



# **A Principal Speaks to Literacy Engagement in an Inner City School: A Sociocultural Analysis**

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**Robert Rueda**

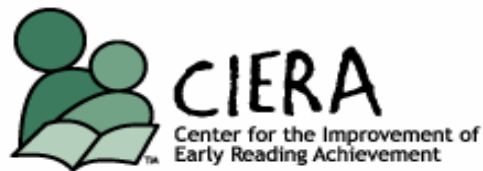
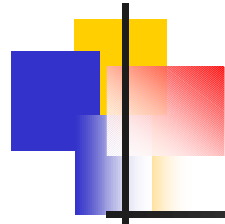
**Laurie MacGillivray**

**USC/CIERA**

**Eleanor Vargas–Page**

**Los Angeles USD**

**Presented at the International Reading Assn.  
Meeting, Indianapolis, IN, May 2000**



# ABOUT CIERA...

**CIERA is the national center for research on early reading**

**CIERA represents a consortium of educators in five universities**

- **University of Michigan**
- **University of Virginia**
- **Michigan State University**

**with**

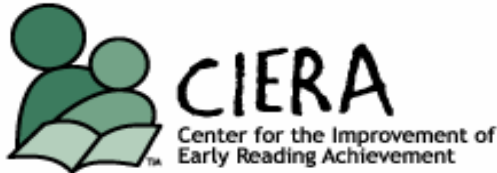
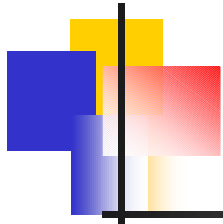
- **University of Southern California**
- **University of Minnesota**

**plus**

- **teacher educators**
- **teachers**
- **publishers of texts, tests, and technology**
- **professional organizations**
- **schools and school districts across the United States**

**CIERA is supported by**

- **Office of Educational Research and Improvement (OERI),  
U.S. Department of Education**
- **Foundations**
- **Other federal agencies**



# ABOUT CIERA...

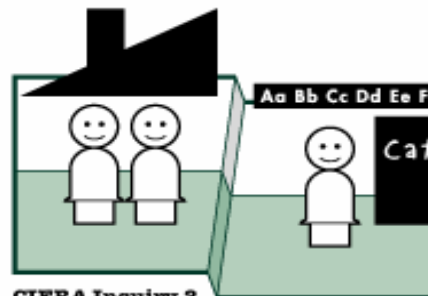
## The generation of research

The model that underlies CIERA's efforts acknowledges many influences on children's reading acquisition.



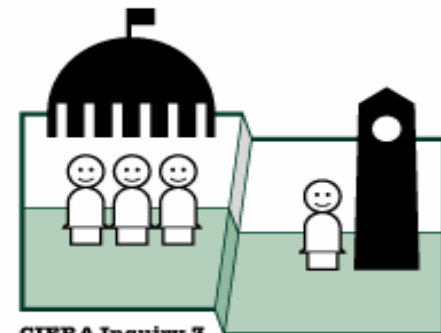
CIERA Inquiry 1  
**Readers and Texts**

Characteristics of readers and texts and their relationship to early reading achievement



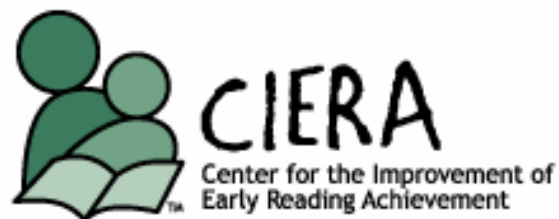
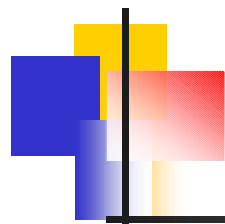
CIERA Inquiry 2  
**Home and School**

Home and school effects on early reading achievement



CIERA Inquiry 3  
**Policy and Profession**

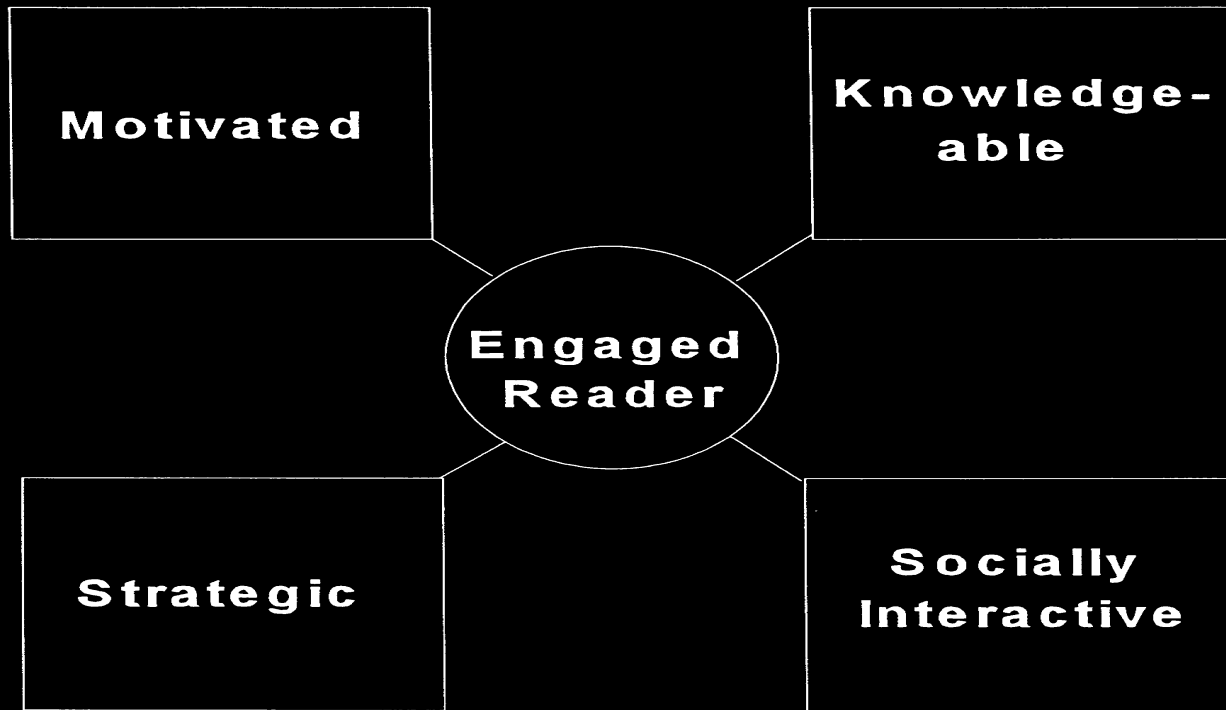
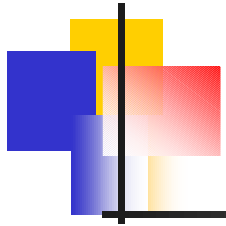
Policy and professional effects on early reading achievement



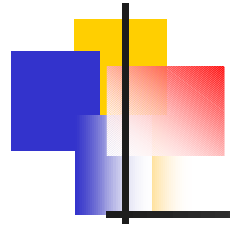
**ABOUT CIERA...**

**For more information...**

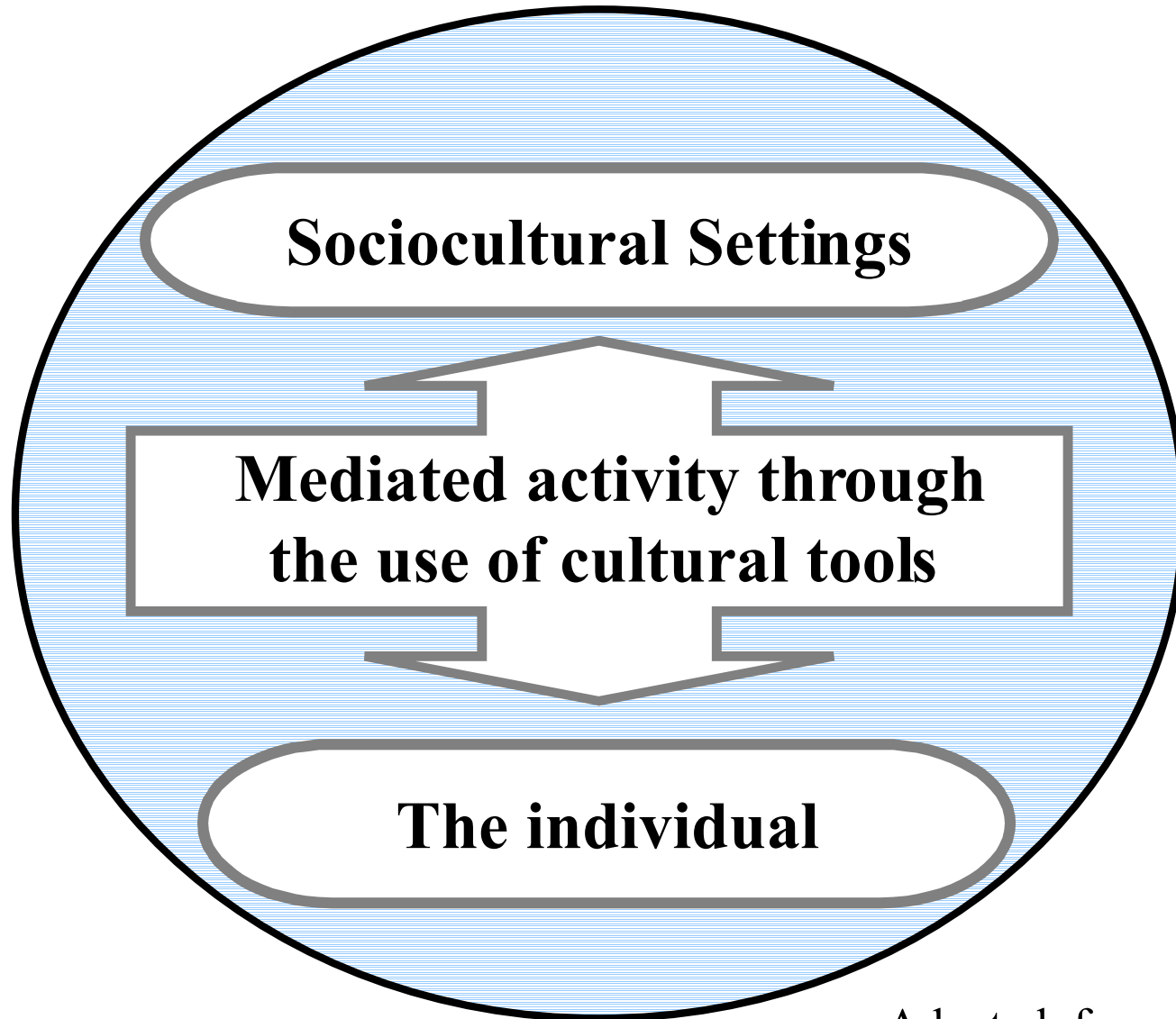
**WWW.CIERA.ORG**



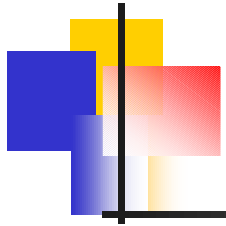
Gambrell, L.B. (1996). Creating classroom cultures that foster reading motivation. The Reading Teacher, 50(1), 14-25.



# The Basis of a Sociocultural Approach



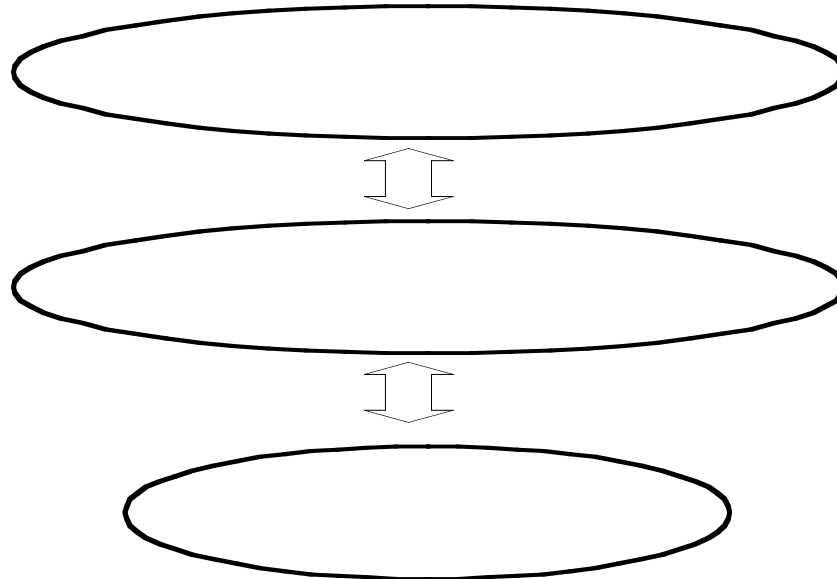
Adapted from Wertsch, 1998

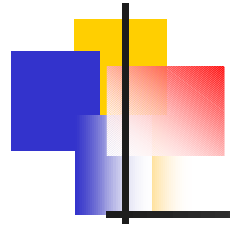


**More  
Socioculturally  
Specific**



**More  
Universal**





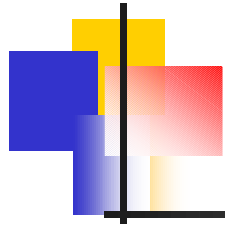
## **The Community/Institutional Plane of Development & Learning**

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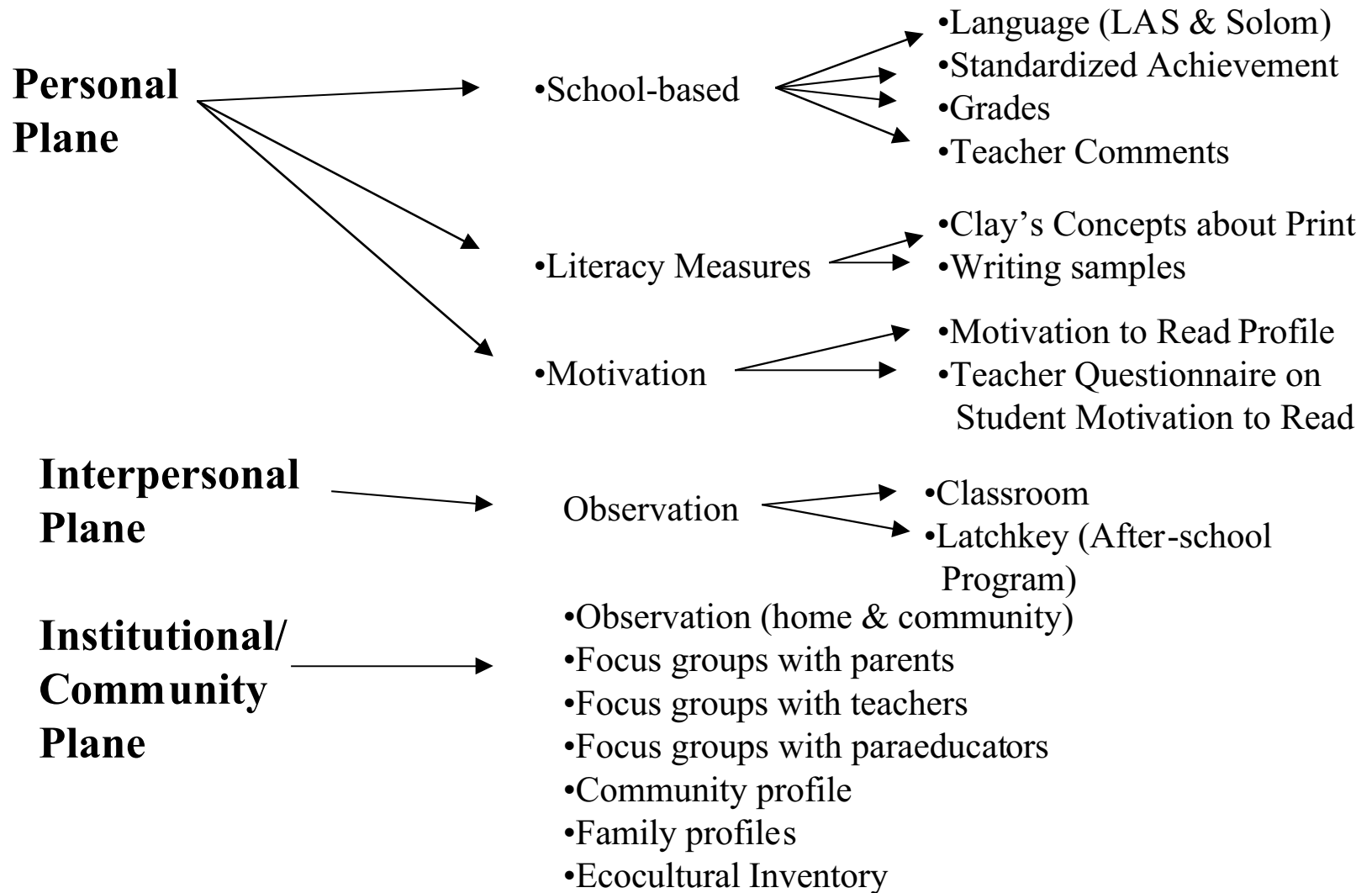
**This plane of development, often overlooked in behavioral science, focuses on factors such as past and current power relationships among various groups under consideration, including:**

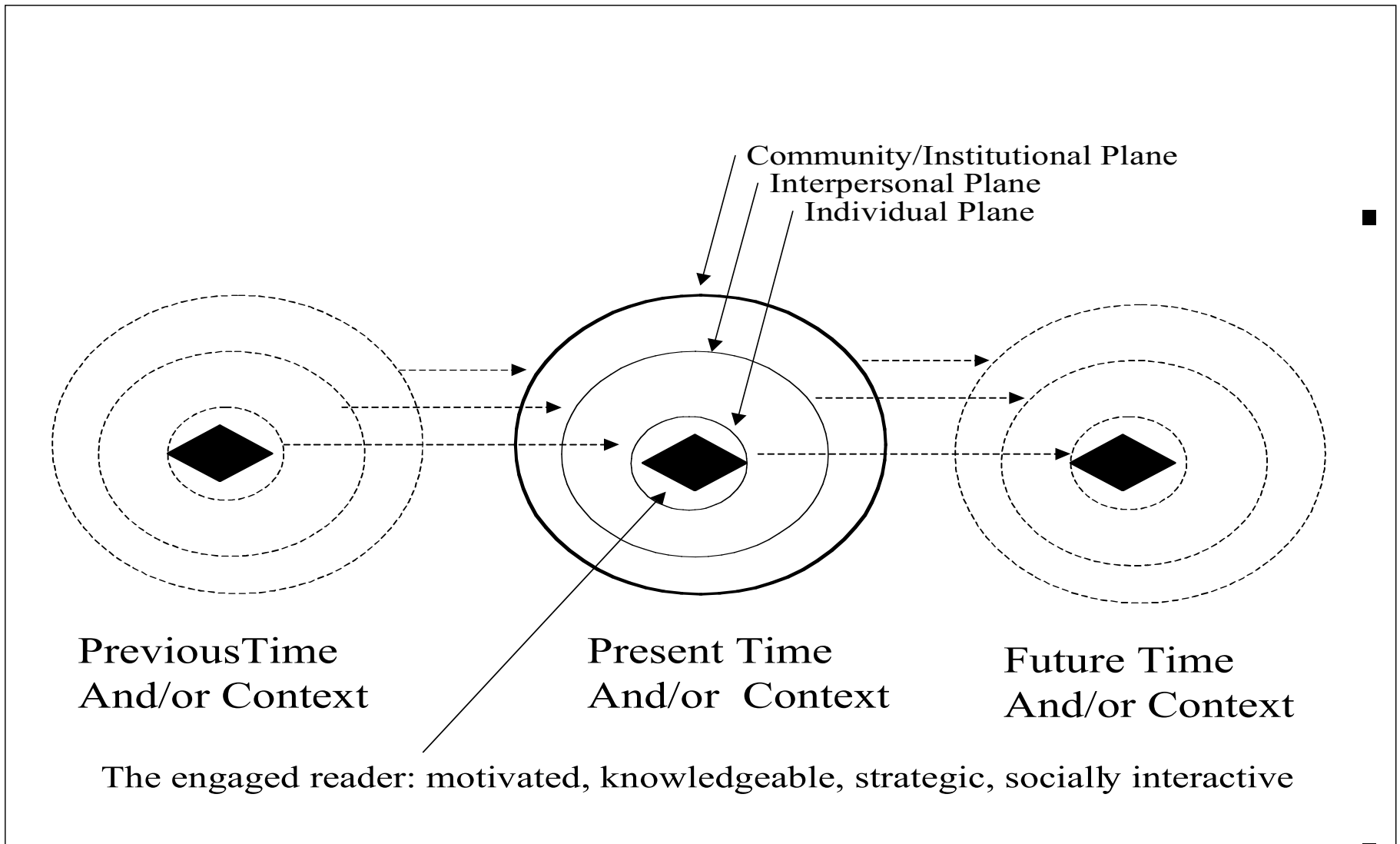
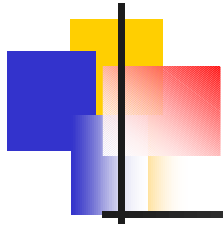
- **how these are embedded in social institutions, and**
- **how these are perceived and experienced by individuals and their communities**

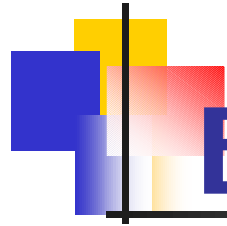




# A Comparative Study of Literacy & Engage-ment: Multiple Planes of Development

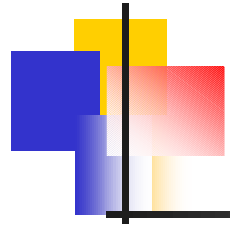






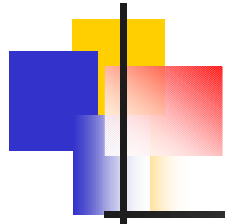
# Budget Responsibilities

- Facilities
- Sub-days – LEARN
- Core Reading Material Program
- Literacy/ STD Based Instruction
- LEARN – Professional Expert
- Early Ed. Program–IMA
- Discretionary Account
- Special Day Class
- Resource Specialist
- Early Literacy–District's
- ADD'L Resources–Textbooks
- ADD'L Resources–Library Books
- Chanda Smith Consent Decree Staff Development
- Block Grant
- Class Size Reduction
- Donations
- Mentor Teacher Program
- LEARN Budget Surplus
- State Textbooks
- IMA
- Gifted Programs
- SRLDP
- State Advisory Expenses
- Operations(Custodial Account)
- Title I Advisory Committee
- ELSA Grant
- Title I–IMA
- Title IV–Library Books
- Bilingual Advisory Committee Expense
- Bilingual–Equipment
- State Comp. Ed
- Environmental Grant
- School Improvement–IMA
- State Preschool Student Body Intervention
- Science materials
- SB P Curriculum
- K–1 Extended Learning
- Rodriguez Consent Degree
- Class Size K–3
- Dropout Prevention
- Standards Based Materials
- Year Round
- Class Size Reduction Grievance 4 & 5
- Intersession Intervention
- FLP 2–5
- TPA Lunch Aide
- TPA Supervision
- Library Support Materials
- Clerical Support
- Parent Training
- Bilingual IMA



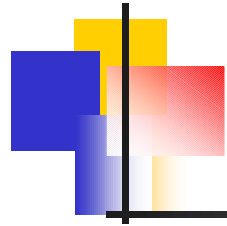
# Programs Implemented in One Year

- **Open Court – District Structured Reading Program**
- **District Tool Kit**
- **Calif. State Standards for EO and ELL**
- **Interim School Course of Study**
- **Standards–based Curriculum Instruction Model**
- **Standards Pacing Calendar**
- **New District Report Standards–based Grading & Promotion**
- **Standards–based Promotion Policy**
- **Standards–based Assessments (on–going & benchmark)**
- **Stanford 9, STEP, Portfolio, Diagnostic**
- **Notice to Parents – Students at risk**
- **Assessments for Extended Learning program Assessments for English Language Learners**
- **HBJ 2<sup>nd</sup> Year of Implementation – (phased out for K–2 in 2000–2001)**
- **Manuals/Guides for Staff Trainings:**
  - **District Balanced Reading Program**
  - **Language Arts State Framework**
  - **English Language Standards**
  - **Standards Pacing Chart**
  - **Interim Course of Study**
  - **English Language Development Handbook**
- **Interventions:**
  - **Standards–based Promotion Log**
  - **In–class**
  - **After School/E.L.P.**
  - **Summer School**
  - **Intensive Academic Support Program**
  - **ELD Assessment Portfolio**



# Just some of the Administrative Tasks for which we are respon-sible. Each one is considered PRIORITY #1 by issuing division.

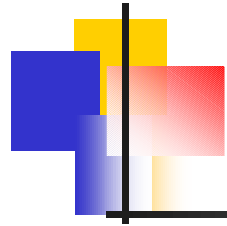
- < Chanda Smith Directives
  - < Sitting on IEP's
  - < Superintendent's Goals
  - < Raising Student Achievement
  - < Assessment and Monitoring of the Instructional Program
  - < Data Analysis
  - < Improving Teacher and Student Attendance
  - < Standards Based on Instruction Issues
  - < Discipline at School Site
  - < Addressing Safety Concerns at the Site from holes in the pavement to Earthquake Safety
  - < Playground and Cafeteria Supervision (Before, during and after school)
  - < Monitoring Student Trips
  - < Dealing with afterschool programs-Drill Team, Youth Services, YMCA
  - < Monitoring of Mentors and New Teachers
  - < Parent Education
  - Intervention Programs:
    - < Reading Recovery
    - < Tutoring
    - < Homework Club
    - < Extended Learning Programs
    - < Cross Age Tutoring/ Literacy Reading Buddies
    - < ABC Boot Camp/ Hewlett Packard Grand
    - < LAAMP (various schools)
    - < Summer Intervention Program
  - Compliance Issues: Title I Directives
  - School Improvement
    - < Bilingual Mandates/ Redesignation/ Monitoring
    - < Prop. 227 Staffing/ Instructional Needs
    - < Monitoring of Categorical Programs
    - < Monitoring of Special Education Program
    - < Program Quality Review (PQR)
    - < Coordinated Compliance Review (CCR)
    - < Parent Compacts
    - < School Behavior Plans
    - < Chanda Smith Consent Decree
  - School Plans: Schoolwide
    - < LEARN
    - < Pathways to Reform
    - < School Based Coordinated Program
    - < Gifted Plan
    - < Safety Plan
    - < Plans for additional Monies throughout the year i.e. Standards Based Instruction, Literacy, Block Grant, etc.
    - < Common Pages
    - < Compliance Responses to Plans
  - School Surveys:
    - < Annual Program Survey
    - < Bilingual Program Survey
    - < EIEAP Surveys
    - < Techonology/ Television Surveys
  - School Accountability Report
  - Rodriguez Consent Decree
  - Professional Development:
    - < Literacy
    - < 1086 Training
    - < ESL/ SDAIE Training
    - < Effective Practices
    - < Special Education
    - < Technology
    - < School Determined Needs
    - < Prop 27 issues
    - < LASI Program
  - Parent concerns regarding everything dealing with Community groups:
    - < Neighborhood Watch, Doves, Volunteers
    - < Parent Education
  - Parent Councils:
    - < Comp. Ed
    - < Bilingual Advisory Councils
    - < School Site Councils
    - < Government/ Local School Leadership Councils
    - < Being on Instructional Cabinets
    - < Being on Cluster or District Cadres
  - Fundraising:
    - < Consolidated Charitable Campaign
    - < Observing multicultural, ethnic, and community programs, holidays and observances at school sites.
  - 5<sup>th</sup> Grade Culmination/ 5<sup>th</sup> Grade Activities:
    - < Dare Culmination
    - < Special School Programs for Parents-holiday programs, celebrations like Cinco De Mayo festivals, Halloween parades, 16<sup>th</sup> of September observances, etc.
    - < Purchasing of all materials for the school from toilet paper to textbooks and computers
  - Dealing with the Budget:
    - < Dealing with multiple budgets (over 50)
    - < Deciphering the IFS System
    - < Budget Transfers
    - < Overtime Requests
    - < Payroll Certification
    - < Monitoring the Budget, expenditures, and checking in materials that come in
    - < Monitoring payment of same
    - < Needs Assessment
    - < Budget Planning redictates of the time
    - < Staffing re the budget
    - < Staffing, Matrix Issues
    - < Staffing of paraprofessionals, office personnel, custodial personnel, etc.
    - < Dealing with UTLA issues
  - Evaluation of teachers, paraprofessionals, Office Cafeteria and Custodial
  - Dealing with maintenance issues, trouble calls, workmen on campus
  - Construction and Bond BB issues
  - Monthly parent newsletter, calendars and other communication
  - Weekly Bulletins
  - Grant Writing
  - Implementing grants when awarded
  - Y2K Problems
  - Securing equipment
  - Getting equipment fixed
  - Dealing with staff concerns-inter and intra group relations
  - Dealing with needs of children
  - Report card survey
  - ESL classes
  - Adopt-A-School program
  - Analyzing Test Results
  - Create and maintain Master Program
  - Student Dances
  - Sports
  - Plays, Concerts, etc.
  - Student Competition
  - Decathalon, Science Bowl, etc.
  - Assemblies
  - Organize Department Meetings
  - Testing Calendars
- AND IT GOES ON.



## Typical Child's Schedule: PM Pre-K and K Program

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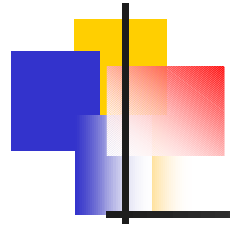
- **5:00–6:00am – Wake up and go to babysitter on bus**
- **6:00–7:00am – Go to school by bus or with babysitter**
- **7:00–8:00am – Breakfast at home school**
- **8:00–8:30 – Bussed to other campus for Latch Key Prog.**
- **8:30–11:15 – Latch Key Program**
- **11:15–11:30 – Bussed back to home school**
- **11:30–12:10 – Lunch**
- **12:10–3:30 – Instructional program**
- **3:30–6:00 – Latch Key Program**
- **6:00 – Latch Key Program closes, child rides bus home**
- **7:00 or later – Arrive home**



## Typical Child's Schedule: AM Pre-K and K Program

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- **5:00–6:00am – Wake up and go to babysitter on bus**
- **6:00–7:00am – Go to school by bus or with babysitter**
- **7:00–8:10am – Breakfast at home school**
- **8:10–11:30 – Instructional Program**
- **11:15–11:30 – Bussed back to home school**
- **11:30–12:10 – Lunch**
- **12:10–6:00 – Child care/other site**
- **6:00 – Parent picks up child and rides bus home**
- **7:00 or later – Arrive home**

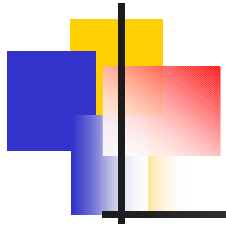


## Typical Child's Schedule: 1<sup>st</sup> to 5<sup>th</sup> Grade

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- **5:00–6:00am – Wake up and go to babysitter on bus**
- **6:00–7:00am – Go to school by bus or with babysitter**
- **7:00–8:10am – Breakfast at home school**
- **8:10–2:30 – Instructional Program**
- **2:30–6:00 – Latch Key Program or bussed to other site**
- **6:00 – Parent picks up child and rides bus home**
- **7:00 or later – Arrive home**





**“We don’t have time to do what we are supposed to do, or evaluate what we are supposed to achieve. Who has the time to organize and implement our educational goals? Who has the time to plan staff development? Who has the time to meet with stakeholders, let alone the students?”**

**– Quote from a principal in LAUSD**