeism 1997-2000

	1997-98		1998-99		1999-00		98-99 to 99-00 Change	
	Certificated	Classified	Certificated	Classified	Certificated	Classified	Certificated	Classified
School	8.201	18.850	7.493	17.891	9.538	16.572	+2.045	-1.319
LDG	8.577	17.421	7.862	16.561	8.656	17.2	+0.794	+0.639
LAUSD	7.752	15.347	7.225	14.895	7.924	15.480	+0.699	+0.585

1. D. How school and district conditions in the School Accountability Report Card are being addressed, as needed.

Local District G outlines its Vision and Mission through Accountabilities which in turn are communicated to principals and assistant principals through monthly meetings and monitored through school and classroom observations. District Accountabilities for middle schools include:

- Meet or improve student achievement as measured by S-9 and meet/exceed API growth target
- Improve transition rate of non-English speaking students to English instruction
- Reduce the drop-out rate at Middle and High Schools
- Increase student and staff attendance

Through Harle's Schoolwide plan, the staff has addressed the need to focus schoolwide on improving the academic achievement of all students in reading, language arts and math. Through involving students daily in speaking, reading and writing activities across the curriculum they will address needed improvements in language acquisition. As a result, language development will continue to improve the reading and other content scores. Harle is giving specific attention to the areas of reading comprehension, critical thinking skills and problem solving through the development and analysis of common grade level assessments and through the monitoring of the implementation of specific instructional strategies. Under the leadership of the principal, assessment data from the state and district will be analyzed and used to monitor student achievement and identify areas requiring attention.

In addition to the information reported in section 1C related to attendance, the other factors affecting Harle are the redesignation rate and the Drop-Out rate. The redesignation rate is lower than that of the local district and LAUSD.

% of Redesignation over a 3 year period

	1997-98	1998-99	1999-00	98-99 to 99-00 Change
School	30.48	29.46	20.46	-8.99
LDG	19.18	19.72	18.78	-.09
LAUSD	17.78	18.94	20.34	+1.40

The last chart pertains to the drop-out rate. Harle has a higher drop-out rate than LDG or LAUSD. Students at Harle tend to leave the area and never request a transcript, thereby never leaving evidence of where the student may be, causing the dropout numbers to be high for a middle school.

% of Drop-Out Statistics over a 3 year period

	1997-98	1998-99	1999-00	98-99 to 99-00 Change
School	3.67	5.01	3.35	-1.66
LDG	6.50	3.09	2.14	-0.95
LAUSD	2.85	2.26	1.83	-0.43

1. E. Annual growth targets at least as high as those adopted by the State Board of Education.

Growth Statements

It is the intent of the staff to improve scores yearly in compliance with the state's requirements. During this school year, plans have already been made to improve test taking techniques, to make students more aware of the importance of taking the test, to provide tutorials and assistance for the most at-risk and lowest reading students. However, these short-term interventions will not change the way students' perform. The Action Plan provides for systemic change by first changing the techniques and processes that teachers' use through the implementation of research-based effective practices that will help them align their curriculum with the state standards. Working together, staff will share best and most effective practices. Training will be provided for all staff in the skills of teaching reading and writing across the curriculum. Based on the awareness that occurred from the months of planning, we expect that students will meet or exceed their API in all areas. In addition, we expect the following growth to occur.

Growth Statements

By June 2002 the overall API scores will increase a minimum of 19 points over the June 2001 score for the total school to the 2001 target of 440 +5% or better. By June 2003, the overall API scores for the total school will continue to increase a minimum of 5% over the previous year's scores. In addition, the scores for the significant subgroups will improve as follows:

African American Students

2000 API	Growth Target	2001 API	Estimated Growth Target	2002 API
406	15	421+	15	436+

Hispanic or Latino Students

2000 API	Growth Target	2001 API	Estimated Growth Target	2002 API
431	15	446+	15	461+

Socio-economically Disadvantaged Students

2000 API	Growth Target	2001 API	Estimated Growth Target	2002 API
423	15	438+	15	443+

1.F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school

The following represents the STAR-9 data for the 2000 school year. Based on a review of this data and that in the following chart, the APT determined what specific areas needed to be addressed. This data helped the APT focus on the need to re-focus the Math and Language Arts programs to be able to promote a larger number of students to be successful at the 50th %ile or above. Since the SAT-9 is fully aligned with the API results, all students need to improve in all areas. We also think that a focus of teaching reading and writing across the curriculum will help students improve their ability in each of their academic areas in to be successful on the SAT-9 as well as meet the state standards in the core areas.

STAR Comparison 2000 vs. 1999 Percent Scoring At or Above the 50th Percentile								
	Reading		Math		Language		Spelling	
Grade	2000	Change	1999	Change	1999	Change	1999	Change
6	12%	0	14%	-3	21%	+1	13%	0
7	14%	-2	12%	-2	28%	+3	14%	-4
8	19%	+1	12%	-3	20%	+1	14%	-4

The next chart looks at ALL students and LEP (ELL) and without ELL. The Not LEP population is the African American students. This chart also supported our need to provide our teachers with Literacy, AEMP and SDAIE techniques so that more students will be able to perform at or above the 50th %ile.

Percent Scoring At or Above the 50th Percentile												
Grade	Reading			Math			Language			Spelling		
	All	Not ELL	LEP	All	Not ELL	LEP	All	Not ELL	LEP	All	Not ELL	LEP
6	12%	15%	2%	14%	18%	4%	21%	25%	11%	13%	17%	4%
7	14%	20%	0%	12%	17%	1%	28%	35%	0%	14%	20%	1%
8	19%	23%	3%	12%	15%	3%	20%	26%	3%	14%	18%	1%

Based on this data, the APT agreed to the following objectives:

By June 30, 2003

1. There will be an increase by 5% or better in the percentage of all students scoring at or above the 50th percentile in reading, language arts, math, and spelling from 2001 to 2002 and a further 5% from 2002 to 2003.
2. There will be an increase by 5% or better in the percentage of all African American students scoring at or above the 50th percentile in reading, language arts, math, and spelling from 2001 to 2002 and a further 5% from 2002 to 2003.
3. There will be an increase by 5% or better in the percentage of all socioeconomically-disadvantaged students scoring at or above the 50th percentile in reading, language arts, math, and spelling from 2001 to 2002 and a further 5% from 2002 to 2003.
4. There will be a yearly 5% yearly decrease in the numbers of student absentees as measured by a comparison with baseline data from the 1999-2000 school year.
5. There will be an increase by 3% or better in the percentage of ELL/LEP students scoring at or above the 50th percentile in reading, language arts, math, and spelling from 2001 to 2002 and a further 5% from 2002 to 2003.

Beginning in September 2001, the State's English Development Test will be used to establish baseline data for ELLs, and subsequent growth in ELD will be determined from year to year using the new test. As the length of time an ELL remains in school increases, the percentage of ELLs scoring at or near the 50th percentile decreases, because the attainment of the 50th percentile assures the English learner has met redesignation standards and is no longer classified as limited in English. Upon redesignation, the SAT-9 scores of the former ELL become part of the data collected by ethnic subgroup for all students.

1G. *The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.*

An evaluation team will be established composed of representatives from the Action Planning Team (APT) as well as other key school members and an external evaluator. This team will meet quarterly to review the summative and formative sections of the Action Plan (AP). This comprehensive evaluation will facilitate on-going project improvements and provide information for long-term site planning. The evaluation design is basically a gap reduction model that measures the educational progress of project participants among and between all participants. The school will use a database program designed to disaggregate all forms of state and district data in order to assist schools in pin-pointing the individual needs of students and

design the appropriate interventions and enrichments. Along with examining the yearly SAT-9 and API data, the evaluation is designed to explore the following questions.

- To what degree is the Action Plan successful in helping all subgroups as well as all students achieve competency in meeting the state standards and SAT-9 performance standards?
- To what extent does the Action Plan make on the overall school educational programs such as: (a) the ability of teachers to teach the core content areas and align their work with the standards; (b) the degree to which new and emergency credentialed teachers have learned and are using information from training programs designed to improve their efficacy and; (c) the extent to which the parent training programs are positively affecting student achievement?
- Are all our students learning to high levels and progressing towards the quantifiable goals?
- How are ELL and African American students achieving in ELD and ELA standards to meet the rigorous academic goals?
- How do we want to organize our students and our time to optimize the student learning?
- How will the teachers collaborate their efforts and work and learn together towards achieving student academic goals?
- How do we want to relate to parents and community to form and strengthen partnerships?

The Action Planning Evaluation Team (APET) will also monitor the extent to which each student has appropriate textbooks and supplementary materials aligned with the state core content standards and will also be responsible to provide and facilitate the use of all assessments to alter instruction and improve academic achievement.

Finally, the APET will monitor the extent to which: (1) the staff and community are building a capacity for change so that they will be able to sustain their programs after the funding ends and; (2) in what ways the district supports/hinders the capacity-building process?

The degree of success in each of these areas will be measured through a yearly formative and summative evaluation report. Surveys, evaluations, and examination of hard data will all be measured. At the end of the two-year process, staff, students and community will again be asked to complete the original survey in order to compare their responses from the original study.

An external evaluator with experience in data collection and data analysis will be hired to collect data that will be used to review and realign, as appropriate, the existing instructional program for all students and for all student subgroups. This evaluator will, through analyses of the data and progress of the students,

provide on-going feedback to the APET as to refinements and/or corrections necessary to meet the project goals.

Both formative and summative data will be collected and analyzed. Summative data is listed under each objective. Ethnographic and formative data will be collected as to the efficacy of the management, appropriate use of funds and other oversight management issues.

Data instruments will include but not be limited to the SAT-9 (English) a norm-referenced testing instrument. For *quantitative analysis*, the students will be assessed using the appropriate norm-referenced instruments aforementioned. For *qualitative analysis*, teachers will use various authentic assessment instruments to supplement the quantitative. This includes the use of student portfolios, electronic portfolios, writing samples, journals, student self-reporting, parent interviews and teacher observations, which will all be evaluated against the state standards.

2. Parental and Community Involvement

2.A How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.

In order to assure that both parents and the community were involved in the development of the Action Plan, several strategies were implemented. The External Evaluator met with both the School-site Council and Bi-lingual Parent Groups. The evaluator conducted separate focus group meetings with parents where they were asked their opinions about the instructional program and 124 parents responded to a survey that asked their feelings about the culture of the school, their participation and their involvement. Four parents were members of the Action Planning Team. There was agreement among parents that school communication is both infrequent and irregular. Parents rarely receive information about the curriculum, are not clear about how standards are used to inform education and state that there is limited established training program for helping their child to become a better learner. One of the major areas of discussion is how to provide timely information to parents. One of the major action solutions in the plan is to examine the current parent information system and institute a more equitable program that will allow parents to help their student in a more timely manner.

Parent involvement on the APET will include participation on the quarterly team and evaluation meetings, assisting with the development of parent training programs, assisting with the dissemination of materials, recruiting parents for training programs, among others.

Parent involvement on the APET will include participation on the quarterly governance and evaluation meetings, assisting with the development of parent training programs, assisting with the dissemination of materials, recruiting parents for training programs, among others.

The school's plan for engaging the parents includes:

- Making the school an accessible, safe and friendly place for parents.
- Promoting greater multicultural understanding among the school families.
- Helping parents increase their skills in supporting their children's academic progress.
- Implementing maximum communication between home and school.
- Providing home-school communication in the students' languages.

The school will become more proactive in ensuring strong participation in school management and activities by parents and community members, representing all economic, linguistic and cultural groups present in the student population.

3. Fiscal Management

3. A. An effective and efficient allocation of IIUSP, matching funds, and other resources.

The following is a summary of the allocation of IIUSP funds, matching funds and other resources.

Funding has been requested to pay for teachers to take training in the summer for beginning the process of analyzing data, curriculum alignment, reviewing standards based instruction and frameworks. Because of the need for improving math and reading at the most basic levels, the staff has requested a full time literacy coach who will assist new and probationary teachers, plan staff development, provide in-class coaching and model lessons. This position will be supportive rather than evaluative and staff believes that if they can restructure the way the school provides support the program can be self supporting after two years.

3. B. Linked to overcoming barriers to achievement.

The dollars projected for expenditure are directly related to overcoming the three barriers identified by the External Evaluator.

Barrier 1: Curriculum, Instruction and Assessment

The amount of \$98,000 has been allocated to alleviate this barrier

Barrier 2: Personnel and Professional Development

The amount of \$180,000 has been allocated to alleviate this barrier

Barrier 3: Parents and Community

The amount of \$10,000 has been allocated to alleviate this barrier

3. C. Not in excess of available funds (II/USP and other sources).

The projected expenditures are within the funds available through II/USP and current funds and other resources made available to Harte. Based on the 1999/00 October CBEDS student body enrollment of 1458, the school expects to receive \$291,600 per year for two years for a total of \$583,200. That amount will be matched with \$309,000 per year from the following major resources; Title 1, Bi-Lingual Ed, School Improvement and the General fund. (Also see budget pages for full details).

4. Personnel Management**4. A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.**

Harte has 75 teachers. Of these 31 (73.8%) are fully credentialed, 3 (7.1%) are district interns and in either a university or district program. Eight (19.0%) of the teachers are on an emergency credential.

Content	Type of Credential				Yrs. in teaching
	30 day	Emer.	Intern	Perm	
English	1	3	1	7	10.7
Math	1	2	0	5	5
Multiple Subject	1	12	4	9	11.7

4.B How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

The lack of certificated/qualified teachers is a statewide problem that has been exacerbated in the last four years through the implementation of Class Size Reduction. Schools in the inner city such as Harte usually suffer more from this lack of teachers.

Currently the 8 emergency credentialed teachers and receive a wide variety of supports both from the school and LDG. This includes literacy and math training. In addition, Harte has a full time Literacy Coach who works closely with the teachers supporting their instructional needs.

Ongoing professional development training will be augmented by "mini" in-services for timely and frequent assistance. The new teachers and the coaches will meet once a week to develop teaching

methods, management strategies, or lesson plans. They will be trained on ELD and ELA strategies to support their learning of content and language in mainstream instruction. They will learn how to provide ELL students access to core curriculum through such methods as SDAIE or for African American students through AEMP. The teachers will be encouraged to complete their BCLAD/CLAD. The paraprofessionals will also be encouraged and motivated to complete their university degree process and be offered teaching positions at the school.

Credential	Activity	Responsible Party	Evaluation Method	Timeline
Emergency	Enrollment in BTSA	District and Literacy Coach	Observation Peer Coaching	Monthly
Emergency	Mini In-service Training	Mentor Teachers	Observation Peer Coaching	Weekly
6-8	<i>Breaking the Code</i>	District Consultants	Observation, Survey Peer Coaching	Quarterly
All	BCLAD/CLAD, SB 1969 certification	District University partners	Certification	Ongoing

4.C How professional development is provided to all teachers.

Professional development for teachers, instructional aides and administration is the major strategic action of this plan. Building staff capacity through intensive training, coaching and monitoring will provide the long-term effect that needs to be accomplished. Training will be provided in the summer before school begins, during school time through release days, through "banked" time days and through other minimum and state authorized buy-back days. Some of the training will include extra support in Reading and Math programs, curriculum alignment, SDAIE techniques for the ELL student and Academic Mastery for the African American learner. Teachers will learn how to use assessment to improve teaching, among others as outlined in the Action Plan.

4.D How professional development is aligned to core content standards and is specific to standards-based instructional materials at the schoolsite.

LAUSD has adopted the rigorous curriculum of state approved content standards in the areas of Language Arts, Mathematics, and English Language Development. All District G training is based on the use of the core content standards and state frameworks. The external evaluator found that one of the main

needs was the institutionalization of a model where standards and frameworks are used as the base of planning and assessment discussions and where teachers use these materials to drive their lesson planning. The implementation of this model is the major focus of this plan.

The content standards assist teachers to establish and maintain focus for instructional planning. Courses of study are available for all classes to ensure alignment to state standards. Each school's APET, led by the site principal, will monitor the instructional program and professional development efforts.

4.E How professional development is directly related to areas where student academic performance needs improvement.

The analysis of state and district assessments identified the need to focus professional development in the subject areas of reading, language arts and math with particular focus on language acquisition, word analysis, reading comprehension and fluency and problem solving in math. In reading, 81% and more of our students are below the 50th percentile with almost the same statistics in math, language and spelling. There were very few gains at any grade level, and our students are far behind what is acceptable. To address these areas where academic performance needs improvement we will focus on professional development that is aligned to the content standards and that addresses the implementation and monitoring of specific common instructional strategies. In addition, professional development will focus on the analysis of assessment data from both formative and summative assessments to target areas requiring immediate intervention. Both differentiated and common staff development opportunities will focus on building teacher capacity as they identify the academic needs of students.

Year One will focus on professional development in the alignment and all needed support for teachers, instructional aides and students in reading, writing and math instruction. Year Two will continue this support by deepening and strengthening these practices and include peer coaching and modeling. By the end of two years, there will be a process in place that will be replicated without additional funding.

5. Curriculum Management

5. A. Each student has a complete set of instructional materials aligned to the state core content standards.

The district approves instructional materials in the same manner as they approve textbooks, with all materials aligned with the adoption. All materials will be aligned with the district's selection. During Year One, teachers will work together to align all language arts and math materials with the state content

standards. During Year Two, science and social science materials will be completely aligned to the state content standards.

5. B Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.

The programs/materials that will be used at Harte that have been adopted by the State Board of Education are:

Grade	Language Arts	Mathematics
6	<i>Breaking the Code</i>	Scott-Foresman
7	Holt/Reinharte/Winston	Pre-Algebra
8	Holt/Reinharte/Winston	Algebra

5. C. The local governing board selects instructional materials aligned to the State Board of Education adopted content standards, for grades nine through twelve.

Not applicable to this 6-8 school.

5. D Any lack of instructional materials is addressed.

We are also using the following instructional materials to enhance and support the curriculum.

Grade	Language Arts	Mathematics
6	<i>Breaking the Code</i> support materials	Scott-Foresman Program Materials
7	<i>Elements of Literature</i>	Prentice/Hall
8	<i>Elements of Literature</i>	Prentice/Hall

5. E How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.

Based on the informational database, administrators and teachers will be able to disaggregate data in a wide variety of forms. For example, in order to provide appropriate remediation and/or specific skills tutoring, staff could look for all 6th grade students for scored below the 25% in reading on the SAT-9. Staff would then make a list of these students, pull their SAT-9 individual scores to see in which areas of the reading content clusters they were deficient and then assign appropriate interventions. This type of disaggregated data could be applied to any grade level and/or specific area of concern. Teachers could input their own

assessment information, again in reading, for example, and begin to see how this information correlated with the skills in the SAT-9. The purpose of all of these assessments is to pinpoint the student's weaknesses that need support as well as the student's strengths that need enhancement.

One of the expectations of this Plan is that student data along with student work will be examined on an on-going basis or at a minimum once a month. This examination of student work and data will also allow teachers to provide more timely information to parents as to the successes and needs of their child. Both teachers and parents will be trained in the use of the assessment data so that optimum support can be provided for each student.

5. F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students?

Disaggregated data regarding student achievement will be used throughout the school year to pinpoint student needs, both for tutoring and enrichment. The Action Plan is a data-driven process where teachers use the state and district assessment information to determine how to change their instructional needs to meet the needs of the students. The evaluation plan delineates both the short term and long term assessment procedure. But the basis of this program is to institute a model where data is looked at quarterly and where both instructional and school-wide management decisions are made related to that data.

**School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-
State Funds
Fiscal Year 2001-2002**

Name of District: Los Angeles Unified School District CDS Code: 19-64733				
Name of School: Bret Harte Preparatory Intermediate CDS Code: 19-64733-6058044				
School Contact Person: Catherine Sumpter		Phone: 323-757-9143 FAX: 323-263-7708	E-mail:	
SACS Resource Code: 7255		School Enrollment: 1458	(From 1999-00 CBEDS)	
SACS Revenue Code: 8590		Cost per student: \$200.	(Up to \$200 per student)	
Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries		
		Teacher Extra Duty pay @\$50 per hr., Sub days, Literacy Coach	\$125,918	\$209,958 (1,15)
	2000	Classified Personnel Salaries		
		1 FTE Office Assist. Teacher Assistants, aides	\$39,152	\$88,823 (1, 9)
	3000	Employee Benefits		
		Included in above costs		
	4000	Books, Materials, Supplies including Computer software	\$14,379.	
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	\$60,000	
		Contracted Consultants Program Evaluator	\$15,900	\$10,000. (1)
	6400	Capital Outlay (Equipment) 4 Rolling Cart Labs @ \$6250.	\$25,000.	
	7310	Indirect Costs	\$11,251.	
Total Amount of II/USP Funds Requested			\$291,600.	
Total Matching Funds & Source Codes				\$308,781.

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

Bret Harte Intermediate School
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

1000 Certificated Personnel Salaries

1 FTE - Literacy Coach

- Work with teaching staff on standards implementation.
- Facilitate and develop a pacing plan for grade level standards.
- Organize, coordinate and implement workshops for teachers on standards based instruction.
- Conduct demonstration lessons in the classroom.
- Coordinate peer coaching/observation for teachers.
- Coordinate computer programs to align with standards.
- Support Faculty in reaching Level I personal computer proficiency.
- Attend all related training conducted by District, Local District, County and outside contractors.
- Facilitate and monitor ordering of instructional materials for related programs annually.

50 Substitute Teacher @ 210

- Teacher coverage for training and staff development programs
- To provide release time for classroom observation and coaching.

Teacher Extra Duty hours @ \$50 per hour

- Breaking the Code-- reading strategies
- Developing yearly goals and expectations,
- State standards and frameworks
- Aligning curriculum
- Conflict resolution training and effective classroom management strategies.
- Develop grade level pacing plan
- State testing Data Analysis
- Parents as Partners in Student Learning

2000 Classified Personnel Salaries

1 FTE - Office Assist.

- Assist with assessment and data collection.
- Communicate with parents of at-risk students.
- Participate in data collection, analysis, and other assistance as needed.

3000 Employee Benefits

Included in cost as listed in 1000 and 2000 Categories

**4000 Books, Material, Supplies
Including Computer software -\$14,379.**

- Materials to help with reading/language arts/ math/ study skills and parent programs

**5000 Services and other Operating Expenses
Contracted Consultants @ \$60,000.**

- Purchases District approved programs for staff development/training to improve student achievement..

Program Evaluator @ \$15,000.

Evaluator to monitor and evaluate II/USP on an ongoing basis

Database Program \$ 900.

**6000 Capital Outlay Equipment
4 Roll a Cart Labs @ \$6250. = \$25,000.**

- Supports reading and writing skills through computer technology

Indirect Cost @ 4.22% = \$11,251

**School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-
State Funds
Fiscal Year 2002-2003**

Name of District: Los Angeles Unified School District CDS Code: 19-64733				
Name of School: Bret Harte Preparatory Intermediate CDS Code: 19-64733-6058044				
School Contact Person: Catherine Sumpter		Phone: 323-757-9143 FAX: 323-263-7708	E-mail:	
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Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

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1 FTE - Literacy Coach

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- Facilitate and develop a pacing plan for grade level standards.
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