TEACHER PAPER WORKLOAD

Los Angeles Unified School District
Independent Analysis Unit

Roger Rasmussen, Director
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April 17, 2003
SUMMARY

In support of the Human Resources Committee, the Independent Analysis Unit has undertaken a study to learn more about paperwork as it affects teachers. The purposes of the study are:

1. To determine what types of paperwork teachers deal with.
2. To determine teachers’ perceptions of the time requirements and importance of different kinds of paperwork.
3. To determine whether paperwork requirements vary by types of teachers (such as elementary, secondary, and special education teachers.)
4. To recommend changes that would reduce the volume and/or improve the efficiency of teacher record-keeping activities.

To collect the data needed, we randomly selected 55 teachers (elementary, secondary, and special education) and asked them to meet with us in a focus group environment and to comment on our draft reports. We later expanded the sample size to 88 teachers and offered individual interviews to increase the participation rate. Of the 88 teachers in the sample, 42 (or 48 %) participated: 18 elementary, 12 secondary, and 12 special education teachers.

Our initial focus groups used open-ended questions. As we became more familiar with teachers’ workload requirements, we were able to develop more systematic formats for collecting information. The results reported in this report are based on all methods of data collection.

Of the 42 teachers in our study, 17% said they believe paperwork is part of the teaching profession and is not a “high priority gripe”; 17% believe paperwork is somewhat of a problem, and 67% believe paperwork is a major problem.

We found that elementary, secondary, and special education teachers have different types of paper workloads and different requirements. However, we also found some common themes. These themes were:

- Teaching requires a great deal of time for preparation and record-keeping. Teachers recognize that paperwork is a necessary part of the job. However, teachers questioned the value of some paperwork requirements.
- Paperwork impacts teachers differently depending on their school, grade level, and their own organizational skills. Also, issues other than paperwork often affect the teachers’ views of teaching.
- Paperwork is partly the result of multiple reform initiatives -- coming from the federal and state governments, the central district, local districts, and the schools. New initiatives are sometimes applied while older ones are maintained.
- Instructions are not always clear, resulting in unnecessary steps.
• Automation would be helpful. However, hardware and software need to be in working order and compatible, and teachers need to be trained in its use.

**OUR RECOMMENDATIONS**

Clearly, paperwork is part of the teaching profession. If there were no external paperwork requirements, teachers would certainly develop their own systems for keeping records – such as attendance, grades, and portfolios. However, based on discussions with the teachers in the survey, we recommend the following:

• The District (and the local districts) should limit the number of initiatives introduced at a school to avoid overwhelming teachers with paperwork.

• Whereas rubrics have value in communicating the District’s standards and expectations, we believe they can be employed more efficiently. The District should provide rubrics to the teachers in order to make sure that standards are used consistently. The District should also consider scaling back the number of situations in which they must be used.

• The District should consider some kind of flexible or adaptive testing for its periodic assessments of student progress. We believe that there is little value in asking students to answer questions for which they have not been prepared.

• The District should look for ways to streamline its Individualized Education Program (IEP) form and the IEP amendment process, and consider different ways of capturing and reporting necessary data. We understand that changes in the IEP capture process are underway, and hope these will simplify the paperwork load for teachers.

• In some cases, District staff should improve the instructions provided with the forms the teachers are asked to complete. Examples are provided in the text.

• The District should review its current paperwork requirements, and simplify or eliminate any forms that may not be needed. One example is the system of English Language Development (ELD) Folders, which, to us, seems to be overly detailed.

• The current process of manually recording the reasons for each student absence in each teacher’s rollbook appears, to us, to be unnecessary. We believe the schools can and should maintain these records and provide them to the teachers as needed.

• The District should give a higher priority to the development of information systems that would help teachers with their paperwork. This would include electronic transmission of mail and messages that teachers receive.
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<td>Appendix 10. Staff Responses</td>
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PURPOSE OF THE STUDY

In support of the Human Resources Committee, the Independent Analysis Unit has undertaken a study to learn more about paperwork as it affects teachers. The purposes of the study are:

1. To determine what types of paperwork teachers deal with.
2. To determine teachers’ perceptions of the time requirements and importance of different kinds of paperwork.
3. To determine whether paperwork requirements vary by types of teachers (such as elementary, secondary, and special education teachers.)
4. To recommend changes that would reduce the volume and/or improve the efficiency of teacher record-keeping activities.

We defined the scope of the study broadly. We discussed all types of paperwork (teachers were asked to do and paperwork they did at their own initiatives), as well as District materials teachers are given to read. We also allowed teachers to talk about other issues of concern to them.

SAMPLE

We selected 88 teachers at random, inviting them to attend a focus group or be interviewed. We talked to 42 of the 88 teachers (a 48% response rate.) See Appendix 1 for additional information about the sample.

METHOD OF DATA COLLECTION

Our initial focus groups used open-ended questions. As we became more familiar with teachers’ workload requirements, we were able to develop more systematic formats for collecting information. The results reported in this report are based on all methods of data collection.
VARIABLES THAT AFFECT A TEACHER’S PAPER WORKLOAD

Paperwork is part and parcel of the teaching profession. For instance, teachers need to create educational materials for their classrooms and their students, and to maintain student records—such as attendance, grades, and portfolios on their students—even if their school had no paperwork requirements.

In addition to a teacher’s own need for information, several other factors that contribute to the amount and complexity of a teacher’s paper workload. We identified the following:

- Government (Federal and State) reporting requirements.
- Information requested by Central District staff, which includes:
  - interpretations of government reporting requirements and legal requirements (such as the Chanda Smith Consent Decree requirements or attendance accounting), and
  - the District’s own requirements in support of teaching techniques (such as Open Court and math assessments).

  These requirements are translated into:
  - forms designed for completion by the schools and teachers,
  - instructions (sometimes clear, sometimes not), and
  - technological support. This includes whether a teacher has access to a working computer, whether software or a spreadsheet had been designed or is available to assist the teacher, and whether the computer is compatible with the software or spreadsheet.

- Local District and school staff requirements. This includes:
  - interpretations of the government and District office requirements,
  - design of localized forms and procedures, and
  - the desire to maintain former teaching techniques (supplement rather than supplant).

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Diagram:

- Teacher’s Paper Workload
  - Teacher’s Own Need for Information
  - Availability of Technology
  - Availability and Quality of Other Staff
  - Teacher’s Organization and Computer Skills
  - School Requirements
    - Local District
      - Central District
        - State
          - Federal
• The teacher’s own organization and computer skills. This includes, for instance:
  o Some teachers found record-keeping shortcuts whereas others did not.
  o The teacher’s computer skills. One teacher may use an IEP Writer, another does not.
• The quality (and availability) of other staff at the school to help teachers. Follow-up on student absences, for example, is influenced by whether the school has available staff.
• The availability of technology.

IS PAPERWORK AN ISSUE?

When we asked teachers whether paperwork was an issue for them, there was variation. Some teachers (17% of our sample) said that paperwork is not a high priority (not “a gripe”) issue. These teachers said that the paperwork requirements are either part of the profession or part of their own making. Another 17% said that it was somewhat of a problem. And 67% said it was a major problem.

The responses varied by teacher level and type. Special education teachers seemed to have the biggest problems with paperwork: one hundred percent (100%) of the special education teachers stated that paperwork is either somewhat of a problem or a major problem.¹

<table>
<thead>
<tr>
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<th>Elementary Teachers</th>
<th>Secondary Teachers</th>
<th>Special Ed Teachers</th>
<th>All Teachers</th>
</tr>
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<tbody>
<tr>
<td>Paperwork is not a high priority issue</td>
<td>22%</td>
<td>25%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>Paperwork is somewhat of a problem</td>
<td>6</td>
<td>17</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>Paperwork is a major problem</td>
<td>72</td>
<td>58</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Number of teachers</td>
<td>18</td>
<td>12</td>
<td>12</td>
<td>42</td>
</tr>
</tbody>
</table>

WHAT “TYPES” OF PAPERWORK DO TEACHERS DO?

We identified approximately 40 types of paperwork that teachers do. Some are done by all teachers; others are specific and apply to either elementary, secondary, or special education teachers.

The paperwork teachers complete cover an array of subjects. They include, for instance:

• Keeping attendance records
• Checking student work
• Preparing report cards
• Maintaining assessment sheets in support of the District’s math and Open Court initiatives

¹ Appendix 2 presents a sample of the teacher comments pertaining to paperwork.
• Completing the Individualized Education Program (IEP) plus IEP Amendments
• Tracking special education goals and objectives
• Completing the IEP for Discipline
• Writing Teacher/Student Contracts
• Completing Weekly Reports
• Calculating Progress Reports
• Filling out Portfolios
• Maintaining English Language Development (ELD) folders
• Signing Permit to Reenter Class (PRC)
• Planning contests
• Preparing Achievement Awards
• Calculating Attendance Awards

In addition to what they must fill out, teachers also:

• Attend professional development sessions
• Serve on committees
• Receive paperwork in their mailboxes.

WHAT AREAS REPRESENT THE HIGHEST AMOUNTS OF UNNECESSARY WORK TO TEACHERS?

Elementary, secondary, and special education teachers had different types of paperwork and different concerns. The following categories were cited by 40% or more of the teachers as producing the highest amounts of unnecessary work:

Elementary School Teachers

<table>
<thead>
<tr>
<th>Sore Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Assessments</td>
<td>83%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>67%</td>
</tr>
<tr>
<td>Open Court Testing/Assessments</td>
<td>61%</td>
</tr>
<tr>
<td>English Language Development (ELD) Folders</td>
<td>50%</td>
</tr>
<tr>
<td>Rubrics (develop, post, etc.)</td>
<td>44%</td>
</tr>
</tbody>
</table>

Secondary School Teachers

<table>
<thead>
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<th>Sore Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>75%</td>
</tr>
<tr>
<td>Rubrics (develop, post, etc.)</td>
<td>67%</td>
</tr>
<tr>
<td>Attendance Records</td>
<td>42%</td>
</tr>
<tr>
<td>Misc. In/Out Slips</td>
<td>42%</td>
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</tbody>
</table>

Table 2
Areas Identified As Producing the Highest Amounts of Unnecessary Work
By Teacher Level
Sore Points for Special Education Teachers

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Sheets</td>
<td>75%</td>
</tr>
<tr>
<td>Individualized Education Program (IEP)</td>
<td>50%</td>
</tr>
<tr>
<td>IEP Amendments</td>
<td>50%</td>
</tr>
<tr>
<td>Math Assessments</td>
<td>50%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>42%</td>
</tr>
<tr>
<td>Rubrics (develop, post, etc.)</td>
<td>42%</td>
</tr>
<tr>
<td>Attendance Records</td>
<td>42%</td>
</tr>
<tr>
<td>Daily Mailbox</td>
<td>42%</td>
</tr>
</tbody>
</table>

Appendices 3 through 9 discuss these activities in greater detail.

**OUR RECOMMENDATIONS**

Clearly, paperwork is part of the teaching profession. If there were no external paperwork requirements, teachers would certainly develop their own systems for keeping records – such as attendance, grades, and portfolios. However, based on discussions with the teachers in the survey, we recommend the following:

- **The District (and the local districts) should limit the number of initiatives at a school to avoid overwhelming teachers with paperwork.**

  We found that some schools are adding new initiatives while maintaining the older ones. For instance, we talked to teachers whose schools have adopted Open Court while maintaining America’s Choice or Running Records. As a result, the teachers feel they are duplicating the work required.

- **Whereas rubrics have value in communicating the District’s standards and expectations, we believe they can be employed more efficiently. The District should provide rubrics to the teachers in order to make sure that standards are used consistently. The District should also consider scaling back the number of situations in which they must be used.**

  Although there seems to be a wide variation between schools and local districts, we found that teachers are often asked to create their own rubrics for each assessment. Each rubric must be explained to the students and posted in advance of the assessments. We believe that the District should evaluate whether a different rubric is needed for every assessment. The District should also provide standardized rubrics in order that they be used consistently.

- **The District should consider some kind of flexible or adaptive testing for its periodic assessments of student progress. We believe that there is little value in asking students to answer questions for which they have not been prepared.**

  Teachers expressed concerns that the pacing plans in Open Court and math do not allow them to differentiate instruction according to student needs. Also, students are being
tested on materials they have not learned. Good tests generate useful information about what a student has learned without punishing the student for what he or she does not know or has not learned.

When a student is not learning according to the District’s pacing plan, the District should provide guidance regarding which skills are most critical to learn. When a choice must be made, we believe that students should be taught a few essential things well rather than being superficially exposed to many facts and ideas.

- The District should look for ways to streamline its Individualized Education Program (IEP) form and the IEP amendment process, and consider different ways of capturing and reporting necessary data. We understand that changes in the IEP capture process are underway, and hope that these will simplify the paperwork load for teachers.

The current Individualized Education Program (IEP) is long and has multiple copies. The Division of Special Education is currently in the process of testing a new web-based IEP. The new system is intended to reduce the paperwork burden on teachers by having basic data added electronically to the forms. We hope this system will give clearer instructions to the teachers and reduce the data entry time for teachers.

In addition, if a teacher wishes to modify a special education child’s program, amending the IEP is as long and difficult as the basic IEP. As a result, the paperwork requirement may discourage teachers from adapting the IEP to benefit the child. We understand that the District is lobbying for changes in Federal laws to ease the process of amending an IEP.

- In some cases, District staff should improve the instructions provided with the forms the teachers are asked to complete.

Teachers take different approaches in completing the required paperwork, such as the IEP. This appears to be due to unclear instructions. At present, the IEP consists of four copies (white, yellow, blue, and pink). Some special education teachers submit the IEP on white paper only. Some teachers type the IEP on the multiple copies. Some teachers type the IEP on white paper and then make copies onto color paper. District staff informed us that the color of the copies are not meaningful; white paper is adequate.

- The District should review its current paperwork requirements, and simplify or eliminate any forms that may not be needed.

Some teachers questioned the amount and complexity of the information they were asked to place in the English Language Development (ELD) Folders. Some felt they had not received adequate direction about what to do with the folders. Some did not appear to be completing the information requested. Several teachers said they don’t know the purpose the ELD Folders serve and who uses them.
• The current process of manually recording the reasons for each student absence in each teacher’s rollbook appears, to us, to be unnecessary. We believe the schools can and should maintain these records and provide them to the teachers as needed.

We are not convinced that it is necessary for individual teachers to enter detailed information about the reasons for student absences in their rollbooks, or for elementary school teachers to keep copies of excused absences for a period of years. School offices should be responsible for keeping this information.

• The District should give a higher priority to the development of information systems that would help teachers with their paperwork. This would include electronic transmission of mail and messages that teachers receive.

The District faces an array of technological needs in the next few years while it experiences budgetary constraints. Within its plans for technological improvements, however, we believe that the District should give priority to the development of information systems that would help teachers with their attendance, grading, and record-keeping. The District should also use technology to reduce the flow of papers to teachers.
Appendix 1

STUDY SAMPLE

To collect the data needed, we randomly selected teachers and invited them to join us in a focus group type environment. We used the following procedures:

1. We invited 55 randomly selected teachers to join us in one of five meetings, held at the Beaudry Building, between December 2 and December 18, 2002. Two meetings were composed of elementary teachers (one for teachers with five years or less experience and one for teachers with six years or more experience), two meetings were composed of secondary teachers (one for teachers with five years or less experience and one for teachers with six years or more experience), and one meeting for special education teachers. For each meeting, we selected one teacher per local district. Our sample was generated from a list of all the teachers working for the District in October 2002.

2. Ten (10) teachers joined our focus group conversations in December.

3. To elicit more participation from teachers, we drew a second list from the same October 2002 census of teachers. We selected 33 teachers, one per local district. We invited each teacher to join us in meetings closer to his/her home school. We also contacted non-participating teachers from the first group by telephone to invite them to attend the local meetings. Teachers in local districts A-C, D-G, and H-K met separately between January 29 and February 5, 2003. Fifteen (15) teachers attended these meetings.

4. Fifteen (15) teachers said they could not attend, but agreed to individual or telephone interviews. An additional two (2) teachers sent us their comments in writing.

5. All teachers in the sample were contacted by mail and telephone, at school and home.

6. Our final sample equaled 42 teachers, or a 48% participation rate. (See Table 3 for a census of invited and participating teachers.)

Even though the sample rate was small and the response rate was only 48%, we found enough commonality of thinking within our sample to believe that the opinions we heard are roughly representative of what teachers think.
### Table 3

**Teachers in the Sample by Local District**

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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<th>I</th>
<th>J</th>
<th>K</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>4</td>
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<td></td>
<td>35</td>
</tr>
<tr>
<td>Secondary</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>22</td>
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<tr>
<td><strong>Total</strong></td>
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<td>9</td>
<td>8</td>
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<td>9</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>88</td>
</tr>
</tbody>
</table>

**Note:** The number of teachers per local district varies because some teachers declined to participate early enough, so they were replaced. Others were subsequently dropped from the sample because they were no longer active teachers.

### Teachers Who Participated by Local District

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<th>I</th>
<th>J</th>
<th>K</th>
<th>Total</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td>18</td>
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<tr>
<td>Secondary</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>2</td>
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<td>Special Education</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
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<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>5</td>
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<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td></td>
<td>42</td>
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### Participation Rate per Local District

<table>
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<th>I</th>
<th>J</th>
<th>K</th>
<th>Total</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>67%</td>
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<td>67%</td>
<td>33%</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
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<td>100%</td>
<td>50%</td>
<td>67%</td>
<td>51%</td>
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<tr>
<td>Secondary</td>
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<td>33%</td>
<td>67%</td>
<td>33%</td>
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</tr>
<tr>
<td>Special Education</td>
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<td>0%</td>
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<td>100%</td>
<td>33%</td>
<td>50%</td>
<td>50%</td>
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<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>55%</td>
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<tr>
<td><strong>Total</strong></td>
<td>38%</td>
<td>33%</td>
<td>63%</td>
<td>50%</td>
<td>63%</td>
<td>22%</td>
<td>29%</td>
<td>43%</td>
<td>71%</td>
<td>56%</td>
<td>63%</td>
<td>48%</td>
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D:031\Staffing\Teacher Workload\[SAMPLE SIZE.XLS]\Sheet3
Appendix 2

TEACHER COMMENTS: IS PAPERWORK THE ISSUE OR PART OF THE PROFESSION?

Paperwork Is Not One of My Major Gripes. It Is Part of My Own Doing

"I taught in other places. My current experience is no worse than other places."
"To me, paperwork is reasonable, not overwhelming. I am rather organized. On a scale of 1-10, it might be a 2."
"Can't say there is much paperwork. It is not one of my gripes."
"Paperwork comes with the territory. It was worse when I came back to teaching in 1994."
"I can't say that paperwork is much of a problem for me. It has to do with how organized I am. A lot of teachers complicate things, but I don't let it get out of hand. On a scale of 1-10, I would say it's a 3 or a 4."
"With the exception of professional development, paperwork is not a major gripe."
"To a large degree, my workload is self-made; is part of my job."
"I average 7 hours/week grading homework. I frequently work 2 hours per night and on weekends. But it's part of being a teacher."
"It's not the paperwork per se. If you are going to do things right (like correcting homework), teachers need smaller class sizes."
"I am overwhelmed because of all the things I signed up for—as national boards, chapter chair, two children..."

Qualified Statements

"It's not that teachers are against paperwork per se. They're against paperwork when they feel it's unnecessary or not used properly."
"When I know there is a reason for a record, I'm not against it. But if something is not used, I am against it. Why do it again?"
"If paperwork were beneficial, we wouldn't complain. If it goes into a hole, we get nothing back."
"Teachers are whining about things other than paperwork—as professional development. Other things make them feel trapped."
"Paperwork is somewhat of a problem. With the number of kids I have, I have command. When I was an RSP, it was a problem."
"Bill Gates' Rule of Life is 'Life is not fair.'"

Paperwork Is 'Kind of' a Problem

Paperwork is one of the problems. "It takes a lot of time. I can't see how any teacher can be effective if he/she does all that's required."
"Paperwork is a major problem for me. On a scale of 1-10, it's 4.5."
"[Instead of paperwork], help me by reducing class size. Labs are almost impossible. I sometimes have 38 kids, and it becomes overwhelming. Kids don't take education seriously. There is increasing apathy and malaise. They feel discouraged."
"Teachers don't understand 'why' they have to do what they are told to do. They need purpose."
"Going from school to school is a crap shoot. There is no consistency."

Yes, Paperwork Is a Major Problem

"Yes, I didn't bank on this much."
"The work is overwhelming. Work nights and weekends, but it's never enough."
"The requirements are rigorous, so it becomes overwhelming."
"It's the strict, rigorous pacing that makes me feel overwhelmed. I don't feel that my judgement counts."
"Earthquake plans, safety plans, and so forth. Why isn't there a District-wide plan? Why does each school have to develop them?"
"I know I am a good teacher....and I want to spend my time teaching. Therefore, I do all my paperwork, including the IEP's, at home."
"I want to teach when I am in school."
"I never leave school feeling finished......Besides teaching, correcting papers, [and other duties], I do die cutting, duplicating, and copying, creating standards, doing bulletin boards, and so on and so forth."
"Some teachers just accept it. But it brings morale down."
"Expectations are not always clear or timely. The paperwork we get to fill out is not always clear as to what is important and what is not."
"There are too many tests. The goal seems to have changed from teaching children what they need to know to preparing them for tests."
"Sometimes teachers get conflicting information."
"Leave things alone for a few years so we can adjust. Don't change constantly."
"Changes are made constantly. You are told this is how you teach. And, then, as you learn it, things change."
"We have more and more accountability."
"The amount of paper wasted goes beyond human comprehension. We are limited to 2 reams of paper per teacher per month, yet, there is all this wasted amount of paper."

"I had to come to this (focus group) meeting. 'Somebody' wants to hear what I want to say."
"I had to come to this (focus group) meeting. This is the closest I could get to a Board member and be heard."
All special education teachers in our survey said that the paperwork was a problem. The issue centers on the time required for completing forms.

More specifically, the three primary special education forms are:

- The Basic Individualized Education Program (IEP): This form records the actions of the IEP Team in assessing a student’s level of performance, the need for supplementary aides and services, the goals and objectives that will guide instruction, the program and curricular modifications needed, and the behavior and curricular interventions and strategies suggested.

  The teacher is expected to complete most of the IEP form, which is a pre-printed multi-copy form, multi-pages in length, and must be typed. The teachers in our survey estimated that it takes about two to three hours per child per year to complete a basic IEP. One secondary teacher described the problem by stating:

  “Writing IEP’s while teaching five classes is impossible to do at school. I wind up working many hours at home.”

Many teachers said the forms are confusing. We reviewed the “Special Education Compliance Guides”. The Guides are lengthy instructions about how to fill the IEP. We did not find any simple explanations that cover basic information, as: how children are identified for special education, when an IEP needs to be written, what to do with the IEP, how to record progress, or how to amend an IEP.

Most of the pre-printed IEP form consists of four color copies: white, yellow, blue, and pink. The white copy is marked “student file”; the yellow copy is marked “parent file”; the blue copy is marked “parent copy” in Spanish; and the pink copy is marked “school support office”. Teachers fill these forms out differently. Some teachers type the forms on all color copies, some teachers type the form on white paper, and some teachers type the form on white paper and then make photocopies on color paper. Special Education Division staff inform us that it isn’t necessary for teachers to use the pre-printed form at all, and the colors of the copies are unimportant. We are not clear about the role of the blue (Spanish language) copy.

At one time, a software program (IEP Writer) was made available to the schools. Some teachers in our survey currently use it. Most teachers do not seem to have access to the program or it is not compatible with the hardware at the schools.

Copies of the basic IEP forms are attached at the end of this Appendix.
• The IEP Amendment: When a teacher recommends a modification to the student’s IEP (as, for example, to add physical education to the student’s education strategy), the teacher “amends” the IEP. This is not easy because it requires a new IEP meeting and the completion of a new multi-page IEP.

Some teachers believe that the requirement to redo all the IEP forms may influence teachers not to make changes to a child’s program, even when they are needed. As one teacher said:

“The forms are driving the educational goal.”

• Goal Sheets: Each student’s IEP includes specific “goals” that are to be attained during the year. Each goal (an example is how to tell time) is shared with the parents in the hope that parents will help in its achievement. In general, each child has 4 to 6 goals.

The time required by the teacher for completing goal sheets vary depending on the number of goals and the number of children in the class. One teacher said:

“I have 14 children. An average child has six goals. Each goal goes on a separate sheet. That’s 84 sheets. Then, there are four copies per goal sheet. They all need to be typed and translated into Spanish.”

In addition to the goal sheets, teachers typically use the regular report cards to describe a student’s progress in meeting IEP goals. To the teachers, this seems to be a duplication of work.

The teachers made a number of suggestions. Some suggestions are:

1. Reduce the amount of information required on the basic IEP. Teachers suggested that the District study the IEP’s used by other districts to see if our requirements can be condensed.

2. Teachers currently are asked to input basic information (the child’s name, identification number, and date of birth) on each page of the IEP. Teachers suggested that this basic information be computerized and pre-printed on all the forms.

3. One teacher asked that the basic IEP include the child’s parental status. That, she said, would help the teacher know who the child is living with and with whom to discuss the child’s program.

4. Some teachers suggested that the IEP Amendment process be simplified. Teachers would be less hesitant in modifying a child’s program. They suggested this sheet could be on one page and in a different format to differentiate it from the basic IEP.

5. Some teachers suggested that special education children not be given report cards because grades are meaningless. They believe that goal sheets should suffice. Others
suggested using report cards to communicate progress toward goals and abandoning
goal sheets.

We discussed our study and the teachers’ suggestions with staff members within the Division of Special Education. Staff informed us they are aware of the paperwork problems and are working on rectifying them. The steps being taken are:

1. The IEP is currently being redesigned as a web-based system. When a teacher types in the student’s identification number, the new system will automatically add the child’s name and personal data on all the forms. Drop-down lists will be available to make it easier for teachers to select items rather than type in new information.

   The redesigned system is being pilot tested in several schools and the trainers are being trained. The new system is expected to be fully operational by the end of next year.

2. Although the Division of Special Education does not tell schools who must do the work, staff believes that, with the new web-based system, the Assistant Principal for Special Education (APEIS) or office staff should complete some of the IEP for the teachers.²

3. District staff is hesitant about adding information about the parent’s marital status because of potential privacy issues.

4. District staff agrees that the current length of the IEP form is too long. Staff is looking for ways to make it shorter, but we don’t know what is planned specifically.

² All schools have been getting ½ to one full-time clerk (depending on the school’s enrollment) to help with special education since 1997. Schools may have been using these resources for other purposes.
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Identification Number

☐ Does Not Meet Eligibility for Special Education Services

Student __________________________

Last __________ First __________ MI __________ Date of Birth __________ __________ __________

Section A: Meeting Information

<table>
<thead>
<tr>
<th>Pertinent Dates</th>
<th>Type of Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Initial IEP Team Meeting</td>
<td>Initial</td>
</tr>
<tr>
<td>Date of Present Meeting</td>
<td>Amendment of IEP dated</td>
</tr>
<tr>
<td>Annual Review to be conducted by</td>
<td>Annual Review</td>
</tr>
<tr>
<td>Next Three Year Review will be conducted by</td>
<td>Early Start Transition</td>
</tr>
<tr>
<td>Three Year Review was conducted on</td>
<td>Expulsion Analysis</td>
</tr>
<tr>
<td>Transition to Kindergarten to be conducted by</td>
<td>Individual Transition Plan</td>
</tr>
</tbody>
</table>

Location of Meeting: __________________________

Section B: Student Information

Date of Birth __________ __________ Age _________ Grade _________ Gender ☐ Male ☐ Female Limited English Proficient Student ☐ Yes ☐ No Ethnic Code _________

Home Language __________________________ Student Language __________________________ Alternate Mode of Communication __________________________

Home Address of Student __________________________

City __________________________ CA Zip Code _________ _________ _________ _________ _________ _________

Home Telephone ( ) __________________________ Daytime Telephone ( ) __________________________ Emergency Telephone ( ) __________________________

School of Attendance __________________________ Location Code _________ School of Residence __________________________ Location Code _________

Name of Parent/Guardian __________________________ Telephone ( ) __________________________

Address __________________________

City __________________________ CA Zip Code _________ _________ _________ _________ _________ _________

Surrogate Parent __________________________ Telephone ( ) __________________________

Reason the student is not attending school of residence:

☐ Permit with Transportation Program ☐ Magnet Program ☐ Open Enrollment Program ☐ Capacity Adjustment Program ☐ Special Education Placement

☐ Requires Adapted Campus ☐ Inter-District Permit __________________________

Name of Resendent District __________________________ ☐ Private School __________________________

☐ Nonpublic School __________________________ School Name __________________________

☐ Other __________________________

Is the student living in a Family Foster Home (FFH)? ☐ No ☐ Yes FFH# _________ Related to Student? ☐ No ☐ Yes Relationship __________________________

Licensed Children's Institution (LCI) ☐ No ☐ Yes LCI Name: __________________________ LCI#: __________________________

Out of home placement made by: ☐ Department of Mental Health ☐ Department of Children's Services ☐ Regional Center ☐ Superior Court

☐ Other __________________________ Child's family living within LAUSD's boundaries? ☐ No ☐ Yes

If the student is 18 years or older or is an emancipated minor, does he/she have educational decision-making rights? ☐ No ☐ Yes
Section C: Language Acquisition

**Language Classification:**
- ☐ Limited English Proficient
- ☐ Initially Identified Fluent English Proficient
- ☐ Redesignated Fluent English Proficient

**LEP Student Language Progress:**
- Elementary English Language Development Level: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- Secondary ESL Level: ☐ Introduction ☐ Beginning 1A ☐ Beginning 1B ☐ Intermediate 2A ☐ Intermediate 2B ☐ Advanced 3 ☐ Advanced 4
- Communication Observation Matrix Level: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**Determined by:**
- ☐ Preschool Language Assessment (Experimental)
- ☐ Communication Observation Matrix
- ☐ English Language Development Standards
- ☐ Other

Section D: Goal Achievement from Current IEP

<table>
<thead>
<tr>
<th>Goal for: (example - Reading)</th>
<th>Achieved</th>
<th>Yes</th>
<th>No</th>
<th>If No, explain the reason the goal/objective was not achieved</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>Objective 2 met</td>
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<td>Objective 1 met</td>
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<td>Objective 2 met</td>
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<td>Objective 2 met</td>
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<td>Objective 1 met</td>
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<td>10.</td>
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<td>Objective 2 met</td>
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</table>
### Section E: Present Level of Performance

<table>
<thead>
<tr>
<th>Performance Area:</th>
<th>Assessment/Monitoring Process Used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State/District Assessment Results:</td>
<td></td>
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</tbody>
</table>

**Current Performance/Accessment Summary (including student strengths):**

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<table>
<thead>
<tr>
<th>Performance Area:</th>
<th>Assessment/Monitoring Process Used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State/District Assessment Results:</td>
<td></td>
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</tbody>
</table>

**Current Performance/Accessment Summary (including student strengths):**

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<table>
<thead>
<tr>
<th>Section F: Eligibility (See eligibility codes on reverse side)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, area(s) of suspected disability discussed:</td>
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<tr>
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<tr>
<td>For Initial IEP, modifications attempted prior to determining eligibility:</td>
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<tr>
<td>☐ Eligible as a student with the following disabilities:</td>
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<td>Code:</td>
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<td>Code:</td>
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<td>Code:</td>
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<td>Code:</td>
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<tr>
<td>☐ Eligible for the following Designated Instruction and Services:</td>
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<tr>
<td>☐ Not eligible for the following disabilities:</td>
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<td>Code:</td>
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<td>Code:</td>
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<td>Code:</td>
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<tr>
<td>Code:</td>
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<tr>
<td>Reason(s):</td>
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<tr>
<td>The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</td>
</tr>
<tr>
<td>☐ Social Maladjustment</td>
</tr>
<tr>
<td>☐ Temporary Physical Disability</td>
</tr>
<tr>
<td>☐ Lack of instruction in reading</td>
</tr>
<tr>
<td>☐ Lack of instruction in math</td>
</tr>
<tr>
<td>☐ Limited English Proficiency</td>
</tr>
<tr>
<td>☐ Environmental, Cultural or Economic Factors</td>
</tr>
</tbody>
</table>
### Section G: Annual Goals/Objectives

**Performance Area identified in Section E**

**Annual Goal #**

**Check all appropriate boxes** Responsible Personnel: ☐ General Education Teacher ☐ Special Education Teacher ☐ Licensed/Credentialed Counselor

☐ DIS Personnel ☐ Other Provider

**Beginning date** / / **Goal to be achieved by** / 

Progress to be reported to parent/guardian by ☐ Report Card ☐ Progress Report ☐ Parent Conference ☐ Other

For DIS, RSP and Nonpublic School/Agency use only. ☐ Per Week / / OR ☐ Per Month / /

**Incremental objective #1 related to the goal:**

**Date to be achieved** / / **Method(s) of Evaluation:**

☐ State Assessments ☐ Norm Referenced ☐ Criterion Referenced

☐ Curriculum Based ☐ Observation ☐ Portfolio

☐ Work Samples ☐ Informal ☐ Other

**Incremental objective #2 related to the goal:**

**Date to be achieved** / / **Method(s) of Evaluation:**

☐ State Assessments ☐ Norm Referenced ☐ Criterion Referenced

☐ Curriculum Based ☐ Observation ☐ Portfolio

☐ Work Samples ☐ Informal ☐ Other

**Performance Area identified in Section E**

**Annual Goal #**

**Check all appropriate boxes** Responsible Personnel: ☐ General Education Teacher ☐ Special Education Teacher ☐ Licensed/Credentialed Counselor

☐ DIS Personnel ☐ Other Provider

**Beginning date** / / **Goal to be achieved by** / 

Progress to be reported to parent/guardian by ☐ Report Card ☐ Progress Report ☐ Parent Conference ☐ Other

For DIS, RSP and Nonpublic School/Agency use only. ☐ Per Week / / OR ☐ Per Month / /

**Incremental objective #1 related to the goal:**

**Date to be achieved** / / **Method(s) of Evaluation:**

☐ State Assessments ☐ Norm Referenced ☐ Criterion Referenced

☐ Curriculum Based ☐ Observation ☐ Portfolio

☐ Work Samples ☐ Informal ☐ Other

**Incremental objective #2 related to the goal:**

**Date to be achieved** / / **Method(s) of Evaluation:**

☐ State Assessments ☐ Norm Referenced ☐ Criterion Referenced

☐ Curriculum Based ☐ Observation ☐ Portfolio

☐ Work Samples ☐ Informal ☐ Other
INDIVIDUALIZED EDUCATION PROGRAM

Student ___________________________ Date of Birth / / Meeting Date / / / 

Section H: Preparation for Three Year Review (complete this section at the Annual Review meeting prior to the Three Year Review)

Three year review due / /

☐ No formal assessment needed to re-establish eligibility

☐ If formal assessment is needed to re-establish eligibility indicate areas to be assessed:

Section I: Supports for Participation in General Education Activities

<table>
<thead>
<tr>
<th>Supports</th>
<th>Responsible Staff</th>
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<tbody>
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</tbody>
</table>

Section J: Standards-Based Promotion

1. Does the disability impact the student’s ability to meet District grade level standards? ☐ No ☐ Yes

☐ Yes, explain:

2. Is the student expected to meet grade level standards? ☐ Yes ☐ No

If Yes, will the student participate in a District Intervention Program in order to meet grade level standards? ☐ Yes ☐ No

3. What is necessary to help the student progress in the general education curriculum?

Instructional Accommodations:

----------------------------------------------------------

Instructional Modifications:

----------------------------------------------------------
Section K: Recommendation for Participation in State and District-wide Assessments

Participation in State and District-wide Assessments

1. How will the student participate?  
   - Stanford 9 Assessment
   - ☐ Alternate Assessment (Completed annually at the IEP meeting)

   The Alternate Assessment must also be completed when a parent submits a written request to exempt the student from the Stanford 9.

Participation in the Stanford 9 Assessment for students in grades 1-11

2. How will the student participate in the Stanford 9 Assessment?
   - ☐ Participate in the full assessment
   - ☐ Require Accommodations (#5 must be completed)
   - ☐ Participate in specific subtests

Accommodations for Stanford 9 Assessment for students in grades 1-11

3. If the student will require accommodations, indicate the accommodations. (Check as many as required)
   - ☐ Timing/Scheduling
   - ☐ Presentation
   - ☐ Out-of-level Test (Grade to be taken)
   - ☐ Response
   - ☐ Braille
   - ☐ Directions Translated
   - ☐ Test Read Aloud
   - ☐ Bilingual dictionary

   English Language Learners (ELLs) enrolled less than one year in LAUSD and who are ELD levels 1 and 2 may have the directions translated and may also use a bilingual dictionary. These accommodations should match accommodations that students are receiving in daily instruction.

4. If the student will not participate in the Stanford 9 Assessment, indicate the rationale.

Participation in the District Performance Assignments for students grades 2-9

5. How will the student participate in the District Performance Assignments?
   - ☐ Full participation
   - ☐ Require accommodations (List accommodations below)

6. If the student will not participate in the performance assignments, describe how the student will be assessed.

Section L: Graduation Requirements for High School Students

Graduates 2002 and 2003 must complete #1-5

| #1 | Number of graduation credits completed  
| #2 | Passed WRITE Sample / MO YR  
| #3 | ☐ Passed SHARP / MO YR OR Grades of C or better in 4 semesters of English (20 Credits) OR Passed 3000 STEPS (2003 graduates only)  
| #4 | ☐ Passed TOPOCS / MO YR OR Grades of C or better in 4 semesters of Mathematics (20 Credits) OR Passed 2000 STEPS (2003 graduates only)  
| #5 | ☐ Passed WRITE Obj / MO YR OR Grades of C or better in 4 semesters of English (20 Credits) OR Passed 2000 STEPS (2003 graduates only)  

Graduates of 2004 or later must complete #6-8

| #6 | Number of graduation credits completed  
| #7 | ☐ Passed English Language CAHSEE / MO YR  
| #8 | ☐ Passed Math CAHSEE / MO YR  

Working toward: ☐ Diploma ☐ Letter of Recommendation
### Section M: IEP Team Recommendations

1. **Location of Services in the Least Restrictive Environment**
   - [ ] District School of Residence  
   - [ ] District Non-residence school  
   - [ ] Head Start  
   - [ ] Community College  
   - [ ] District Children's Center  
   - [ ] District Special Education School/Center  
   - [ ] Nonpublic School  
   - [ ] State Residential School  
   - [ ] Dual Enrollment (specify)  
   - [ ] Other  

   - [ ] Home  
   - [ ] Hospital  
   - [ ] Nonpublic Agency

2. **Instructional Setting** (check all that apply)
   - [ ] General Education  
   - [ ] Resource Specialist Services  
   - [ ] Special Day Class  
   - [ ] Designated Instruction and Services (DIS)/Related Services  
   - [ ] General Education with Inclusion Support

   Reason the student's needs cannot be met in the general education setting:

3. **Assistive Technology Devices**  
   - [ ] Yes  
   - [ ] No  

   If Yes, identify area of assessed need and recommendation for Assistive Technology Device(s)

4. **Low Incidence Support**

   Eligibility:  
   - [ ] Visual Impairment  
   - [ ] Severe Orthopedic Impairment  
   - [ ] Deaf/Hard of Hearing

   If eligible, identify area of assessed need and recommendation for support:

5. **Percentage of time per week in special education**  
   Minutes per day in special education *(Nonpublic School use only)*

6. **Extended School Year/Intersession**  
   - [ ] Yes  
   - [ ] No

   Based on all of the following: Continuing impact of disability, pattern of regression and difficulty retaining knowledge after vacations and school breaks.

7. **Type of Physical Education**
   - [ ] Regular  
   - [ ] Adapted  
   - [ ] Specially Designed  

   Modifications required:  
   - [ ] Extra time to dress  
   - [ ] Assistance with locker  
   - [ ] Other

   [ ] Student has met state high school physical education requirement

8. **Transportation**  
   - [ ] Yes  
   - [ ] No  

   If Yes, indicate reason:
   - [ ] IEP cannot be implemented at school of residence
   - [ ] Student's disability requires home to school transportation because

   Type of Transportation:  
   - [ ] Home to School  
   - [ ] School to School  
   - [ ] Other

   ESY for RSP students: If ESY program is not at school of residence, student requires:
   - [ ] School to School  
   - [ ] Home to School

9. **Curriculum**

   Student will participate in:
   - [ ] District general education curriculum for his/her grade level.
   - [ ] District general education curriculum using accommodations/modifications identified in Section J.
   - [ ] Alternate District curriculum provided to prepare him/her to access the District's general education curriculum. Identify alternate curriculum

10. **Additional supports:**
### Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services Including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
- Copies of the following assessment reports were given to the parent (Check all that apply).
  - Psychoeducational
  - Resource Specialist Teacher's Report
  - Special Education Teacher's Report
  - Assistive Technology
  - School Occupational Therapy
  - School Physical Therapy
  - Language & Speech Services
  - Deaf/Hard of Hearing
  - Functional Analysis
  - Alternate/Augmentative Communication
  - Other (specify):
- The parent/guardian was informed of his/her right to a written translation of the IEP.
- The parent has requested a written translation of the IEP in ____________________________.
- For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

### Section O: Actions Required Following the IEP

<table>
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<th>Actions</th>
<th>Responsible Personnel</th>
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<tr>
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<td>Copy of IEP to all Service Providers</td>
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<tr>
<td>Other</td>
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</table>

### Section P: Graduation/Culmination Exercises (for High School students only)

- Student will participate in High School graduation/culmination exercises:  □ Yes  □ No  Projected Date: ___/___/____
- If Yes, indicate reason: (Check one box only)
  - Will have earned a High School Diploma
  - Will receive a Letter of Recommendation
  - Will participate in one culmination exercise with age appropriate peers and may continue instructional program and services through age 21
  - Will reach age 22 this school year
Section Q: Consent for Special Education

☐ I have participated in the IEP meeting and consent to the IEP.

☐ I was provided notice of the IEP meeting, but was unable to participate in the IEP meeting. I received a copy of the IEP and reviewed it with a staff member. I consent to the IEP.

Signature(s) / Date

☐ Parent ☐ Guardian ☐ Student Age 18-21 years ☐ Surrogate Parent ☐ Emancipated Minor ☐ Foster Parent

No Consent/Request for Due Process Procedures

☐ I disagree with the following:

☐ Assessment Reason

☐ Eligibility Reason

☐ Instructional Setting Reason

☐ Specific Instruction and Services Reason

☐ I wish to schedule an informal conference to resolve the issue. The informal conference is a voluntary District process.

☐ I wish to initiate a request for a Due Process hearing and I have been provided with the filing procedures.

☐ I consent to the following elements of the IEP being implemented, pending conclusion of the informal conference or due process:

Signature(s) / Date

☐ Parent ☐ Guardian ☐ Student Age 18-21 years ☐ Surrogate Parent ☐ Emancipated Minor ☐ Foster Parent

Parent Concerns and Comments

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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<thead>
<tr>
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<tr>
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<tr>
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<tr>
<td>Interpreter</td>
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For IEP Team Information

☐ If applicable, the IEP team has considered an independent educational evaluation report from __________________________, which is summarized below:

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Meeting Date</th>
</tr>
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</table>

COMMODITY CODE #: 9061279001
STUDENT FILE
This information is for data collection and record keeping purposes only. It is not part of the IEP.
At the conclusion of the IEP team meeting: (1) Fax a copy of this form and page one of the IEP to the School Support for your school. (2) Mail the pink copy of this form and the pink copy of page one of the IEP to the School Support Office for your school.

Student __________________________ Date of Birth / / Meeting Date / / /

Eligibility Code(s): (See IEP Page 4, Section F) __________________________
Program: (Codes on Back) __________________________

Percentage of time per week spent in Special Education __________________________ % Extended School Year/Interession: □ Yes □ No

SCHOOL SETTING

☐ District School of Residence ☐ District Non-residence School ☐ Head Start ☐ Community College ☐ District Children's Center
☐ District Special Education School/Clinic ☐ Nonpublic School ☐ Nonpublic Agency ☐ State Residential School
☐ Dual Enrollment ☐ Home ☐ Hospital ☐ Private/Parochial School ☐ Other

INSTRUCTIONAL SETTING/SERVICES

☐ General Education ☐ Resource Specialist Services ☐ Special Day Class ☐ General Education with Inclusion Support

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES

DIS Code(s): (See IEP Page 4, Section F for Services. Codes on back of this form.) __________________________

Check: ☐ Assistant-Class ☐ Health Care Assistant-Class ☐ Licensed Vocational Nurse-Class
☐ Assistant-Bus ☐ Health Care Assistant-Bus ☐ Licensed Vocational Nurse-Bus

ASSIGNED SCHOOL (Complete if the information is known)

Assigned School __________________________ Location Code __________________________

School Calendar: ☐ LEARN ☐ Traditional ☐ Concept 6 ☐ Concept 6M ☐ 90/30 ☐ 60/20 Track: ☐ A ☐ B ☐ C ☐ D

School Hours: Begin _________ End _________ Arrival time for breakfast program __________________________

TRANSPORTATION INFORMATION (Complete for Students Requiring Transportation)

☐ School to School ☐ Home to School For Extended School Year/Interession, if the student (SDC or RSP) will not be assigned to the school of residence, will transportation be required? ☐ Yes ☐ No Will the student participate in District Intervention Program? ☐ Yes ☐ No

PICK UP ADDRESS DELIVERY ADDRESS

Address __________________________ Address __________________________
City/Zip __________________________ City/Zip __________________________
Telephone #: __________________________ Telephone #: __________________________
Contact Person: __________________________ Contact Person: __________________________

☐ Allergies ☐ Bus Safety Vest ☐ G-Tube ☐ Seizures ☐ Ventilator
☐ Asthmatic ☐ Cardiac ☐ Helmet ☐ Shunt ☐ Walker
☐ Behavioral Support Plan ☐ Cerebral Palsy ☐ IEH Bus ☐ Sickle Cell ☐ Wheelchair
☐ Bleeder ☐ Child Safety Seat ☐ Muscular Dystrophy ☐ Spina Bifida ☐ Other
☐ Blind/Partially Sighted ☐ Crutches ☐ Medication ☐ Suctioning
☐ Brittle Bones ☐ Deaf/Hard of Hearing ☐ Oxygen-Tank ☐ Therapy With Transportation
☐ Brace ☐ Diabetes ☐ Oxygen-Portable ☐ Tracheotomy

Prepared by __________________________ Telephone __________________________ Date / / 

COMMODITY CODE #: 9661279001 STUDENT FILE (5/01)
Appendix 4

Math Assessments

The District expects all children to keep the same pace in learning math, and provides a “pacing plan” to guide teachers and youngsters through math instruction. A pre-test is given at the beginning of the year, and about four assessments follow during the year. Some schools also give an assessment at the end of each chapter. The teacher generally corrects the assessments and transfers the grade to another worksheet.

We found that the schools vary widely in how they comply with the math assessment requirements and the amount of time it takes.

Eight three percent (83%) of elementary teachers and 50% of special education teachers in the survey were critical of math pacing and assessments.

The main concern expressed by the teachers was actually not the time required to do the paperwork but the reasonableness of the pacing requirement. They expressed concern that not all children are learning at the required (same) pace, and the requirement is thus causing lower morale among the children that can’t keep up.

Some of the comments we heard from the teachers centered on the “pacing” of the students and the frequency of the assessments. Some of the comments were:

“Should every teacher teach the same thing? If a child is not catching on to something, should that child go on to something else? Is it fair to have a child tested on something he or she has not been exposed to?”

“The pacing plan assumes that kids are at level. Something may take one week to teach, but we are given only two days to teach it.”

“Pacing is stressful. It is not much fun learning math anymore.”

“The pressure on the kids is overwhelming.”

“Math assessments are not a true measure of what the children have learned.”

“Why are kids tested on items they didn’t cover? The assessments are not aligned with what is being taught.”

“Why do kids have to take the assessments when they must also take the California tests? The assessments take one day. That day should be teaching time.”

---

3 An example of a kindergarten math assessment is enclosed at the end of this Appendix.
[From a special education teacher:] “I have 4th graders at 1st grade level. They must take 4th grade tests. Do I teach 4th grade skills or 1st grade skills?”

[From another special education teacher:] “Math assessments are paced crazy. Special education kids don’t learn an entire chapter, but they are tested on everything.”

Some teachers criticized the development of the plan and/or the assessments. For instance:

“There are three pacing plans (from the district, the local district, and the school), but none of them are aligned with the assessments.”

“Before giving the assessments to the teachers, they should be well tested. The one we received came late and had wrong answers.”

“The pacing plan is out of order. The people putting the pacing plan together are obviously not in the classroom.”

In sum, although the math pacing plan and assessments may be useful professional/instructional activities, and don’t produce an unreasonable paperwork requirement, teachers still seem to feel a sense of frustration, possibly from the belief their concerns are not being heard. As one teacher put it:

“The questions are way too hard for the little kids. It sets the kids up for failure …….and it makes me feel frustrated.”
DISTRICT MATHEMATICS PROGRAM
SECOND QUARTER ASSESSMENT
KINDERGARTEN GRADE

Name __________________ Date ________________

Teacher’s Name ________________________________
N. S. 1.2

Spoken Directions

1. How much are these two coins worth?

2. Which coin is worth ten cents?
3. First

4. 5 6 ___ 8 9
   1 4 2 7
   O  O  O  O

NS 1.2 Spoken Directions
3. If the penguin is first, which animal is fourth in line?
4. Which number is missing?
5. Which set of ladybugs matches the number?

6. How many dinosaurs are shown?
LAUSD Mathematics Program
Quarter Two Assessment
Kindergarten

7. How many homes do you see?

8. Which set of numbers are in the correct order?

9. Which one does not belong?

NS 1.2

Spoken Directions

AF 1.1
10. Which picture does not belong?

11. How many dimes?
AF 1.1 Spoken Directions
12. Where does the coin in the box belong?  13. Which object is taller?
MG 1.1  Spoken Directions
14. Which object is longer?
15. Which igloo is smaller than the igloo in the box?
16. Which lion is larger than the lion in the box?
17. Which shape is a triangle?

18. Which shape is a rectangle?
Spoken Directions

19. Joy said that the pencil was 5 blocks long. Which block did she use to measure the pencil?

20. Which picture shows the snake longer than the line?
Appendix 5

Rubrics

A rubric is a short statement that describes for the teacher, student, and parents what constitutes quality work on a particular assignment.

Rubrics normally have a rating scale. This scale provides numeric scores as another way of expressing what “grade” the student would get for work of differing levels of quality. In general, a rubric would include the following four levels:

   4=Consistently exceeds expectations related to the standard.
   3=Meets expectations related to the standard.
   2=Progressing toward meeting expectations related to the standard.
   1=Does not meet expectations related to the standard.

Teachers are asked to prepare and use rubrics so it is clear to them and the students and parents what constitutes good work. Rubrics need to be aligned with District and state standards that describe what students are expected to know, and vary in specificity according to grade level. Students are expected to see what standards are used before they are asked to do the work.4

Some teachers like rubrics; some teachers do not. Of all teachers in our survey, 50% thought that rubrics created unnecessary work – and they wanted to talk about it.

Some teachers like rubrics. Some of them said:

   “I am very enthusiastic about rubrics. It’s a good learning tool. I am doing teaching that I haven’t done before.”

   “Rubrics to follow the standards…. [that’s] part of the job.”

   “I love rubrics, but I don’t understand why they want ‘us’ to come up with them.”

   “Rubrics may be useful.”

Many of the teachers who spoke up did not like it. They had the following to say:

   “Rubrics may be good, but they don’t need to be so explicit and detailed.”

   “Using rubrics is difficult and a lot of work. I develop rubrics for everything.”

   “I don’t like rubrics. It’s a pain in the neck. Both developing and using it. The whole subject makes me angry.”

4 Examples of elementary school writing and math rubrics are included at the end of this Appendix.
“Typing, printing, gluing, and posting standards is a lot of work. It takes, maybe, 30 hours spread over several weeks.”

“I don’t need a rubric for every single part of writing. One for writing conventions. One for content. Why do I need a rubric for genre?”

“A pain in the butt.”

“Besides Open Court rubric, we have our own local district rubric.”

“[Having rubrics] is important for some kinds of writing, but not for everything. Children label themselves: I’m a 4; I’m a 2. They get classified and they classify themselves at an early age.”

Special education teachers questioned the applicability of rubrics:

“Rubrics don’t apply for special ed children because each child has a specialized need.”

“You can’t have 30 rubrics for 30 kids.”

“I have to test my special ed kids [who are low functioning]. Most can’t read or write. Some say only a few words.”

One secondary school teacher questioned the wisdom of using rubrics because rubrics, he said, doesn’t reflect the real world:

“They want kids to go to college. Yet, they want you [teachers] to develop rubrics. This doesn’t match up with goal number one. If you want a kid to go to college, you have to do what colleges do. Colleges are not doing collages.”

The time it takes varies widely among teachers. It is influenced by whether a teacher is new or experienced. It also depends on the school and local district requirements, and the teaching methods used.

Some teachers made the following suggestions:

“I put what I have done in prior years on my computer. I just pull them off and reuse them.”

“Develop generic rubrics.”

“Have teachers share rubrics.”

“Put them on the web, so teachers don’t have to keep creating them from scratch.”
“Every time a teacher moves to a new classroom, he/she must take them down and have them laminated. Why doesn’t the District have standard, laminated ones that can be put up in all classrooms?”

“Standardize rubrics. There are 50 teachers duplicating the work.”

“I would like to have standard rubrics—only if it’s kid-friendly. Not big words kids can’t understand.”
WRITING RUBRIC

To get a 4 I must:

- write the letters correctly
- write from left to right
- space properly between words
- use capital letters in the correct places
- end each sentence with the proper punctuation
- make sure that my spelling is understandable
- make sure that my writing and paper are neat
- write a complete sentence that tells about what we’re talking about

To get a 3 I must:

Do most of the things listed above

To get a 2 I must:

Do some of the things listed above

To get a 1 I must:

Do 1 or none of the things listed above
<table>
<thead>
<tr>
<th>Grade Level Standards</th>
<th>4 Exceeds</th>
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<tbody>
<tr>
<td>✓ Finishes assignment/activity.</td>
<td></td>
</tr>
<tr>
<td>✓ Describes all steps to the answer.</td>
<td></td>
</tr>
<tr>
<td>✓ Uses the proper operations and correct calculations.</td>
<td></td>
</tr>
<tr>
<td>✓ Explains answer clearly and completely in number, picture, and/or written form.</td>
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<table>
<thead>
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<td></td>
</tr>
<tr>
<td>✓ Shows the steps to the answer.</td>
<td></td>
</tr>
<tr>
<td>✓ Uses the right operations but may have some errors in calculation.</td>
<td></td>
</tr>
<tr>
<td>✓ Attempts to explain the answer in number, picture, or written form.</td>
<td></td>
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<table>
<thead>
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<td>✓ Finishes part of the assignment/activity.</td>
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</tr>
<tr>
<td>✓ Shows some of the steps to the answer.</td>
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</tr>
<tr>
<td>✓ Uses an operations but has many mistakes in calculations.</td>
<td></td>
</tr>
<tr>
<td>✓ Has trouble explaining the answer in number, picture, or written form.</td>
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<thead>
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<tbody>
<tr>
<td>✓ Does not finish the assignment/activity.</td>
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</tr>
<tr>
<td>✓ Steps to the answer are not shown.</td>
<td></td>
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<tr>
<td>✓ Few calculations are made.</td>
<td></td>
</tr>
<tr>
<td>✓ Makes little to no attempt to explain the answer in number, picture, or written form.</td>
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Appendix 6

Open Court Testing and Assessments

Open Court is the District’s primary reading program in elementary schools. Teachers estimate that 50% to 70% of the instructional day is spent on Open Court.

In general, Open Court is composed of reading assessment units. The units include fluency, comprehension, vocabulary, spelling, and writing. When we asked teachers to describe how Open Court worked at their school, we received diverse answers. There seems to be a wide variation of how Open Court is implemented from one school to another or from one local district to another. However, the assessment process appears to be basically similar among the schools that adopted the program.5

Whereas most teachers seem to like Open Court – and children’s reading test scores are going up in the District – 61% of the elementary teachers and 33% of special education teachers stated that they were discontent with one aspect or another of Open Court.

“[The problems with Open Court] may not be a paperwork issue, but it’s a major educational issue. It’s about the relationship between what teachers are trying to do and paperwork.”

“Teachers are frustrated and don’t feel they are being heard. Or, they don’t know where to go to give their inputs.”

“When we have a problem with Open Court, we can’t take it to the principal. The answer is always the same: ‘That’s Open Court.’”

Much of the discontent with Open Court has to do with the pacing plan:

“The pacing plan doesn’t follow the book. Teachers are told to skip around from chapter to chapter [out of order]. Why?”

“The pacing plan doesn’t allow for time for all the assessments suggested.”

“I am uncomfortable placing every kid on the same page at the same time….It’s not just their work habits, it’s their emotional life. I can’t expect every child to proceed at the same pace.”

“You have to keep up and be on the same page. But how do you differentiate the needs of students?”

“The pacing plan is put together by teachers who are willing to do them, not by teachers who are in the classroom.”

5 A Skills Assessment Test Booklet for Grade 1 is enclosed at the end of this Appendix as an example.
One teacher said: “Open Court is bringing structure to the District’s schools. It’s working for me. I like it, although it produces more paperwork.”

Another teacher brought up assessments by stating: “I love Open Court. The problem is the assessments. I know that assessments are important, but we’re assessing to death.” Along the same lines, other teachers said:

“We have to photocopy reams of paper for each unit.”

“Assessments are time-consuming. What happens to them?”

“The skills assessment tests are not in line with what’s being taught.”

“Special ed children are not test takers. Assessments assume that children have prior knowledge. Children feel like failures.”

“The comprehension assessment is long and boring to kids. It’s too sophisticated.”

“Open Court assessments are helpful in reading but not for spelling and grammar.”

“There is no spelling or grammar program, so it has to be supplemented by more paperwork.”

“There is too much emphasis on spelling for second graders.”

“My school is not collaborative with the District. Our school wants to push our kids harder than the District. As a result, the kids are burning out on tests.”

One of the problems Open Court poses for teachers is that their schools may have supplemented rather than supplanted Open Court to their current reading programs. One local district still mandates the use of “America’s Choice.” Other schools are using Running Records. This results in more work for some teachers, and variations for a child who transfers from one local district to another.
DIRECTIONS: Fill in the bubble below the word that is spelled correctly.

1. goz  gos  goes
   A. ⬜   B. ○   C. ⬜  

2. naw  gnaw  gna
   A. ⬜   B. ○   C. ⬜  

3. candal  candle  candul
   A. ⬜   B. ○   C. ⬜  

4. climbed  climed  climbbed
   A. ⬜   B. ○   C. ⬜  

5. taught  tauht  taut
   A. ⬜   B. ○   C. ⬜  

6. knew  knue  knu
   A. ⬜   B. ○   C. ⬜  

7. plej  plege  pledge
   A. ⬜   B. ○   C. ⬜  

8. skipped  skiped  skepped
   A. ⬜   B. ○   C. ⬜  

9. jint  giant  gaint
   A. ⬜   B. ○   C. ⬜  

10. pensil  pinsil  pencil
    A. ⬜   B. ○   C. ⬜  

TOTAL SCORE: ___/10
DIRECTIONS: For each section, choose one word in each line that tells something about the picture. Then fill in the bubble below the word you have chosen.

1. lifting  
   A.  
   B.  
   C.  

2. duck  
   A.  
   B.  
   C.  

3. kitchen  
   A.  
   B.  
   C.  

4. sitting  
   A.  
   B.  
   C.  

5. ball  
   A.  
   B.  
   C.  

6. eat  
   A.  
   B.  
   C.  

7. sisters  
   A.  
   B.  
   C.  

8. nap  
   A.  
   B.  
   C.  

9. eating  
   A.  
   B.  
   C.  

10. tree  
    A.  
    B.  
    C.  

TOTAL SCORE: _____/10
**DIRECTIONS:** Read the fable carefully. Then read each question and fill in the bubble next to the correct answer.

**How the Hummingbird Got Its Colors**

Long ago, all birds were the same color. They were brown and gray. Birds had beautiful songs. They could fly. Some birds were big and some were small, but they were all the same color.

One day, it started raining. It rained very hard. It rained for a long time. All the animals were sad. The birds were very sad because they couldn’t fly. That’s how heavy the rain was.

It rained for days and days. Then it stopped. A beautiful rainbow appeared in the sky. All the animals thought the rainbow was beautiful. It was the most beautiful thing they had ever seen.

*Now answer the questions about this part of the fable.*
1. The fable explains that long ago, all birds were
   ○ A. brown and white.
   ○ B. gray and black.
   ○ C. brown and gray.

2. The birds were sad when it rained because they
   ○ A. couldn’t fly.
   ○ B. were hungry.
   ○ C. had no homes.

3. The fable says, “A beautiful rainbow appeared in the sky.”
   Another way to say this sentence is
   ○ A. A beautiful rainbow was climbing in the sky.
   ○ B. A beautiful rainbow could be seen in the sky.
   ○ C. A beautiful rainbow left the sky.

4. What did the animals think of the rainbow?
   ○ A. They thought it was ugly.
   ○ B. They thought it was beautiful.
   ○ C. They thought it was scary.
One of the birds, the robin, flew close to the rainbow. It wanted to get a better look at the rainbow. As the robin flew near the rainbow, it touched the red part. When it returned to the other birds, it was no longer just brown and gray. The robin had a red breast.

The other birds saw what happened. They wanted some color, too. They all flew to the rainbow. The bluebird became blue. The cardinal became red. The finch became yellow.

After a time, the rainbow began to disappear. All the birds had taken its color. Only a little bit of the rainbow was left.

Now answer the questions about this part of the fable.
5. What happened to the Robin after it touched the rainbow?
   - A. It had a red breast.
   - B. Its whole body became red.
   - C. It became sick.

6. Why did the other birds fly to the rainbow?
   - A. They thought it might be good to eat.
   - B. They wanted some color, too.
   - C. They wanted to see how tall it was.

7. After a time, the rainbow began to disappear. **Disappear** means
   - A. get brighter
   - B. get bigger
   - C. go away

8. Only a little bit of the rainbow was left because
   - A. all the birds had taken its color.
   - B. the sun came out.
   - C. it started to rain.
A tiny hummingbird felt sorry for the rainbow. It flew to the rainbow but didn’t touch it. The hummingbird said, “I’m sorry, rainbow. You were so beautiful. All the birds took your colors.”

The rainbow looked at the hummingbird. “Thank you,” the rainbow said. “You did not take my colors. But now I will give them to you. From now on, hummingbirds will have all the colors of the rainbow. Do not worry about me. Whenever it rains, I shall return.”

The hummingbird returned to the other birds. It was the most beautiful bird of all. Even today, the hummingbird has all the colors of the rainbow.

Now answer the questions about this part of the fable.
9. Why do you think the hummingbird didn’t touch the rainbow?
   ○ A. The rainbow was too hot.
   ○ B. The hummingbird felt sorry for the rainbow.
   ○ C. The rainbow disappeared.

10. Why is the hummingbird the most colorful bird of all?
    ○ A. The rainbow gave the hummingbird all of its colors.
    ○ B. The other birds gave the hummingbird all of their colors.
    ○ C. The hummingbird took all of the colors from the rainbow.
Sue liked to play games. She liked to play inside and outside games. Any game she tried, she liked. One of her favorites was Skip-Bo.

She would always ask her friends to play.

One day, her friend Josh had a new game. Sue had not played it before. It was called Sorry. She and Josh got out all of the parts. They tried to read the rules together. Then they set up the game. They played that game many times.

They had a snack time. They had some cookies and milk.

Then they wanted to play a different game. Sue picked out a game. She had lots of games in her room. She picked Mouse Trap. It was fun to set up the parts. They laughed as they played.

When they got tired of that game, they picked another. Josh chose checkers. Sue was red. Josh was black. They were both good at this game. It lasted a long time.
Passage #2

Refer to "General Directions for One-Minute Administration of Reading Passages."

John was walking through the woods. The sky was very gray. His coat was warm, but his hands were cold. He walked on a path looking at birds. The birds were flying South. The leaves of the trees were brown. They fell to the ground near him. John called out, "Come here Puppy!"

Puppy was a dog. Puppy ran and ran when he went into the woods. Puppy did not want to come back to John. John yelled, "Puppy, come here, now!" Puppy ran to John and licked his hand. John said, "Good boy, good boy. You must come to me when I call."

Puppy ran off down the trail. Puppy saw a black and white animal on the path. Puppy looked at the animal and wanted to be friends. But the animal did not want to be friends. Puppy did not know that this animal was a skunk.

EVALUATING CODES FOR ORAL READING

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sky</td>
<td>(/) word read incorrectly</td>
</tr>
<tr>
<td>Blue</td>
<td>(') inserted word</td>
</tr>
<tr>
<td>Sky</td>
<td>(•) after the last word read</td>
</tr>
</tbody>
</table>

FLUENCY SCORES

Number of Words Read Per Minute: ___
Number of Errors: ___
Number of Words Read Correctly: ___
50th percentile score is passing mastery criterion = 35

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Appendix 7

English Language Development (ELD) Folders

A standard is used for passing a child from one English Language (EL) level to another. In order to pass, a child does listening, speaking, reading, and writing assignments, and must receive a rating of 3 or 4 (on a scale of 1-4) on each.6

Teachers prepare one English Language Development (ELD) folder for each EL student. Teachers are asked to compile examples of the student’s work and submit the folder to the appropriate coordinator.

This requirement applies to elementary school teachers. Fifty percent of the teachers stated concerns about the requirement. It appears to us that the amount of time to maintain an ELD folder for each child is significant. It also appears to us that some teachers are not doing the amount of work that is expected for preparing the folders.

Several teachers questioned the need for ELD folders:

“I don’t know if it’s a State or Federal requirement. I don’t use the cell results. It’s not helpful to the teachers.”

“It requires a lot of record keeping. But no one uses them.”

“They don’t go anywhere. They get bundled and sent in. We don’t know what’s done with them.”

“Who uses ELD scores? No one seems to know what they’re good for.”

“They are not a problem for me, but no one comes in to check them. I was surprised.”

“ELD folders are okay if used correctly. So far, I haven’t seen the purpose.”

Some teachers estimated that this requirement takes them approximately 90 minutes per year per child (or, 30 minutes per child, three times per year). Of this requirement, they said:

“I don’t do ELD folders very well. They’re rather subjective.”

“I received numerous information about how to do them, but no one can tell me how to do them correctly.”

“ELD folders are time-consuming if done correctly. I don’t like doing them, so I personally leave them till the end.”

6 See the end of this Appendix for an example of an ELD portfolio record.
Use this ELD Scoring Guide to determine the student’s progress toward mastery of each ELD standard. ELD progress is determined by scoring multiple standards-based assessment tasks. Sample tasks must be included within this portfolio to document student progress. Record scores for each reporting period.

4 **Advanced Progress**: Exceeds the standards for the identified ELD level.

3 **Average Progress**: Meets the standards for the identified ELD level.

2 **Partial Progress**: Demonstrates some progress towards mastery of the standards.

1 **Limited Progress**: Demonstrates little or no progress towards mastery of the standards.

### Listening and Speaking: Strategies and Applications

<table>
<thead>
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<tbody>
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<tr>
<td>Begin to speak with</td>
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<td>a few words or</td>
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<td>sentences, using</td>
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<td>(e.g., single words</td>
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<td>or phrases).</td>
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<td><strong>LS 2</strong></td>
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<td>(e.g., “Thank you.”,</td>
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<td>“You’re welcome.”).</td>
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<td><strong>LS 3</strong></td>
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<td>matching objects,</td>
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<td>pointing to an</td>
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<td>answer, drawing</td>
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<td>pictures).</td>
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<tr>
<td><strong>LS 4</strong></td>
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<td>Answer simple</td>
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<td>questions with</td>
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<td>one- to two-word</td>
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<td>responses.</td>
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### Listening & Speaking Report Card Scores

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</tr>
<tr>
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<tr>
<td>S/I/E*</td>
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* Summer Session / Intersession / EIEP
### Reading: Word Analysis

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<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repeat spoken English words.</td>
<td>Repeat simple spoken English phrases.</td>
<td>Repeat simple spoken English sentences.</td>
</tr>
<tr>
<td>2</td>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce.</td>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce.</td>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce.</td>
</tr>
<tr>
<td>3</td>
<td>Identify words that begin with the same sound.</td>
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### Reading: Fluency and Systematic Vocabulary Development

<table>
<thead>
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<th>RF</th>
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<tbody>
<tr>
<td>1</td>
<td>Read own name.</td>
<td>Read aloud simple words in stories or games (e.g., nouns, adjectives, colors).</td>
<td>Read aloud simple words in stories or games (e.g., nouns, adjectives, colors).</td>
</tr>
<tr>
<td>2</td>
<td>Match upper and lower case letters.</td>
<td>Match upper and lower case letters.</td>
<td>Identify and sort common words in basic categories (e.g., colors, shapes, foods).</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate comprehension of simple vocabulary with an appropriate action.</td>
<td>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</td>
<td>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</td>
</tr>
<tr>
<td>4</td>
<td>Retell simple stories using drawings or words.</td>
<td>Retell simple stories using drawings, words or phrases.</td>
<td>Retell simple stories using drawings, words or phrases.</td>
</tr>
<tr>
<td>5</td>
<td>Produce simple vocabulary (single words) to communicate basic needs (e.g. locations, greetings, classroom objects).</td>
<td>Produce simple vocabulary (single words or short phrases) to communicate basic needs (e.g. locations, greetings, classroom objects).</td>
<td>Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g. locations, greetings, classroom objects).</td>
</tr>
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### Reading: Comprehension

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<th>2</th>
<th>S/E</th>
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<tbody>
<tr>
<td><strong>RC 1</strong></td>
<td>Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</td>
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<tr>
<td><strong>RC 2</strong></td>
<td>Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.</td>
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<tr>
<td><strong>RC 3</strong></td>
<td>Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).</td>
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<tr>
<td><strong>RC 4</strong></td>
<td>Understand and follow simple one-step directions for classroom or work-related activities.</td>
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<tr>
<td><strong>RC 5</strong></td>
<td>Identify the basic sequence of events in stories read to them, using key words or pictures.</td>
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### Reading: Literary Response and Analysis

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<th>2</th>
<th>S/E</th>
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</thead>
<tbody>
<tr>
<td><strong>RL 1</strong></td>
<td>Listen to a story and respond orally by answering factual comprehension questions using one-or two-word responses.</td>
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<tr>
<td><strong>RL 2</strong></td>
<td>Draw pictures related to a work of literature identifying setting and characters.</td>
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Reading Report Card Scores

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**ELD 1 Grades K-2 (2001)**
Commodity Code #9668600100
### Writing: Strategies and Applications

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<tbody>
<tr>
<td>WS 1</td>
<td>Copy the English alphabet legibly.</td>
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<tr>
<td>WS 2</td>
<td>Copy words posted and commonly used in the classroom.</td>
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<tr>
<td>WS 3</td>
<td>Write a few words or phrases about an event or character from a story read by the teacher.</td>
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<tr>
<td>WS 4</td>
<td>Write a phrase or simple sentence about an experience generated from a group story.</td>
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### Writing: Conventions

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<th>S/V/E</th>
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<td>WC 1</td>
<td>Use capital letters when writing own name.</td>
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**Writing Report Card Scores** 2/2
Appendix 8

Attendance Recording

School districts need to maintain two kinds of attendance information:

1. Actual student attendance information in order to earn state Revenue Limit funding, and

2. Reasons for absences in order to determine whether a student is truant and whether a student is allowed to make up work.

Within LAUSD, District bulletins delineate, in detail, the types of attendance records schools must maintain. They leave the actual “methods” of implementation to the school administrator.

Attendance Accounting at Elementary Schools:

We found that the procedures used in the elementary schools varied by school. In general, though, elementary schools use two forms for attendance recording: Attendance Record Cards and Registers. Most elementary and special education teachers with whom we spoke with use the steps below. They:

1. Insert the dates manually on the Attendance Record Cards.
2. Record attendance and the reasons for absences daily on the Cards.
3. Record the information first in pencil and then trace it over in ink.
4. Call parents if a child doesn’t bring a note.
5. Recopy the information from the Card to a monthly Register.
6. Keep the excused slips for a period of time. (Some said they keep excuse slips until the end of the year when they bundle them and send them to the office, others said they keep them for seven years.)

Many teachers questioned the need for their involvement in all these steps. The criticisms centered on: (1) the requirement for the teachers—rather than office personnel—to call parents, (2) the need to mark attendance first in pencil and then trace it in ink, (3) the requirement to hold/file the absence notes, and (4) the perceived duplication of effort when they first mark attendance on a Card and then transfer it to a Register.

Some teachers said:

“I take roll on individual students cards. When a child is absent, I mark the card, date it, and collect the absence slip. If a child does not have an absence slip, I call the parents. Pupil Services staff collect the information from me and do whatever they need to do with it. I then transpose this information to a Register once a month. This is duplication.”
“I must mark the absence in pencil, and trace over it in ink at the end of the day. This is duplication.”

“I have stacks of absence notes. I don’t know what I am supposed to do with them.”

“Basic information and absence notes should be collected by the office, and the teacher should take the roll. Now, I collect the notes and call the parents.”

“Calling parents re absenteeism should be an office staff responsibility, not the teacher’s.”

“The Register could be done by the office, not the teacher.”

Attendance Accounting at Secondary Schools:

The District leaves the specific design of how a school performs the attendance functions to the school-site administrator. We found a wide variation of how secondary schools implement their attendance recording. Typically, three documents are used for recording school attendance at secondary schools: (1) the Rollbook, (2) the Computer Roster, and (3) the Permit-to-Reenter Class (PRC).

Most schools record attendance in the homeroom only. A teacher records attendance on a roster and sends it to the office where it is entered in the computer by office staff. At report card time, the teacher counts the tardies and absences from the rollbook. The disadvantages in homeroom attendance accounting are: (1) a student may be marked absent for the whole day if he or she comes to school late or skips the homeroom, and (2) some teachers count attendance twice at report card time, balancing the rollbook with the roster.

One teacher in our focus group brought five forms that he is required to fill out in his homeroom. He uses the following steps:

1. Mark attendance in the rollbook, using different symbols to record absence, tardiness, and reasons for the prior day’s PRC’s
2. Sign the PRC’s for each student absent the prior day
3. Send the roster to the office
4. At the end of the day, sign list verifying which students had been absent from any of his classes
5. At grade report time, count absences again and re-record. Balance attendance with the rollbook.

This teacher reports that it takes him up to eight minutes to complete the attendance requirements.

Other secondary school teachers reported that taking attendance may be tedious to them, but the school office performs many of the bookkeeping functions, including finding out why a student is absent. It takes them less time to perform the attendance functions.
Homeroom Attendance Versus Period-by-Period Attendance at Secondary Schools

Another method of recording attendance is period-by-period. This method is used in some secondary schools.

In period-by-period recording, teachers record a student as being present, tardy, or absent, as presently done in the homeroom. However, instead of sending an attendance roster to the office once per day, teachers take attendance during each period on a “bubble sheet” (a Scantron form.) This form is sent to the office where it is scanned directly onto the computer.

The designers of the period-by-period system believe this system is superior to homeroom recording because it captures more information. Truancy may be lowered because absences are more closely monitored and rosters are upgraded automatically every two weeks rather than manually by the teacher. Accounting of partial day attendance also results in an increase in the District’s average daily attendance. It is not clear to us whether period-by-period attendance recording reduces the paperwork for teachers because the teacher has to record attendance and send the roster to the office every period. However, one teacher in our focus group thinks that it does.

Development of an Integrated SIS System for Attendance Recording

The District is currently in the process of developing a student information system to capture attendance differently. The system would not remove the attendance requirement from a teacher, but it would, when implemented, allow a teacher to record attendance directly onto a computer in the teacher’s classroom. The new system would allow period-by-period attendance recording. It is not yet clear whether the ISIS would actually reduce the teacher’s “paper” requirement.
I. GENERAL INSTRUCTIONS

The Roll Book is a legal document used by teachers for keeping accurate attendance records, grades and other information required for the proper operation of the District's secondary schools. Therefore, it is essential that each employee who has responsibilities for attendance recording and reporting should understand the importance of keeping accurate, uniform, and complete records that conform to State laws and District policies. Although the format of the Roll Book may vary to accommodate special needs in secondary schools, it is essential that standard attendance accounting symbols and practices be used District-wide. The importance of accurate pupil attendance accounting is emphasized repeatedly in State documents and in District policies and regulations.

"Accuracy, neatness, and care in recording attendance data are of the greatest importance. All entries must be in ink and be legible. When it is necessary to make corrections to an attendance record, they must be clearly indicated and made in a manner that will not be confusing or misunderstood."

The attendance and enrollment records must be available at any time for inspection by an authorized representative of the State Department of Education or the State Department of Finance or as part of the annual audit. (Attendance and Enrollment Accounting and Reporting in California Public Schools, California State Department of Education, 1977)

"Participation shall be maintained in attendance records and in roll books in the attendance office for each class and each period." (2101.2 Administrative Regulations, LAUSD)

This Roll Book shall be available for inspection by any authorized representative of the State Department of Education or the Los Angeles Unified School District. Falsification of this record is punishable under the provisions of sections 6200 and 6201 of the California Government Code.

Permanent Entries

The Roll Book is not complete until all required attendance entries have been made in blue or black ink (unless typewritten or computer-generated). Since corrections must not obliterate previous entries, erasures or whiteouts are not to be used. The use of additional attendance accounting symbols within a school is at the discretion of the principal.

Temporary Roll Sheets

All attendance data, beginning with the first day of the semester, must be retained in the Roll Book. If temporary roll sheets are used, the attendance data they contain should be transferred to the permanent Roll Book or the temporary roll sheets may be stapled inside the permanent Roll Book.

II. ATTENDANCE MARKING

Symbols-Definitions

Standard attendance symbols are indicated below:

- \( \text{H} \): Holiday
- \( \text{S} \): School Day on which class did not meet
- \( \text{D} \): Date (enter at least one date for each week)
- \( \text{P} \): Present
- \( \text{A} \): Absent
- \( \text{F} \): Full Absence, Reason for Absence (illness, etc.)
- \( \text{V} \): Absence verified as 1st or 2nd absence (illness, etc.)
- \( \text{E} \): Absence verified as 3rd or more absence (illness, etc.)
- \( \text{C} \): Absence caused by School Activity (field trip, athletics, etc.)
- \( \text{T} \): Tardiness
- \( \text{E} \): Excused
- \( \text{L} \): Left Early
- \( \text{H} \): Hour Roll Out (complied when student is located in this class on this date)
- \( \text{P} \): Punch (filled in to indicate student has not appeared in this class)
<p>| STUDENT'S NAME | STUDENT I.D. | GRADE | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F |
|---------------|-------------|-------|---|---|---|----|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|               |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|               |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9             |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 11            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 22            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 25            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 26            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 27            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 28            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 29            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 35            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 36            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 37            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 38            |             |       |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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<th>Part Days - Period(s)</th>
<th>Date(s)</th>
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<td>1 2 3 4 5 6 7 8 HR</td>
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<td></td>
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<td>1 2 3 4 5 6 7 8 HR</td>
<td></td>
</tr>
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<td></td>
<td>3 Truancy</td>
<td>1 2 3 4 5 6 7 8 HR</td>
<td>1 2 3 4 5 6 7 8 HR</td>
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</tr>
<tr>
<td></td>
<td>4 Suspension/Home</td>
<td>1 2 3 4 5 6 7 8 HR</td>
<td>1 2 3 4 5 6 7 8 HR</td>
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<tr>
<td></td>
<td>5 Relig observ, court, empl cont</td>
<td>1 2 3 4 5 6 7 8 HR</td>
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<td></td>
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<td></td>
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</tr>
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CHANGE IN ATTENDANCE REPORT

TO: ATTENDANCE OFFICE                     Date

A. ___________________________ was erroneously marked absent on ___________

   Please: ______ mark as tardy

   ______ delete absence

   ______ clear as an "A" (in office, on field trip, etc.)

B. ___________________________ should have been marked absent on ___________

C. Other ____________________________

   ____________________________

   Record Room _______       Teacher's Signature _______________________

   ______ OFFICE           ______ INPUT           ___________ DATE

THIS FORM IS TO BE RETAINED IN THE SCHOOL FILES.
Appendix 9

Daily Mailbox

Teachers discussed the paperwork they “receive” in their mailboxes. Some teachers said:

“The reading that comes in the mailbox is voluminous.”

“The office doesn’t realize how much they put out.”

“There are scraps of all different sizes.”

“The acronyms. I have no idea what they all mean.”

“Please lessen the acronyms.”

“We have to ration paper, but they print so much junk.”

“We receive junk a lot of the time. Trash, waste of paper. They can put it all together in a bulletin.”

A common solution suggested by teachers was to receive mail electronically. The advantages of using e-mail would include:

--Teachers would have access to their mailboxes at different times of the day without going into the office.

--Teachers would be able to sort their mail more easily. They could save information into different folders, print what they need, and delete what they don’t want or need.

--The District would save on the costs of paper, copying, and human resource time.

--Off-track teachers would be kept in the loop.

Transmitting information electronically, however, would only work if:

--Working computers are available to the teachers.

--Teachers are savvy enough in the use of computers to retrieve e-mail.

We believe most teachers do have access to a computer. Every school should be able to provide at least one computer workstation for teachers who don’t otherwise have computer access.
Appendix 10
Staff Responses
Page 17 of document, #4 is incorrect. I do not believe that the IEP has to be this lengthy. We have worked at the federal and state level to make IEP requirements and subsequent forms more succinct. Also, after the first entry of all IEP’s into the web based system, there will be a simplified IEP (developed over 2003-04) to be used. Help is on the way. Please correct #4. Thanks.

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Los Angeles Unified School District
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(T) 213 241-6701  (F) 213 241-8915
RESPONSES TO TEACHER PAPER WORKLOAD STUDY DRAFT

Thank you for sharing the draft copy of the Teacher Paper Workload Study and inviting comments.

I would like to provide comments to some of the recommendations on page 3 and 9-10 and to Appendix Six on pages 48-49. These comments are based on my discussions with and input from Sue Shannon, Jim Morris, and Rita Caldera.

PAGE 3

Bullet 1 – The District (and the local districts) should limit the number of initiatives introduced at a school to avoid overwhelming teachers with paperwork.

Response – Fully agree. There is a need for more coherence between the central office and local district initiatives. There is a strong body of research that supports this recommendation.

Bullet 2 – Whereas rubrics have value in communicating the District’s standards and expectations, we believe they can be employed more efficiently. The District should provide rubrics to the teachers in order to make sure that standards are used consistently. The District should also consider scaling back the number of situations in which they must be used.

Response - The District should provide rubrics for culminating tasks. At the elementary level these have been developed for the writing prompts. At the secondary level, District wide rubrics will be designed as we move into the secondary periodic assessments. On a daily basis, however, teachers must understand what constitutes quality work and how to assess a student’s understanding of what they need to know and be able to do to show proficiency. Designing rubrics are a way for teachers to get clear about expectations so they can develop lessons to assist students in meeting standards.

Bullet 3 - The District should consider some kind of flexible or adaptive testing for its periodic assessments of student progress. We believe that there is little value in asking students to answer questions for which they have not been prepared.

Response – Fully agree. This is currently in place. The Open Court and mathematics assessments are aligned to the pacing plans. These provide a teacher with a "road map" for what will be taught in each unit. The assessments are given at the end of a unit (Open Court) or at the end of an instructional quarter (mathematics). The way that the assessments are paced ensures that students are tested only on what they should have been taught. Teachers who report otherwise are either not using the instructional materials as designed or are not using the assessments to reflect on their instruction and student needs.

Bullet 6 – The District should review its current paperwork requirements, and simplify or eliminate any forms that may not be needed. One example is the system of English Language Development (ELD) Folders, which, to us, seems to be overly detailed.

Response - The Language Acquisition Branch recognizes the impact of ELD portfolios on teachers' workload. Statements made by teachers regarding the use of ELD portfolios support the need for targeted ELD professional development. Implementation of standards-based ELD instruction and assessment for English learners is a federal and state mandate. Ongoing
student progress in ELD must be documented. The District's ELD Assessment Portfolios meet the federal and state documentation requirements. They are designed to provide an official record of student progress in ELD. The consistent and systematic use of the portfolios will assist schools and teachers to:

- Identify patterns of strength and need within classrooms and grade-levels for students acquiring English proficiency.
- Design instruction that is sensitive to students' level of language proficiency.
- Group students for instruction.
- Support the accurate marking of progress report cards for ELD.
- Align intervention services to diagnosed student need.
- Inform parents of student progress in acquiring English.
- Organize classrooms by ELD level.

**Bullet 8** – The District should give a higher priority to the development of information systems that would help teachers with their paperwork. This would include electronic transmission of mail and messages that teachers receive.

**Response** – Fully agree. There is a need to allow teachers to access Student On-Line Assessment System (SOAR) and report card entry from home. There are current firewall issues that are impeding this process. The District Reading Office received grant funding to purchase laptop computers for teachers so that they have the technology hardware to input Open Court assessment data and report card marks electronically. We believe this will greatly help ease the paperwork load for teachers. At the present time we are working with Esther Wong to resolve these issues.

**PAGE 9**

I would like to respond to several comments on page 9 and ask you to include in your report some of the following factual information:

**Statement** – We found that some schools are adding new initiatives while maintaining older ones. For instance, we talked to teachers whose schools have adopted Open Court while maintaining America's Choice or Running Records.

**Response** – No one should be asked to do Running Records any longer. District H and some schools in other Districts adopted America's Choice as their CSR. D model.

**PAGE 10**

I would like to respond to several comments on page 10 and ask you to include in your report some of the following factual information:

**Statement** – Good tests generate useful information about what a student has learned without punishing the student for what he or she does not know or has not learned.

**Response** – This is true. That is why the Open Court and mathematics assessments are so important. These assessments are directly in-line with what the teacher is expected to teach in a unit or over a given period of time. The assessments are supposed to be used by teachers to reflect on their practice and change practice where needed. When students do not do well on these assessments the first question a teacher should ask is, “Did I teach this?” Another question is “How did I teach this skill? Did I use appropriate strategies to scaffold the instruction for all of my learners?” No child should be punished for what he or she does not know or has not learned. That is not the intent of these assessments at all.

**Statement** – When a student is not learning according to the District's pacing plan, the District should provide guidance regarding which skills are most critical to learn. When a choice must be made, we believe that students should be taught a few essential things well rather than being superficially exposed to many facts.
Response – Open Court is designed as a spiraled curriculum. This means that in each unit the standards are addressed over and over to provide students with multiple opportunities to meet them. Students cannot be taught "a few essential things". The state standards must be taught and all students deserve access to our high standards (pacing). Studies show that giving students multiple opportunities to learn skills and concepts by teaching with a spiraled curriculum provides more learning opportunities.

The mathematics pacing plan identifies the "power standards", those most essential to be taught.

PAGE 49

I would also like to respond to several comments made on page 49 and ask you to include in your report some of the following factual information:

Statement - We have to photocopy reams of paper for each unit.

Response – All of the Open Court Assessments are purchased through the District’s Reading Implementation Center at the Sacramento County Office of Education. These are shipped to each teacher at the beginning of the school year. No teacher has to copy assessments.

Beyond the assessments the Board has mandated that every teacher be provided with complete instructional materials. This includes an Inquiry Journal and Readers and Writers Workbook. The teachers also receive black-line masters for re-teach and challenge. Some teachers are copying full sets of these materials for their entire class. The materials were not designed to be used in this manner. Teachers should be using these, supplemental, materials for small group instruction and differentiation.

Statement – Assessments are time consuming. What happens to them?

Response – Assessments are designed to take no more than 3 hours every 6 weeks. The actual booklet takes no more than 1 hour. In addition students take fluency and writing assessments which can be given on the same day or different days within a five-day cycle.

Teachers should be using the assessment data to identify individual student learning needs. They use the data to plan the next unit of instruction, keeping in mind the skills and strategies that may need greater emphasis or re-teaching. Teachers should be disaggregating the data and making instructional decisions based on data they receive for English learners, standard English learners, and other struggling students who are below benchmark.

Teachers also should be using this data to reflect on their own practice and professional development needs. The site principal uses the data to identify professional development needs of individual teachers, groups of teachers (a specific grade level), and students.

The data is also used to form classes for after-school and Saturday instruction. The teachers should use the data to form Extended Learning Program (ELP) classes as well as intersession/summer school classes that target the specific needs of the students.

My only hope is that the teacher who asked the question was already doing all of this and just wanted to know what to do with the actual test booklet at the end of the assessment. At the end of the assessment cycle the data is recorded on the SOAR system and the test booklets are disposed of. With some modification, we use these assessments year to year.

Statement - The skills assessment tests are not in line with what is being taught.

Response – The assessments are developed to assess what is being taught. If teachers are following their pacing plans and teaching Open Court, as designed, they will see the correlation. The assessments are also designed to give students some test preparation experience. Therefore the questions are formatted in a variety of ways to prepare students for their
standardized testing. This was done intentionally to reduce the need for additional test preparation and the "testing load" teachers often express concern about.

**Statement** – The comprehension assessment is long and boring to kids. It's too sophisticated.

**Response** – The comprehension segments are designed to prepare students for the California Standards Test. They build in length over the 5 assessments (30 weeks). Students need to be prepared to read segments of interest and those that are not as interesting to them. The comprehension segments are also designed to assess the focus skills in the particular unit (recalling facts, making inferences, choosing a logical ending, etc.).

**Statement** – Open Court assessments are helpful in reading but not in spelling and grammar.

**Response** – In each Open Court assessment (2-5) there are components that assess fluency, writing, checking skills (which includes grammar, usage and mechanics), spelling, and vocabulary. While I don't know how widespread this concern is, it is important that teachers and administrators (school, local and central) use the data to assess how well our students are working towards meeting all of the English Language Arts standards.

**Statement** – There is too much emphasis on spelling for second graders.

**Response** – Many teachers would still prefer to allow students to use "Kid Code" or "Invented Spelling." Open Court has a sound spelling system that support the standards for second grade. The standards clearly call for direct spelling instruction in second grade. The direct instruction portion of the Open Court instructional day that relates to the teaching of spelling is approximately 15-20 minutes. Teachers are then asked to review learned spelling patterns when they see problems in students written work.

**Statement** – There is no spelling or grammar program, so it has to be supplemented by more paperwork.

**Response** – Again, I believe that this statement comes from a teacher who prefers to hold on to an old routine of spelling and grammar books.

In Open Court spelling, dictation, grammar, mechanics and usage are taught daily. There are still some teachers who prefer to run off ditto's from their old spelling books. This is problematic because:

- Spelling in Open Court is designed to support the students' writing in the themes and the lessons that are connected within the themes.
- When teachers choose to run off additional, unconnected, materials they actually take the student focus from the intended learning. For instance, if, in Open Court, the intended lesson is focusing on spelling plurals (s/es) the teacher has a set of lessons that connect to what the students are asked to do in writing and what the students encounter in their reading.
- When a teacher chooses to add a separate spelling program, in addition to having additional, unnecessary, paperwork, the teacher is adding lessons that are not connected to the student's reading or writing. This is not instructionally sound.

This type of concern comes from a teacher who is choosing to add paperwork to his or her load.