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 – MetWest High School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for MetWest High School.

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 MetWest High School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: MetWest

0100701

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

MetWest opened in September 2002 as a new small school in Oakland Unified School District. We are part of Big Picture Learning's school design network, a nationally recognized school reform group that uses individualized real-world projects to drive student learning. Our student body is diverse ethnically, geographically, socio-economically, and in terms of prior success in school. We celebrated our 10th year anniversary in 2011-12, with an enrollment of 160 students in 9th thorough 12th grades. We fulfill our mission of providing personalized, real-world learning experiences connected to academic project work by connecting professionals in the Bay Area with students who share an interest or passion. Once students find a Learning Through Internship (LTI) site, they work with their teacher (called an advisor) to develop a project which serves the site, is within the student's interest area, and requires that the student learn new skills and knowledge. Each authentic, real-world project is then mapped to our school-wide Learning Goals. Students are expected to "go deep" in their learning through these authentic projects, with intensive guidance and support from their advisors. Our students' families are deeply involved in their child's learning process. At the beginning of every semester, advisors meet with each student and their guardian to review their individualized learning plan. At the end of every quarter, parents, guardians, peers, the advisor, and community members serve as panelists for each student's exhibition of learning. This very public display of learning builds a culture of questioning and is the bedrock of our student assessment system. MetWest advisors wear many more hats than traditional high school teachers. Each advisor works closely with up to 20 students for 2-4 years. Advisors teach a multidisciplinary curriculum designed for students to practice the 21st century thinking skills they need to master in order to complete rigorous project work, succeed in college (not just get into college), and participate meaningfully in our democratic society. They also build deep relationships with each advisee, and coach the individual project curriculum that each student develops through their internship experience. Our advisors regularly take on school-wide leadership, taking responsibility for various aspects of the school's design and operations, modeling positive and various forms of leadership for our students.

VISION

MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and the well-being of their communities. Our graduates will have the skills, habits, knowledge, and networks to overcome obstacles to their success, access four-year colleges, engage in fulfilling work, and contribute positively to our world.

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

MetWest's Leadership Team meets weekly to implement our strategic site plan while monitoring, analyzing, and responding to school needs as they develop. This team includes the principal, internship coordinator, community relations assistant, and teachers, and collaborates regularly with staff members leading particular programs or initiatives, such as the after-school program director and the lead on developing our college-going culture. Our School Site Council (SSC) is made up of staff, parents and guardians, community members, and students. The Leadership Team and SSC come together monthly to review our progress and performance on multiple measures of school culture, student achievement, and post-secondary planning. The SSC recommends modifications to this CSSSP based on review and discussion of ongoing needs assessments, and determines by vote how to allocate our state and federal categorical funds. Our Community Schools Manager collaborates with all these groups, and with the leadership at Dewey Academy, La Escualita, and the Child Development Centers to integrate our schools with the partner organizations who support us to create a campus of Full Service Community Schools.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: MetWest **Principal:** SEAN MC CLUNG

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:

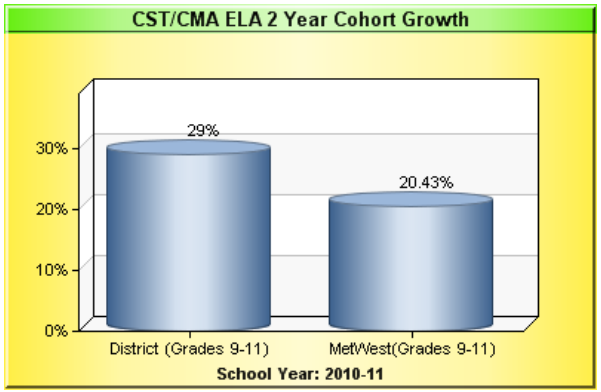
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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.

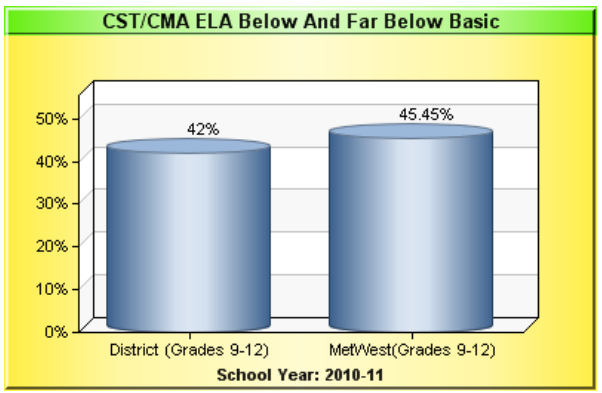
District-level Goals

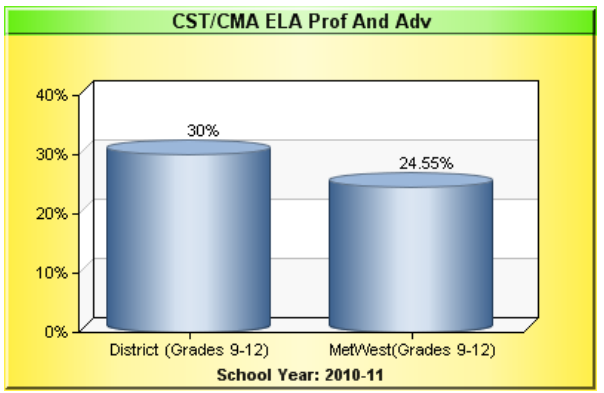
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels 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.

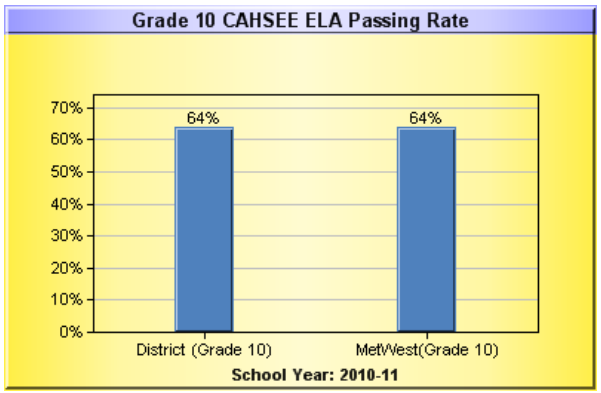
School Federal and State Academic Achievement Goals:

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

- The percentage of students scoring FBB and BB on CST/CMA ELA had decreased each year prior to 2010-11 (42%, 40%, 34%), when the percentage increased to 45.
- The percentage of students scoring Prof and Adv on CST/CMA ELA trended upward over the previous three years (27, 32, 29) until 2010-11, when it decreased to 25.

Data Analysis

- The percentage of students qualifying for free or reduced lunch has increased from 56% in 2008 to over 70% in 2011, indicating a need for increased literacy support to close this achievement gap.

Theory Action

- Giving screening assessments provides data to guide differentiation and will identify struggling students early so more specific diagnostics can be used to determine effective interventions, and monitor the response.
- If the faculty develops school-wide assessments, this will enable us to more effectively measure student growth and guide professional development.
- By searching for their own workplace internships, students develop reading, writing, thinking, and speaking skills by researching, communicating through

professional phone calls and emails, interviewing, and shadowing professionals.

- Students present exhibitions of learning four times each year to provide multiple opportunities to develop critical speaking and presentation skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Administer SRI to determine student reading levels, assign appropriate texts to all students, and develop interventions to support struggling readers.	Matched cohort data on CST ELA exam shows growth by one level for all students, and 2 grade levels of improvement on SRI for intervention group	All Students	Triannualy	Literacy Lead, Principal, Teachers	2/28/2012	338SQI1A242	Analyze fall administration to determine intervention group	N/A			0	$0.00
Administer SRI to determine student reading levels, assign appropriate texts to all students, and develop interventions to support struggling readers.	Matched cohort data on CST ELA exam shows growth by one level for all students, and 2 grade levels of improvement on SRI for intervention group	All Students	Triannualy	Literacy Lead, Principal, Teachers	2/28/2012	338SQI1A243	Train faculty on using the data, including Lexile levels, for conferencing with students and families, and differentiating reading tasks.	N/A			0	$0.00
Administer SRI to determine student reading levels, assign appropriate texts to all students, and develop interventions to support struggling readers.	Matched cohort data on CST ELA exam shows growth by one level for all students, and 2 grade levels of improvement on SRI for intervention group	All Students	Triannualy	Literacy Lead, Principal, Teachers	2/28/2012	338SQI1A247	Provide reading interventions to struggling readers	N/A			0	$0.00
Provide interventions to support struggling readers and writers.	SRI, CAHSEE, CST	FBB, BB and BAS	2012-13	Principal, Teachers	2/28/2012	338SQI1A1042	Work individually with students that are performing below grade level in ELA to provide supplemental instruction	3010-Title I		K12TCH1818	0.2	$12,549.28
Provide interventions to support struggling readers and writers.	SRI, CAHSEE, CST	FBB, BB and BAS	2012-13	Principal, Teachers	2/28/2012	338SQI1A1044	Work individually with students that are performing below grade level in ELA to provide supplemental instruction	3010-Title I		K12TCH1964	0.2	$21,093.04
Provide interventions to support struggling readers and writers.	SRI, CAHSEE, CST	FBB, BB and BAS	2012-13	Principal, Teachers	2/28/2012	338SQI1A1048	Work individually with students that are performing below grade level in ELA to provide supplemental instruction	7090-EIA - SCE		K12TCH0244	0.2	$18,288.96
Provide interventions to support struggling readers and writers.	SRI, CAHSEE, CST	FBB, BB and BAS	2012-13	Principal, Teachers	2/28/2012	338SQI1A1051	Purchase supplemental books to support instruction of struggling readers	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$942.20
Provide interventions to support struggling	SRI, CAHSEE, CST	FBB, BB and BAS	2012-13	Principal, Teachers	2/28/2012	338SQI1A1055	Increase health and welfare benefits by 5% to cover mandated	3010-Title I	4399-SURPLUS		0	$346.00

readers and writers.							costs associated with salary and benefits.					
Provide interventions to support struggling readers and writers.	SRI, CAHSEE, CST	FBB, BB and BAS	2012-13	Principal, Teachers	2/28/2012	338SQI1A1056	Increase health and welfare benefits by 5% to cover mandated costs associated with salary and benefits.	7090-EIA - SCE	4399-SURPLUS		0	$263.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: MetWest **Principal:** SEAN MC CLUNG

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:

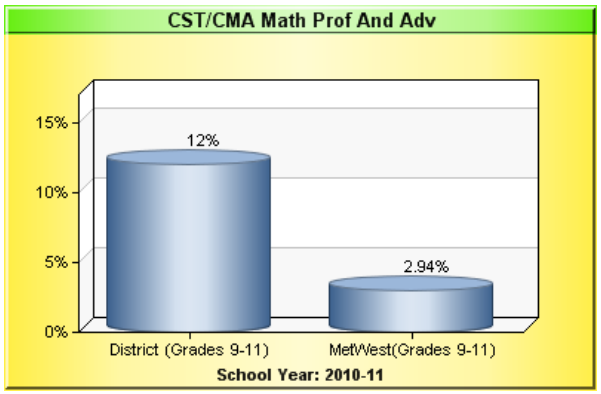
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

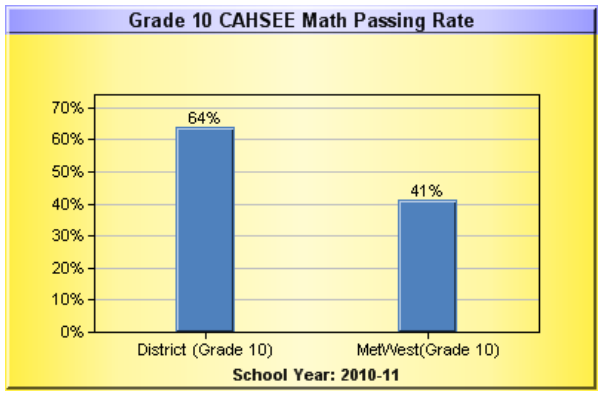
District-level Goals

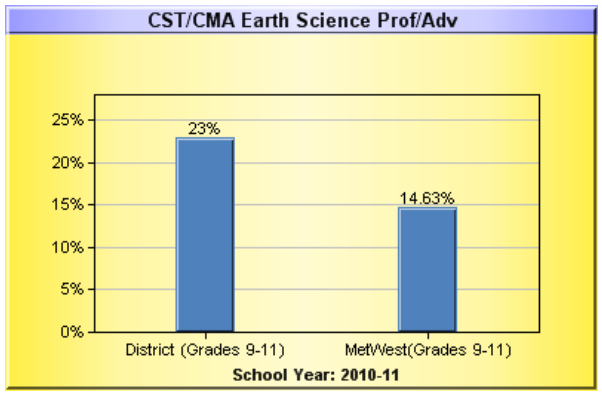
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science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

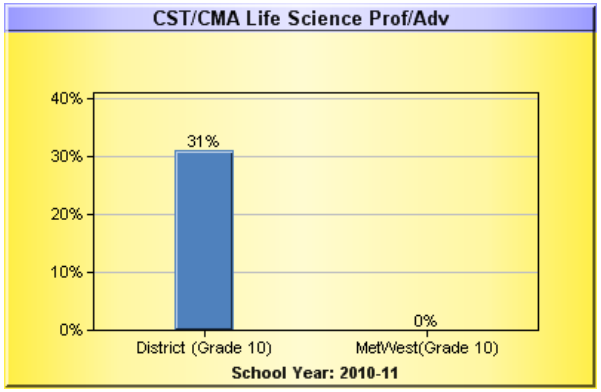
School Federal and State Academic Achievement Goals:

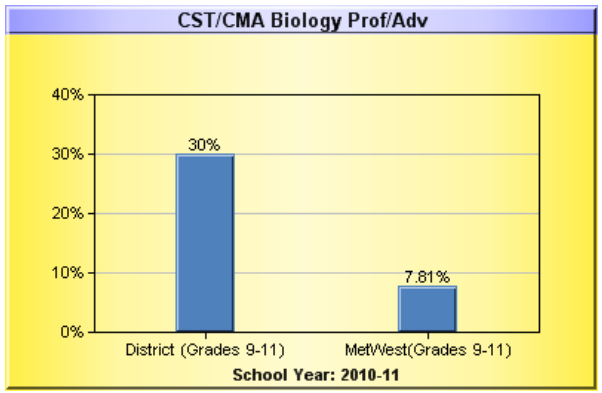
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

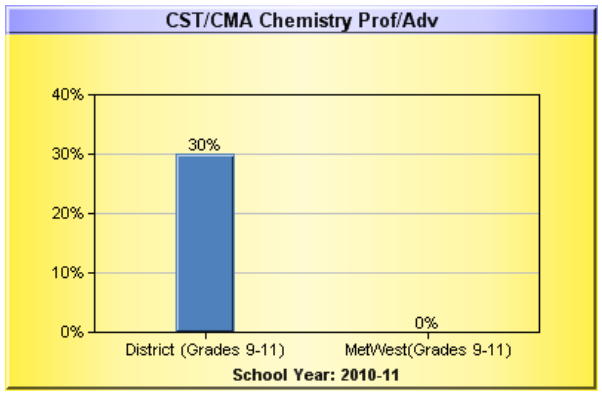












School Data

- The 10th grade CAHSEE Math pass rate has decreased over the last three years from 58% to 55% to 41% in 2010-11.

Data Analysis

- A disproportionate number of English language learners score FBB and BB on Math CST/CMAs, indicating a need to provide more effective language support for these students to succeed in math.

Theory Action

- Blended learning programs will provide students individualized opportunities for strengthening foundational math concepts and skills, while providing an assessment tool for measuring progress and further differentiating instruction.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: MetWest **Principal:** SEAN MC CLUNG

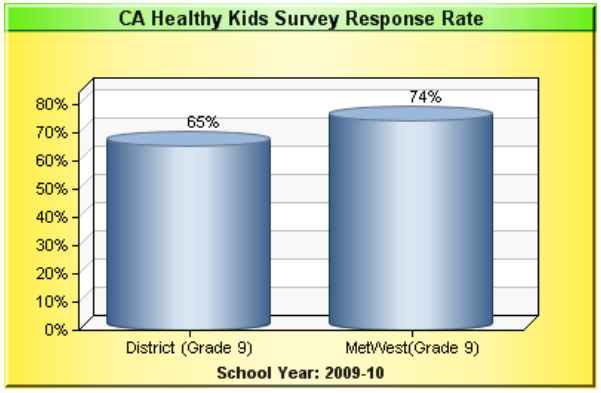
School Quality Standards relevant to this Strategic Priority

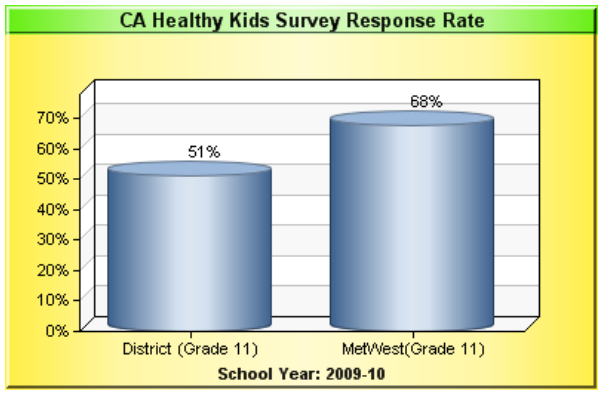
A quality school...

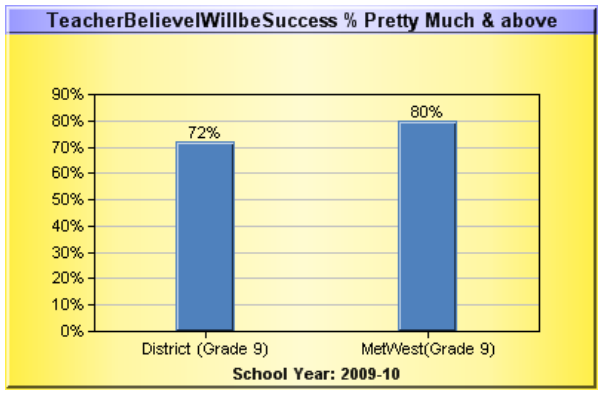
- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

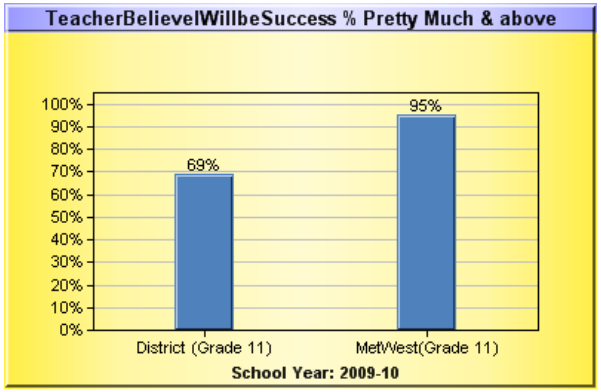
From OUSD Strategic Plan:

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.








TeacherBelievelWillbeSuccess % Pretty Much & above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
69%
95%
District (Grade 11)
MetWest(Grade 11)
School Year: 2009-10

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: MetWest **Principal:** SEAN MC CLUNG

School Quality Standards relevant to this Strategic Priority

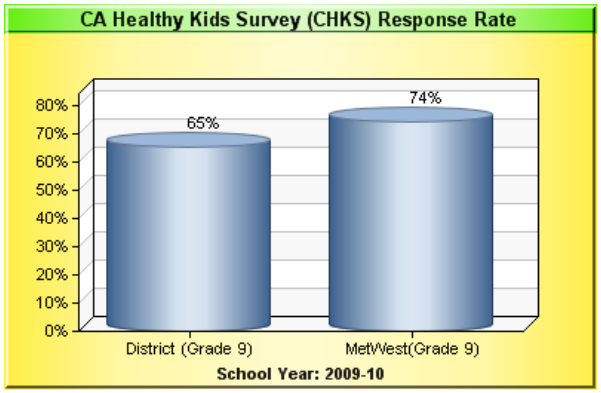
A quality school...

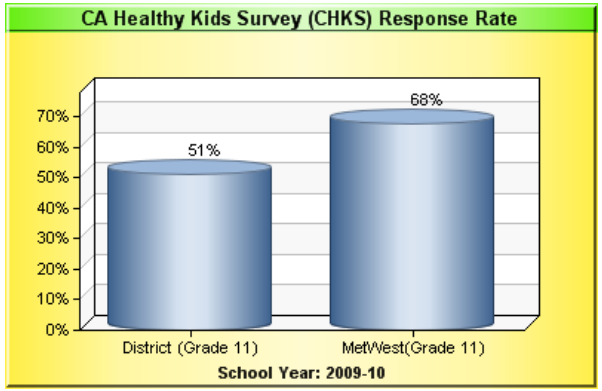
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities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

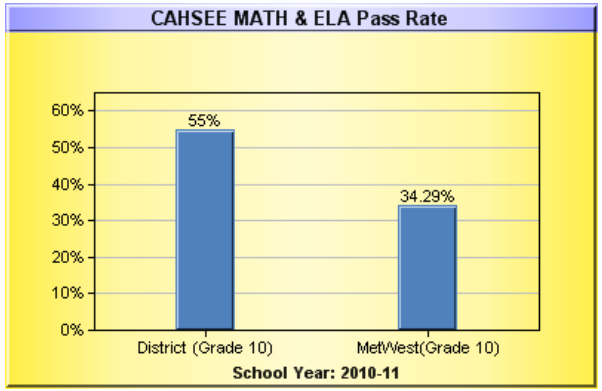
From OUSD Strategic Plan:

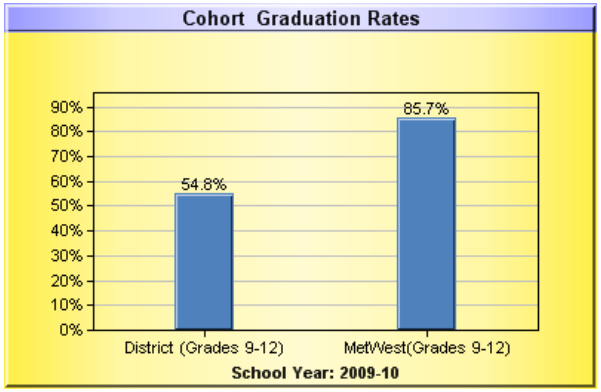
In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (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.

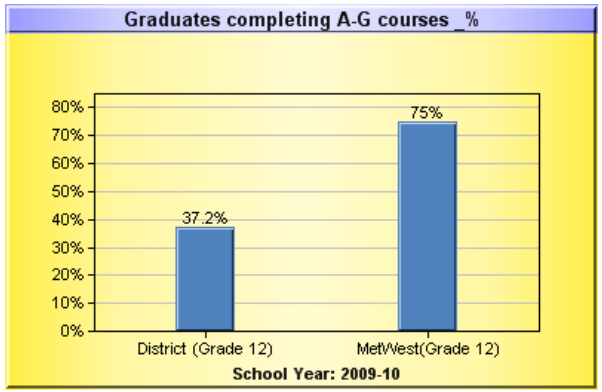
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)











School Data

- Partnerships established with over 550 businesses and organizations around the Bay Area to host student interns and provide workplace mentors. We've made over 1200 intensive internship placements in total.
- When asked on the 2012 YouthTruth survey the degree to which students feel equipped to pursue college and careers, students rated MetWest in the 95th percentile compared to other Oakland high schools.

Data Analysis

- We need to leverage our success at engaging and graduating a high percentage of students, three quarters of whom also meet a-g requirements, to improve our students' testing performance, especially the PSAT and SAT.
- Our African American males and English language learners both had significantly lower 10th grade CAHSEE pass rates than the school average in 2011.

Theory Action

- Engaging students through real-world learning experiences at workplace internships with adult mentors provides the best possible preparation for college and career.
- Begin use of blended learning programs for CAHSEE preparation in the 9th grade to identify students needing intensive support and intervention early in order to better prepare students for all exams, including CAHSEE, PSAT, and SAT.
- Our partnership with the East Bay Consortium provides our students with role models who coach them on the college process from exploration to application and financial aid.

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: MetWest **Principal:** SEAN MC CLUNG

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%

School Data

- When asked on the 2012 YouthTruth survey about the quality of teacher support and personal attention, students rated MetWest in the 97th percentile compared to other Oakland high schools.

Data Analysis

- A disproportionate number of English language learners score FBB and BB on Math and ELA CST/CMAs, indicating a need to provide more effective language support for these students to succeed academically.

Theory Action

- Giving screening assessments provides data to guide differentiation and will identify struggling students early so more specific diagnostics can be used to determine effective interventions, and monitor the response.
- Blended learning programs will provide students individualized opportunities for strengthening foundational math and literacy concepts and skills, while providing an assessment tool for measuring progress and further differentiating instruction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide targeted interventions to English Learners through diagnostic assessment and academic support for English language develoopment	CELDT, SRI	English Learners	2012-13	Principal, Teachers	5/17/2012	338SQI1E1047	Work individually with English Language Learners to develop their English reading, writing, and speaking skills	7091-EIA - LEP		K12TCH1626	0.1	$6,115.91
Provide targeted interventions to English Learners through diagnostic assessment	CELDT, SRI	English	2012-13	Principal,	5/17/2012	338SQI1E1053	Purchase supplemental materials to support	7091-EIA -			0	$174.60

and academic support for English language develoopment		Learners		Teachers			instruction of English Language Learners	LEP				
Provide targeted interventions to English Learners through diagnostic assessment and academic support for English language develoopment	CELDT, SRI	English Learners	2012-13	Principal, Teachers	5/17/2012	338SQI1E1057	Increase health and welfare benefits by 5% to cover mandated costs associated with salary and benefits.	7091-EIA - LEP	4399-SURPLUS		0	$37.01
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	338SQI1E4595	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: MetWest **Principal:** SEAN MC CLUNG

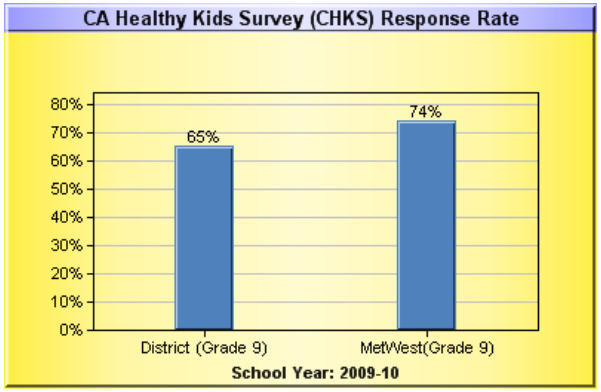
School Quality Standards relevant to this Strategic Priority

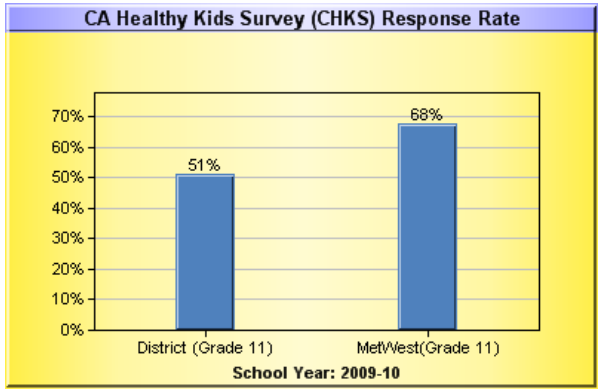
A quality school...

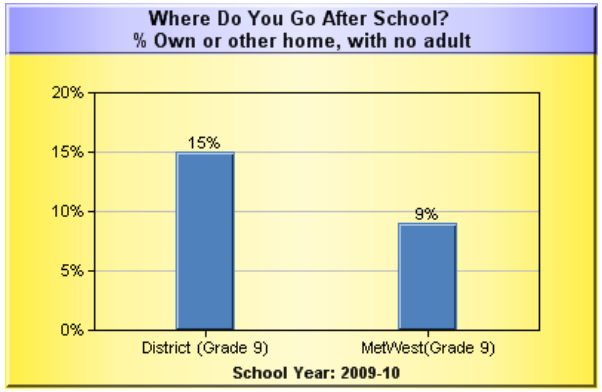
- provides academic intervention and broader enrichment supports before, during, and after school

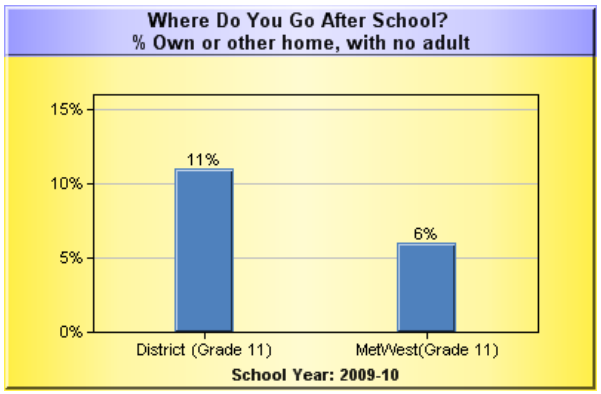
From OUSD Strategic Plan:

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.









School Data

- Academic supports offered through the After School Program include tutoring, credit recovery, and supported study hall.
- Enrichment programs offered through the After School Program include visual and performing arts, fitness, sports, dance, ethnic studies, cooking, and special events and trips.

Data Analysis

- According to 2012 YouthTruth survey data, Metwest students find after-school tutoring and credit recovery classes more helpful than do students at the median high school in Oakland.
- According to 2012 YouthTruth survey data, Metwest students find after-school tutoring and credit recovery classes more helpful than do students at the median high school in Oakland.

Theory Action

- Our new partnership with Safe Passages will help us develop the infrastructure to integrate a multitude of disciplines including mental health therapists, case managers, and other providers to develop a coordinated plan for students in need.

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

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

School: MetWest **Principal:** SEAN MC CLUNG

School Quality Standards relevant to this Strategic Priority

A quality school...

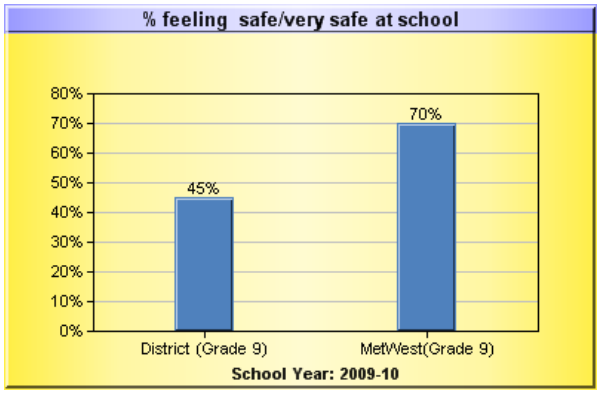
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students 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

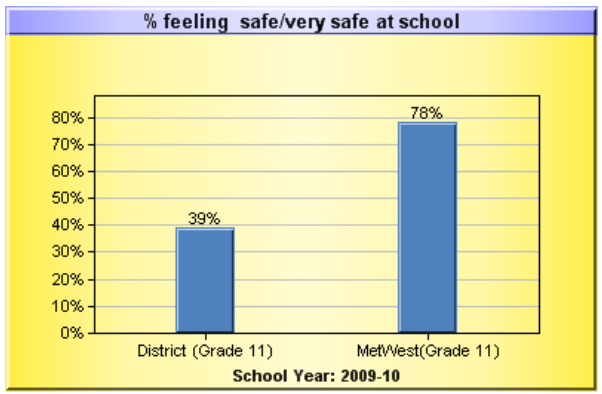
From OUSD Strategic Plan:

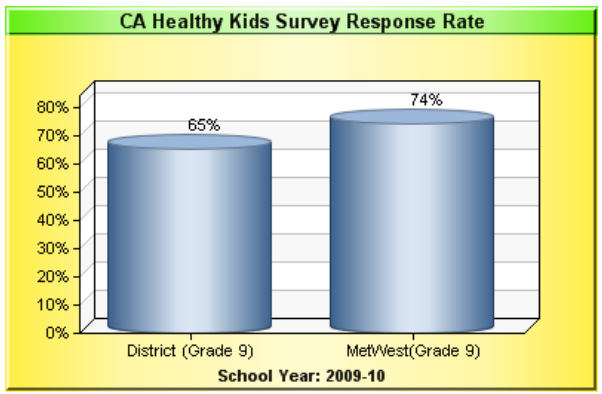
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include 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.

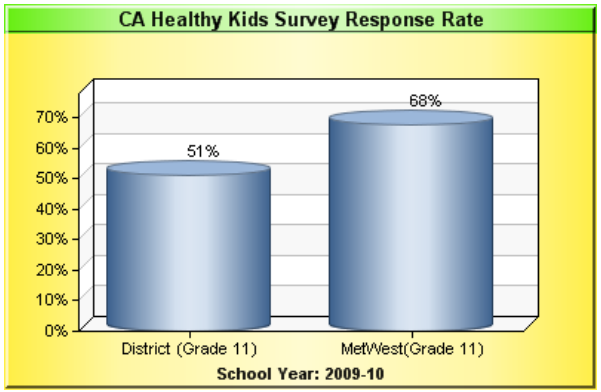
District-level Goals

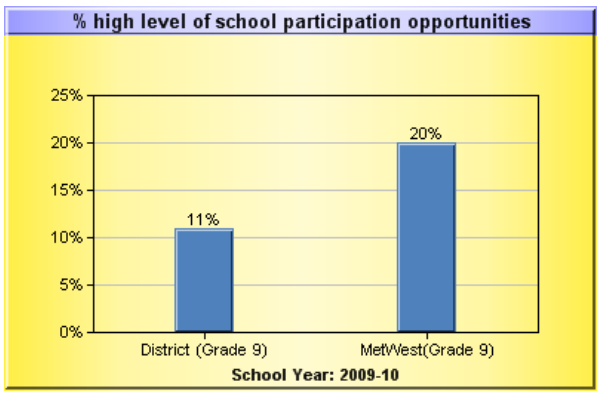
- Reduce Disciplinary Hearing Process referrals by 20%

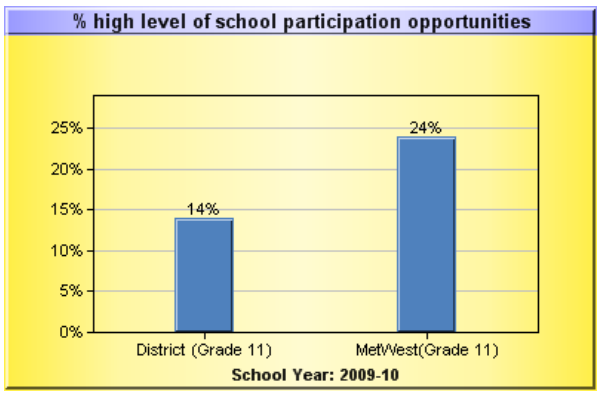


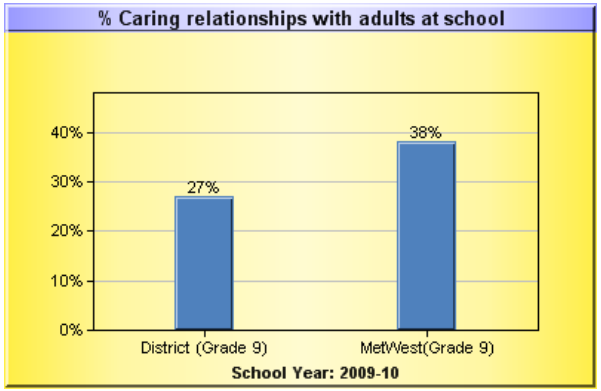


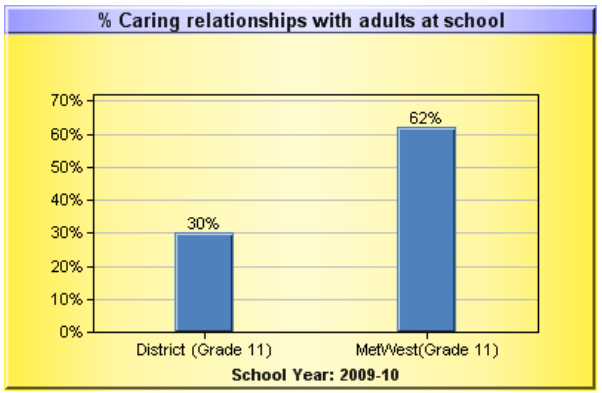


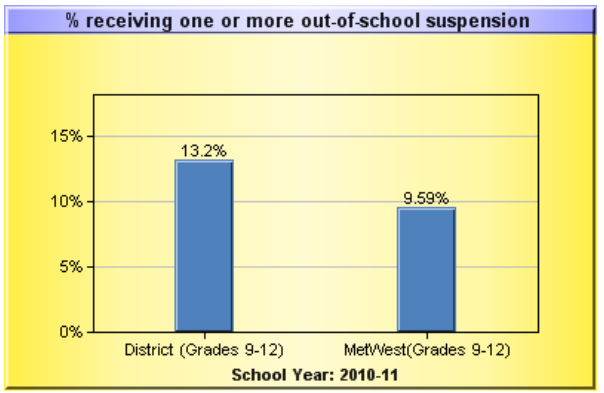


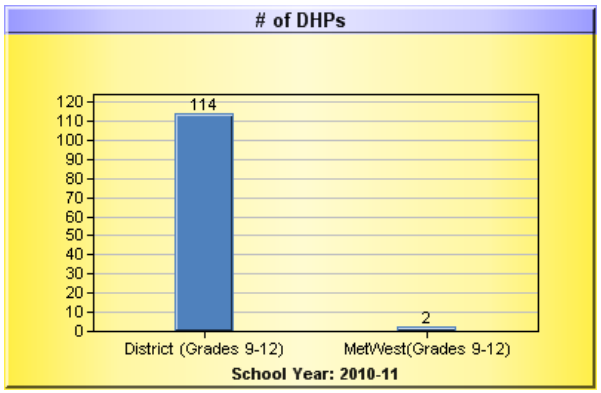












School Data

- When asked on the 2012 YouthTruth survey about whether the school-wide culture fosters respect and fairness, students rated MetWest in the 85th percentile compared to other Oakland high schools.

Data Analysis

- We need to improve our collection of specific discipline data in order to regularly identify and respond to trends, and measure the effectiveness of interventions.

Theory Action

- We continue to build our capacity to coordinate and integrate our systems of academic, behavioral, mental health, gang intervention, truancy, and other support services through effective COST and SST meetings.
- Staff and selected student leaders will engage in ongoing professional development for implementing restorative justice practices.

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

Strategic Priority B. Health & Wellness

School: MetWest **Principal:** SEAN MC CLUNG

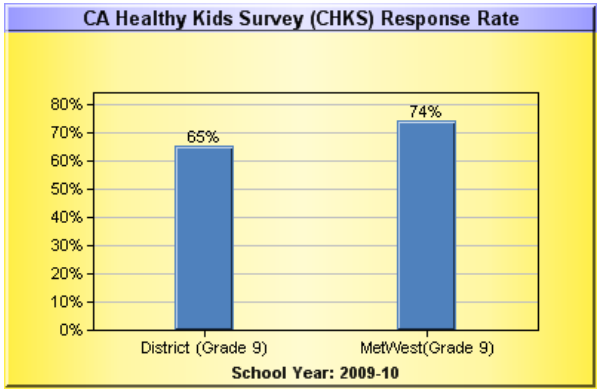
School Quality Standards relevant to this Strategic Priority

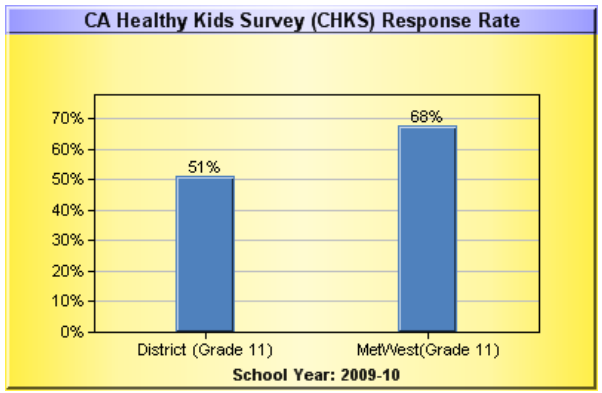
A quality school...

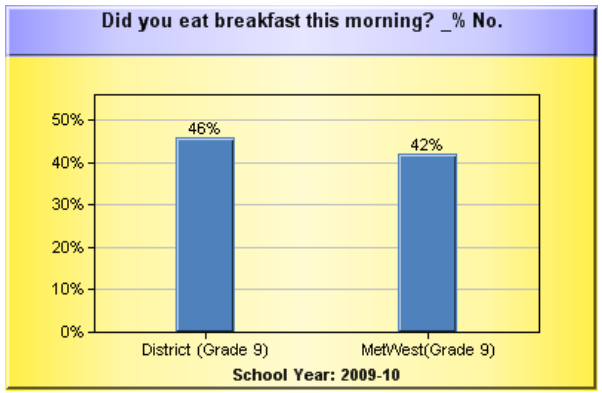
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

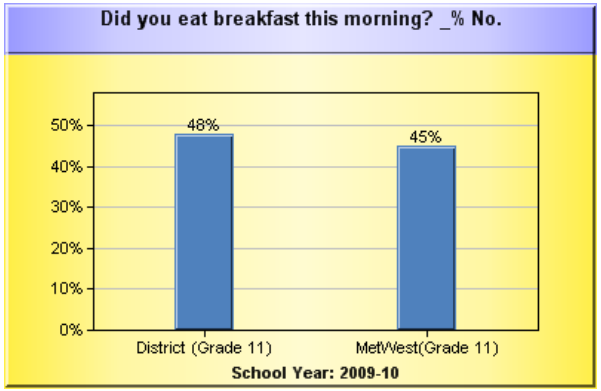
From OUSD Strategic Plan:

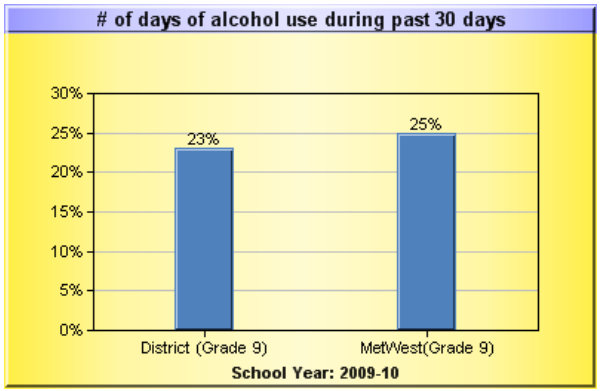
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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.

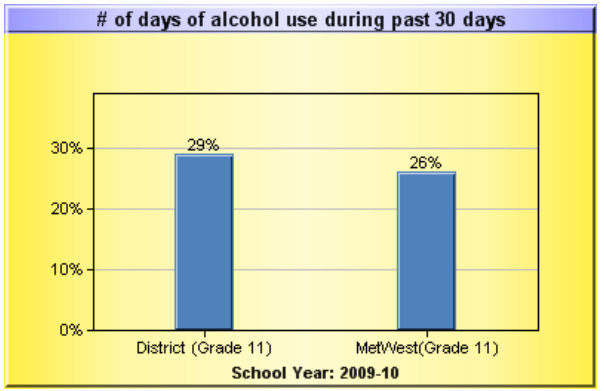


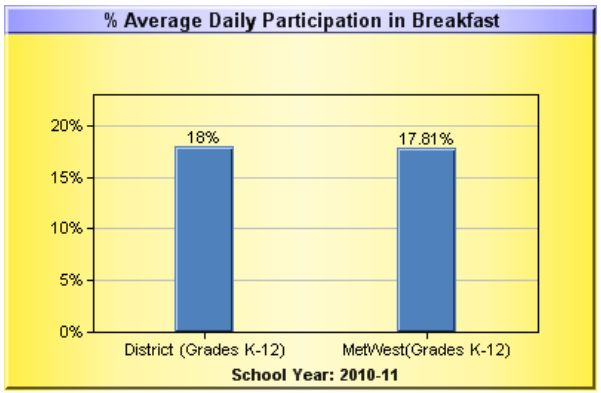


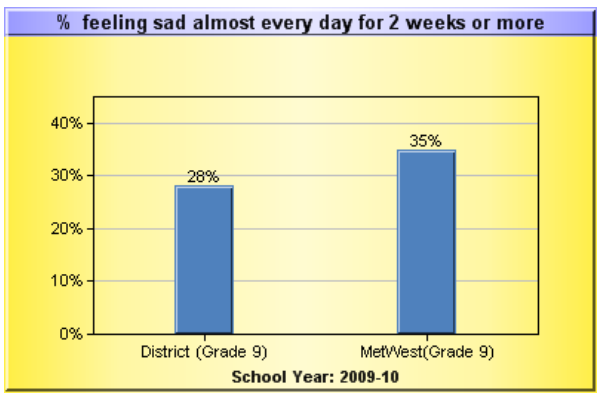


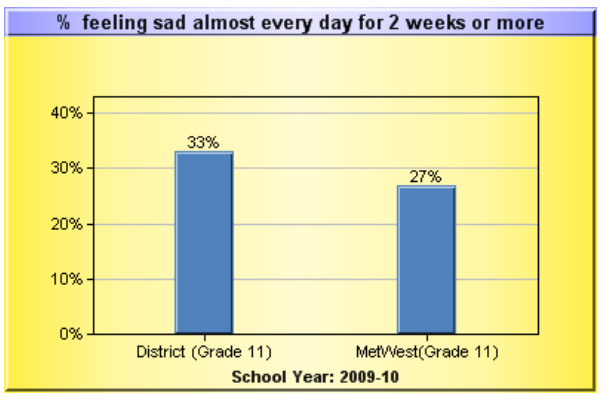


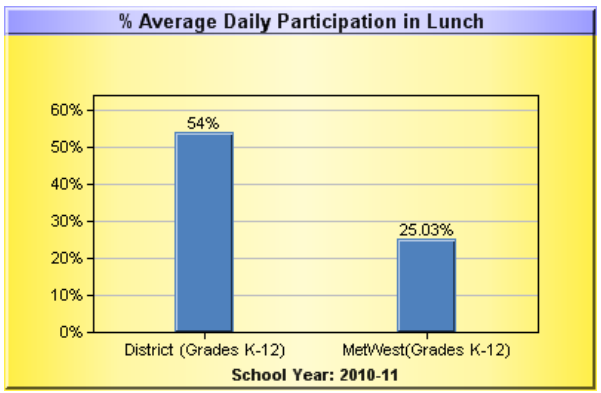


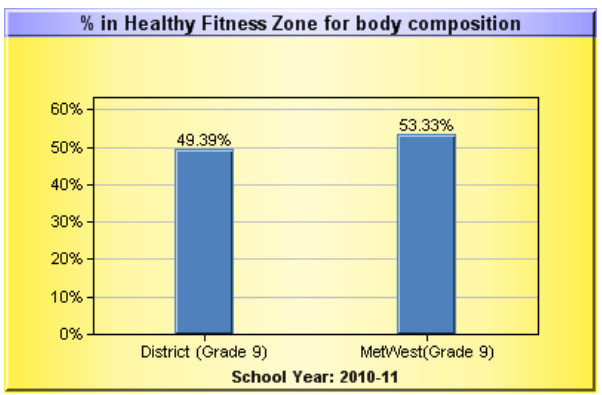


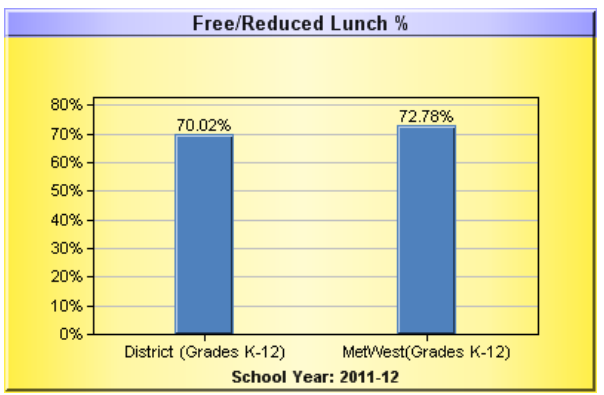












School Data

- All 9th graders receive health and wellness education through our partnership with Peer Health Exchange, which provides volunteer teachers for weekly workshops.

- Enrichment programs offered through the After School Program include fitness, sports, dance, and cooking.

Data Analysis

- Compared to the median Oakland school, more Metwest students report crime and violence outside school and their own mental health as obstacles that make it hard for them to do their best in school, indicating the urgent need for additional services.
- The number of referrals to our COST exceed the services we currently have access to, especially in the case of counseling from Lincoln Child Center and the district alcohol and drug addiction program.

Theory Action

- Our new partnership with Safe Passages will help us develop the infrastructure to integrate a multitude of disciplines including mental health therapists, case managers, and other providers to develop a coordinated plan for students in need.
- Our Community Schools Manager will facilitate access to our new on-site health center that opens in fall 2012.

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: MetWest **Principal:** SEAN MC CLUNG

School Quality Standards relevant to this Strategic Priority

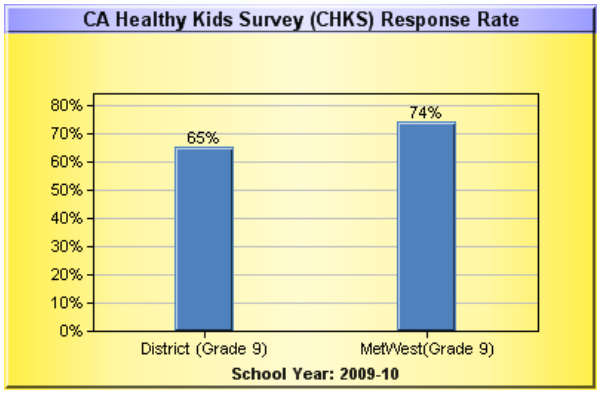
A quality school...

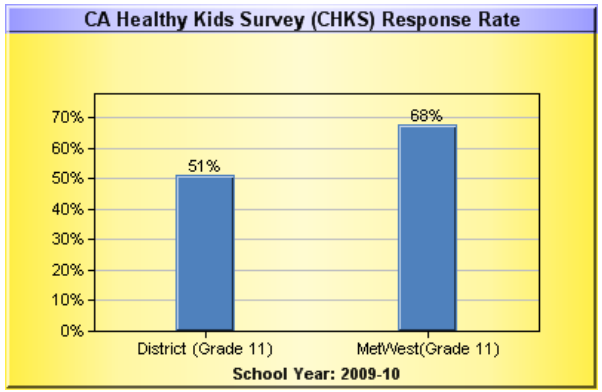
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

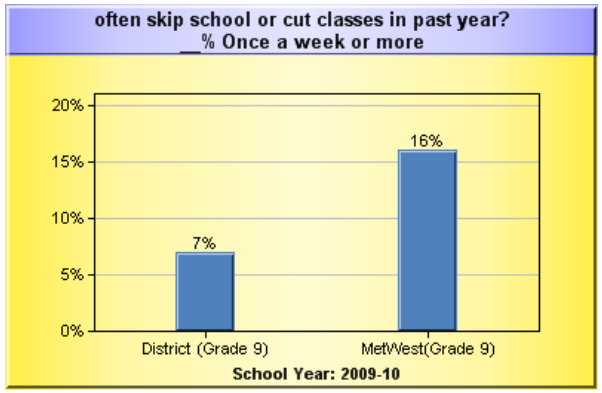
From OUSD Strategic Plan:

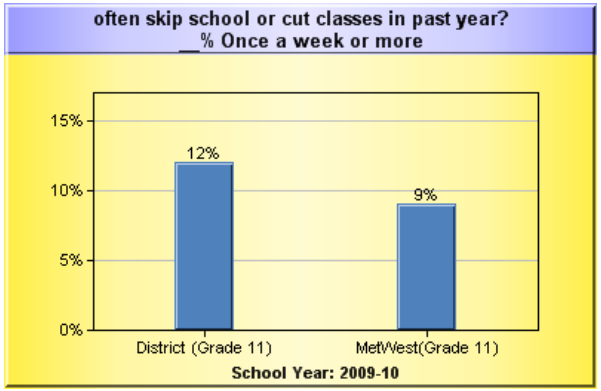
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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.

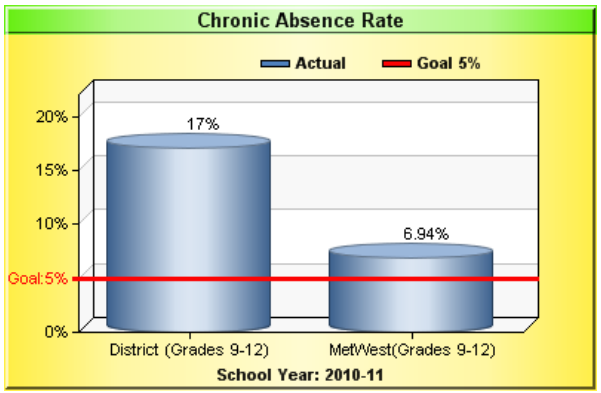
1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

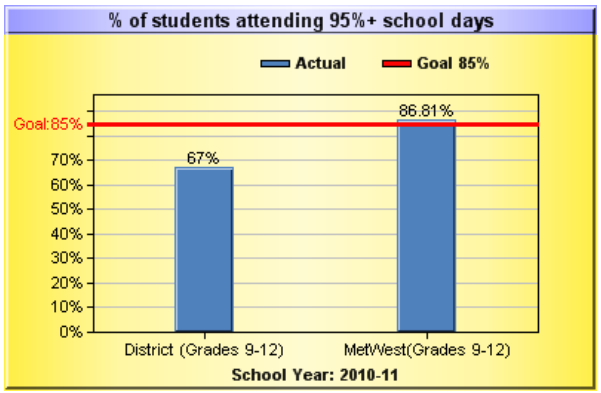


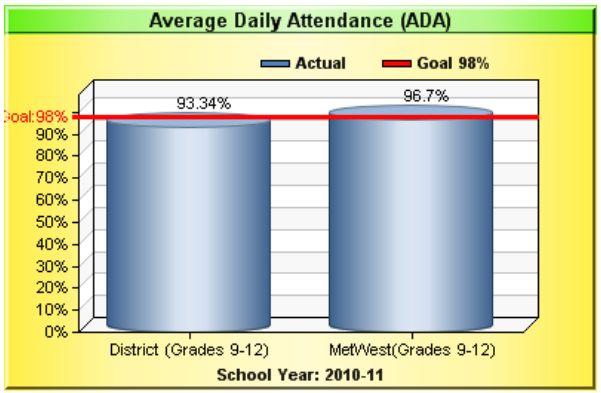












Data Analysis

- We need to improve our collection of attendance data, including tardies and absences, in order to regularly identify and respond to trends, communicate more frequently with families about attendance, and measure the effectiveness of interventions.

Theory Action

- We continue to build our capacity to coordinate and integrate our systems of academic, behavioral, mental health, gang intervention, truancy, and other support services through effective COST and SST meetings.
- Staff support for attendance monitoring and family communication has been added for 2012-13.

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: MetWest **Principal:** SEAN MC CLUNG

School Quality Standards relevant to this Strategic Priority

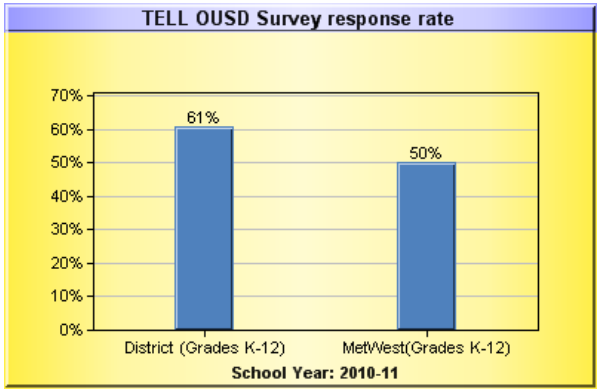
A quality school...

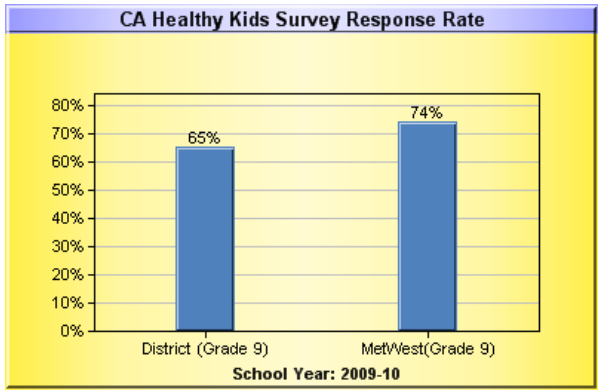
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes 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.

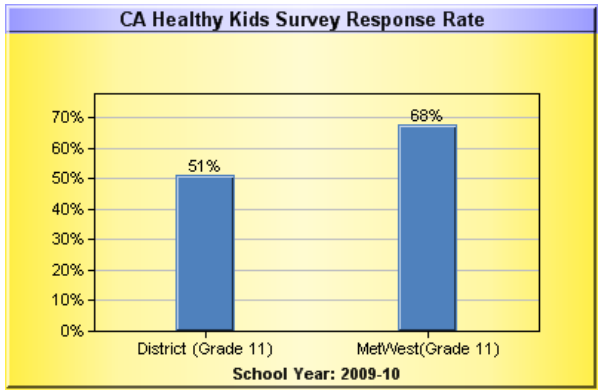
From OUSD Strategic Plan:

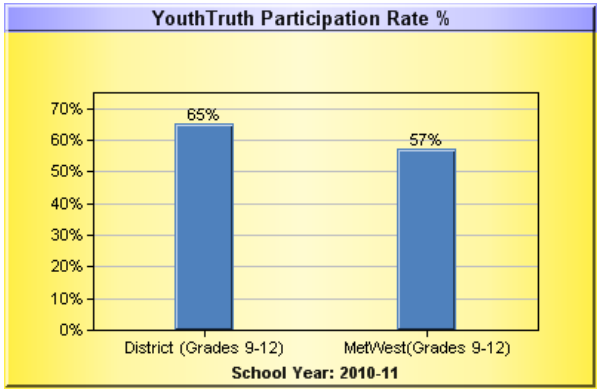
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, 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









School Data

- Teacher retention over the last four years has ranged between 50-75%.

Data Analysis

- Support and retention of staff is foundational to building our capacity as an effective learning community.

Theory Action

- Professional Learning Community (PLC) meetings provide teachers the opportunity to engage in developing both their own practice and the school's curriculum with the objective of improving student achievement.
- Distributed leadership and decision making is facilitated by the regular collaboration of the Leadership Team with our SSC, with staff members taking the lead on particular programs, and with community partners.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Build capacity of teachers to improve student outcomes through professional development	CST, CAHSEE, SRI	All Students	2012-13	Principal, Lead Team	2/28/2012	338SQI3A1049	Provide professional delopment time for teachers to collaborate in professinoal learning communities (PLC)	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	$3,465.00

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

Strategic Priority A. Family & Community Engagement

School: MetWest **Principal:** SEAN MC CLUNG

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).

School Data

- Partnerships established with over 550 businesses and organizations around the Bay Area to host student interns and provide workplace mentors. We've made over 1200 intensive internship placements in total.

Theory Action

- Engagement and partnership with families through home visits, quarterly student exhibitions and family meetings in December and June, and SST meetings leverage powerful support for students to succeed.
- The support of our Community Schools Manager along with our new partnership with Safe Passages will help develop the infrastructure to integrate our many providers to meet the needs of our students and families.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide family meetings to educate parents and guardians about academic programs and supports for the students.	CA Healthy Kids Survey, Family feedback	All Students	2012-13	Principal, Lead Team	2/28/2012	338SQI4A1052	Provide refreshments during family engagment meetings (academic focus only)	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$877.46
Provide family meetings to educate parents and guardians about academic programs and supports for the students.	CA Healthy Kids Survey, Family feedback	All Students	2012-13	Principal, Lead Team	2/28/2012	338SQI4A1054	Teachers conduct home visits to engage family members to support students' academic success	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	$2,538.49

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: MetWest **Principal:** SEAN MC CLUNG

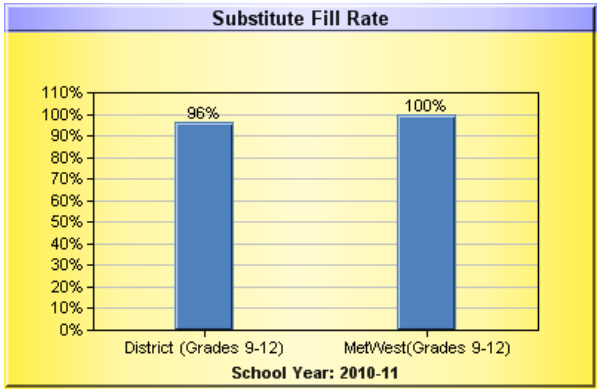
School Quality Standards relevant to this Strategic Priority

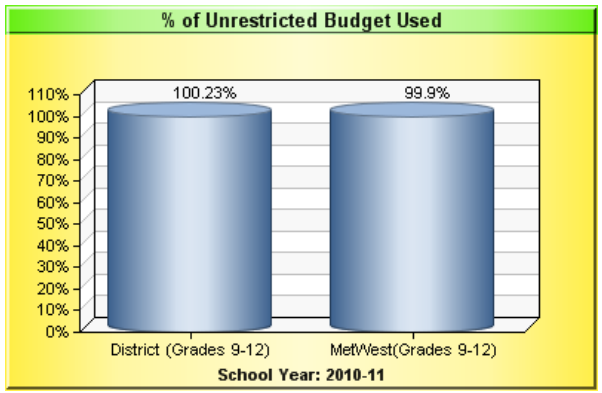
A quality school...

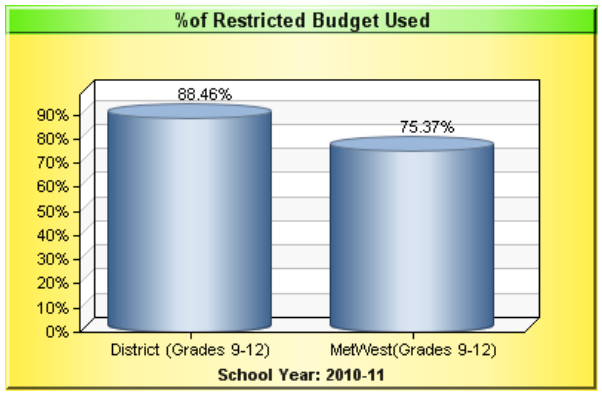
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems 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.







School Data

- Parents, mentors, advocates, and contributors formed the "Friends of MetWest" group in 2011 to support the school through ongoing fundraising efforts.

Theory Action

- Distributed leadership and decision making is facilitated by the regular collaboration of the Leadership Team with our SSC, with staff members taking the lead on particular programs, and with community partners.
- Professional Learning Community (PLC) meetings provide teachers the opportunity to engage in developing both their own practice and the school's curriculum with the objective of improving student achievement.

Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: MetWest High School
Site Number: 338

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 n/a.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 04/20/2012.

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	Xochitl Garcia SSC Chairperson's Name (printed)	4/20/2012 Date
ELAC Chairperson's Signature	n/a ELAC Chairperson's Name (printed)	Date
Principal Signature	Sean McClung Principal's Name (printed)	4/20/12 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: MetWest High School #338 **School Year 2011-12**

Chairperson : Xochitl Garcia	**Vice Chairperson:** Basheer Dalil
Secretary: Edgar Nuñez	**DAC Representative:** Chad Thompson

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Sean McClung	314 E 10th St.	X				
Xochitl Garcia	314 E 10th St.				X	
Edgar Nuñez	314 E 10th St.			X		
Michelle Deiro	314 E 10th St.		X			
Sarah Glasband	314 E 10th St.		X			
Andrew Ronquillo	314 E 10th St.					X
Chad Thompson	314 E 10th St.				X	
Alex Mejia	314 E 10th St.		X			
Shannon Carey	314 E 10th St.		X			
Isabel Montoya	314 E 10th St.					X
Ana Miranda	314 E 10th St.				X	
Basheer Dalil	314 E 10th St.					X
DAC Representative						
Chad Thompson						
Home Ph.	Email:					
510-654-0803	chadthom@concentric.net				X	

Meeting Schedule	**Fridays; 2:30 – 3:30 pm** **12/2/11, 1/20/12, 2/17/12, 3/23/12, 4/20/12, 5/18/12** **Additional mtg 11/17/11 at 4pm.**

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 employees at the site.

Example
High School Composition

1-Principal
4-Classroom Teachers
1-Other Staff

3-Parent /Community and **3** High School Students

MetWest High School
Parental Involvement Policy

Part 1. General Expectations

MetWest High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will involve parents in accessible ways, to promote 2-way communication in an appropriate language.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

  - That parents play an integral role in assisting their child's learning
  - That parents are encouraged to be actively involved in their child's education at school
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
  - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- MetWest High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
    - Gather and disseminate to parents the current involvement policy and family-school partnership agreement
    - Hold meetings to build consensus on family-school partnership plan
    - Solicit both written and oral input from families via surveys and one on one meetings between families and MetWest teachers
    - Share student achievement data with families via newsletters and family meetings

- MetWest High School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    - The Parent Involvement Policy and the Home School Compact will be distributed at Registration, 9th grade orientation, and will be made available to parents during Parent Conferences.

- MetWest High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

    - MetWest High School will revisit the Parental Involvement Policy and the Home/School compact on an annual basis and make changes as needed and requested by parents and staff.

- MetWest High School will convene an **annual Title 1 meeting** to inform parents of the following:

    - That their child's school participates in Title 1
    - About the requirements of Title 1
    - Of their rights to be involved
    - Of their right to participate in the development of the District's Title 1 Plan
    - About their school's participation in Title 1
    - MetWest High School formally meets with parents twice a year during student exhibitions. Families are kept informed of MetWest High School events and activities on a regular basis through mailings and phone calls from teachers and through bi-monthly Family Nights.

- MetWest High School will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
    - All teachers conduct at least 1 Home Visit for each 9th grade and new student.
    - Family Meetings are conducted once every eight weeks. Times are set to accommodate the greatest number of families.

- MetWest High School will provide information about Title 1 programs to parents of participating children in a timely manner:

- MetWest High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
    - This information will be provided in the Big Picture Parent Handbook and is available online at www.bigpicture.org. It is also available at family meetings and in the main office for pick up.

- MetWest High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

    - MetWest teachers hold frequent family conferences to discuss student progress. They also regularly communicate by phone with families.

- MetWest High School will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children.

Part 3. Shared Responsibilities for High Student Academic Achievement

- MetWest High School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    - MetWest High School holds a Wednesday evening parent meeting every six to eight weeks. The principal and other staff attend to communicate with parents. Parents are invited to attend the regular meetings,

volunteer at the school, and attend their children's classes at any time. The MetWest Principal also holds two open forums for parents to attend and discuss any questions or concerns.

- The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

  - The Home-School Compact will be made available to parents at 9th grade orientation, registration and the parent meetings in September. The document will be available in English and Spanish and will be made available to parents by request. Teachers will also have copies of the contract at Parent Conferences.

- The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
  - The requirements of Title 1
  - How to monitor their child's progress
  - How to work with educators

- The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:

  - Provide translators at all meetings & student presentations
  - Translate appropriate materials
  - Provide workshops on the social-emotional process of teenagers graduating and heading off to college

- The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Use professional development time to train staff on effective school-home communication strategies
- Engage current MetWest family members to welcome new families through guided discussion at family meetings

- The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children by:

    - Regular trainings and workshops for parents
    - Trainings during SSC meetings
    - Reminder calls and letters for important events and meetings

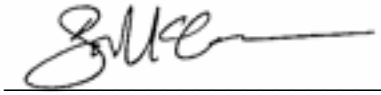
- The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

    - All notifications will be sent home in English as well as any other languages identified by family members (with family assistance for translation)
    - Information will be sent home with students
    - Lead parents in each classroom will make phone calls to further ensure delivery of information

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs.

This policy was adopted by the MetWest High School School Site Council on April 20, 2012 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 1, 2012. It will be made available to the local community on or before October 1, 2012. MetWest High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



4/20/2012

(principal's signature) (date)

MetWest High School
2012-2013 Home-School Compact

MetWest Staff Pledge	*Parent Pledge*	*Student Pledge*
We believe every student can engage and learn in school, and we will do the following to ensure every MetWest student's success: ▪ We will set and hold high academic and behavior standards for all. ▪ We will welcome students and family into our school and our classrooms and treat you with respect. ▪ We will partner with families and students in our student's educational goals. ▪ We will respond in a timely manner to your calls and emails. ▪ We will regularly share celebrations, appreciations, and concerns about your students' academic and social-emotional development. ▪ We will communicate with families using multiple means through phone calls, emails, US mail, website announcements, and public calendars. ▪ We will mail out progress reports and narrative evaluations 4 times each year. ▪ We will provide motivating, interesting, and powerful learning experiences, helping your student create complex projects. ▪ We will use teaching methods and materials that work best for each student. ▪ We will assign homework every day, and know that students should do 1-3 hours of homework each night in order to be well prepared for college at the end of 12th grade. ▪ We will provide educational workshops for parents on adolescent development, the college application and financial aid process.	I know that teenagers need me to stay involved with their education and work closely with their teachers at MetWest. I will support my child's learning and success in school by doing the following: ▪ I will stay in contact with my students' advisor and will participate in a Home Visit, at least 2 exhibitions each year, and Family Nights at MetWest. ▪ I know that school attendance is a huge factor in school achievement, and I will help my student get to school on time every day. ▪ I know that adolescents need 8 hours of sleep each night in order to function best, and will support my student to get adequate sleep each night (no phone, texting, computers, or television at night.) ▪ I will provide a quiet place and time for my student to do homework (without television), and I will talk about the homework with my student so that I know what they're learning. ▪ I will promptly respond to messages from MetWest staff. ▪ I will volunteer my time and knowledge to MetWest whenever possible. ▪ In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected. ▪ I will support my student to participate in enrichment programs afterschool, on weekends, and during the summer.	I believe that I can be successful at MetWest and I will show it by doing the following: ▪ I will arrive to school and my internship on time every day, and be where I need to be all day. ▪ I will use my planner to keep track of my appointments and assignments. ▪ I will keep up with my class and individual assignments so that I maximize my learning and produce high quality work. ▪ I will push myself to do the best work I can, rather than trying to get by with minimum effort. ▪ I will come prepared to school and my internship, and will bring my materials with me every day. ▪ I will follow school rules, show respect for my peers and school adults, and take responsibility for my work and behavior. ▪ I will ask for help from teachers, peers, my mentor, and other adults in the MetWest community. ▪ I will take advantage of opportunities that are presented to me to participate in enrichment programs afterschool, on weekends, and during the summer. I will use the resources available to me and ask my advisor, teachers, mentor, and peers for help with academic and personal challenges whenever I need it. ▪ I will share information from school with my family. ▪ I will keep my cell phone and other electronic devices in my back pack or at home, so that they will not be seen or heard during school hours.

(MetWest High School)

Academic Program Survey—High School Level

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**: **148** All Students. **24** ELs. **19** 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	N/A : As an alternative school of choice, we develop our own curriculum and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher purchase order (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>1.2 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.</td><td>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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.2</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 Instructional Program Materials</u>
All EL students are appropriately <u>✓</u>assessed, <u>✓</u>placed, and <u>✓</u>provided appropriate SBE-adopted instructional program materials.

Identify ELD Instructional Program/Materials Used:

School developed texts for ELs, see comments below.

<u>Appropriate Use</u>
<u>✓</u>Materials/ ELD components are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	As an alternative school of choice, we develop our own curriculum and texts according CA state standards and ELD programs.
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 <u>✓</u>assessed, <u>✓</u>placed, and <u>✓</u>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 <u>4</u> Gr.10 <u>8</u>
All Intensive ELs: Gr. 9 <u>3</u> Gr.10 <u>2</u>
All Intensive SWD’s: Gr. 9 <u>3</u> Gr. 10 <u>2</u>

<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>40</td><td>30</td></tr>
<tr><td>ELs</td><td>15%</td><td>20%</td></tr>
<tr><td>SWDs</td><td>12%</td><td>10%</td></tr>
</table>
<u>Appropriate Use</u>
<u>✓</u>Materials are used daily as designed.
</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>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom core materials.</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>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 <u>✓</u>assessed, <u>✓</u>placed, and <u>✓</u>provided appropriate SBE-adopted instructional program materials.

Number of Students:
<u>25</u> All Students.
<u>5</u> ELs.
<u>5</u> SWDs.

<u>Appropriate Use</u>
Identify all that apply:
<u>✓</u>Core materials are used daily as designed.
<u>✓</u>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><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></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><th></th><th>Grade 9</th><th>Grade 10</th></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	N/A : Algebra 1 is the lowest math class offered, there is no Algebra Readiness Program.
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><td></td><td>Grade 9</td><td>Grade 10</td></tr>
<tr><td>All Students</td><td>60</td><td>60</td></tr>
<tr><td>ELs</td><td>60</td><td>60</td></tr>
<tr><td>SWDs</td><td>60</td><td>60</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><td></td><td>Grade 9</td><td>Grade 10</td></tr>
<tr><td>All Strategic</td><td>8</td><td>6</td></tr>
<tr><td>All HP Strategic</td><td>6</td><td>4</td></tr>
<tr><td># of HP Strategic provided 1 additional period</td><td>6</td><td>4</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><td></td><td>Grade 9</td><td>Grade 10</td></tr>
<tr><td>Additional time provided all HP Strategic students</td><td>60</td><td>60</td></tr>
<tr><td>Additional time provided all HP Strategic ELs</td><td>60</td><td>60</td></tr>
<tr><td>Additional time provided all HP Strategic SWDs</td><td>60</td><td>60</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.** SRI growth and performance assessment interview with teacher **Describe differentiated support for students not needing an additional strategic period:** Individualized Learning plan

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	**4**	**8**	**12**
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	**0**	**0**	**0**

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	**60**	**60**
Intensive ELs	**60**	**60**
Intensive SWDs	**60**	**60**

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.	See rating table and Key Components below

Objective	Fully	Substantially	Partially	Minimally
2.5	4 100%	3 At least 75%	2 At last 50%	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	60
ELs	60
SWDs	90

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 colspan="2"># of grade <u>nine/ten</u> strategic students</th></tr>
<tr><td>All Strategic</td><td>15</td></tr>
<tr><td>All HP Strategic</td><td>6</td></tr>
<tr><td>All HP EL Strategic</td><td>3</td></tr>
<tr><td>All HP SWD Strategic</td><td>1</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td></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>60</td></tr>
<tr><td>Additional time provided to HP El strategic students</td><td>60</td></tr>
<tr><td>Additional time provided to all HP SWD strategic students</td><td>60</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 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>

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply.

Component			Circle the most appropriate rating.
2. Instructional Time	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.	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.	Objective / Fully / Substantially / Partially / Minimally 2.7 / 4 100% / 3 At least 75% / 2 At least 50% / 1 Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** _____Time is given priority and protected from interruptions. **Indicate total number (#) of Minutes for Algebra Readiness period:**

# of Instructional Minutes	
	Algebra Readiness
All **Intensive** Algebra Readiness Learners	
All **Intensive** Algebra Readiness ELs	
All **Intensive** Algebra Readiness SWDs	

Documentation		Additional Comments
	Mathematics	N/A : Algebra 1 is the lowest math class offered, there is no Algebra Readiness Program.
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>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>
<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">N/A : As an alternative school of choice, we develop our own curriculum, pacing guides, and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.</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>3.2 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>
</table>

Documentation		Additional Comments
	Mathematics	N/A : As an alternative school of choice, we develop our own curriculum, pacing guides, and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.
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>3.3 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><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></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="4">N/A : As an alternative school of choice, we develop our own curriculum, pacing guides, and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.</td></tr>
<tr><td>School/District Pacing Plan by Grade Level</td><td></td></tr>
<tr><td></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>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 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</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;
• 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-</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></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.*

* Refer to suggested practicum activities (See 4.2)
</td>
</tr>
</table>

	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.	based practices to plan and deliver instruction to meet varying student needs.	

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	N/A : As an alternative school of choice, we develop our own curriculum, pacing guides, and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.
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	N/A : As an alternative school of choice, we develop our own curriculum, pacing guides, and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.
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

_85%_ 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>
</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>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	N/A : As an alternative school of choice, we develop our own curriculum, pacing guides, and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.
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	N/A : As an alternative school of choice, we develop our own curriculum, pacing guides, and texts according CA state standards, and rely on textbooks less often to enhance and support the school developed materials.
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><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></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:
BTSA coaches for new 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>
<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>School Plan for Assistance and Support to Teachers:</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>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><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></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><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></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>
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		• 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:		

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.

Component			
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	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.	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.	

Objective	Fully	Substantially	Partially	Minimally
8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

3 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.

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
	Reading/Language Arts/ELD	
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>8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal</td><td>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.</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 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.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>8.2</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>Scheduled Structured Collaboration Meetings</u>
_____ 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.

<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>Mathematics</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>
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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 (SPSA).</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 SPSA.
The SPSA 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 SPSA.
The district requires that SPSA 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 SPSA 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>
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<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 SPSA.</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 SPSA.
• The SPSA 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 SPSA.
• The district requires that SPSA 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>9.2</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>Allocation of Funds</u>
✓District and site categorical and general funding are aligned to support EPC implementation.

<u>Coordination of Funds</u>
✓The SPSA aligns to the goals and activities in the LEA Plan.</td></tr>
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