OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Coliseum College Prep Academy

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Coliseum College Prep Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Coliseum College Prep Academy.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Coliseum College Prep Academy

0112797

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students* . In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

VISION

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

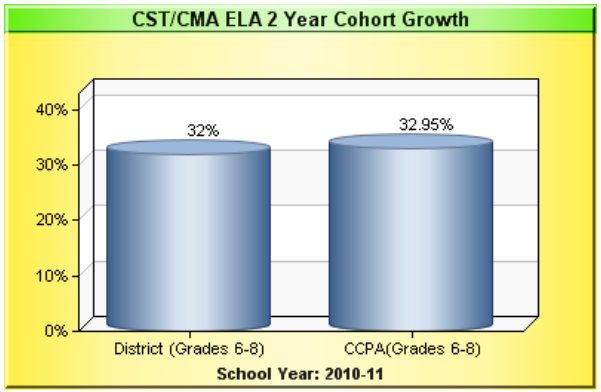
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

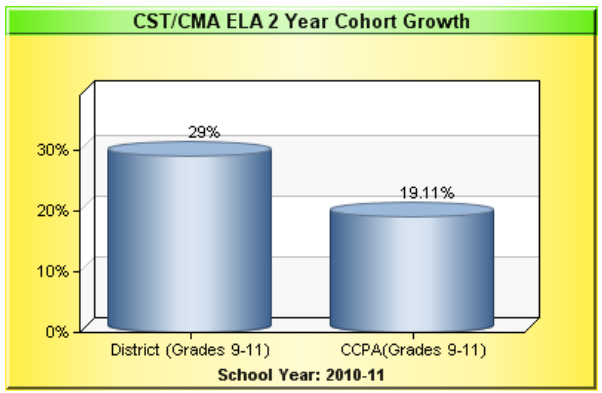
District-level Goals

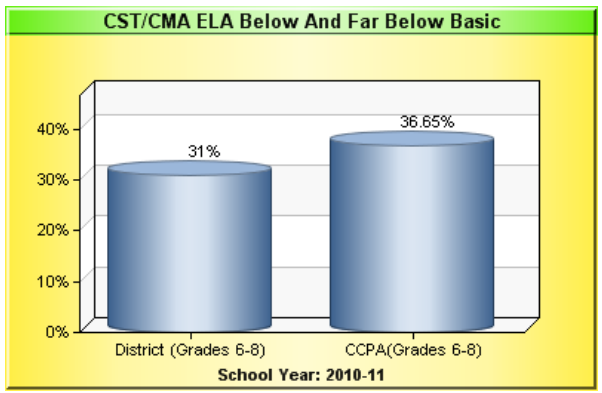
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

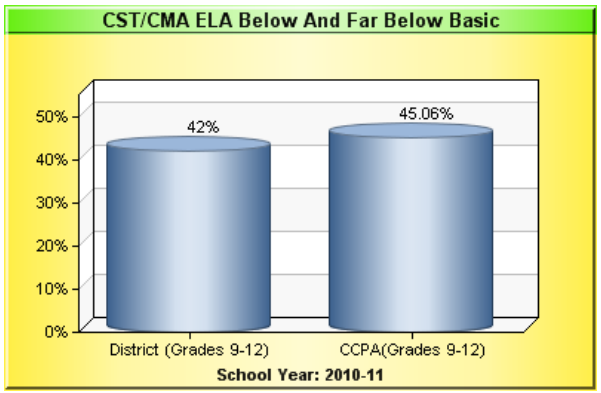
School Federal and State Academic Achievement Goals:

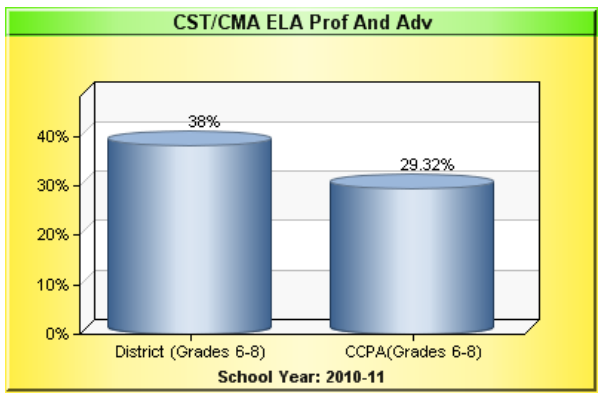
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

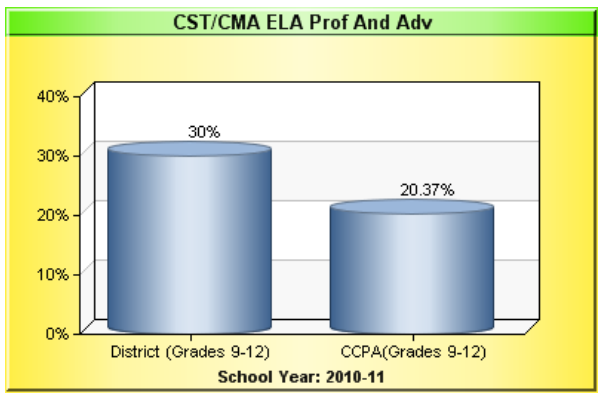


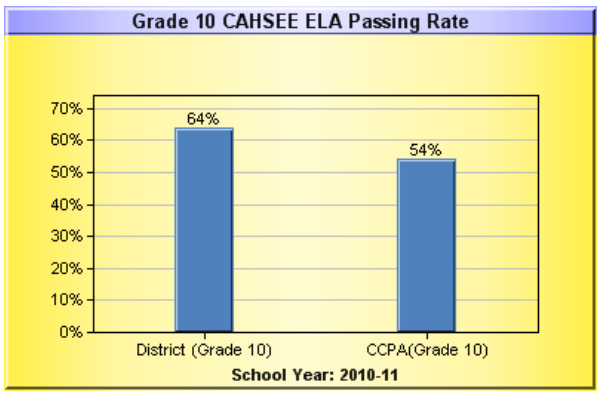












School Data

- In 2011-12, 25-30% of CCPA's students were testing at a CELDT 3 or lower despite living in an English speaking country for six years or longer.
- In 2011-12, more than 50% of CCPAs high school students were reading below grade level.

Theory Action

- CCPA is focused on accelerating students language development (speaking, listening, reading and writing) through direct intervention. This intervention ultimately increases literacy levels and writing proficiency.
- Teaching our students to write at high levels will prepare them for success in college and work.
- Targeted assessment and responsive reading intervention for students reading below grade level will improve students reading levels at the maximum rate.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
ELA small group intervention class to provide instructional support for under achieving students.	SRI, ADEPT and progress tracking of mastery	FBB, BB and BAS	2012-13	Assistant Principal	4/1/2012	232SQI1A1018	E.L.A. Teacher who will work to improve the mastery of students that are under-achieving in regular ELA classes in a small-group (15-18 students) setting.	3010-Title I		K12TCH0680	0.2	$19,988.13
ELA small group intervention class to provide instructional support for under achieving students.	SRI, ADEPT and progress tracking of mastery	FBB, BB and BAS	2012-13	Assistant Principal	4/1/2012	232SQI1A1019	E.L.A. Teacher who will work to improve the mastery of students that are under-achieving in regular ELA classes in a small-group (15-18 students) setting.	3010-Title I		K12TCH1680	0.2	$14,496.37
ELA small group intervention class to provide instructional support for under achieving students.	SRI, ADEPT and progress tracking of mastery	FBB, BB and BAS	2012-13	Assistant Principal	4/1/2012	232SQI1A1020	E.L.A. Teacher who will work to improve the mastery of students that are under-achieving in regular ELA classes in a small-group (15-18 students) setting.	3010-Title I		K12TCH1801	0.2	$16,815.30
Language Intervention in small groups for students persistantly scoring CELDT 3 after 6 years in the country.	Celdt 3, long term	English Learners	2012-13	Language Intervention PLC Lead	4/1/2012	232SQI1A1021	E.L.A. Teacher who will teach two additional periods of E.L.A. to supplement regular E.L.D. classes to accelerate English Learners? mastery of English.	7091-EIA - LEP		K12TCH1959	0.4	$23,426.99
Language Intervention in small groups for students persistantly scoring CELDT 3 after 6 years in the country.	Celdt 3, long term	English Learners	2012-13	Language Intervention PLC Lead	4/1/2012	232SQI1A1024	E.L.A. Teacher who will teach computer-based Intervention Reading, an additional E.L.A. class that will accelerate English Learners? mastery of English.	7091-EIA - LEP		K12TCH0746	0.2	$13,055.84
Language Intervention in small groups for students persistantly scoring CELDT 3 after 6 years in the country.	Celdt 3, long term	English Learners	2012-13	Language Intervention PLC Lead	4/1/2012	232SQI1A1026	High Interest Supplemental Text for strategic reading groups.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$718.85
Targeted reading intervention for students reading three to four levels below grade level.	SRI, QRI	Below Basic	2012-13	ELA PLC Lead and Principal	4/1/2012	232SQI1A1022	E.L.A. Teacher who will teach 2 periods of computer-based Intervention Reading, an additional E.L.A. class that will accelerate students?	3010-Title I		K12TCH0746	0.4	$26,111.68

							mastery of English.					
Targeted reading intervention for students reading three to four levels below grade level.	SRI, QRI	Below Basic	2012-13	ELA PLC Lead and Principal	4/1/2012	232SQI1A1023	E.L.A. Teacher who will teach 2 periods of computer-based Intervention Reading, an additional E.L.A. class that will accelerate students? mastery of English.	3010-Title I		K12TCH0749	0.2	$15,187.99
Targeted reading intervention for students reading three to four levels below grade level.	SRI, QRI	Below Basic	2012-13	ELA PLC Lead and Principal	4/1/2012	232SQI1A1025	High Interest Supplemental Texts for strategic reading groups	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$3,306.23
Targeted reading intervention for students reading three to four levels below grade level.	SRI, QRI	Below Basic	2012-13	ELA PLC Lead and Principal	4/1/2012	232SQI1A1037	Additional health and welfare benifits to cover the 5% increase mandate.	3010-Title I	4399-SURPLUS		0	$0.00
.	.	All Students	.	.	4/1/2012	232SQI1A1038	Mandated health and welfare increase 5% to cover all title 1 associated salary	3010-Title I	4399-SURPLUS		0	$1,077.53
.	.	All Students	.	.	4/1/2012	232SQI1A1039	Mandated health and welfare increase 5% to cover all SCE associated salary	7090-EIA - SCE	4399-SURPLUS		0	$712.00
.	.	All Students	.	.	4/1/2012	232SQI1A1040	Mandated health and welfare increase 5% to cover all LEP associated salary	7091-EIA - LEP	4399-SURPLUS		0	$388.00
Language intervention (tier 3, pull out, specialist teacher) for students testing CELDT 3 or an equvilant after living in an English speaking country for six years or longer. Students have substantial gaps and errors in their production of English.	CELDT, ADEPT, Gap Finder	English Learners	Whole Year	Principal and Literacy Specialist	4/1/2012	232SQI1A2779		Non-SSC approved			0	$0.00
In all classes, teachers instruct the functual language necessary for students to complete objective at a high level.	Unit Plans and Learning targets indicate instructional plan	All Students	whole year	Principal	4/1/2012	232SQI1A2788		Non-SSC approved			0	$0.00
To support language instruction and planning, teachers will continue to plan for language needed as described in the Constructing Meaning curriculum for language instruction.	Unit Plans and Learning targets indicate instructional plan	All Students	whole year	Principal	4/1/2012	232SQI1A2786		Non-SSC approved			0	$0.00
Sustained Silent Reading (SSR) will happen for 25 minutes for each student each	Walkthrough and SRI scores	All Students	whole year	Principal and Literacy Specialist	4/1/2012	232SQI1A2783		Non-SSC approved			0	$0.00

day.												
2012-13 PLC Writing work- Vertically planned writing rubric development, mini lesson development and shared student work analysis.	Unit Plans and Learning targets indicate instructional plan	All Students	whole year	Principal and Literacy Specialist	4/1/2012	232SQI1A2780	PLC work	Non-SSC approved			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

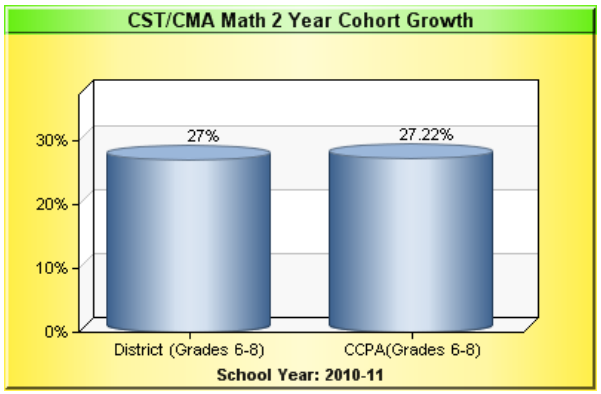
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

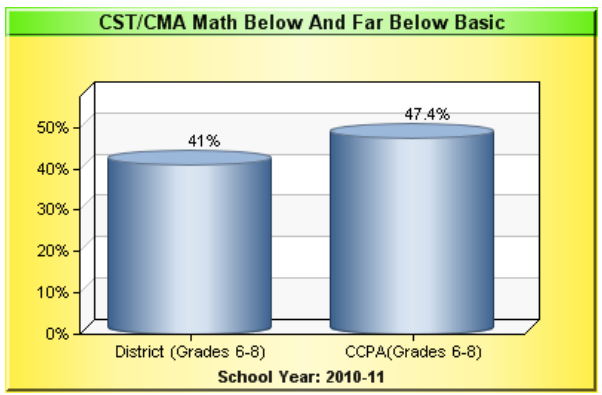
District-level Goals

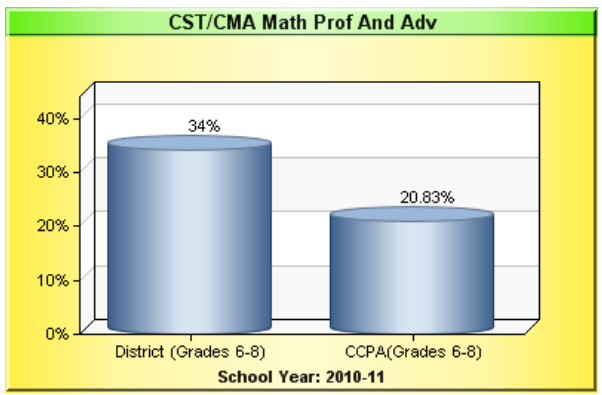
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

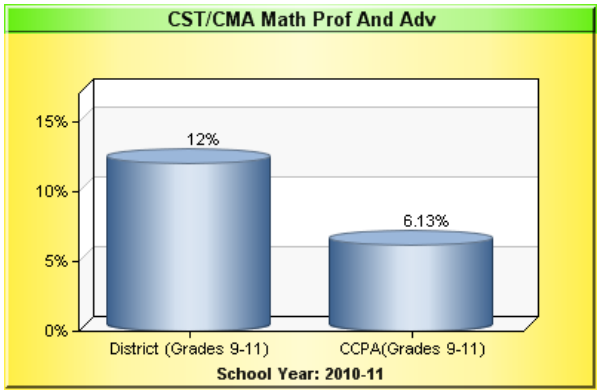
School Federal and State Academic Achievement Goals:

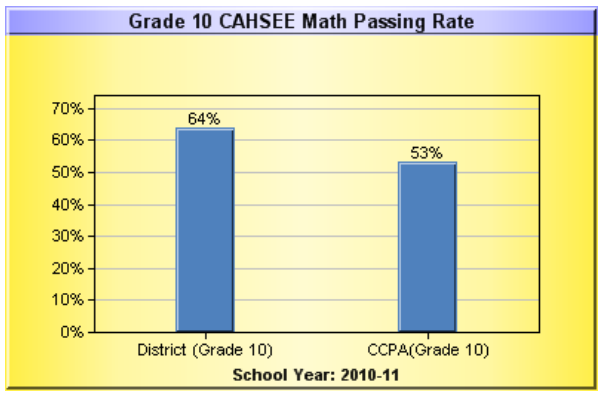
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

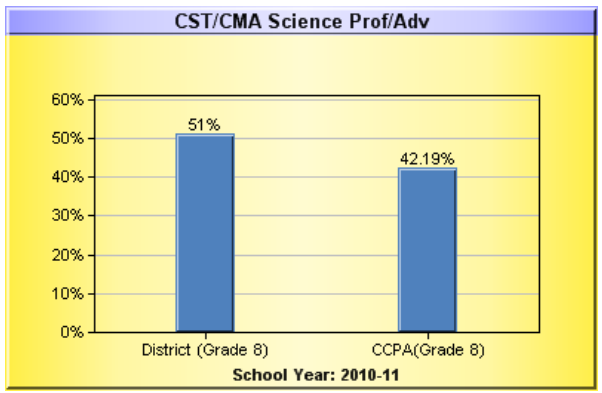


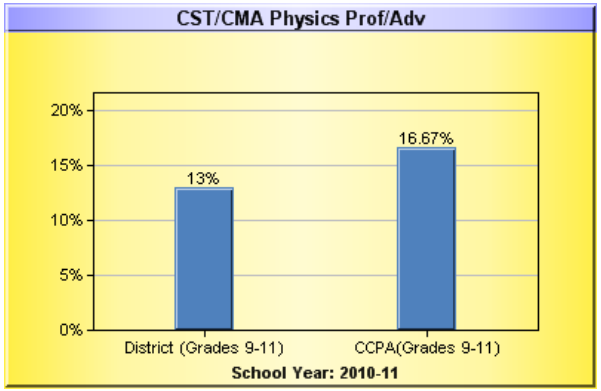


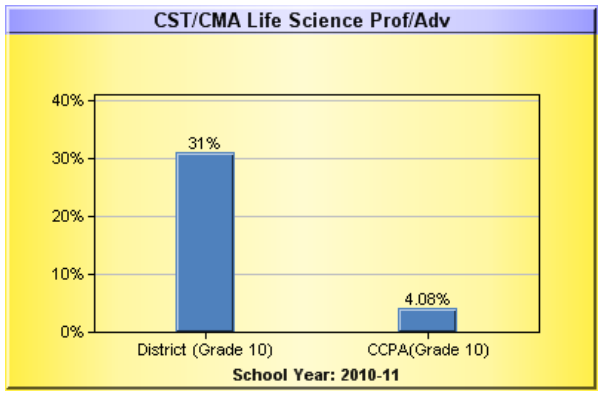


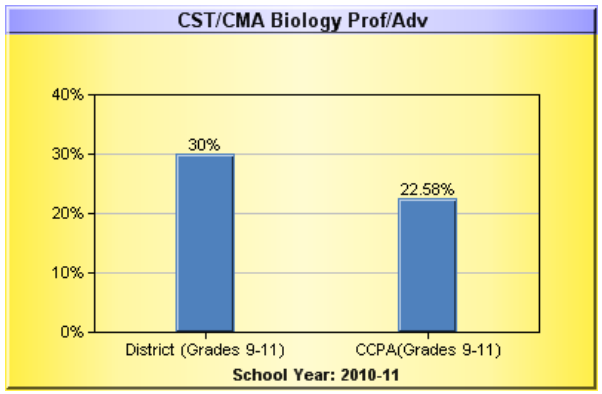


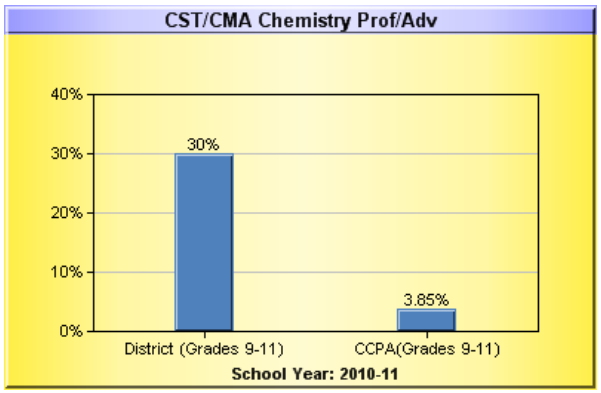












Data Analysis

- In 2011-12, on the second Algebra benchmark 92% of 8th graders are testing in the FBB/BB.

Theory Action

- Requiring all students to take Algebra over two years will increase Algebra proficiency.
- Increased Algebra proficiency will increase student preparation for and preformance in higher levels of math.
- Increased Algebra proficiency will increase student preparation for CAHSEE.
- Taking Algebra in the 9th grade will allow the course to count for math a-g credit.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Small group math intervention to support under achieving students.	CST, Math diagnostic	Below Basic	2012-13	Math PLC Lead, Assistant Principal and Principal	2/28/2012	232SQI1B1027	Math Teacher who will work to improve the mastery of students that are under-achieving in regular math classes in a small-group (15-18 students) setting.	3010-Title I		K12TCH1511	0.2	$14,340.25
Small group math intervention to support under achieving students.	CST, Math diagnostic	Below Basic	2012-13	Math PLC Lead, Assistant Principal and Principal	2/28/2012	232SQI1B1028	Math Teacher who will work to improve the mastery of Algebra by students that are under-achieving in regular Physics classes in a small-group (15-18 students) setting.	3010-Title I		K12TCH2014	0.2	$15,124.20
Small group math intervention to support under achieving students.	CST, Math diagnostic	Below Basic	2012-13	Math PLC Lead, Assistant Principal and Principal	2/28/2012	232SQI1B1029	Math Teacher who will provide individual instruction (?pull-out?) for students that are under-achieving in Algebra	7090-EIA - SCE		K12TCH0751	0.2	$11,133.56
Small group math intervention to support under achieving students.	CST, Math diagnostic	Below Basic	2012-13	Math PLC Lead, Assistant Principal and Principal	2/28/2012	232SQI1B1030	Math Teacher who will provide individual instruction (?pull-out?) for students that are under-achieving in middle-school science	7090-EIA - SCE		K12TCH1512	0.2	$12,903.64
Small group math intervention to support under achieving students.	CST, Math diagnostic	Below Basic	2012-13	Math PLC Lead, Assistant Principal and Principal	2/28/2012	232SQI1B1031	Supplemental Reading material to support math intervention	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$1,480.89
Intervention Algebra class to increase mastery	CST	FBB, BB and BAS	2012-13	Principal	2/28/2012	232SQI1B1032	Math Teacher who will teach two supplemental Algebra classes for students that need to improve their mastery because they are under-achieving in another math class.	7090-EIA - SCE		K12TCH0751	0.4	$22,267.12

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

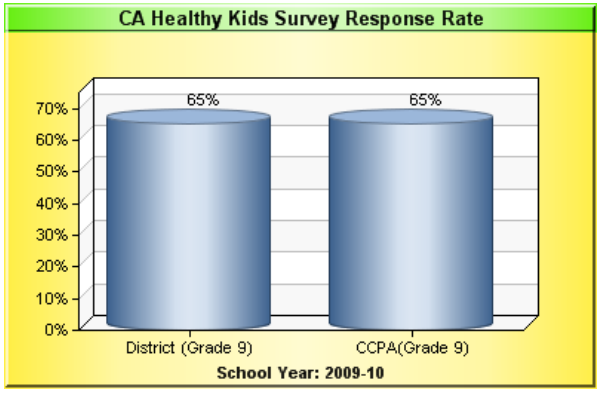
School Quality Standards relevant to this Strategic Priority

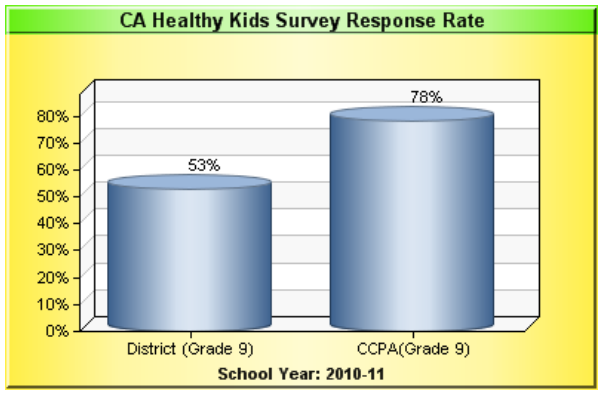
A quality school...

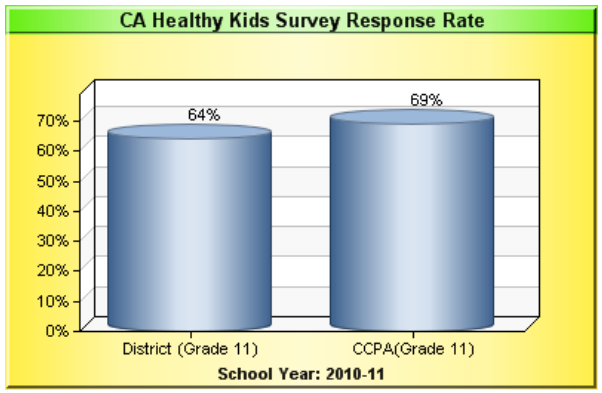
- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

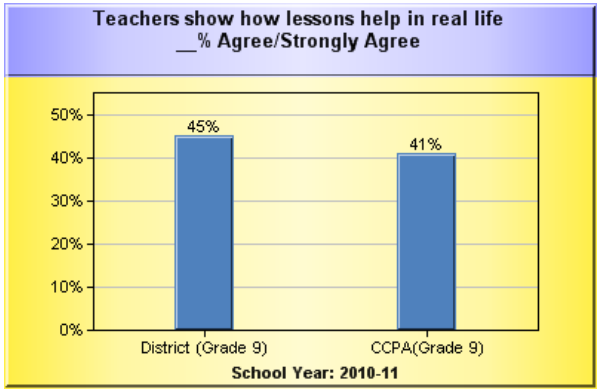
From OUSD Strategic Plan:

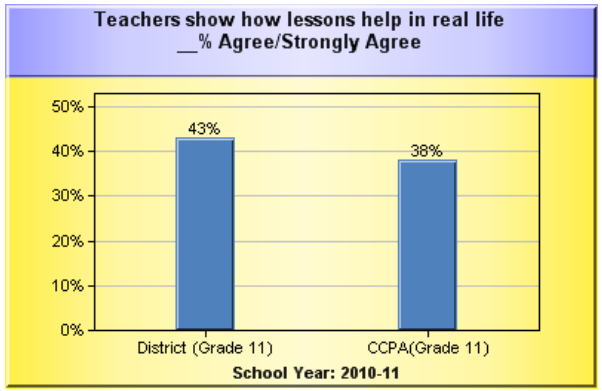
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

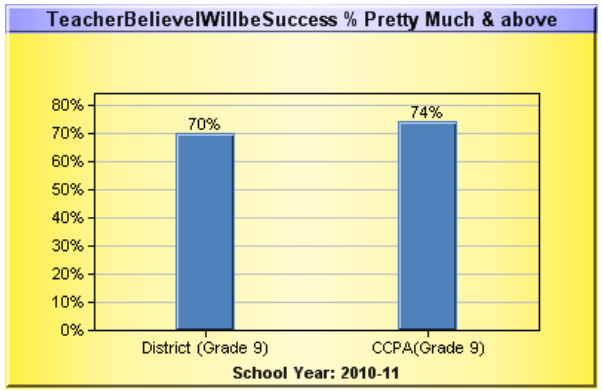


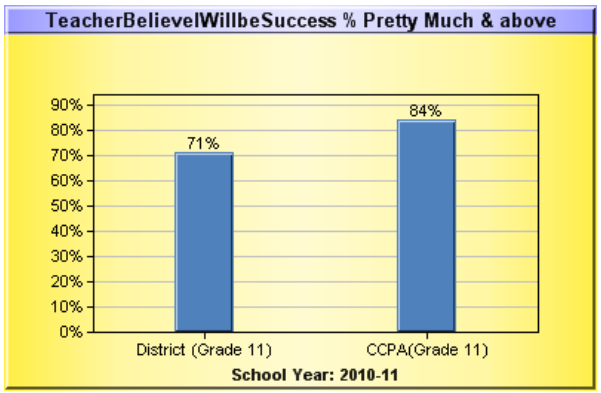












Theory Action

- Students in 6th and 7th grade are sheltered and supported to develop their readiness for the D2 A-G sequence.
- Eliminating the 8-9th grade transition will minimize the number of students going off track in the 9th grade.
- The increased rigor and opportunity available to D3 (11th and 12th grade students) will both make them more marketable to colleges.
- The increased rigor and opportunity available to D3 will support students in gaining experiences that will inform their post HS graduation planning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students will participate in an internship.	MTR data, Safe Haven data	Proficient and Advanced	Whole Year	MTR Coodinator and Principal	4/1/2012	232SQI1C2802		Funded by Community Partner			0	$0.00
Students will successfully take classes at Laney.	MTR data, transcripts	Proficient and Advanced	Whole year	MTR Coordinator and Principal	4/1/2012	232SQI1C2803		Funded by Community Partner			0	$0.00
Summer School for incoming 6th graders	attendance	All Students	summer	Principal	4/1/2012	232SQI1C2809		Funded by Community Partner			0	$0.00
Coring of math and science for D1 (6th and 7th grades) to support development of	SST referals	All Students	All year	D1 team	4/1/2012	232SQI1C2811		Non-SSC approved			0	$0.00

interpersonal relationships and identify student needs.												
All students use planners to organize themselves. This is taught as a transition skill for D1.	Students have planners	All Students	All year	Assistant Principal	4/1/2012	232SQI1C2813		Non-SSC approved			0	$0.00
Extended day for all students 6-10th grade. Extended day through 5pm for D1 (6th and 7th grades)	Attendance	All Students	whole year	After School Program Director	4/1/2012	232SQI1C2814		Non-SSC approved			0	$0.00
Jupiter Grades gradebook and data tracking tool to deepen communication about student preformance to support early intervention.	Usage statistics	All Students	All year	Administratuce team	4/1/2012	232SQI1C2816		Funded by Community Partner			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

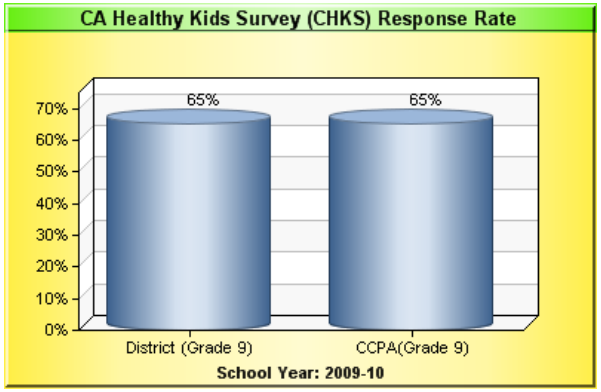
A quality school...

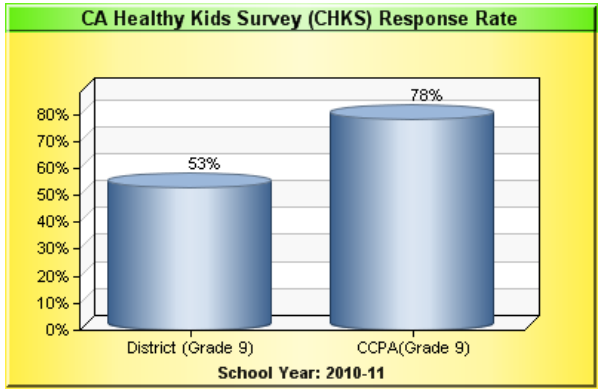
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

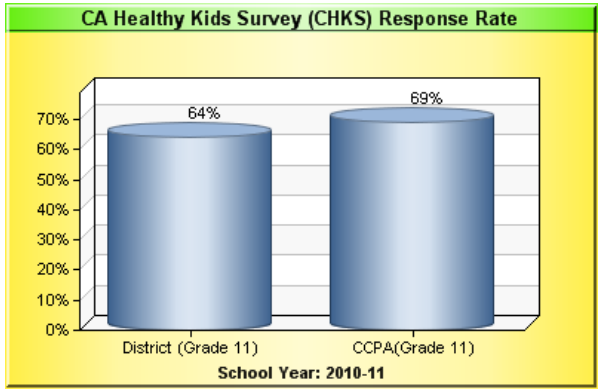
From OUSD Strategic Plan:

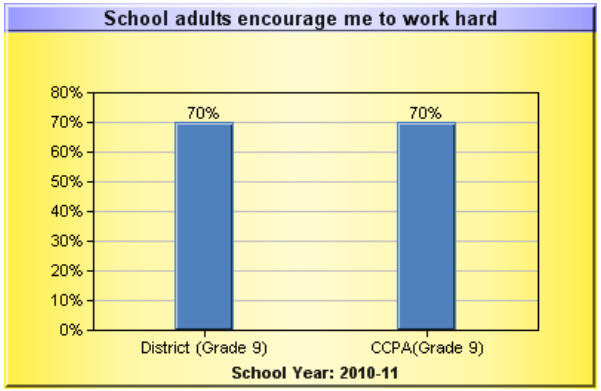
In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

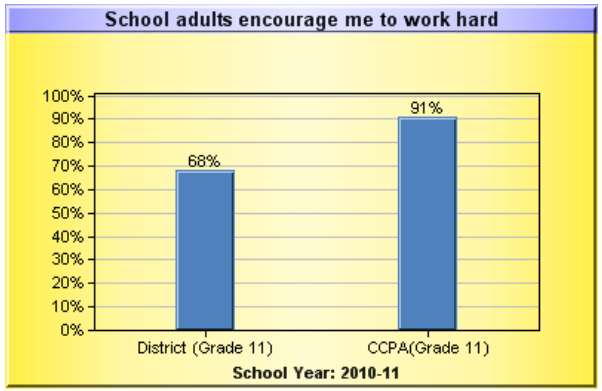
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

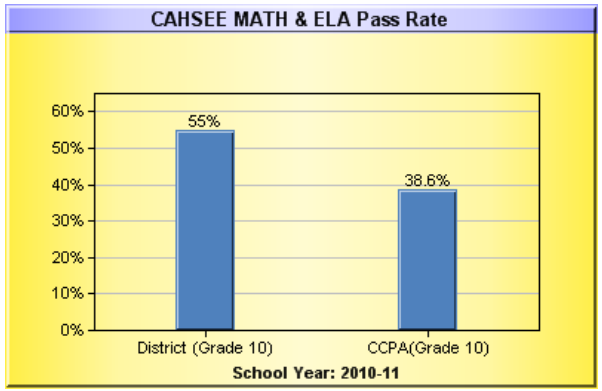












Theory Action

- CCPA's College and Career Exploration Program (Making the Road- MTR) is built on the premise that when students know what a successful future looks like, they are more likely to achieve it.
- When students learn about the multitude of career options available to them, it helps them build the skills they need to pursue their goals.
- Students engagment in school will increase as they receive the increased opportunities offered through MTR including intership and concurrent enrollment.
- Students will become more marketable to colleges as they gain unique experiences that set them apart for other students and build their personal support networks and references.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Making the Road Program (MTR) offering students the opportunity to take concurrenct enrollment classes at Laney.	Students enrolled in courses at Laney	All Students	whole year	Making the Road Program Coordinator	5/8/2012	232SQI1D2824		Funded by Community Partner			0	$0.00
MTR program to offer students internship opportunities in areas of interest.	Students in internships	All Students	whole year	Making the Road Program Coordinator	5/8/2012	232SQI1D2832		Funded by Community Partner			0	$0.00
The BUILD Program- Students create real small businesses to learn about entrepreneurial business as well as cooperative work strategies and facilitative leadership.	Enrollment and business plans	All Students	whole year	BUILD Program and E1 Teacher	5/8/2012	232SQI1D2840		Funded by Community Partner			0	$0.00
Monthly data conferencing and transcript analysis through advisory	data conferencing schedules for advisors	All Students	whole year	Advisors	5/8/2012	232SQI1D2844		Non-SSC approved			0	$0.00
College Center to support in developing family and school culture of college attendance and developing our students into strong applicants. Utilizing a variety of partnerships- Destination College Advising Corps	Survey results around goals pertaining to college attendance	All Students	whole year	College advisor and FRC	5/8/2012	232SQI1D2849		3010-Title I			0	$0.00

from UC Berkeley, METS, College Track, Summer programs												
Family Resource and College Center that develops deep partnerships between the school and families including devloping parent leaders to: 1) Advise school policy 2) Support school operations 3) develop college knowledge 4) hold the expectation to develop close parent-teacher communication around student academic preformance	FRC contacts and event/ service calander	All Students	whole year	FRC Director, PLT	5/8/2012	232SQI1D2857		Funded by Community Partner			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Theory Action

- Strong instruction is the means to success for all students.
- Success in school and recognition of this sucess will create a culture of success.
- All of our students can be successful. Personal relationships over time help students to move to new levels of sucess.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students	GPA, AP	GATE	2012-13	Principal	5/17/2012	232SQI1E4592	GATE PROGRAM SERVICES	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

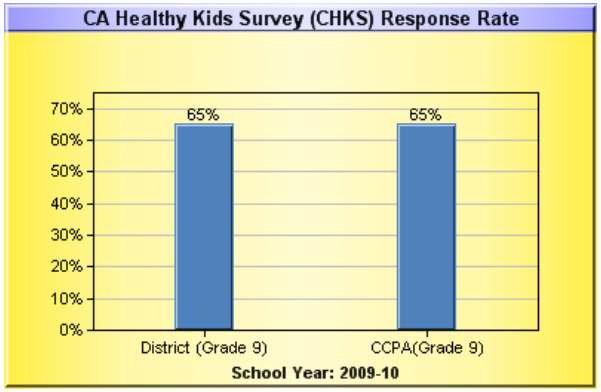
School Quality Standards relevant to this Strategic Priority

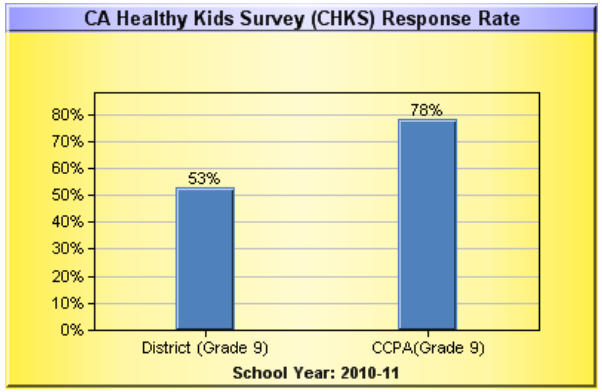
A quality school...

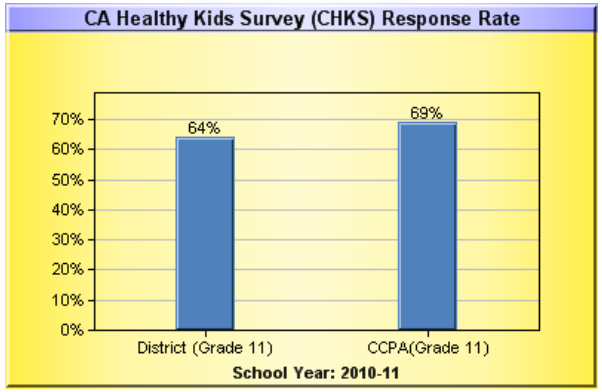
- provides academic intervention and broader enrichment supports before, during, and after school

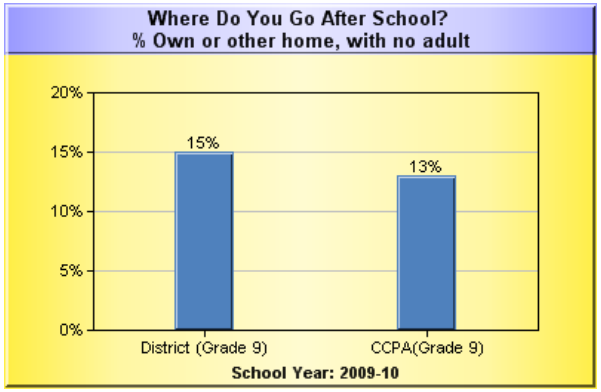
From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.









Theory Action

- Strategic assessment, grouping and instruction of students can allow for substantial skill level development.
- Tracking of all student data in a centralized system allows for more responsiveness from school.
- Students respond to high expectations and should receive privileges and acknowledgement for academic growth and proficiency.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Academic intervention in extended day	All students enrolled in an academic intervention as needed	All Students	whole year	After School Program Director	5/8/2012	232SQI1F2870		Funded by Community Partner			0	$0.00
Elective enrichment is offered in place of or after academic intervention to expand learning opportunities, develop schema and motivate students in academics.	Elective course offerings	All Students	whole year	After School Program Director	5/8/2012	232SQI1F2875		Non-SSC approved			0	$0.00
BUILD Program partnership to create student run businesses.	business plans	All Students	whole year	BUILD Program and E1 Teacher	5/8/2012	232SQI1F2876		Funded by Community Partner			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

A quality school...

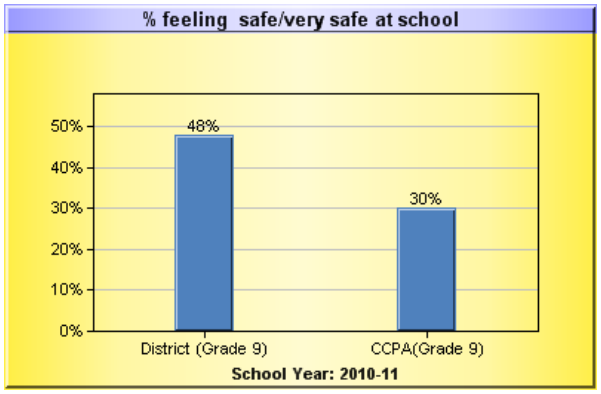
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

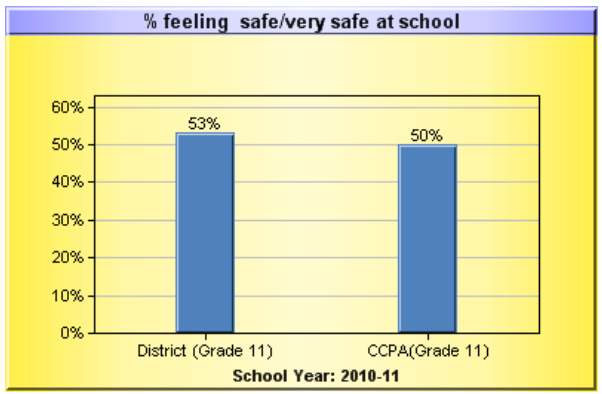
From OUSD Strategic Plan:

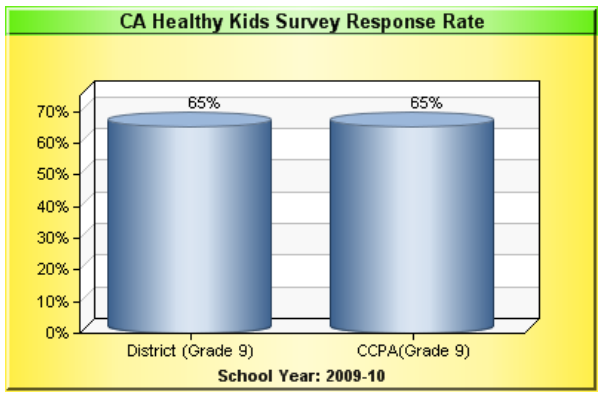
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

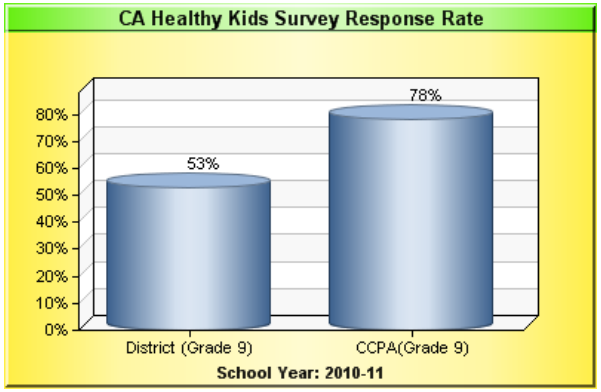
District-level Goals

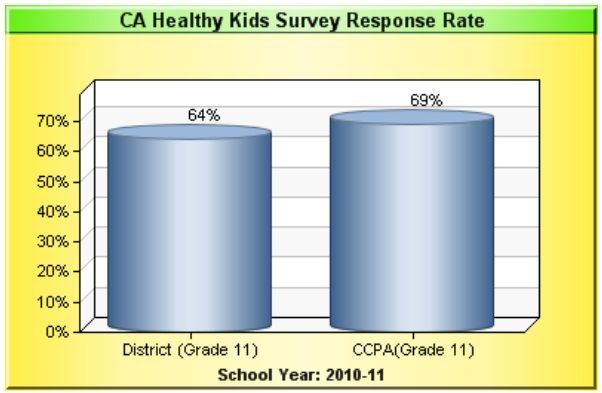
- Reduce Disciplinary Hearing Process referrals by 20%

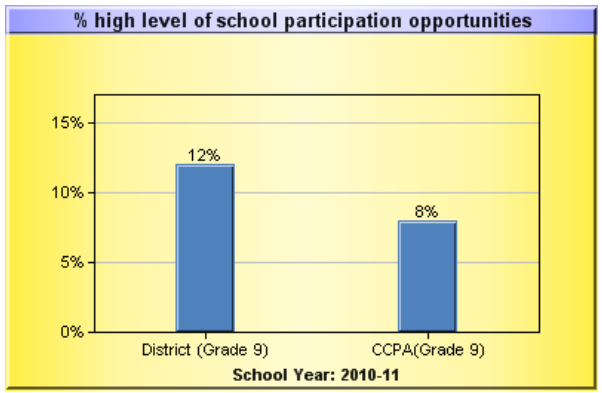


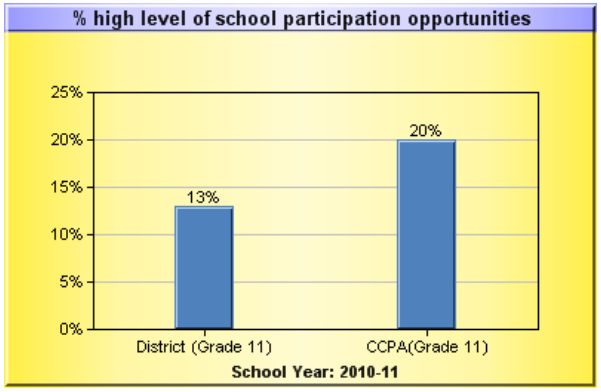


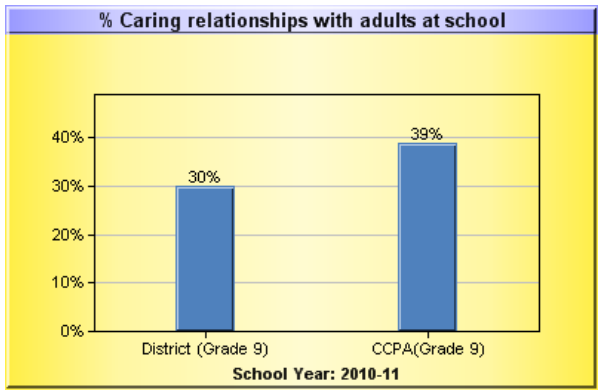


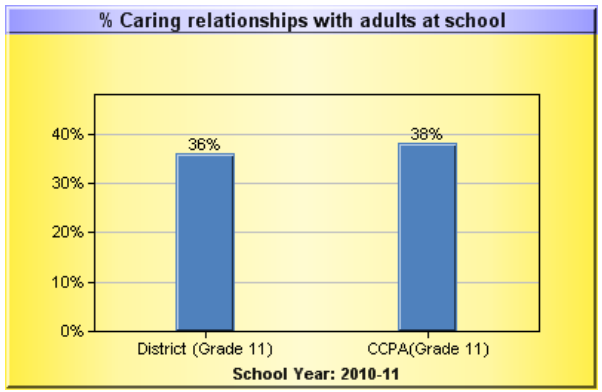

CA Healthy Kids Survey Response Rate
80%
70%
60%
50%
40%
30%
20%
10%
0%
53%
78%
District (Grade 9)
CCPA(Grade 9)
School Year: 2010-11

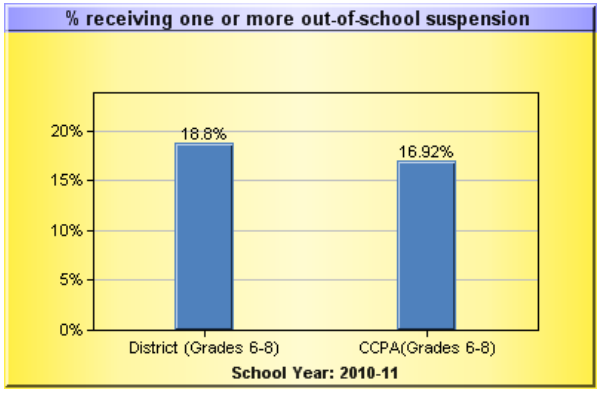

CA Healthy Kids Survey Response Rate
70%
60%
50%
40%
30%
20%
10%
0%
64%
69%
District (Grade 11)
CCPA(Grade 11)
School Year: 2010-11

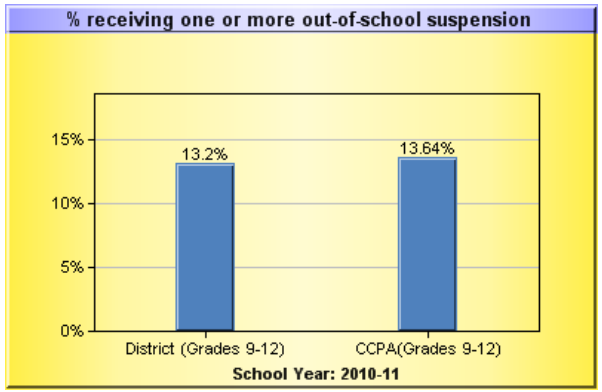

% high level of school participation opportunities
15%
10%
5%
0%
12%
8%
District (Grade 9)
CCPA(Grade 9)
School Year: 2010-11

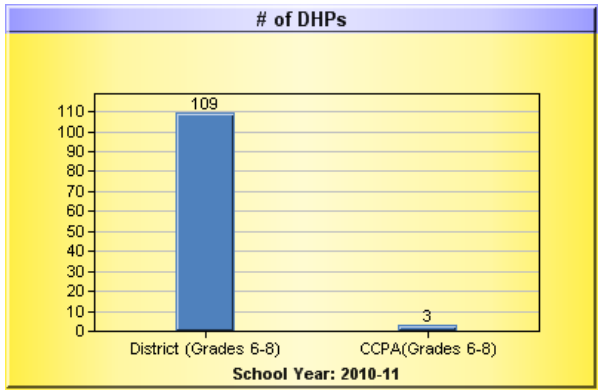

% high level of school participation opportunities
25%
20%
15%
10%
5%
0%
13%
20%
District (Grade 11)
CCPA(Grade 11)
School Year: 2010-11

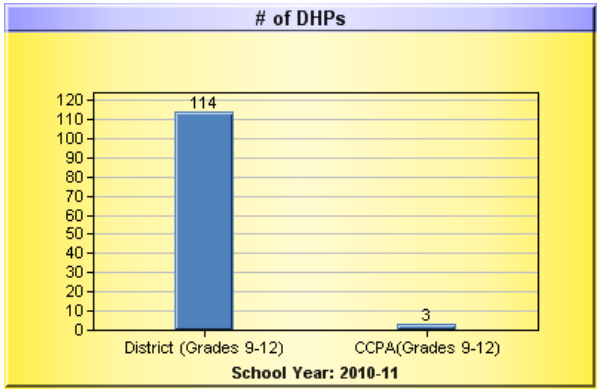

% Caring relationships with adults at school
40%
30%
20%
10%
0%
30%
39%
District (Grade 9)
CCPA(Grade 9)
School Year: 2010-11


% Caring relationships with adults at school
40%
30%
20%
10%
0%
36%
38%
District (Grade 11)
CCPA(Grade 11)
School Year: 2010-11


% receiving one or more out-of-school suspension
20%
15%
10%
5%
0%
18.8%
16.92%
District (Grades 6-8)
CCPA(Grades 6-8)
School Year: 2010-11


% receiving one or more out-of-school suspension
15%
10%
5%
0%
13.2%
13.64%
District (Grades 9-12)
CCPA(Grades 9-12)
School Year: 2010-11


# of DHPs
110
100
90
80
70
60
50
40
30
20
10
0
109
3
District (Grades 6-8)
CCPA(Grades 6-8)
School Year: 2010-11



Theory Action

- As a 6-12th grade, CCPA forges strong relationships between students, teachers, and families over this extended period of time, which allows CCPA to support students? growth and development in a deeper way than conventionally secondary schools,
- Classrooms and teachers must be empowered to support students to success.
- Parents must be informed about their child's performance and connected to the school as an empowered leader and partner.
- The D3 (11th and 12th grade) students are the role model for sucess for our D1 and D2 (6-10th grade) students.
- Our school must clarify its belief system and define it across all spaces and groups in the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
CCPA will have Restorative Justice (RJ) circles running in at least 5 classrooms in 2012-13.	circles happen weekly	All Students	whole year	RJ Action Plan holders	4/1/2012	232SQI2A2900		Centralized Services			0	$0.00
Jupitergrades online gradebook and data system will unity community with a focus on student performance.	Usage statistics	All Students	whole year	Principal	4/1/2012	232SQI2A2909		Funded by Community Partner			0	$0.00
Jupitergrades online gradebook and data system will unity community with a focus on student performance.	Usage statistics	All Students	whole year	Principal	4/1/2012	232SQI2A2910		N/A			0	$0.00
Creating college boards and displays to show the success of D3 students to younger students and all families. Make the D3 students' accomplishments and paths obvious to younger students and their families.	Board, artifacts	All Students	whole year	College advisor and FRC	4/1/2012	232SQI2A2913		3010-Title I			0	$0.00
Creating college boards and displays to show the success of D3 students to younger students and all families. Make the D3 students' accomplishments and paths obvious to	Board, artifacts	All Students	whole year	College advisor and FRC	4/1/2012	232SQI2A2914		3010-Title I			0	$0.00

younger students and their families.												
The school will continue Positive Behavior Intervention and Support (PBIS) work to get the whole school on the same page around how we do our work at school.	Core values and expectations are clear and followed	All Students	whole year	Principal and PBIS Team	4/1/2012	232SQI2A2930		Centralized Services			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

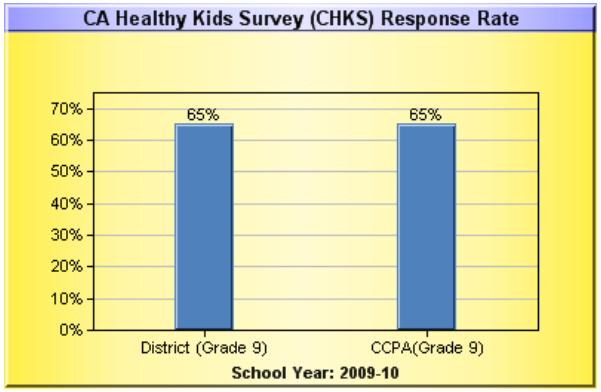
School Quality Standards relevant to this Strategic Priority

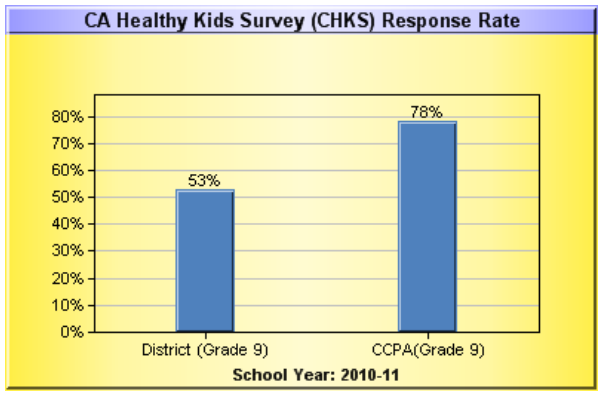
A quality school...

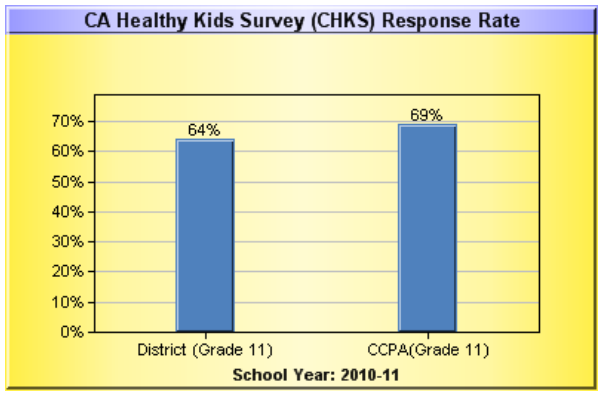
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

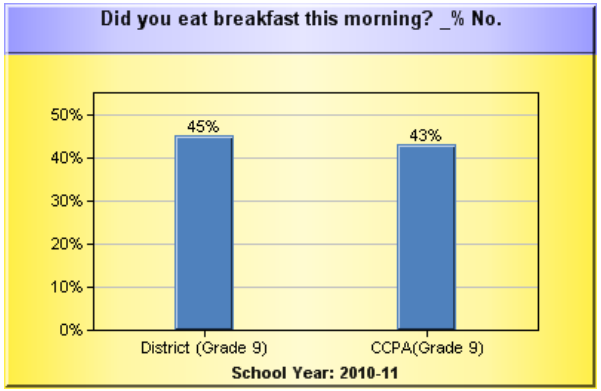
From OUSD Strategic Plan:

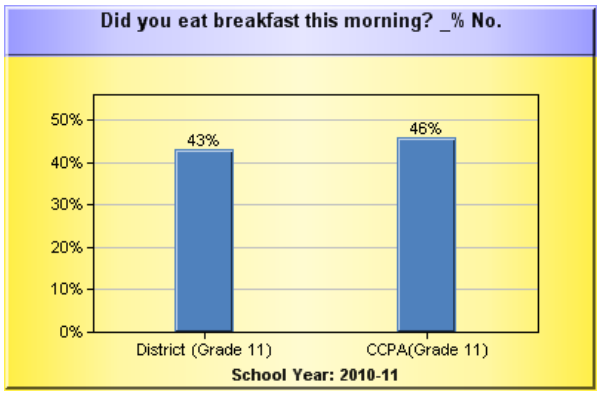
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

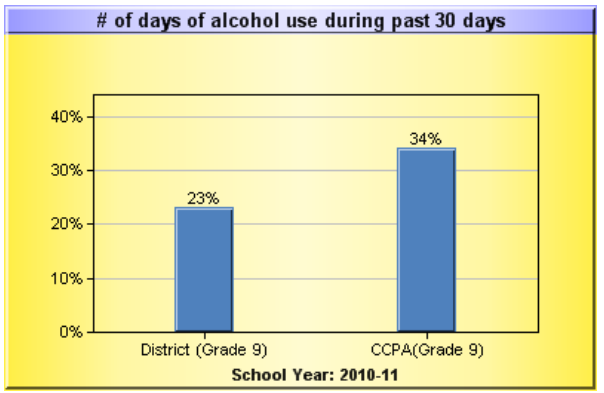


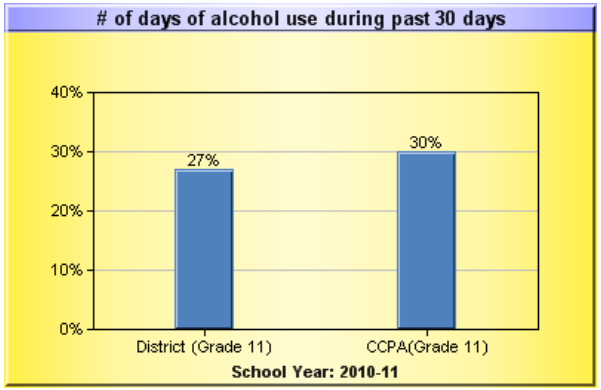


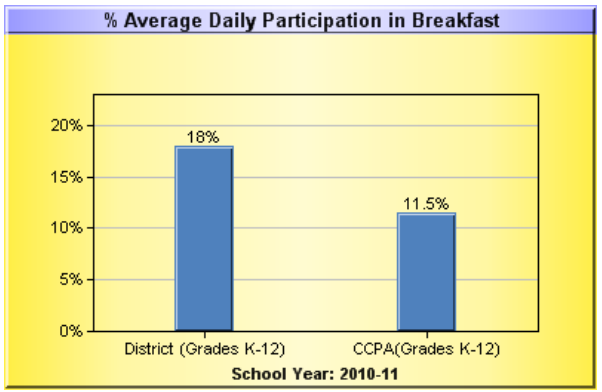


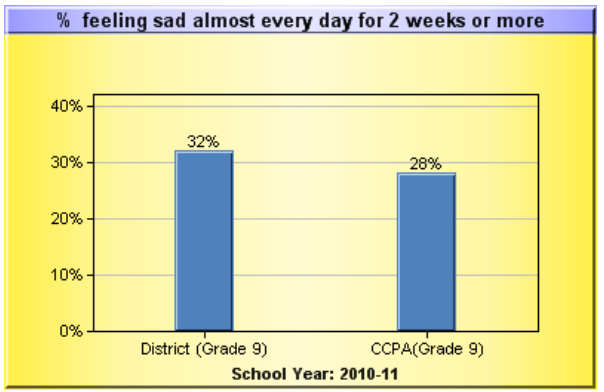

Did you eat breakfast this morning? _% No.
50%
40%
30%
20%
10%
0%
45%
43%
District (Grade 9)
CCPA(Grade 9)
School Year: 2010-11

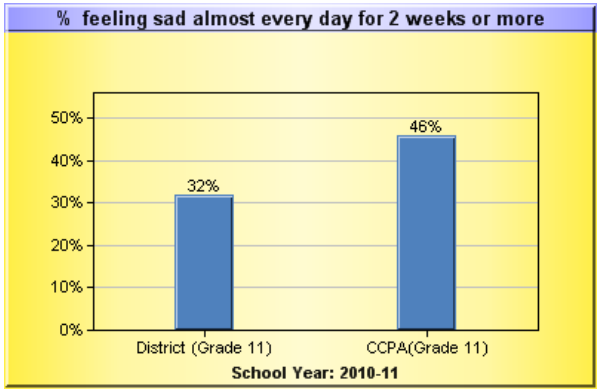

Did you eat breakfast this morning? _% No.
50%
40%
30%
20%
10%
0%
43%
46%
District (Grade 11)
CCPA(Grade 11)
School Year: 2010-11

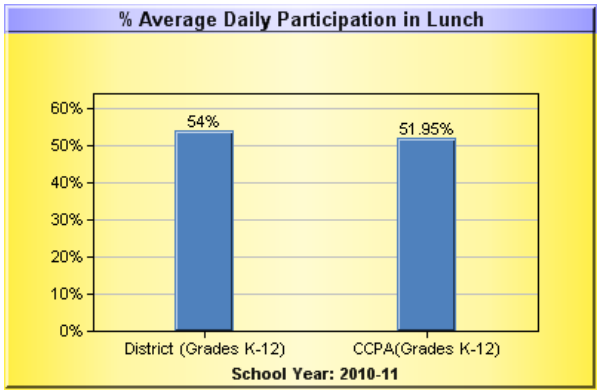

# of days of alcohol use during past 30 days
40%
30%
20%
10%
0%
23%
34%
District (Grade 9)
CCPA(Grade 9)
School Year: 2010-11

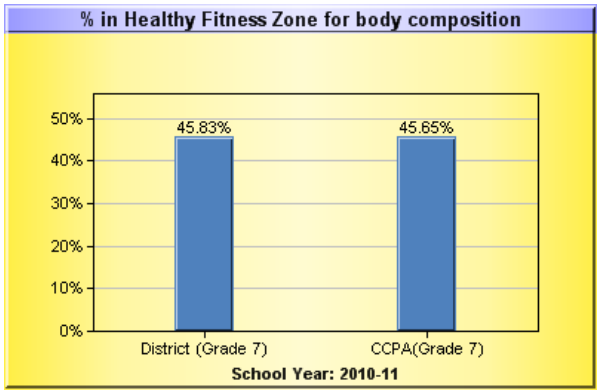

# of days of alcohol use during past 30 days
40%
30%
20%
10%
0%
27%
30%
District (Grade 11)
CCPA(Grade 11)
School Year: 2010-11

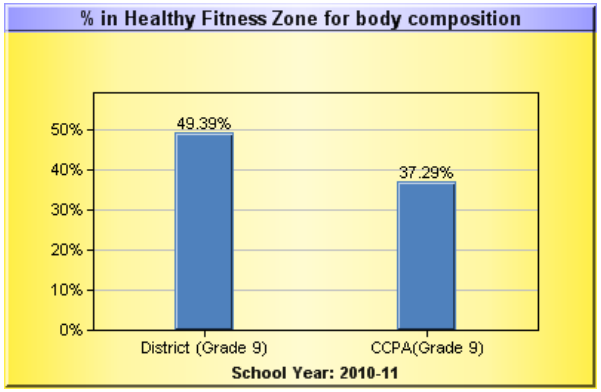

% Average Daily Participation in Breakfast
20%
15%
10%
5%
0%
18%
11.5%
District (Grades K-12)
CCPA(Grades K-12)
School Year: 2010-11

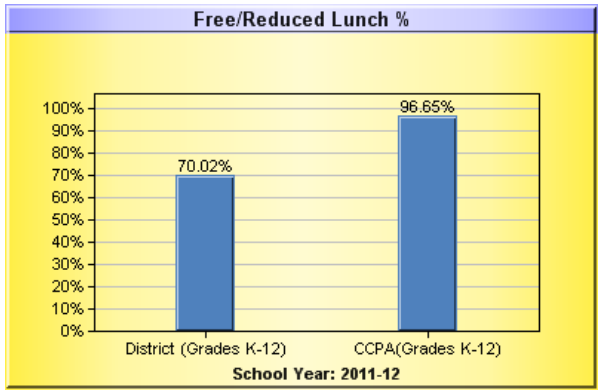

% feeling sad almost every day for 2 weeks or more
40%
30%
20%
10%
0%
32%
28%
District (Grade 9)
CCPA(Grade 9)
School Year: 2010-11


% feeling sad almost every day for 2 weeks or more
50%
40%
30%
20%
10%
0%
32%
46%
District (Grade 11)
CCPA(Grade 11)
School Year: 2010-11


% Average Daily Participation in Lunch
60%
50%
40%
30%
20%
10%
0%
54%
51.95%
District (Grades K-12)
CCPA(Grades K-12)
School Year: 2010-11


% in Healthy Fitness Zone for body composition
50%
40%
30%
20%
10%
0%
45.83%
45.65%
District (Grade 7)
CCPA(Grade 7)
School Year: 2010-11





Theory Action

- CCPA believes in developing a community to support eachother in doing our best to highly educate our children.
- CCPA believes that regular and preventative supports will keep students in school and engaged in learning.
- CCPA believes in the full service community school model. Our partners provide support services to students for medical and mental health needs in addition to supporting other basic needs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Health Clinic on our campus through a partnership with La Clinica providing medical, mental, nutritional and dental health services.	Services provided	All Students	whole year	La Clinica staff and Assistant Principal	4/1/2012	232SQI2B2883		Funded by Community Partner			0	$0.00
Mental Health services as coordinated by Elev8 and safe passages to provide mental health services.	COST Referral log	All Students	whole year	Elev8 Coordinator	4/1/2012	232SQI2B2889		Funded by Community Partner			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

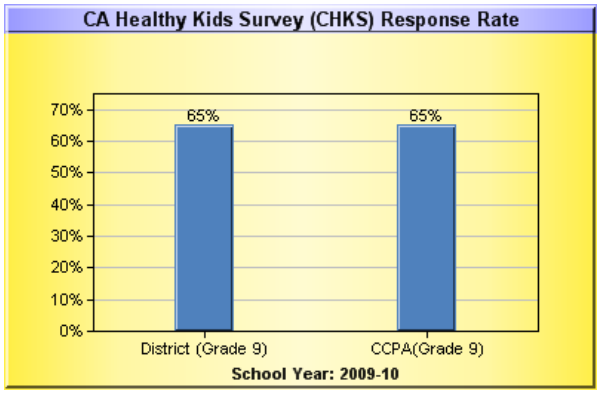
A quality school...

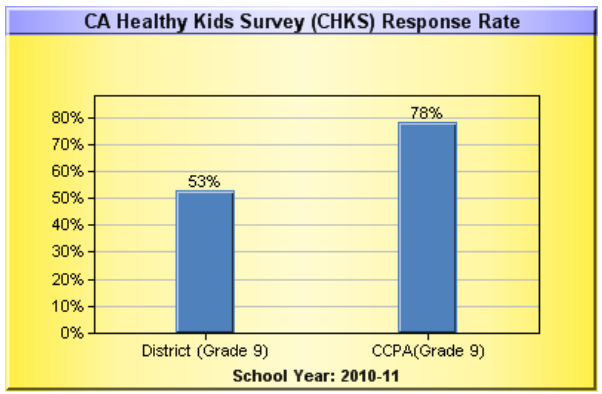
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

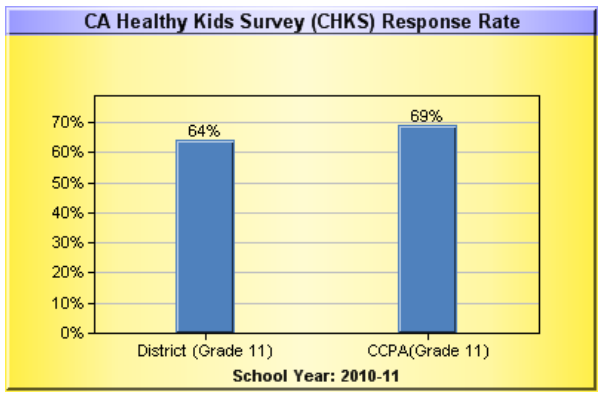
From OUSD Strategic Plan:

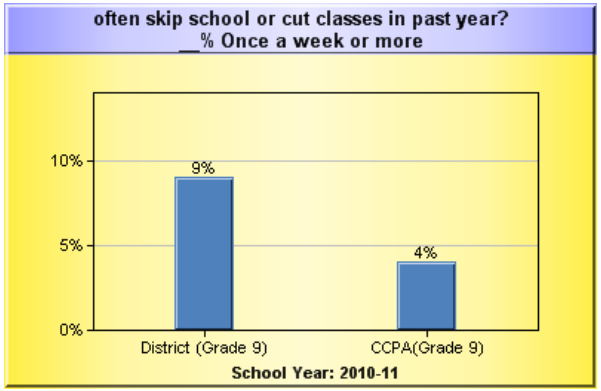
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

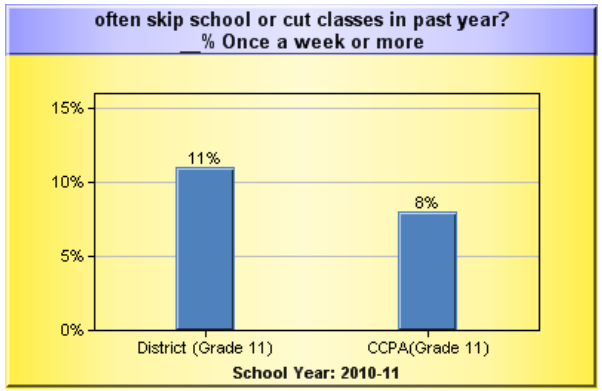
1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

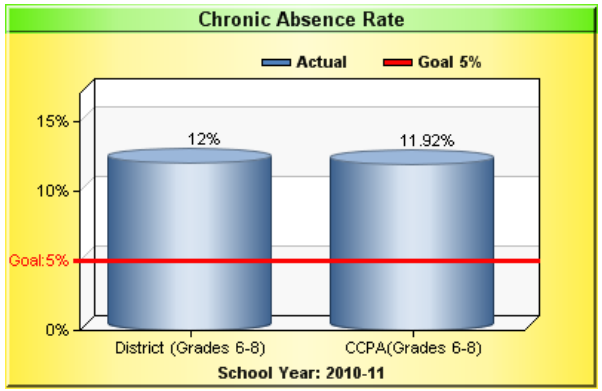


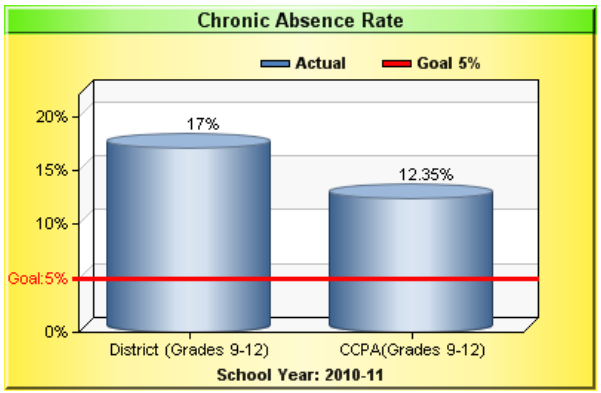


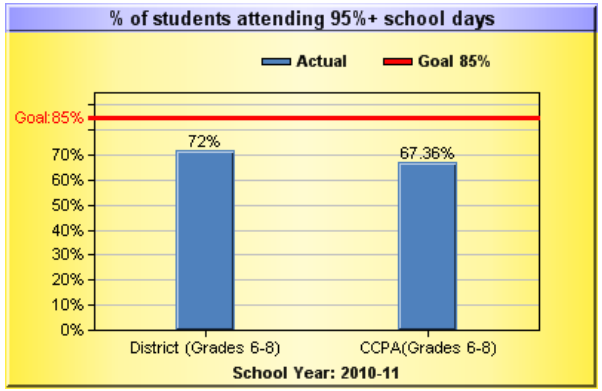


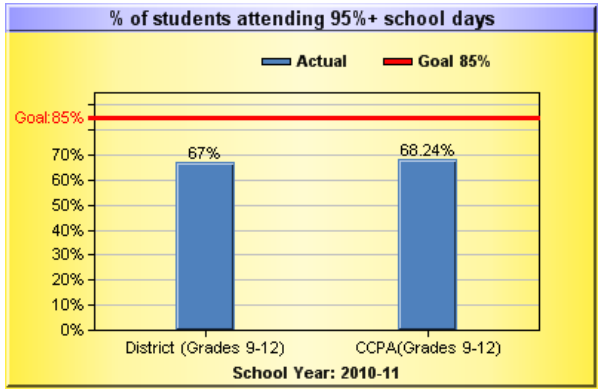


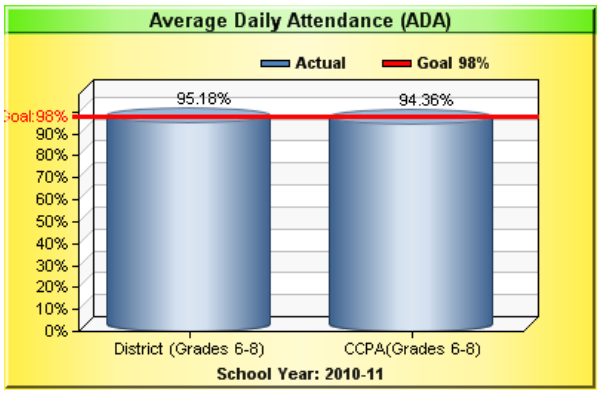


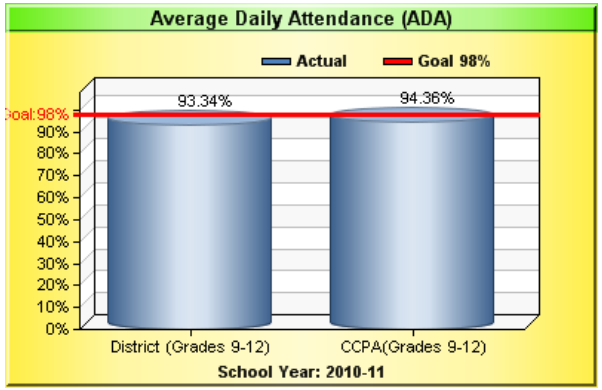












School Data

- Chronic Absence By Student

Data Analysis

- Inflated chronic absenteeism for AA males (26% compared to 10% overall)
- Speculation around reasoning for absence- out for suspension, one long term absence, multiple missed days
- Possible over representation of special education student and new student.
- 15 students are severely chronically absent (missing >20%)

Theory Action

- Building awareness around the importance of attendance- both educational and financial
- Building relationships
- Building critical mass and culture

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Refer severely chronically absent students to the family case manager.	reduced absence for targetted students	All Students	1213	Attendance Clerk	1/5/2012	232SQI2C246		N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

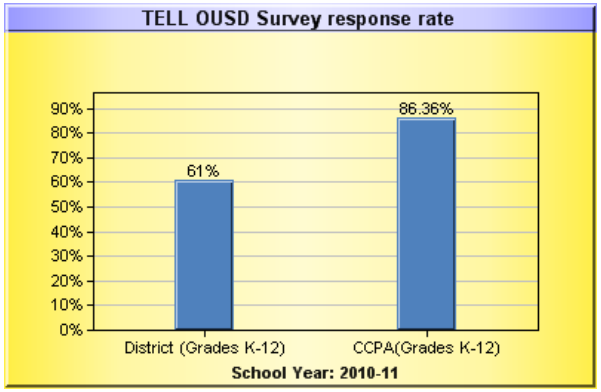
A quality school...

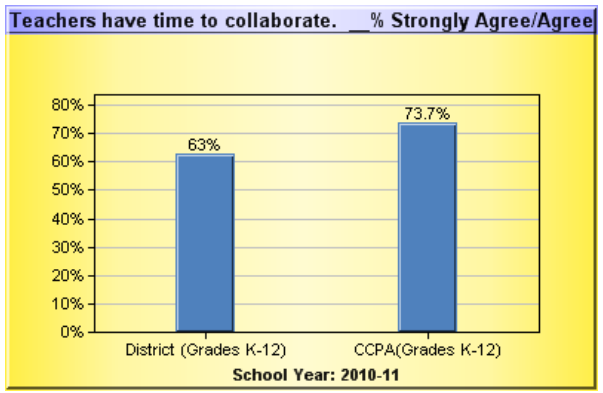
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

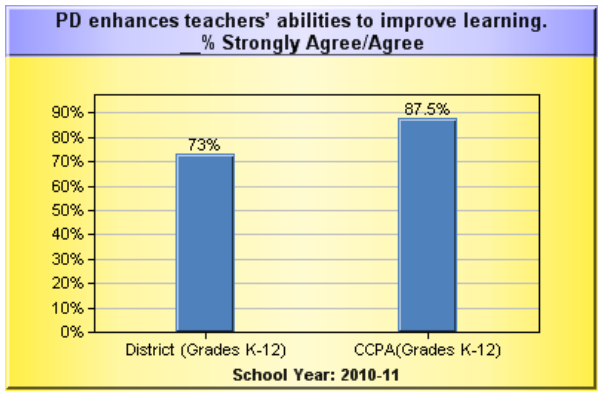
From OUSD Strategic Plan:

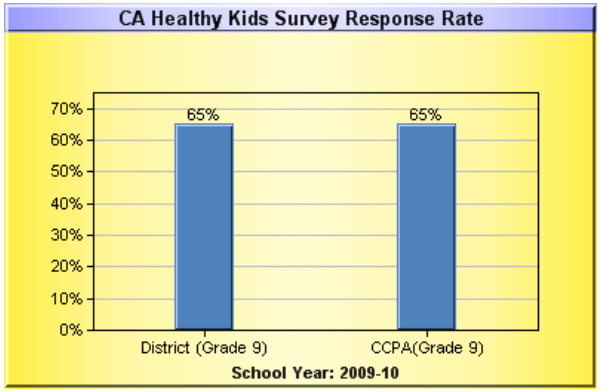
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

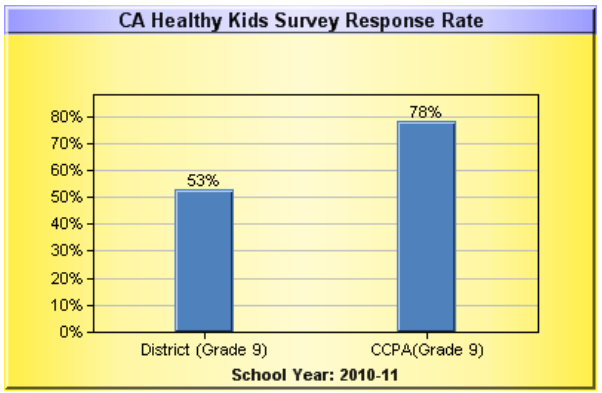
1. Improve the conditions in schools to retain 80% of effective teachers

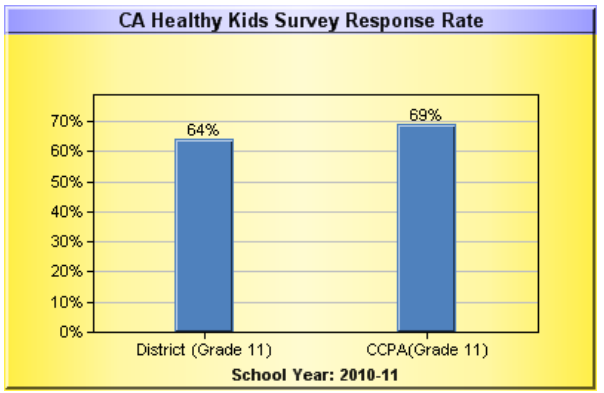












Theory Action

- Empowerment is the means to investment and deep work.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will work in PLCs (Professional Learning Community) to facilitate instructional reflection and improvement.	Instructional planning	All Students	2012-13	PLC Lead Teachers	4/1/2012	232SQI3A1017	Teacher Extra Pay to support the development of skills to improve student achievement and proficiency.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	$12,800.00
See family and community engagement for parent leadership.	calendar and sign-in	All Students	whole year		4/1/2012	232SQI3A2966		Funded by Community Partner			0	$0.00
See family and community engagement for parent leadership.	calendar and sign-in	All Students	whole year		4/1/2012	232SQI3A2967		N/A			0	$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- Parents are the keepers of the vision at CCPA. They are advisors to policy and leaders in the work.
- Parent engagment and education about college and our school is important and must be regular to present a unified front to students.
- Parents can be developed to support their students to college and for success in CCPA.
- Parents are a resource to our school community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide language instruction for parents to improve their understanding of our school culture.	Parent feedback	All Students	2012-13	FRC (Family Resource Center) Director	5/8/2012	232SQI4A1033	An adult education teacher to support the development of parents? literacy in English so that they can be more engaged in their children?s education	3010-Title I	1128-TEACHERS SALARIES HOURLY		0	$4,178.55
Provide language instruction for parents to improve their understanding of our school culture.	Parent feedback	All Students	2012-13	FRC (Family Resource Center) Director	5/8/2012	232SQI4A1034	An adult education teacher to support the development of parents? literacy in English so that they can be more engaged in their children?s education	9901-Title I - Parent Participation	1128-TEACHERS SALARIES HOURLY		0	$2,821.45
Provide parents with home language access to school.	Parent feedback	English Learners	2012-13	Principal	5/8/2012	232SQI4A1035	Bilingual Clerk who will assist Spanish-speaking parents that visit the school to learn about its instructional policies and	7091-EIA - LEP		CLKBIL0044	0.2	$9,079.45

							procedures.					
Provide parents with home language access to school.	Parent feedback	English Learners	2012-13	Principal	5/8/2012	232SQI4A1036	Bilingual Clerk who will assist Spanish-speaking parents that visit the school to learn about its instructional policies and procedures.	7090-EIA - SCE		CLKBIL0044	0.45	$20,428.77
Parent Advisory Board advises CCPA leadership on parent opinion on prospective policy and outcomes.	calendar and sign-in	All Students	whole year	Principal and FRC staff	5/8/2012	232SQI4A2942		Non-SSC approved			0	$0.00
Parent Leadership Team (PLT) takes on initiatives to support the schools functioning and parents' vision.	calendar and sign-in	All Students	whole year	FRC and PLT	5/8/2012	232SQI4A2944		Funded by Community Partner			0	$0.00
Open school day and Coffee with the Principal- meetings for parents to bring feedback to school leadership.	calendar and sign-in	All Students	whole year	Principal and FRC staff	5/8/2012	232SQI4A2945		Funded by Community Partner			0	$0.00
African American Parents Group- to cultivate the pool of African American parent leaders.	calendar and sign-in	Ethnicity	whole year	Principal and FRC staff	5/8/2012	232SQI4A2947		Funded by Community Partner			0	$0.00
College Knowledge workshops for families and students	calendar and sign-in	All Students	whole year	FRC and College Advisor	5/8/2012	232SQI4A2949		3010-Title I			0	$0.00
Parenting classes and resources- Elev8 and FRC driven	calendar and sign-in	All Students	whole year	FRC and Elev8	5/8/2012	232SQI4A2951		Funded by Community Partner			0	$0.00
Home visits to support connection between home and school	schedule of meetings	All Students	October	Assistant Principal	5/8/2012	232SQI4A2954		Non-SSC approved			0	$0.00
Student Led Conferences (SLCs) to support the home-school connection around academic expectations and performance.	calendar and sign-in	All Students	January and June	Assistant Principal	5/8/2012	232SQI4A2956		Non-SSC approved			0	$0.00
English Classes with PACT time to support parents in performing classroom observations	schedule of observations	All Students	whole year	Adult Ed Teacher	5/8/2012	232SQI4A2957		3010-Title I			0	$0.00
Support services for families- legal, tax, food, health and mental health care, etc.	Usage statistics	All Students	whole year	Elev8 Coordinator and FRC	5/8/2012	232SQI4A2958		Funded by Community Partner			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Coliseum College Prep Academy **Principal:** AMY CAROZZA

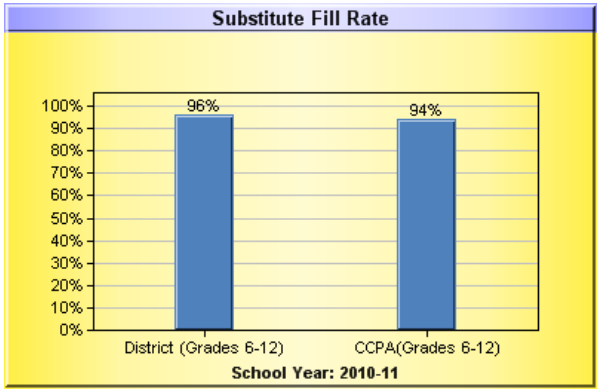
School Quality Standards relevant to this Strategic Priority

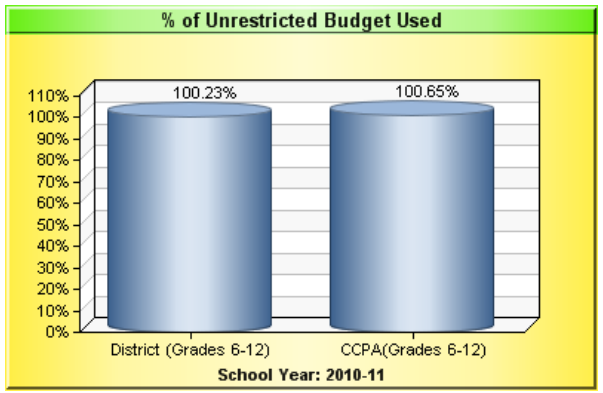
A quality school...

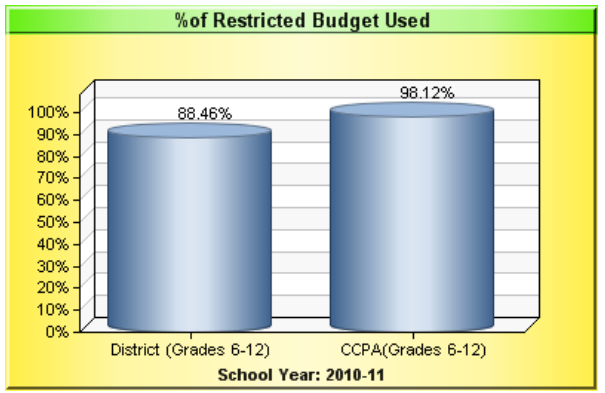
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.







Theory Action

- Empowerment is the means to investment and deep work.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All professional development is in house when possible to recognize the skill of our teachers. PD is run through Professional Learning Communities (PLCs) that promote best practices and	PD Plan and sign in	All Students	whole year	Principal	4/1/2012	232SQI5A2963		3010-Title I			0	$0.00

instructionally focused partnership.												
Parent Advisory Board to systematize parent feedback around school policy and outcomes.	calendar and sign-in	All Students	whole year	Principal and FRC staff	4/1/2012	232SQI5A2965		Non-SSC approved			0	$0.00

Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: Coliseum College Prep Academy
Site Number: 232

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- ☒ Title I School-Wide Program
- ☒ Title I Targeted Assistance Program
- ☒ EIA/State Compensatory Education
- ☒ EIA/Limited English Proficient
- ☐ QEIA
- ☐ SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 04-27-12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 04-27-12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

SSC Chairperson's Signature	Lesli Reed SSC Chairperson's Name (printed)	April 27th 12 Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
Principal Signature	Amy Carozza Principal's Name (printed)	4-27-12 Date
Executive Officer's Signature	Alison McDonald Executive Officer's Name (printed)	5-14-12 Date
Director, State & Federal Compliance Signature	Susana Ramirez Director, State & Federal's Name (printed)	6/8/12 Date

School Site Council Membership Roster – High School

School Name: Coliseum College Prep Academy School Year 2011-12

Chairperson : Lesli Reed	**Vice Chairperson: Jose Mendoza**
Secretary: Rachel Korschun	**DAC Representative:** Veronica Corral

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
		Check Appropriate Representation				
Leslie Reed	1390 66th Avenue 94621				X	
Deysi Carrillo	1390 66th Avenue 94621					X
Jose Mendoza	1390 66th Avenue 94621					X
Veronica Corral	1390 66th Avenue 94621				X	
Maggie Del Torres	1390 66th Avenue 94621			X		
Mariko Baumgardner	1390 66th Avenue 94621		X			
Rachel Korschun	1390 66th Avenue 94621		X			
David Lai	1390 66th Avenue 94621		X			
Matt McCabe	1390 66th Avenue 94621		X			
Amy Carozza	1390 66th Avenue 94621	X				
Angelina Romero	1390 66th Avenue 94621				X	
Adrian Cervantes	1390 66th Avenue 94621					X

Meeting Schedule	10/28/11, 11/18/11, 12/16/11, 1/20/12, 2/24/12, 3/23/12, 4/27/12, 5/18/12 Time: 8:45 am Location: Family Resource Center

SSC Legal Requirements:

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

3-Parent /Community
and 3 High School Students

Title I School Parental Involvement Policy 2012 - 2013

Coliseum College Prep Academy

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Coliseum College Prep Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan.
        - SSC meeting make decisions about the use of title one funds to carry out the site plan.
        - Parent Advisory Board helps to shape policy and implementation of structures at the school. They also heavily impact the site plan in the identification of improvements that need to be made.
        - CSSSP development takes place in several forums that include parents including the PAB and SSC.
- Offer a flexible number of meetings for parents.
        - Parent Leadership Team- Parent set initiatives and discussion
        - Coffee With the Principal- Chance for parents to connect with school leadership and bring concerns and information. Chance for leadership to hear from families and present success and struggles.
        - Parent Advisory Board- Opportunity for school leadership to bring initiatives to parents for feedback. A place to start planning by gauging parent and community opinion and diversifying feedback.
        - School Site Council- Title one business meeting about use of Title 1 funds to carry out site plan and the site plan development (move to PAB for 2012-13?)
        - African American Parent Meeting- Meeting to focus on outcomes for African American Students.
        - Division Level Parent Meetings- Meeting to focus on outcomes for division level groups
        - Open School Day- Meeting to gauge conditions in the school around a question or focus- instructional, facilities, relationships, urgency.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
        - SSC and PAB meeting primarily
- Provides parents of Title I students with timely information about Title I programs.
        - SSC and PAB schedules set at the beginning of the year and posted to all CCPA calendars
        - Data shared in all parent meetings.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

- Open School day and PAB are two spaces where data around specific curriculum or initiatives are discussed. SSC also discusses with regard to funding intervention.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
    - Parent Advisory Board
    - School Site Council

School-Parent Compact

Coliseum College Prep Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Coliseum College Prep Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress
        - Jupiter grades
        - Home Visits
        - Student Led Conferences
        - Progress Reports
        - Parent Teacher Conferences

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
    - Beginning of school trainings (Back to school night)
    - FRC supported workshops with specific academic pieces
    - Advisory dinners
    - Parent teacher conferences
    - PACT time through Adult Literacy class

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
    - Parent Advisory Board meeting
    - Professional Development times
    - FRC supported interactions

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
    - Family Resource Center contains our college center to engage families and support them in parenting college successful children.
    - All meetings structured to establish partnership and communication between families and school.
    - SLC and home visit structures.
    - PACT and Open School Day observations
    - Coffee with the Principal and PAB communication structures.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
    - Monthly FRC Calendar
    - All Calls
    - Parent and family bulletin boards
    - Family Resource Center and parent liaisons

- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.
    - School bring information for parent feedback to PAB and SSC
    - School brings question for parent observational feedback to Open School Day
    - Parents bring questions to school leadership in Coffee with the Principal
    - Parents organize themselves and carry out their initiatives in Parent Leadership Team.
    - Specific analysis (Age, race, language, intervention) can happen in the above meetings or in African American Parents Meeting or Division level meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
    - All meetings are inclusive and translation is provided

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Coliseum College Prep Academy ‘s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____ _____

(Principal’s Signature) (Date)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.1 The school/district provides the current* district-adopted, standards-aligned English/Reading Language Arts (ERLA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ERLA courses. * As a result of ABX4 2, the State Board of Education (SBE) ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ERLA courses. These materials are implemented daily as designed to support the needs of all students. • Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. • At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. • The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in the core classroom.	Objective: 1.1 **Fully: 4 100%** Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Instructional Program Materials** All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. **Number of Students**: _____All Students. _____ELs. _____SWDs. **Appropriate Use** Identify all that apply: _____Core materials are used daily as designed. _____Ancillary materials are used daily as Designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher purchase order (PO) documentation for sets of classroom core materials.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. • Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in a ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content.	Objective: 1.2 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Instructional Program Materials** All EL students are appropriately ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. **Identify ELD Instructional Program/Materials Used**: **Appropriate Use** _____Materials/ ELD components are used daily as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.3 The school/district provides the current* SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.

*As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”</td><td>Full implementation means that all identified intensive intervention students (students achieving below grade six grade standards), including ELs and SWDs, are provided with either the current SBE-adopted grade four through eight ERLA intensive intervention programs (2008-SBE adoption Programs four and five or 2002 SBE-adoption program materials) or the articulated high school version of these grade four through eight intensive intervention programs. These materials are implemented daily as designed.
• District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program.
• The articulated high school intensive intervention materials address the needs of below grade six grade readers (intensive learners) and therefore address ERLA standards below the grade six.
• Intensive programs are multi-period, stand-alone, intensive programs that are designed to accelerate students’ successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>1.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are ___assessed, ___ placed, and ___provided appropriate SBE-adopted or articulated versions of instructional program materials.

Name(s) of Intensive Intervention Program Used:

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 9__ Gr.10__
All Intensive ELs: Gr. 9__ Gr.10__
All Intensive SWD’s: Gr. 9__ Gr. 10__

<table>
<tr><th colspan="3">Number/% Provided SBE or articulated version Intensive Intervention</th></tr>
<tr><td></td><td>Grade 9</td><td>Grade 10</td></tr>
<tr><td>Total Students</td><td></td><td></td></tr>
<tr><td>ELs</td><td></td><td></td></tr>
<tr><td>SWDs</td><td></td><td></td></tr>
</table>
<u>Appropriate Use</u>
_____ Materials are used daily as designed.</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.4 The school/district provides the current* SBE-adopted Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I.

*As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current”.</td><td>Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the current SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students.
• Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners.
• All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners.
• SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.4</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____ All Students.
_____ ELs.
_____ SWDs.

<u>Appropriate Use</u>
Identify all that apply:
____ Core materials are used daily as designed.
_____Ancillary materials are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom core materials.		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.

Districts using the 2001 SBE-adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</td><td>Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.
• The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.
• SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.5</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are ____assessed, ____placed, and _____provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 9 ___ Gr. 10___
All Intensive ELs: Gr. 9 ___ Gr. 10___
All Intensive SWDs: Gr. 9___ Gr. 10___

<table>
<tr><th colspan="3">Number Provided SBE-Algebra Readiness</th></tr>
<tr><td></td><td>Grade 9</td><td>Grade 10</td></tr>
<tr><td>Total Students</td><td></td><td></td></tr>
<tr><td>ELs</td><td></td><td></td></tr>
<tr><td>SWDs</td><td></td><td></td></tr>
</table>
<u>Appropriate Use</u>
_____ Materials are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ERLA instructional program. This time is given priority and protected from interruptions.
• Grades nine and ten: One period.</td><td>Full implementation means that the school's master schedule allocates for all ERLA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ERLA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Exam (CAHSEE).
• This time is given priority and protected from interruptions.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____Time is given priority and protected from interruptions.

Identify the number (#) of instructional minutes (length of periods) offered at each grade level:
<table>
<tr><th colspan="3">Number of Instructional Minutes at each grade level</th></tr>
<tr><th></th><th>Grade 9</th><th>Grade 10</th></tr>
<tr><td>All Students</td><td></td><td></td></tr>
<tr><td>ELs</td><td></td><td></td></tr>
<tr><td>SWDs</td><td></td><td></td></tr>
</table>
</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>2. Instructional Time</td>
<td>2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ERLA using the current district-adopted core ERLA instructional program and ancillary materials.
• Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course.</td>
<td>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
• This time is given priority and protected from interruptions.
• Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ERLA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE.
• Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards.
– For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses.
– Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms.</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____ Time is given priority and protected from interruptions.

Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:
<table>
<tr><th colspan="3">Number of Students at each grade level</th></tr>
<tr><th></th><th>Grade 9</th><th>Grade 10</th></tr>
<tr><td>All Strategic</td><td></td><td></td></tr>
<tr><td>All HP Strategic</td><td></td><td></td></tr>
<tr><td># of HP Strategic provided 1 additional period</td><td></td><td></td></tr>
</table>
<table>
<tr><th colspan="3">Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</th></tr>
<tr><th></th><th>Grade 9</th><th>Grade 10</th></tr>
<tr><td>Additional time provided all HP Strategic students</td><td></td><td></td></tr>
<tr><td>Additional time provided all HP Strategic ELs</td><td></td><td></td></tr>
<tr><td>Additional time provided all HP Strategic SWDs</td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

		• The district-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	**Describe assessment and placement criteria for high priority strategic students.** **Describe differentiated support for students not needing an additional strategic period:**

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. • Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level.	Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels. • This time is given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. • Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. Examples of designated ELD courses include: • A separate period of ELD. • ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ERLA intensive intervention program. • An ELD strategic support class. • College Preparation English with in-class ELD support.	Objective: 2.3 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** Identify all that apply: _____Time is given priority and protected from interruptions. _____ ELD instruction is additional time in schedule. **Name of Designated ELD Course(s) by level:** **Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.**

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students			
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)			

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. • Two-hours (or two to three periods).	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ERLA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002 SBE-adoption program materials are utilized on a daily basis to support the needs of all intensive reading intervention students. • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in ERLA below grade six standards. • The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule). • The intensive intervention programs in ERLA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the grade-level core program with the addition of a strategic support period**.** • ELs in the current SBE-adopted or articulated high school version of a Program five intensive intervention will receive embedded ELD instruction as per program design. For ELs, Program five meets the required 30-60 minutes of ELD daily instruction.	Objective: 2.4 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** _____Time is given priority and protected from interruptions. **Indicate total length (minutes) of blocked periods**: **# of Instructional Minutes at each grade level** **Grade 9** / **Grade 10** All intensive learners Intensive ELs Intensive SWDs

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted Algebra I program. This time is given priority and protected from interruptions. • One period – Algebra I.	Full implementation means that the school's master schedule allocates for all Algebra I classrooms the appropriate daily instructional time in the current SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.	Objective: 2.5 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At last 50% Minimally: 1 — Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** _____Time is given priority and protected from interruptions. **Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:**

# of Instructional Minutes for Algebra I	
All Students	
ELs	
SWDs	

Documentation		Additional Comments
	Mathematics	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>2. Instructional Time</td>
<td>2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted Algebra I core and ancillary materials
• One period – Additional strategic support linked to a grade-level Algebra I course.</td>
<td>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
• Time is given priority and protected from interruptions.
• Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE.
• Strategic learners are assessed and need additional instructional time:
– For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.
– Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms.</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>2.6</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served <u>and</u> amount of strategic instructional time offered for Algebra I.

<table>
<tr><th># of grade <u>nine/ten</u> strategic students</th><th></th></tr>
<tr><td>All Strategic</td><td></td></tr>
<tr><td>All HP Strategic</td><td></td></tr>
<tr><td>All HP EL Strategic</td><td></td></tr>
<tr><td>All HP SWD Strategic</td><td></td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr>
<td colspan="2"></td>
<td>

The current SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so they can participate in and progress through the daily lessons in the core program with their peers.

</td>
<td>
<table>
<tr><th colspan="2">Amount of Strategic Instructional Minutes (or length of period) <u>for grade nine/ten</u> Algebra HP Strategic</th></tr>
<tr><td></td><td>Algebra HP Inst’l Minutes</td></tr>
<tr><td>Additional time provided to all HP strategic students</td><td></td></tr>
<tr><td>Additional time provided to HP El strategic students</td><td></td></tr>
<tr><td>Additional time provided to all HP SWD strategic students</td><td></td></tr>
</table>

Describe differentiated support for students not needing an additional strategic period:
</td>
</tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr>
<td></td><td>Mathematics</td>
<td colspan="2" rowspan="4"></td>
</tr>
<tr><td>Master Schedule:</td><td></td></tr>
<tr><td>Description of Course Content:</td><td></td></tr>
<tr><td>Description of Intervention Programs:</td><td></td></tr>
</table>

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for most recent SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards.
• Grade eight: One period of Algebra Readiness daily for identified intervention students.

Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</td><td>Full implementation means that the school's master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use.
• Time is given priority and protected from interruptions.
• Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards.
• District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria.
• The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.7</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____Time is given priority and protected from interruptions.

Indicate total number (#) of Minutes for Algebra Readiness period:

<table>
<tr><th colspan="2"># of Instructional Minutes</th></tr>
<tr><td></td><td>Algebra Readiness</td></tr>
<tr><td>All Intensive Algebra Readiness Learners</td><td></td></tr>
<tr><td>All Intensive Algebra Readiness ELs</td><td></td></tr>
<tr><td>All Intensive Algebra Readiness SWDs</td><td></td></tr>
</table>
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Mathematics</td></tr>
<tr><td>Master Schedule:</td><td></td></tr>
<tr><td>Description of Course Content:</td><td></td></tr>
<tr><td>Description of Intervention Programs:</td><td></td></tr>
</table>
</td><td colspan="2"></td></tr>
</table>

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ERLA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.</td><td>Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ERLA programs by grade level (and by tracks if on a year-round school). All students in the ERLA grade nine and ten receive at least the minimum course of study as described by the publisher.

Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ERLA list.
• Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
• The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ERLA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
_____ Distributed to each grade level.
_____ Used daily at every grade level.

<u>Pacing Guide Use Monitored</u>
_____ Principal monitors daily use.
</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted ERLA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.</td><td>Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ERLA intensive intervention classrooms with the current SBE-adopted or articulated high school version intensive reading intervention program.

Full implementation in state-monitored schools means that the school/district has adopted the current SBE-adopted grade four through eight ERLA intensive intervention programs or the articulated high school version of those intervention program materials.
• Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
_____ Distributed to each grade level.
_____Used daily at every grade level.

<u>Pacing Guide Use Monitored</u>
_____ Principal monitors daily use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="4"></td></tr>
<tr><td rowspan="2">School/District Pacing Plan by Grade Level</td><td></td></tr>
<tr><td></td></tr>
<tr><td colspan="2">Attach Appropriate Documentation.</td></tr>
</table>

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.</td><td>Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms.
• The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.
• Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
_____ Distributed to each grade level.
_____ Used daily at every grade level.

<u>Pacing Guide Use Monitored</u>
_____ Principal monitors daily use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="5"></td></tr>
<tr><td rowspan="3">School/District Pacing Plan by Grade Level</td><td></td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td colspan="2">Attach Appropriate Documentation.</td></tr>
</table>

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>4. School Administrator Instructional Leadership Training</td><td>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted ERLA basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ERLA and mathematics instructional materials and the</td><td>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted ERLA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum.
The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:
• Current SBE-adopted ERLA core or intensive reading intervention or the current SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school;
• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>
Principal
_____ Training in ERLA.
_____ Training in Mathematics.
_____ Structured Practicum.*

Vice Principal
_____ Training in ERLA.
_____ Training in Mathematics.
_____ Structured Practicum.*
</td></tr>
</table>

	Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ERLA or intensive reading intervention program or mathematics program materials. Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE-approved Administrator Training Program (ATP) Provider and complete the SBE-approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.	• Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight-hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	*** Refer to suggested practicum activities (See 4.2)**

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			

Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>4. School Administrator Instructional Leadership Training</td><td>4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.</td><td>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.

Targeted professional development and support may include:
• Development, use, and monitoring of classroom observation protocols to include:
– Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.
– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
• Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.
• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.
• Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention.
• Implementation and monitoring of standards-based IEP.
• Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.
• Supporting and training general, special education, and</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Principal's Professional Development</u>
_____ Completed.

Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):
</td></tr>
</table>

		intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>5. Credentialed Teachers Professional Development Opportunities</td><td>5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).</td><td>Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

_____ Percentage of fully credentialed, highly-qualified teachers.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Reading/Language Arts/ELD</td><td>Mathematics</td></tr>
<tr><td>District SB 472 Completion Records:</td><td></td><td></td></tr>
<tr><td>Contracted Authorized Provider:</td><td></td><td></td></tr>
<tr><td>Date of Offerings:</td><td></td><td></td></tr>
</table>
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</table>

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers Professional Development Opportunities</td>
<td>5.2 The school/district provides teachers of ERLA (in all programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted ERLA and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the</td>
<td>Full implementation means that all teachers of ERLA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted ERLA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.
Some practicum activities might include:
• Data team protocol training to analyze and use data to inform classroom and school-wide practices.
• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>

Indicate number of teachers at each grade level and number completing training and practicum:

<table>
<tr><th></th><th>Teacher #</th><th>40-hour Training</th><th>80-hour Structured Practicum*</th></tr>
<tr><td>Grade 9</td><td></td><td></td><td></td></tr>
<tr><td>Grade 10</td><td></td><td></td><td></td></tr>
</table>
* Refer to suggested practicum activities.
</td>
</tr>
</table>

	goals of school/district professional development plan.	• Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers Professional Development Opportunities</td>
<td>5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Algebra I and Algebra Readiness mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the mathematics instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</td>
<td>Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.

Some practicum activities might include:
• Data team protocol training to analyze and use data to inform classroom and school-wide practices.
• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>

Indicate number of teachers at each grade level and number completing training and practicum:

<table>
<tr><th></th><th>Teacher #</th><th>40-hour Training</th><th>80-hour Structured Practicum*</th></tr>
<tr><td>Algebra I</td><td></td><td></td><td></td></tr>
<tr><td>Algebra Readiness</td><td></td><td></td><td></td></tr>
</table>
* Refer to suggested practicum activities.
</td>
</tr>
</table>

		effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

Documentation		Additional Comments
	Mathematics	
District SB472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings :		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>6. Ongoing Instructional Assistance and Support</td><td>6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ERLA and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.</td><td>Full implementation means that the school/district provides all grade nine and ten ERLA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ERLA instructional programs to improve student achievement.
• The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps.
• Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners.
• The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.
• The principal structures and monitors the use and impact of the coaching services on student achievement.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>6.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Coaches/Content Experts/Specialists</u>
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

<u>Monitoring Coaching System</u>
_____ Principal structures/monitors instructional assistance services.

<u>Trained Coaches/ Content Experts/Specialists</u>
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed English learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:
</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Plan for Assistance and Support to Teachers:		

Attach Appropriate Documentation.	

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>6. Ongoing Instructional Assistance and Support</td><td>6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.</td><td>Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement.
The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps.
Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners.
The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.
The principal structures and monitors the use and impact of the coaching services on student achievement.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>6.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Coaches/ Content Experts/Specialists</u>
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

<u>Monitoring Coaching System</u>
_____ Principal structures/monitors instructional assistance services.

<u>Trained Coaches/ Content Experts/Specialists</u>
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed ELPD.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</td></tr>
</table>

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach Appropriate Documentation.		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>7. Student Achievement Monitoring System</td>
<td>7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ERLA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and-diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.</td>
<td>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ERLA.
▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs.
• District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>7.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Ongoing Assessment and Monitoring System</u>
_____ District supported electronic data management System.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

<u>Training on Accessing and Using Electronic Data System</u>
_____ Staff trained on using and accessing data from the electronic data system.
</td>
</tr>
</table>

<table>
<tr><td></td><td></td><td>• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</td><td><u>Using Formative Assessments Results</u>
_____ Common curriculum embedded/formative assessments administered frequently.
_____ School-wide assessment calendar developed and used.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>Examples of Curriculum-Embedded Assessments</td><td></td></tr>
<tr><td>Sample Report of Assessments at the Following Levels:</td><td></td></tr>
<tr><td>School:</td><td></td></tr>
<tr><td>Classroom:</td><td></td><td colspan="2"></td></tr>
</table>

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>7. Student Achievement Monitoring System</td><td>7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.</td><td>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness.
• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs.
• District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>7.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Ongoing Assessment and Monitoring System</u>
_____ District supported electronic data management system.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

<u>Training on Accessing and Using Electronic Data System:</u>
_____ Staff trained on using and accessing data from the electronic data system.</td></tr>
</table>

		• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Mathematics	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal</td><td>8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ERLA programs.</td><td>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ERLA, including strategic and intensive intervention, special education, and ELD teachers.
Teachers are trained in collaboration meeting protocols.
Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
Entry-level placement and/or diagnostic.
Progress monitoring, including frequent formative and curriculum-embedded.
Summative benchmark assessments.
Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ERLA content standards for all students, including ELs and SWDs.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>8.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Scheduled Structured Collaboration Meetings</u>
_____ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meetings are structured, protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

<u>Collaborative Meeting Discussion Content</u>
_____ Using and analyzing timely student common assessment results from all students.
_____ Strengthening program implementation.
_____ Designing and improving lessons and instruction.
_____ Identifying research-based strategies to support specific skill needs of all students.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2"><table><tr><td></td><td>Reading/Language Arts/ELD</td></tr><tr><td>Frequency and average length of meetings:</td><td></td></tr><tr><td>Average attendance:</td><td></td></tr><tr><td>Dates of meetings :</td><td></td></tr></table></td><td colspan="2"></td></tr>
<tr><td colspan="2">Attach Appropriate Documentation.</td><td colspan="2"></td></tr>
</table>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted Algebra Readiness and Algebra I programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs.	Objective: 8.2 — Fully: 4 100% — Substantially: 3 At least 75% — Partially: 2 At least 50% — Minimally: 1 Less than 50% **Key Components** **Scheduled Structured Collaboration Meetings** _____ Number per month. _____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. _____ Meeting protocols/tools are developed and used. _____ Training for collaboration meeting protocols provided to teachers. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction. _____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. **Collaborative Meeting Discussion Content** _____ Using and analyzing timely student common assessment results from all students. _____ Strengthening program implementation. _____ Designing and improving lessons and instruction. _____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Mathematics	
Frequency and Average length of meetings:		
Average Attendance:		
Dates of Meetings :		
Attach Appropriate Documentation.		

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>9. Fiscal Support</td><td>9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ERLA and the Single Plan for Student Achievement (CSSSP).</td><td>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ERLA, and ELD, are aligned and prioritized in the CSSSP.
The CSSSP is aligned with the goals and activities in the LEA Plan.
The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the CSSSP.
The district requires that CSSSP expenditures detail EPC alignment.
District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>9.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Allocation of Funds</u>
_____ District and site categorical and general funding are aligned to support EPC implementation.

<u>Coordination of Funds</u>
_____ The CSSSP aligns to the goals and activities in the LEA Plan.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>Plan Uses All Revenues Appropriately</td><td></td></tr>
<tr><td colspan="2">Attach Appropriate Documentation.</td></tr>
</table>

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>9. Fiscal Support</td><td>9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the CSSSP.</td><td>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the CSSSP.
The CSSSP is aligned with the goals and activities in the LEA Plan.
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<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>9.2</td><td>4
100%</td><td>3
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At least 50%</td><td>1
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</table>
Key Components

<u>Allocation of Funds</u>
_____ District and site categorical and general funding are aligned to support EPC implementation.

<u>Coordination of Funds</u>
_____ The CSSSP aligns to the goals and activities in the LEA Plan.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>Plan Uses All Revenues Appropriately</td><td></td></tr>
<tr><td colspan="2">Attach Appropriate Documentation.</td></tr>
</table>

Coliseum College Prep Academy School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

_____
Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

_____
Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.

- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

_____
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.

Appendix E: Program Improvement Restructuring & Achievement Acceleration Plan

Each PI Year 4 school will identify 3 Critical Practices, from their SPSA, that represent a "major restructuring" of the school's instructional approach, organizational design, and/or governance. These 3 practices must make "fundamental reforms and lead to improved academic student achievement."

VISION of Restructuring:
What 3 Critical Practices did you select and why? What is your vision for the acceleration of student achievement, and how will these 3 practices bring this about?

The three practices that will most greatly impact the student achievement at CCPA during the 2012-13 school year are improved instructional development and rigorous college alignment, College and Career pathway development and the clarifying of our school culture through the tier one implementation of our Positive Behavior Intervention and Support plan.

Instructionally, CCPA will continue the focus on language instruction with an increasing focus on writing. We will continue using our Professional Learning Community Cycles to process whole school language and writing expectations. We will synthesize our thinking into a writing rubric to be used across subjects and grade levels. We will also maximize our instructional capability through a deliberate process of generalizing the instructional and planning strategies put forward in the Springboard curriculum created by the college board and vertically articulated 6-10th grade at our school. Through this process, we will be supported by the districts Leadership, Curriculum and Instruction Springboard collaborative. This collaborative also includes members of the college board and partners us with coaches and other schools with similar PD plans.

CCPA is developing pathways for students in grades 9-12. Pathways offer students the opportunity to deepen their knowledge in an area of interest while working within a sheltered cohort collaboratively. Our pathways classes will teach facilitative leadership and "soft" skills. They also offer students a chance to positively identify within a group. Finally, it deepen students schema in their area of interest giving them an advantage in college and potentially setting them up for success in deeper ways than they would be without their pathway expertise.

Finally, CCPA is solidifying its school culture by visioning it through the lens of Positive Behavior Intervention and Support (PBIS). CCPA has spent the 2011-12 school year discerning the school culture we want and planning how we will teach it. In 2012-13, we will begin implementation of our tier 1 plan. We expect that this work will support us in increasing attendance and class time, and reducing suspensions for all subgroups.

Critical Practice #1

Instructionally, CCPA will continue the focus on language instruction with an increasing focus on writing. We will continue using our Professional Learning Community Cycles to process whole school language and writing expectations. We will synthesize our thinking into a writing rubric to be used across subjects and grade levels. We will also maximize our instructional capability through a deliberate process of generalizing the instructional and planning strategies put forward in the Springboard curriculum created by the college board and vertically articulated 6-10th grade at our school. Through this process, we will be supported by the districts Leadership, Curriculum and Instruction Springboard collaborative. This collaborative also includes members of the college board and partners us with coaches and other schools with similar PD plans.

Key School Targets:
1. Create and use a vertically and horizontally articulated writing rubric across the school.
2. Generalize three springboard practices (planning or instructional) across the school.

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
100% of teachers submit unit plans and 80% meet expectations in the majority of categories on the CCPA unit planning rubric. 80% of unit plans reference the CCPA writing rubric.	100% of teachers submit unit plans and 90% meet expectations in the majority of categories on the CCPA unit planning rubric. 90% of unit plans reference the CCPA writing rubric.	100% of teachers submit unit plans and 100% meet expectations in the majority of categories on the CCPA unit planning rubric. 100% of unit plans reference the CCPA writing rubric.

80% of unit plans contain some of the 3 focus practices. 80% of target observations provide evidence of writing rubric or focus practices. [Inquiry examining effectiveness of this critical practice in/through …}	90% of unit plans contain focus practices. 90% of target observations provide evidence of writing rubric or focus practices.	100% of unit plans contain focus practices. 100% of target observations provide evidence of writing rubric or focus practices.

Critical Practice #2

CCPA is developing pathways for students in grades 9-12. Pathways offer students the opportunity to deepen their knowledge in an area of interest while working within a sheltered cohort collaboratively. Our pathways classes will teach facilitative leadership and "soft" skills. They also offer students a chance to positively identify within a group. Finally, it deepen students schema in their area of interest giving them an advantage in college and potentially setting them up for success in deeper ways than they would be without their pathway expertise.

Key School Targets:
1. For 2012-13, add at least one class to the pathways plan.
2. Add 30 students to the pathways programs bringing the total enrollment to at least 60 students in pathways across the school.

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
Pathway development team is formed.	At least one additional class is added.	At least one additional class is added.

Team creates an action plan for pathway development with regard to funding, student demand, A-G readiness and staffing. Class is offered [Inquiry examining effectiveness of this critical practice in/through …]	30 more students are added, total in pathways is at least 90. 3 classes total are offered. Less than one student per cohort per year attrition.	30 more students are added, total in pathways is at least 120. 4 classes total are offered- two 9th and two 10th. Less than one student per cohort per year attrition.

Critical Practice #3

CCPA is solidifying its school culture by visioning it through the lens of Positive Behavior Intervention and Support (PBIS). CCPA has spent the 2011-12 school year discerning the school culture we want and planning how we will teach it. In 2012-13, we will begin implementation of our tier 1 plan. We expect that this work will support us in increasing attendance and class time, and reducing suspensions for all subgroups.

Key School Targets:
1. 25% fewer referrals in 2012-13 than in -2011-12 as tracked through Jupitergrades.
2. 100% of teachers demonstrate implementation of PBIS systems.

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
PBIS teams will provide PD that supports teachers, office and support staff in planning their first 3 weeks of school.	PBIS teams will provide PD that supports teachers, office, support staff, custodial, cafeteria and parent community in planning their first 3 weeks of school.	PBIS teams will provide PD that supports teachers, office, support staff, custodial, cafeteria and parent community in planning their first 3 weeks of school.

Lead team (PLC leads) will support teachers in planning and reflecting on PBIS implementation with a video reflection cycle. 100% of PLCs will provide at least one video reflection cycle on PBIS expectations and classroom management. 80% of adults will log PBIS related documentation into Jupitergrades. [Inquiry examining effectiveness of this critical practice in/through …]	Lead team (PLC leads) will support teachers in planning and reflecting on PBIS implementation with a video reflection cycle. 100% of PLCs will provide at least one video reflection cycle on PBIS expectations and classroom management. 90% of adults will log PBIS related documentation into Jupitergrades.	Lead team (PLC leads) will support teachers in planning and reflecting on PBIS implementation with a video reflection cycle. 100% of PLCs will provide at least one video reflection cycle on PBIS expectations and classroom management. 100% of adults will log PBIS related documentation into Jupitergrades.