OAKLAND UNIFIED SCHOOL DISTRICT

June 9, 2010

TO: Board of Education

FROM: Tony Smith, Superintendent
Brad Stam, Chief Academic Officer
William Nownes, Interim Director, State and Federal Compliance

RE: 2010/2011 Single Plan for Student Achievement

ACTION REQUESTED:

The Board of Education is requested to approve the Single Plan for student achievement for **Melrose Leadership.**

BACKGROUND:

In accordance with Education Code 52021, the School Site Council annually reviews the school plan, including proposed expenditures allocated to the school, based on the individual educational needs of each student, specifying improvement strategies necessary to achieve improvement in English/Language Arts, Reading, English Language Development, Mathematics, classroom and school climate and environments. In alignment with the district's improvement plans, the School Site Council operating programs funded through the Consolidated Application, developed, approved and submitted the 2010-2011 Single Plan for Student Achievement to the Board of Education for approval. Also submitted is the school's Parent Involvement Policy and SSC membership roster.

DISCUSSION:

The Single Plan for Student Achievement includes a data analysis in the areas of English/Reading/Language Arts (including ELD) and Mathematics to assist in the development of the Academic Plan. Schools that have been designated as Program Improvement by the provisions of NCLB legislation have included additional components in their plans.

FISCAL IMPACT:

The attached list indicates which of the following funding sources are included in **Melrose Leadership** SPSA contained in the district's Consolidated Application for State and Federal Funds: Title I, EIA/SCE, (Economic Impact Aid/School Compensatory Education) EIA/LEP, (Economic Impact Aid/Limited English Proficiency).

RECOMMENDATION:.

The Board of Education is requested to approve the Single Site Plan application for **Melrose Leadership.**

File I.D. #	School	Funding Sources
10-1010	001Urban Promise	Title I, EIA/SCE, EIA/LEP
10-1000	Elmhurst Community Prep	Title I, EIA/SCE, EIA/LEP
10-1008	Roots International	Title I, EIA/SCE, EIA/LEP
✓ 10-1006	Melrose Leadership Academy	Title I, EIA/SCE, EIA/LEP
10-0998	Edna Brewer Middle School	Title I, EIA/SCE, EIA/LEP
10-1002	Frick Middle School	Title I, EIA/SCE, EIA/LEP
10-1004	James Madison Middle School	Title I, EIA/SCE, EIA/LEP
10-1018	Claremont Middle School	Title I, EIA/SCE, EIA/LEP
10-1027	Alliance Academy Middle School	Title I, EIA/SCE, EIA/LEP
10-1029	Barack O'Bama Academy	Title I, EIA/SCE, EIA/LEP

Single

Plan for

Student

Achievement

2010–2011

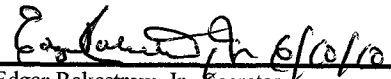|	
School Name:	Melrose Leadership Academy
CDS Code:	01 61259 6118640

Melrose Leadership Academy

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

CERTIFIED:

X Title I (School-wide Project)

X EIA/State Compensatory Education (SCE)

X EIA/LEP

Edgar Rakestraw, Jr., Secretary
Board of Education

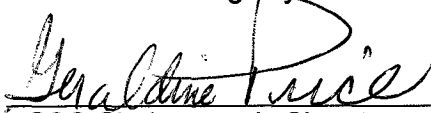**× School Improvement/Library Block Grant (SLIBG)**

X Program Improvement (PI) Current Year status: __4__

X Gifted and Talented Education (GATE)

X English Language Acquisition Program (ELAP)

- This School Plan has been reviewed by the school staff and the School Site Council (SSC). It is approved to be submitted to the OUSD State Administrator and Board of Education for approval and implementation in the 2010-2011 school year.

- It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the SPSA throughout the 2010-2011 School Year.

- If appropriate, the **ELAC** reviewed English Learners data, priority needs, and suggested improvement strategies on _____.

- The **School Site Council** developed the 2010-11 *Single Site Plan for Student Achievement* through a process of meeting to analyze student data, set priorities, and finalize action steps on __February 11, April 15, 2010__

- *Single Site Plan for Student Achievement 10-11* was approved by the School Site Council on **February 11, 2010**.

(Please remember to keep copies of the flyer, sign-in sheets, minutes, and handouts from this meeting in your 2009-2010 SSC files.)

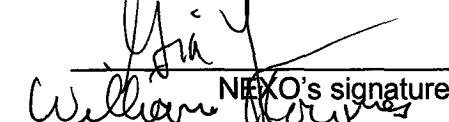|		
SSC Chairperson's Signature	4/28/10 Date	GERALdine Price — SSC Chairperson's Name (printed)
ELAC Chairperson's Signature	Date	ELAC Chairperson's Name (printed)
Principal's Signature	4/15/10 Date	Moyra Contreras — Principal's Name (printed)

I have reviewed this SPSA and it fulfills all compliance and program requirements-

NEXO's signature — 5/4/10   Gia Truong

William Howard — State & Federal Programs   5/6/10 DATE

2010-2011 SPSA Checklist

☐ Assurances Page *(Same as last year)*

☐ Section 1: Site Plan Narrative *(Same format; modified from last year)*
☐ Section 2: Needs Assessment and Data Review *(Same format; modified from last year)*
☐ Section 3: District Goals and School Targets *(Use from Critical Practices plan)*
☐ *New Section: Critical Practices Plan*
☐ Section 4: Academic Action Plan and Budget *(Same format; modified from last year)*
☐ Section 5: School Climate Action Plan and Budget
☐ Section 6: Monitoring Plan

☐ Appendix A: School Site Council Membership
☐ Appendix B: Home School Compact and Parent Involvement Policy
For PI and SAIT schools:
☐ Appendix C: Academic Program Survey
☐ Appendix D: Description of LEA Support for PI Schools (will be provided by central office)
☐ Appendix E: (PI 4 Schools Only) Restructuring Plan

SECTION 1: Site Plan Narrative

Melrose Leadership Academy was founded in 2001 as a middle school to serve students from Melrose Elementary School, a school serving students from a predominantly economically depressed neighborhood of East Oakland. Melrose Leadership Academy opened after a team of parents, teachers, staff and community members came together to comprehensively address the needs of the youth in grades 6th-8th in the Melrose community. This design team identified the need for a safe, academically challenging middle school in the community. They also identified a need to have arts and athletics opportunities for the young people, given that these opportunities did not exist for them in the neighborhood. The school shared a site with its partner elementary school on 53rd and International Boulevard. The vision of MLA was to provide a K-8 experience to students and their families, thus providing stability to students during the middle school years.

Due to lack of space on our original site, in the fall of 2007, Melrose Leadership Academy moved from 53rd Avenue to a small school site located on Brann Street, one mile from its original location. This move separated the middle school from its partner elementary school. Since MLA was never conceived of as a stand-alone middle school, the school community began planning for the expansion of MLA to include grades K-5 at the new location. A new design team was formed in 2008 and has been working on the transformation of MLA from a middle school to a K-8 school dual immersion school.

The **vision** of Melrose Leadership Academy is to partner with families and students to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

The Melrose Leadership Academy's Theory of Action
Dual Immersion

Oakland is a city rich with diversity. Many languages are spoken by its residents, yet, for most children, school is an English only experience. In schools where another language is employed, it is used as a bridge to English, not as something worth developing and sustaining. Many of Oakland's Latino students are segregated into transitional bilingual programs. As a result of this, we have seen a lack of integration between African American and Latino students, the two largest populations in Oakland. This segregation adds to the long-standing division between the African American and Latino communities.

The language abilities students bring to school are not usually treated as assets. As a result, most Latino students in Oakland do not develop academic Spanish. In fact, they generally lose their ability to communicate effectively in Spanish by the time they enter middle school. African American students' language is frequently perceived as inferior to the academic English taught in school. This treatment of the students' home language can alienate the student from the school. Furthermore, English dominant students do not get the opportunity to acquire a second language.

The dual immersion **program is also attracting middle income families who**, in the past have opted to send their children to private schools. Having these families at Melrose Leadership Academy will not only integrate the school ethnically, it will also create socio-economic

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integration. We expect to draw students from the economically depressed International Boulevard up to the middle class neighborhoods east of MacArthur Boulevard. MLA families would be a true representation of the ethnic and socio-economic diversity of Oakland.

The four main goals of dual immersion programs are:

- All students will develop high levels of proficiency in their first language
- All students will develop high levels of proficiency in their second language
- All students will be demonstrate high levels of academic performance in English and Spanish
- All students will demonstrate positive cross-cultural attitudes and behaviors.

By providing dual immersion, we will have ethnically and socio-economically diverse classrooms. We will have a balance of English dominant and Spanish dominant students. All students will become bilingual and bi-literate and they will develop a respect for diversity of language and culture through the intentional inclusion of multi-cultural education. According to Dr. Katheryn Lindholm-Leary's research on dual immersion programs, by 6th grade, English Language learners in a dual immersion program outscore their counterparts in all other programs as measured by the California Standards Test. They score better than the state average. By 7th grade English Language learners surpass the average for all students in the state, including English Only students. Extensive research conducted by Virginia D. Collier and Wayne P. Thomas has shown similar results. For English Language Learners, Thomas and Collier have demonstrated that dual immersion is by far the best model for achieving academic success with English Language Learners. Dual immersion leads to full English proficiency and produces student graduates who are bilingual and bi-literate.

The Center of Applied Linguistics has found that "Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competencies." These findings are based on extensive research conducted by K Lindholm-Leary, W.P. Thomas and V. Collier.

Authentic Student Engagement

We intend to create a bilingual, intellectual and social community where students' ideas, culture and language are valued, where understanding is collaboratively constructed and reconstructed through dialogue that involves multiple voices, including those of the teacher and the students.   Students will be heard and respected. They will share responsibility for their and each other's learning including the task of evaluating their work. They will engage in on-going investigation and hypothesizing, challenge and be challenged by multiple perspectives, pursue ways of making the world around them a better place, and share responsibility to develop and sustain a positive learning community.

Teachers will encourage students to share their ideas in the classroom. They will themselves engage in on-going investigation and hypothesizing about their own and each others' practice. Teachers will participate in Professional Learning Communities where they will look at student work and challenge and support each other to ensure that the curriculum leads to meaningful student engagement.

EXPO

MLA will provide a well-rounded education that will include arts and athletics.
Students in grades 4-8 will have an extended day, where students will have the opportunity to select from various visual arts, performing arts, language and athletic classes. Students in grades K-3 will have the opportunity to participate in after school arts and language classes. All students will participate in semi-annual exhibitions (EXPO's). The MLA EXPO's will include student demonstrations, art exhibits, performances and academic presentations. Community members will be invited to participate in the celebration of student accomplishments during EXPO.

Portfolio

Students will demonstrate their academic growth and understanding through a portfolio. Every semester students will reflect on their work and select pieces of work to add to their portfolio. The purpose of the portfolio is to provide a place for students to collect their best work and reflect on the work over time. It is designed to focus students on meaningful academic work, a process for on-going reflection and an authentic audience for that work. At the end of 8th grade, students will present their portfolio to a panel that includes parents, staff, peers and community members. This presentation will be done bi-lingually. It will be a promotion requirement.

Student-led conferences

Parents will be able to view the portfolio work during student-led conferences every year. During these conferences, students will describe the skills and content knowledge they have gained, where they've been successful and where they've struggled. An individualized plan of support will be developed collectively by the student, parent and teacher.

K-8

In their 1998-2000 study of bilingual programs in California, Thomas and Collier studied several bilingual models. They found that only the dual immersion programs brought students up above the 50th percentile in English reading. The original study included 44,000 students. They have continued this research, which now includes 2 million student records. By 6th grade, students in dual language programs are approaching the 50th percentile on standardized test in English reading. By 7th grade, they are above the 50th percentile and by 9th grade, they are close to the 60th percentile. These findings highlight the need for a K-8 program. In order for students to get the full benefit of dual immersion, the program must be continued through the middle school years.

MLA will be the only school in Oakland to provide dual immersion in the middle school grades. Since Spanish learners will only have exposure to Spanish at school, providing Spanish instruction from 6th-8th grades is essential. This will allow them to continue to develop their second language. Without this support, students would loose their second language before they entered high school. English learners will also benefit from the additional 3 years of dual immersion instruction.

In addition to academic advantages, there are social advantages to the K-8 model. Middle school is a time of social and emotional transition for students. By providing students the opportunity to stay in the same school for nine years, we eliminate the need to move them to a new environment during the difficult middle school years. Research indicates that K-8 schools are more positive environments for young adolescents than traditional middle schools: students are suspended less (Arcia), feel a greater sense of physical safety when they are at school (Weiss & Kipnes), and have higher self-esteem, an effect that is particularly pronounced for girls (Weiss & Kipnes, Botth et al.). Higher self-esteem, in turn, is correlated with higher academic performance (Weiss & Kipnes), and there is some tentative evidence suggesting that students in K-8 schools perform better academically overall (Yecke), though there is still limited reliable literature in that domain.

The K-8 model allows staff to get to know students well for a long period of time. Since we are also a small school, teachers are able to talk to each other informally about students, share internal assessments and brainstorm ways to provide targeted support tailored to the students' individual needs. In addition to working with students for an extended period, we will also work with their families for nine years. This will allow us to provide a stable, consistent, supportive, safe community for students.

School as the cultural center of the community

Melrose Leadership Academy believes that school/family /community partnerships are critical to the academic success of students. We will work in collaboration with our families and community to support students. For effective inclusive communication, all documents and school information will be available in both Spanish and English.

In addition to developing a partnership that supports students academically, we plan to broaden this relationship in order to make MLA the cultural center of the community. By doing so we will be able to demonstrate respect and appreciation for the cultural and linguistic diversity of the community, model life-long learning for students and show that we all have valuable gifts and talents to share. We are all teachers and learners.

Parent Education

MLA will offer adult classes such as Spanish as a second language and English as a second language for adults. In addition to having a trained teacher, we will structure opportunities for parents to teach each other, much like how the students will be language models for their peers. Additionally we will provide support groups for parents, including support for English speaking parents and their families; keeping them informed, describing what they can expect at each stage of language development and reminding them that it takes time to become bilingual. We will also encourage parents and community members to share their expertise by hosting night classes for adults or coming into classrooms to demonstrate their talents.

Parents will continue to produce a quarterly bilingual newsletter. This work will be coordinated by our parent liaison in collaboration with the Padres Unidos parent group.

Celebration of Culture

Students will have the opportunity to develop dance, music and art through the extended day program. A variety of art classes representing different cultural traditions will be offered. EXPO's will be held twice a year to showcase this art. We will also hold other cultural events that will feature performances by students, staff and community members. This may include poetry readings, art exhibits and concerts that represent the cultural diversity of the community.

Currently we have the original middle school program and our emerging K-8 dual immersion program that has a Kindergarten. Next year we will add first grade, and will continue to add one grade level per year until we have a grades, K-8.

The vision of Melrose Leadership Academy is to partner with families and students and the community to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

For the purposes of this plan, it will be necessary to describe the programs separately.

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K-8 Dual Immersion
We currently have our first group of 33 Kindergarteners. Half of our kindergarteners are bi-racial, 25% are African American. Half speak Spanish as their primary language and the other half speak English primarily. Approximately 50% of our kinder students qualify for free and reduced lunch. Next year we will add a First grade, adding one grade level per year until we have K-8.

Our program is a 90/10 model, the model found to be most effective in getting students to acquire and maintain fluent Spanish and English; 90% of the instructional day is in Spanish. Every year we will increase the amount of English used until we reach 50%. We will continue using half English and half Spanish until 8th grade.

Currently we offer all Kinder students the option of participating in our after school program. Students in the after school program participate in art, capoeira and music.

Grades 6-8

Most of our middle school students still come from the old neighborhood. Melrose Leadership Academy serves 186 students in grades 6-8. Our middle student enrollment is 84% Latino, 14% African-American and 2% Asian and Pacific Islander. There are 14 students that are identified as Special Needs students and 92% are classified as Socio-economically disadvantaged.

Melrose Leadership Academy features:
- A rigorous college preparatory academic program that encourages students to explore ideas and take charge of their learning
- A safe, nurturing and orderly environment with high expectations of what students will learn and be able to do, and where cultural diversity is respected
- A extended learning day
- Family and community engagement as an integral aspect of the school's program

Rigorous College Preparatory Academic Program:

MLA students are required to present their learning through a Portfolio process which includes a community presentation 8th grade promotion requirement. They also take a College Prep class four days a week where they learn organizational skills required for success in school. These skills include note-taking, binder organization and goal-setting.

Safe Nurturing Environment:

Students are represented by an elected Student Council which meets two times per week. They coordinate student activities, assemblies, and represent the student voice in the broader school community. Other students serve as "Peace Keepers" to facilitate conflict resolution. The support staff meets weekly to monitor school climate and provide individualized support for struggling students.

Extended Day

The MLA middle school day is from 8:40-5:00pm. Some students participate in optional programming from 5:00-6:00. During the extended portion of the day students are offered electives such as visual arts, dance, martial arts, and digital music. They also participate in athletics classes such as football, soccer, baseball, basketball or PE. Struggling students receive intervention classes in math and/or reading.

Family/Community Engagement

MLA is committed to working with parents as partners. We have a parent liaison who works with our parent group, "Padres Unidos." They meet weekly to support the school and each other. They identify the type of training parents need in order to better support their children and the school.

We hold student-led conferences with all parents at the end of January. During the conference, an individualized learning plan is developed for all students. The plan includes three sections, student, school and parent responsibilities.

Two times per year we celebrate student work during our EXPO. Students present academic as well as artistic work. Our EXPO's are attended by more than 90% of our parents. The EXPO's provide an authentic interaction between our school and the community.

Our 8th grade students are required to do an exit Portfolio presentation for a panel comprised of their family, peers, teachers and other community members. This process ensures that students reflect on their learning and are held responsible for understanding and explaining what

they have learned during their years at MLA. It provides the community and families n opportunity to engage with students and the school about our academic program.

Progress to Date;

We have seen significant academic improvement in Math and English Language Arts. We have significantly fewer students in the Far Below and Below Basic categories. We've also maintained low suspension rates and have met the district attendance goals every year.

We have developed a portfolio process for all students. Last year, all 8th grade students presented their work to the community and we have institutionalized the process. Students and parents understand that all students promoted from MLA will present their learning to the community. This process requires students to take responsibility for their own education.

The narrative provides an opportunity to tell a coherent story about your school and the school site plan that follows. It should not be more than 2-pages in length and should inform the reader about the topics listed below:

Part 1: Our School
- School mission, vision, goals (use SARC as a reference)
- Demographic information

Part 2: Our Progress To Date
- What the data shows
  - o Successes
  - o Challenges
  - o Accelerators

Part 3: Going Forward
  - o How will you use the district-wide strategic practices to accelerate student achievement and meet school targets?
    - Establishing a culture of goal setting and high expectations
    - Fostering the development of professional learning communities of teachers
    - Engaging staff, families and the community in supporting student progress
  - o What, if any, other strategic practices and supporting activities will you use to meet your targets and fulfill your school vision?
  - o What additional tools or other support will the school need?
  - o How will your school monitor the implementation and effectiveness of these strategies throughout the year?

SECTION 2: Needs Assessment and Data Review
Although we did not meet our academic goals for the 2008-2009 school year, we have made progress every yar.

In the last 6 years, we have seen consistent improvement in English Language Arts as measured by the CST. During our 2003-2004 school-year, 72% of our students scored at the Far Below or Below Basic levels. Last year, we had 25% in the lowest two levels. This is a decrease of 47%. In the Proficient and Advanced levels, we began with 6% of our students at these levels. Last year 29% of our students scored at these levels; 23% more students than in the 2003-2004 school year. Although the scores have improved steadily, we are concerned with the rate of growth. We have had difficulty attracting and retaining quality teachers. This year in Humanities we have one first year teacher, one second year teacher and one 4th year teacher. We are always in the process of training and supporting new teachers.

ELA CST Results

	% Far Below	% Below	% Basic	% Proficient	% Advanced
2003-2004	30	42	23	5	1
2004-2005	12	29	47	13	0
2005-2006	10	26	46	16	2
2006-2007	13	25	42	19	1
2007-2008	16	23	37	20	4
2008-2009	9	16	46	24	5

The growth in math has not been as consistent, but if we compare the 2003-2004 results to last year's results, we see that in 2004 43% of our students were scoring in the Far Below and Below Basic levels and 22% at Proficient and Advanced levels. Last year we had 32% at Far Below and Below Basic and 32% at Proficient and Advanced, a decrease of 11% in the lowest two levels and an increase of 10% in the highest levels of performance.

Math CST Results

	% Far Below	% Below	% Basic	% Proficient	% Advanced
2003-2004	6	37	35	21	1
2004-2005	7	27	40	18	8
2005-2006	10	41	30	16	4
2006-2007	11	37	25	18	8
2007-2008	12	35	31	18	4
2008-2009	8	24	37	23	8

We have had a high teacher turn-over rate for the past 5 years that we believe has had a tremendously negative impact on our students' academic achievement. Currently in the middle school, we have one first year teacher, 2 second year teachers, one teacher with 3 years of experience and 2 with 4 years; 33% are new to our school, 66% have been here less than 2 years. Although our teachers are willing to provide students what they need, most of our teachers are still developing their teaching skills. Another area of difficulty that has impacted our achievement has been our difficulty in attracting qualified math teachers. This year 66% of our math teachers are new to teaching math at MLA; 33% are teaching here for

the second year. Last year our Algebra class was taught by a substitute for half the year and a Humanities teacher for the remainder of the year. Even with these difficulties, we saw an increase in 8thy grade math scores last year. We believe that we would have been able to meet our goals with qualified math teachers.

SECTION 3: District Goals and School Targets

See target page in SPSA Critical Practices tool.

NEW SECTION: Critical Practices Plan

2010-2011 SPSA Critical Practices Plan

Melrose Leadership Academy

Principal: Moyra Contreras

CRITICAL PRACTICE AREAS	DISTRICT FIVE-YEAR GOALS
Instructional	1. All students read and write by the end of third grade. 2. All students succeed in Algebra by the end of ninth grade.
Leadership	3. All employees are high performers.
Organizational	4. All students graduate prepared to succeed in college and the work place. 5. All students and adults respect one another and work together across cultures. 6. All schools are healthy, clean, and safe.

SCHOOL TARGETS (*To be completed by each site. Prompts below.*)
1. Goal: All students read and write at a minimum of grade-level proficiency.
    a. School Target: *67.6% at or above proficient*

2. Goal: All students perform mathematically at a minimum of grade-level proficiency.
    a. School Target: *68.5% at or above proficient*
3. Goal: All employees are high performers
    a. School Target: *80% of teachers at "practicing" or "mastery" on Learning Targets rubric.*
    b. School Target: *75% of teachers at "practicing" or "mastery" on Cooperative Learning Structures rubric.*

4. Goal: All students graduate prepared to succeed in college and the work place.
    a. School Target: *100% of students present a College Readiness Plan during their end-of –year portfolio presentation.*
    b. School Target: *100% of middle school teachers observed utilizing at least 2 AVID strategies in their classroom.*

5. Goal: All students and adults respect one another and work together across cultures.
    a. School Target: *90% of students agree or strongly agree on "adult connection" survey item.*

6. Goal: All schools are clean, healthy and safe.
    a. School Target: *96% attendance rate.*
    b. School Target: *90% of students agree or strongly agree on "cleanliness" and "safety" survey items.*

School Target	Critical Practices ➤ Instructional–ENGLISH /LANGUAGE ARTS	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, $ will be needed to implement?
1.a. **1.b.**	**What Do We Want Each Student to Learn?** *(PLC Question 1)* *Our practices to determine this are ...*			
	Identify long-term and short-term learning targets	School coach (TSA) facilitates summer and release-time LT planning /If lack funding: ELA team co-facilitates	1	Full time TSA
		Teachers have daily lesson plans that show LTs	1	Teacher prep-time planning ($0)
	Develop Common Assessments with Standards of Proficiency	ELA coach facilitates common assessment development on Wed. // If lack funding: ELA team co-facilitates	1	TSA (see above)
		Teachers use common assessments at least twice a marking period	1	Teacher prep-time planning ($0)
	Examine Student Work (in a cycle of inquiry about what we want each student to learn); PWA, benchmark and other assessments	TSA facilitates cycle of inquiry at Wed Dept meeting // If lack funding: ELA team co-facilitates	1	TSA (see above)
	How Do We Engage Each Student in Learning? *Our practices are ...*			
	AFL/Use of Learning Targets (as defined in LT rubric)	Teachers "use" LTs daily at "practicing" or "mastery" level	1	TSA (see above)
	Cooperative Learning structures	Teachers "use" structures daily at "practicing" or "mastery" level	1	TSA (see above) PD (January Buy-Back)
	Performance assessment/ Portfolio Process	Teachers will support students to prepare to demonstrate knowledge through EXPO presentations and Portfolio process		TSA (see above)
	How Do We Know What Each Student has Learned? *(PLC Question 2)* *Our practices to know this are...*			
	AFL: Check for Understanding and Exit Tickets	Teachers use CFUs and Exit Tickets at "practicing" or "mastery level	1	TSA (see above) Paragon PD (see above)

		"formative assessment" strategies	Teachers "use" strategies daily at "practicing" or "mastery" level	1	TSA (see above)
		Common Assessments	Teachers use common assessments at least twice a marking period	1	Teacher prep-time planning ($0)
		Examining Student Assessments (in a cycle of inquiry about how we know what each student has learned)	TSA facilitates cycle of inquiry at Wed Dept meeting // If lack funding: ELA team co-facilitates	1	TSA (see above)

School Target	Critical Practices ➤ Instructional–ENGLISH /LANGUAGE ARTS	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, $ will be needed to implement?
1.a. **1.b.**	*Instructional Practices—English/Language Arts*			
	How Do We Respond When a Student Experiences Difficulty in Learning? *(PLC Question 3)* *Our practices for responding are ...*			
	Tutoring Referrals from Teachers to Coordination of Services "Apoyo" team	Grade level teams coordinate referrals and communicate assessment information to Coordination of Services committee	1	Weekly grade-level meeting during common prep
		After school learning program outreach to students and parents	1	After School Program coordinator and tutoring resources
	SST referrals from Teachers to Coordination of Services "Apoyo" team	Grade level teams coordinate referrals and communicate assessment information to Apoyo team	1	Weekly grade-level meeting during common prep
		COS Team outreach to students and parents	1	SST coordinator and COS Team
		Provide math intervention class		Math teachers
	Data System to track referrals, assessment and grade data	SST and Parent Liaison coordinators manage data system		SST coordinator; Apoyo Team
		Review of Data by Grade Level teams		Weekly grade-level meeting during common prep
	How Do We Support a Student who has Learned Already? *(PLC Question 4)* *Our practices for supporting are ...*			
	Enrichment Classes	Extended day activities include opportunities to develop creativity		
	Enrichment activities in classroom	Portfolio process and differentiated instruction allows advanced students to participate in challenging work in classroom		Teachers

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School Target	Critical Practices ➤ Instructional–MATHEMATICS	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, $ will be needed to implement?
2.a. 2.b.	**What Do We Want Each Student to Learn?** *(PLC Question 1)* *Our practices to determine this are ...*			
	Identify long-term and short-term learning targets	TSA facilitates summer and release-time LT planning	1	TSA
		Teachers have daily lesson plans that show LT's		Teacher prep time
	Use Common assessments with standards of proficiency	TSA facilitates assessment process on Wed.		TSA
	Examine student work (in a cycle of inquiry about what we want each student to learn)	TSA facilitates cycle of inquiry at Wed. meetings; co-facilitated by Math teachers		TSA
	How Do We Engage Each Student in Learning? *Our practices are ...*			
	AFL/Use of Learning Targets (as defined by LT rubric)	Teachers "use" LT's daily at "practicing" or "mastery" level		TSA
	Cooperative Learning structures	Teachers "use" cooperative learning structures daily at "practicing" or "mastery" level		TSA
	Performance Assessment/ Portfolio Process	Teachers will support students to prepare to demonstrate knowledge through EXPO presentations and Portfolio process		TSA
	How Do We Know What Each Student has Learned? *(PLC Question 2)* *Our practices to know this are...*			
	AFL: Check for Understanding and Exit Tickets	Teachers use CFU and Exit Tickets at "practicing" or "mastery" level		TSA
	Formative Assessment strategies	Teachers use cooperative		TSA

			learning strategies at "practicing" or "mastery" level		
		Common Assessments	Teachers use common assessments at least twice a marking period		Teacher Prep time planning
		Examining Student assessments (in a cycle of inquiry about how we know what each student has learned)	TSA will facilitate cycle of inquiry at Wed. PD		TSA

School Target	Critical Practices ➤ Instructional–MATHEMATICS	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, $ will be needed to implement?
2.a. **2.b.**	**How Do We Respond When a Student Experiences Difficulty in Learning?** *(PLC Question 3)* *Our practices for responding are ...*			
	Tutoring referrals from teachers to Apoyo Team			Teachers during Common Prep
		Students assigned intervention classes during extended day	1	Extended Day Coordinator Apoyo Team
	SST referrals from teachers to Apoyo Team	Grade level teams coordinate referrals and communicate assessment to Apoyo Team	1	
		SST coordinator communicates with parents	1	SST Coordinator
	Data system to track referrals, assessments and grades	Apoyo team to track this	1	Apoyo team
		Review of data by grade level and school		Weekly grade-level meetings during common prep and quarterly during PD Wednesdays
	How Do We Support a Student who has Learned Already? *(PLC Question #4)* *Our practices for supporting are ...*			
	Enrichment classes	Extended day activities include opportunities to develop creativity	1	Extended Day Coordinator, Apoyo Team
	Enrichment in-class activities	Portfolio process and differentiated instruction allows advanced students to do	1	Classroom teachers, TSA

(Left vertical label: Instructional Practices—Mathematics)

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School Target	Critical Practices ➤ Leadership	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, $ will be needed to implement?
3.a. 3.b.	**Leadership Practices** — **How Do We Provide Descriptive Feedback to Teachers?** *Our practices are ...*			
	Administrator supervision of instruction daily	Principal schedules two days per week for observations	1	Administrators
	Coaching on Instructional Critical practices	See above	3	TSA Teacher Paid PD (see above)
	How Do We Lead Regular Teacher Collaboration in PLCs that Examine our Key Practices? *Our practices are ...*			
	Develop department inquiry teams	Principal participate in ELA/Math cycle of inquiry on Wed.	1	
		Administration and TSA facilitate inquiry team development	1	TSA
	Department inquiry teams develop action plans aligned to SPSA with SMARTE goals	TSA and Administrator facilitate action planning during summer retreat	1	TSA Teacher Paid PD (see above)

School Target	Critical Practices ➤ Organizational	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, $ will be needed to implement?
1.a. 1.b. 2.a. 2.b. 4.a. 4.b. 5.a. 5.b. 6.a. 6.b.	**Organizational Practices**			

Within the Critical Practices column (Organizational Practices):

How Do We Organize for Effective Learning and Teacher Collaboration?
Our practices are ...

Critical Practice	Supporting Activities	Priority	Resources
Implement common preps by grade levels	Administration master scheduling	1	Administration

How Do We Organize for College/Career Readiness?
Our practices are ...

Critical Practice	Supporting Activities	Priority	Resources
Implement AVID strategies in all middle school classrooms	Staff AVID training during summer	3	Teacher paid PD ($5000)
	AVID coordinator descriptive feedback to teachers	5	TSA
Implement college/career readiness curriculum in middle school classrooms	Train teachers in curriculum during summer retreat	2	Teacher paid PD (see above)

How Do We Organize for a Safe & Supportive School
Our practices are ...

Critical Practice	Supporting Activities	Priority	Resources
School-wide discipline procedures	Reviewed at summer retreat		TSA, Teachers extra time
Grade level teams manage first-level discipline referrals	Grade level teams implement plan for first-level referrals		Teachers
Apoyo (Coordination of Services Committee) meets weekly for case management for struggling students	Provide counseling, therapy, conflict resolution as needed		$10,000 Fred Finch Youth Center

SECTION 4: Academic Action Plan and Budgeting for 2010-2011

SECTION 5: Safe and Supportive School Plan and Budgeting for 2010-2011

SPSA Section 4 & 5: Critical Practices Plan with Budget Available for 2010-2011														

School Name:	Melrose Leadership Academy	Site Code:235	Principal Initials:		SSC Chairperson Initials:									
Date:														

Item #	Tracking#	Priority Area	Critical Practice	Supporting Activities	Student Group Impacted	Measure of Success	Budeget Available	Resource No.	Resource Name	Object Code	Object Name	Position Code	FTE	Budget Amount
1	2010-235-ELA-3570	Instructional Practices: ELA		Teachers will participate in professional development through workshops, coaching and peer observation to increase academic achievement of students ans ensure the curriculum leads to meaningful student engagement	English Learners	CELDT	Yes	7091	EIA - LEP			T10TSA0067	0.15	$17,546.04
2	2010-235-ELA-3570	Instructional Practices: ELA		Teachers will participate in professional development through workshops, coaching and peer observation to increase academic achievement of students ans ensure the curriculum leads to meaningful student engagement	Far Below Basic, Below Basic, and Basic	CST	Yes	3010	Title I			T10TSA0067	0.6	$70,184.18
3	2010-235-ELA-3570	Instructional Practices: ELA		Teachers will participate in professional development through workshops, coaching and peer observation to increase academic achievement of students ans ensure the curriculum leads to meaningful student engagement	Far Below Basic, Below Basic, and Basic	District Assessments	Yes	3010	Title I				0	$0.00
4	2010-235-ELA-3570	Instructional Practices: ELA		Low-performing students will receive intensive reading and writing intervention support	Far Below Basic, Below Basic, and Basic	CST	Yes	7090	EIA - SCE				0.5	$23,042.19
5	2010-235-ELA-3570	Instructional Practices: ELA		Low-performing students will receive intensive reading and writing intervention support	English Learners	District Assessments	Yes						0	$0.00

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6	2010-235-MTH-3571	Instructional Practices: Math		Low-performing students will receive additional intensive strategic math instruction	Far Below Basic, Below Basic, and Basic	CST	Yes						0	$0.00
7	2010-235-MTH-3571	Instructional Practices: Math		Low-performing students will receive additional intensive strategic math instruction	Far Below Basic, Below Basic, and Basic	CST	Yes	3010	Title I			K12TCH 0569	0.3	$23,530.15
8	2010-235-MTH-3571	Instructional Practices: Math		Teachers will participate in proffessional development through conferences, coaching, site-based collaboration and peer observation to increase academic achievement of students and ensure th curriculum leads to meaningful student engagement	Far Below Basic, Below Basic, and Basic	CST	Yes						0	$0.00
9	2010-235-MTH-3571	Instructional Practices: Math		Teachers will participate in proffessional development through conferences, coaching, site-based collaboration and peer observation to increase academic achievement of students and ensure th curriculum leads to meaningful student engagement	Far Below Basic, Below Basic, and Basic	CST	Yes						0	$0.00
10	2010-235-MTH-3571	Instructional Practices: Math		Teachers will participate in proffessional development through conferences, coaching, site-based collaboration and peer observation to increase academic achievement of students and ensure th curriculum leads to meaningful student engagement	Far Below Basic and Below Basic	CST	Yes						0	$0.00
11	2010-235-MTH-3571	Instructional Practices: Math		Low-performing students will receive additional intensive strategic math instruction	Far Below Basic, Below Basic, and Basic	CST	Yes	7090	EIA - SCE			K12TCH 0569	0.1	$7,843.38

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12	2010-235-LDS-3572	Leadership Practices		Parents will participate in workshops, conferences, and school wide events to improve understanding of of academic requirements and to support students' social and behavioral development	Far Below Basic, Below Basic, and Basic	Use Your Voice Survey	Yes						0	$0.00
13	2010-235-LDS-3572	Leadership Practices		Parents will participate in workshops, conferences, and school wide events to improve understanding of of academic requirements and to support students' social and behavioral development	Far Below Basic, Below Basic, and Basic	Use Your Voice Survey	Yes	9901	Title I - Parent Participati on				0	$0.00
14	2010-235-LDS-3572	Leadership Practices		Parents will participate in workshops, conferences, and school wide events to improve understanding of of academic requirements and to support students' social and behavioral development	Far Below Basic, Below Basic, and Basic	Use Your Voice Survey	Yes						0	$0.00
15	2010-235-LDS-3572	Leadership Practices		Teachers will have access to equipment and supplies to produce consumable instructional materials to differentiate instruction for low-performing students.	Far Below Basic, Below Basic, and Basic	District Assessment s	Yes	7090	EIA - SCE				0	$0.00
16	2010-235-LDS-3572	Leadership Practices		Teachers will have access to equipment and supplies to produce consumable instructional materials to differentiate instruction for low-performing students.	All Students	CST	Yes						0	$0.00
17	2010-235-LDS-3572	Leadership Practices		Teachers will have access to equipment and supplies to produce consumable instructional materials to differentiate instruction for low-performing students.	All Students	Site-based common assessment s	Yes						0	$0.00
18	2010-235-LDS-3572	Leadership Practices		Students will utilize the library to improve literacy	All Students	CST	Yes						0	$0.00

19	2010-235-LDS-3572	Leadership Practices		Students will participate in EXPO, portfolio development, and student-led conferences each year to demonstrate their academic growth and understanding of their work to their families and community	All Students	Site-based common assessments	No						0	$0.00
20	2010-235-LDS-3572	Leadership Practices		Provide opportunities for parents and other community members to engage with MLA students and staff through cultural activities and second language classes	All Students	Use Your Voice Survey	If funds become available						0	$0.00
21	2010-235-LDS-3572	Leadership Practices											0	$0.00
22	2010-235-ORG-3573	Organizational Practices		Students will develop high levels of proficiency in their first language	All Students	Site-based common assessments	If funds become available						0	$0.00
23	2010-235-ORG-3573	Organizational Practices		All students will develop high levels of proficiency in their second language	All Students	Site-based common assessments	If funds become available						0	$0.00
24	2010-235-ORG-3573	Organizational Practices		GATE students will participate in independent learning opportunities	GATE	CST							0	$0.00
25	2010-235-ORG-3573	Organizational Practices		All incoming kindergarten students and families will participate in extensive orientation and needs assessment to ensure the instructional program meets the needs of students	All Students	Site-based common assessments	If funds become available						0	$0.00

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SECTION 6: Monitoring

		SPSA Section 6: Monitoring Plan				
Site Code: 235	**School Name:**	Melrose Leadership Academy		**Principal Initials:**	**SSC Chair Initials:**	
Date:						
No.#	**Priority Area**	**Actions**	**Measure of Success**	**Person Responsible**	**Timeline**	
1	English Language Arts	Low-performing students will receive intensive reading and writing intervention support.	CST;District Assessments	SHANNONCAREY	
2	English Language Arts	Teachers will participate in professional development through workshops, coaching, and peer observation to increase academic achievement of students and ensure the curriculum leads to meaningful student engagement.	CELDT;CST;District Assessments	SHANNONCAREY	
3	Math	Teachers will participate in professional development through conferences, coaching, site-based collaboration, and peer observation to increase academic achievement of students and ensure the curriculum leads to meaningful student engagement..	CST	SHANNONCAREY	
4	Math	Low performing students will receive additional intensive strategic math instruction.	CST	DEBORAHLENZ	
5	School Climate	Provide opportunities for parents and other community members to engage with MLA students and staff through cultural activities and second language classes.	Use Your Voice Survey	MOYRACONTRERAS	
6	School Climate	Students will participate in EXPO, portfolio development, and student-led conferences each year to demonstrate their academic growth and understanding of their work to their families and communities.	Site-based common assessments	DEBORAHLENZ	
7	School Climate	Students will utilize the library to improve literacy and study skills.	CST	ISABELBURGOS	
8	School Climate	Teachers will have access to equipment and supplies to produce consumable instructional materials to differentiate instruction for low-performing students.	District Assessments;CST; Site-based common assessments	ROSANNALOPEZ	
9	School Climate	Parents will participate in workshops, conferences, and school-wide events to improve understanding of academic requirements and to support students' social and behavioral development.	Use Your Voice Survey	MOYRACONTRERAS	
10	Additional Practices	All students will develop high levels of proficiency in their second language.	Site-based common assessments	MOYRACONTRERAS	
11	Additional Practices	All incoming Kindergarten students and families will participate in extensive orientation and needs assessment to ensure the instructional program meets the needs of students.	Site-based common assessments	MOYRACONTRERAS	
12	Additional Practices	GATE students will participate in independent learning opportunities.	CST	DEBORAHLENZ	
13	Additional Practices	Students will develop high levels of proficiency in their first language.	Site-based common assessments	MOYRACONTRERAS	

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Appendix A: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[1]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Moyra Contreras	X				
Asucena Davila		X			
Debbie Lenz		X			
Sarah Purdy		X			
Isabel Lopez			X		
Geraldine Price				X	
Guadalupe Lora				X	
Ana Prieto				X	
Rosa Gonzalez				X	
Hilda Bucio				X	
Numbers of members of each category	1				

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[1]   At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix B: Home School Compact and Parent Involvement Policy

Title I School Parental Involvement Policy   2010 - 2011

Involvement of Parents in the Title I Program
Melrose Leadership Academy agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

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

1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
   Parents can participate in the monthly School Site Council meetings (SSC), weekly Padres Unidos meetings, Back to School Night, EXPO's, student-led conferences or individual conferences with teachers.

2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

   - 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 alternate assessments
   - Academic proficiency levels students are expected to achieve
   - The requirements of the Title 1 Program
   - How to monitor their child's progress

   This information is disseminated at our Orientation, Back to School Night, SSC meetings, Padres Unidos meetings and during student-led conferences.

3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

   This support is provided during parent trainings, SSC meetings and during Padres Unidos meetings.

4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

> This is covered during the regular professional development sessions.

5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

> All parental involvement activities at MLA are open to all parents.

6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

> All program information is provided to parents in Spanish and English in a timely manner. A calendar of all events is issued to parents during the orientation meeting before the beginning of school and monthly reminders are provided to parents as well.

7) Provides support, during regular meetings, for parental activities requested by Title I Program parents.
> The Padres Unidos parent group surveys parents to determine the type of trainings parents would like to receive.

8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

1) Melrose Leadership Academy will convene an annual Title I meeting to inform parents of the following:
   - That the school participates in the Title 1 Program
   - How the school implements the Title I Program
   - The requirements of the Title 1 Program
   - The parents' right to be involved
   - The parents' right to participate in the development of the District's Title 1 Plan
     School-Parent Compact

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

School – Parent Compact

Melrose Leadership Academy and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2010-2011 school year.

School Responsibilities - *Melrose Leadership Academy* will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

> *The school will provide high-quality curriculum and instruction, using California standards-aligned instructional materials within a supportive and effective learning environment.*

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

> *Student-led parent-teacher conferences will be held at semester and as needed.*

3) Provide parents with frequent reports on their children's progress.
> *Report cards will be sent four times a year and additional reports as needed.*

4) Provide parents reasonable access to staff.
> *School staff will be available for consultation with parents as needed.*

5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
> *Parents may volunteer, participate, and observe classroom activities. They can also participate in our parent group Padres Unidos.*

Parent Responsibilities –
> **We, as parents will support our children's learning in the following ways:**

- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child's out of school time*
- *Abide by MLA school-parent-student contract.*
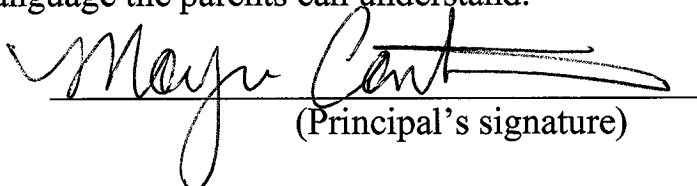
Student Responsibilities –
> **We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:**

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Abide by MLA school-parent-student contract.*

3) Provide parents with frequent reports on their children's progress.

Report cards will be sent four times a year and additional reports as needed.

4) Provide parents reasonable access to staff.

School staff will be available for consultation with parents as needed.

5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents may volunteer, participate, and observe classroom activities. They can also participate in our parent group Padres Unidos.

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We, as parents will support our children's learning in the following ways:

- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child's out of school time*
- *Abide by MLA school-parent-student contract.*

Student Responsibilities –
We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Abide by MLA school-parent-student contract.*

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by meeting agenda from SSC meeting October 9, 2009 and April 15, 2010.

This policy was adopted by the Melrose Leadership Academy School Site Council on April 15, 2010 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before the last day of September yearly. It will be made available to the local community on or before the last day of September yearly. The Melrose Leadership Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____
(Principal's signature)

April 15, 2010
(date)

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by meeting agenda from SSC meeting October 9, 2009 and April 15, 2010.

This policy was adopted by the Melrose Leadership Academy School Site Council on April 15, 2010 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before the last day of September yearly. It will be made available to the local community on or before the last day of September yearly. The Melrose Leadership Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____   April 15, 2010
           (Principal's signature)   (date)

Appendix D: Description of LEA Support for PI Schools
This document will be provided by central office for all PI schools.

Appendix E: Program Improvement Restructuring & Achievement Acceleration Plan

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

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

The Melrose Leadership Academy community engaged in a restructuring process during the 2008-2009 school year. Fundamental reforms were included in this program which led to the transformation of the school to a K-8 Dual Immersion program. We will not include additional fundamental reforms in this plan, given that we are just beginning the implementation of the new plan developed last year. This transformation will take nine years to complete. As we grow our new program, we will also continue with our current middle school program. This plan addresses the current needs of the middle school as we grow our new program.

We determined that there are 4 critical areas that we must address during this transformation.
- Improving classroom instruction
- Improving school climate
- Attracting and retaining high quality teachers
- Ensuring that we grow together as one school, not as two separate schools

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Critical Practice #1
Use Learning Targets and Assessments for Learning to improve classroom instruction and student engagement.

Key School Targets:
1. All teachers will include standards-based learning targets in their plans and in their instruction.

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2. All teachers will use assessments to assess daily and long-term targets regularly, and use this data to inform instruction.

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
All teachers will include learning targets in every lesson All teachers will use long term and supporting targets	All teachers will use assessments daily to determine level of mastery of target All teachers will use results of assessments to inform instruction	All teachers will have students assess their own mastery of targets by using rubrics and results of assessments

Critical Practice #2
Use the MLA Habits of Heart and Mind (Organization and Preparedness, respect, compassion and Kindness, Cooperation and Collaboration, Reflection, Curiosity and Joy of Learning, Leadership and Service, Persistence) to teach positive habits in order to improve school climate.

Key School Targets:
1. All staff and students will know the MLA Habits of Heart and Mind
2. All staff and students will be able to articulate how the MLA Habits of Heart and Mind support learning and the development of positive, respectful relationships

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
All teachers will teach Habits of	Teachers will use the language	All staff will use Habits

Heart and Mind monthly	of Habits regularly in classroom instruction	regularly when working with students in assessing achievement, effort and attitude
All teachers will facilitate the process of students assessing their implementation of the MLA Habits of Heart and Mind every semester through the use of rubrics	School will recognize students and staff monthly for exemplifying the Habit of the Month	
Teachers will include Habits grades as part of the quarterly report card		

Critical Practice #3
Attract and retain high quality teachers

Key School Targets:
1. Decrease teacher turn-over by 50%
2. Improve quality of instruction current teachers

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
Coach will provide in-class support; team teaching, feedback and support with lesson-planning to new and struggling teachers	Coach will provide in-class support; team teaching, feedback and support with lesson-planning to new and struggling teachers	Coach will provide in-class support; team teaching, feedback and support with lesson-planning to new and struggling teachers
Coach and Apoyo Team will provide in-class support to new teachers with difficulties with classroom management	Coach and Apoyo Team will provide in-class support to new teachers with difficulties with classroom management	Coach and Apoyo Team will provide in-class support to new teachers with difficulties with classroom management
All teachers will work together to provide feedback and support to each other	All teachers will work together to provide feedback and support to each other	All teachers will work together to provide feedback and support to each other
Teachers will have	Teachers will have	Teachers will have

opportunities to take leadership roles in Leadership team and in professional development School staff and parents will disseminate information about the school to prospective teachers throughout the year, at conferences, trainings and on-line	opportunities to take leadership roles in Leadership team and in professional development School staff and parents will disseminate information about the school to prospective teachers throughout the year, at conferences, trainings and on-line	opportunities to take leadership roles in Leadership team and in professional development School staff and parents will disseminate information about the school to prospective teachers throughout the year, at conferences, trainings and on-line

Appendix E: Program Improvement Restructuring & Achievement Acceleration Plan

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

The Melrose Leadership Academy community engaged in a restructuring process during the 2008-2009 school year. Fundamental reforms were included in this program which led to the transformation of the school to a K-8 Dual Immersion program. We will not include additional fundamental reforms in this plan, given that we are just beginning the implementation of the new plan developed last year. This transformation will take nine years to complete. As we grow our new program, we will also continue with our current middle school program. This plan addresses the current needs of the middle school as we grow our new program.

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- Improving school climate
- Attracting and retaining high quality teachers
- Ensuring that we grow together as one school, not as two separate schools

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Critical Practice #1
Use Learning Targets and Assessments for Learning to improve classroom instruction and student engagement.

Key School Targets:
1. All teachers will include standards-based learning targets in their plans and in their instruction.

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2. All teachers will use assessments to assess daily and long-term targets regularly, and use this data to inform instruction.

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
All teachers will include learning targets in every lesson All teachers will use long term and supporting targets	All teachers will use assessments daily to determine level of mastery of target All teachers will use results of assessments to inform instruction	All teachers will have students assess their own mastery of targets by using rubrics and results of assessments

Critical Practice #2
Use the MLA Habits of Heart and Mind (Organization and Preparedness, respect, compassion and Kindness, Cooperation and Collaboration, Reflection, Curiosity and Joy of Learning, Leadership and Service, Persistence) to teach positive habits in order to improve school climate.

Key School Targets:
1. All staff and students will know the MLA Habits of Heart and Mind
2. All staff and students will be able to articulate how the MLA Habits of Heart and Mind support learning and the development of positive, respectful relationships

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
All teachers will teach Habits of	Teachers will use the language	All staff will use Habits

Heart and Mind monthly	of Habits regularly in classroom instruction	regularly when working with students in assessing achievement, effort and attitude
All teachers will facilitate the process of students assessing their implementation of the MLA Habits of Heart and Mind every semester through the use of rubrics Teachers will include Habits grades as part of the quarterly report card	School will recognize students and staff monthly for exemplifying the Habit of the Month	

Critical Practice #3
Attract and retain high quality teachers

Key School Targets:
1. Decrease teacher turn-over by 50%
2. Improve quality of instruction current teachers

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
Coach will provide in-class support; team teaching, feedback and support with lesson-planning to new and struggling teachers Coach and Apoyo Team will provide in-class support to new teachers with difficulties with classroom management All teachers will work together to provide feedback and support to each other Teachers will have	Coach will provide in-class support; team teaching, feedback and support with lesson-planning to new and struggling teachers Coach and Apoyo Team will provide in-class support to new teachers with difficulties with classroom management All teachers will work together to provide feedback and support to each other Teachers will have	Coach will provide in-class support; team teaching, feedback and support with lesson-planning to new and struggling teachers Coach and Apoyo Team will provide in-class support to new teachers with difficulties with classroom management All teachers will work together to provide feedback and support to each other Teachers will have

opportunities to take leadership roles in Leadership team and in professional development School staff and parents will disseminate information about the school to prospective teachers throughout the year, at conferences, trainings and on-line	opportunities to take leadership roles in Leadership team and in professional development School staff and parents will disseminate information about the school to prospective teachers throughout the year, at conferences, trainings and on-line	opportunities to take leadership roles in Leadership team and in professional development School staff and parents will disseminate information about the school to prospective teachers throughout the year, at conferences, trainings and on-line

Melrose Leadership Academy

EPC 1: Instructional Materials
Objective 1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts(RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."

Fully	~~All students (100 percent), including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD.~~ These materials are implemented daily as designed to support the needs of all students. • At all grade levels, teachers are using the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners
Substantially	Most students (at least 75 percent), including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.
Partially	Some students (at least 50 percent), including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.
Minimally	Few students (less than 50 percent), including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.
Comments:	

EPC 1: Instructional Materials	
Objective 1.2 The school/district provides the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.	
Fully	All ELs (100 percent) are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption the materials from the previous SBE-approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD by language proficiency level.
Substantially	Most ELs (at least 75 percent) are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption the materials from the previous SBE-approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.
Partially	~~Some ELs (at least 50 percent) are provided either the 2008 SBE-adopted instructional program materials in ELD~~ (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption the materials from the previous SBE-approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.
Minimally	Few ELs (less than 50 percent) are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption the materials from the previous SBE-approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.
Comments:	

EPC 1: Instructional Materials
Objective 1.3 The school/district provides the current* SBE-adopted RLA intensive intervention programs and materials in grade six through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.   * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."

Fully	All identified intensive intervention students (100 percent) in grade six through eight, including ELs and SWDs, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.
Substantially	~~Most identified intensive intervention students (at least 75 percent) in grade six through eight, including ELs and SWDs, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need.~~ These materials are implemented daily as designed.
Partially	Some identified intensive intervention students (at least 50 percent) in grade six through eight, including ELs and SWDs, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.
Minimally	Few identified intensive intervention students (less than 50 percent) in grade six through eight, including ELs and SWDs, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.
Comments:	

EPC 1: Instructional Materials	
Objective 1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	
Fully	All students (100 percent), including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers are using the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
Substantially	Most students (at least 75 percent), including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.
Partially	Some students (at least 50 percent), including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.
Minimally	Few students (less than 50 percent), including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.
Comments:	

Academic Program Survey Ratings Guide
Middle School

EPC 1: Instructional Materials	
Objective 1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades six and seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.	
Fully	All identified intensive intervention students (100 percent) in grades six and seven, including ELs and SWDs, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.
Substantially	Most identified intensive intervention students (at least 75 percent) in grades six and seven, including ELs and SWDs, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.
Partially	Some identified intensive intervention students (at least 50 percent) in grades six and seven, including ELs and SWDs, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.
Minimally	Few identified intensive intervention students (less than 50 percent) in grades six and seven, including ELs and SWDs, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.
Comments:	

EPC 1: Instructional Materials	
Objective 1.6 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 for identified intensive intervention students in grade eight needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.	
Fully	All students (100 percent) in grade eight, 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 most recent SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.
Substantially	Most students (at least 75 percent) in grade eight, 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 most recent SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.
Partially	Some students (at least 50 percent) in grade eight, 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 most recent SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.
Minimally	Few students (less than 50 percent) in grade eight, 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 most recent SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.
Comments:	

EPC 2: Instructional Time	
Objective 2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the most current SBE-adopted programs for RLA/ELD. This time is given priority and protected from interruptions. • Grades six through eight: 1.0 and up to 2.0 hours (or up to two periods)	
Fully	The school's master schedule allocates for all RLA/ELD classrooms (100 percent) the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.
Substantially	The school's master schedule allocates for most RLA/ELD classrooms (at least 75 percent) the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.
Partially	The school's master schedule allocates for some RLA/ELD classrooms (at least 50 percent) the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.
Minimally	The school's master schedule allocates for few RLA/ELD classrooms (less than 50 percent) the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.
Comments:	

EPC 2: Instructional Time	
Objective 2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. • Grades six through eight: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.	
Fully	The school's master schedule allocates sufficient additional time and periods to support all identified strategic students (100 percent), 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. • All (100 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, all (100 percent) receive additional differentiated instructional support when needed.
Substantially	The school's master schedule allocates sufficient additional time and periods to support most identified strategic students (at least 75 percent), 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. • Most (at least 75 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, most (at least 75 percent) receive additional differentiated instructional support when needed.
Partially	The school's master schedule allocates some additional time and periods to support some identified strategic students (at least 50 percent) 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. • Some (at least 50 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, some (at least 50 percent) receives additional differentiated instructional support when needed.
Minimally	The school's master schedule allocates little or no additional time and periods to support few, if any, identified strategic students (less than 50 percent), including ELs, SWDs and students with learning difficulties. The district/school seldom uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Few (less than 50 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, few (less than 50 percent) receives additional differentiated instructional support when needed.
Comments:	

EPC 2: Instructional Time	
Objective 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 English Language Development (ELD) instruction for identified ELs, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. • Grades six through eight: 30-60 minutes (or up to one period)	
Fully	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for all identified ELs (100 percent). These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. • ELs are appropriately placed by language proficiency level based on CELDT and all available English proficiency measures.
Substantially	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for most identified ELs (at least 75 percent). These ELD instructional minutes are in addition to instructional time in the basic core program given priority and protected from interruptions.
Partially	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for some identified ELs (at least 50 percent). These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.
Minimally	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for few identified ELs (less than 50 percent). These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.
Comments:	

EPC 2: Instructional Time	
Objective 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 intensive intervention programs in RLA. This time is given priority and protected from interruptions. • Grades six through eight: 2.5 to 3.0 hours (or up to 3 periods)	
Fully	The school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students (100 percent), including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.
Substantially	~~The school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for most identified intensive intervention students (at least 75 percent), including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.~~
Partially	The school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for some identified intensive intervention students (at least 50 percent), including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.
Minimally	The school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for few identified intensive intervention students (less than 50 percent), including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.
Comments:	

Academic Program Survey Ratings Guide
Middle School

EPC 2: Instructional Time	
Objective 2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the most current SBE-adopted programs for mathematics. This time is given priority and protected from interruptions. • Grades six through eight: 50-60 minutes (or 1 period)	
Fully	The school's master schedule allocates for all mathematics classrooms (100 percent) the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.
Substantially	The school's master schedule allocates for most mathematics classrooms (at least 75 percent) the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.
Partially	The school's master schedule allocates for some mathematics classrooms (at least 50 percent) the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.
Minimally	The school's master schedule allocates for few mathematics classrooms (less than 50 percent) the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.
Comments:	

EPC 2: Instructional Time	
Objective 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 students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials. • Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course.	
Fully	The school's master schedule allocates sufficient additional time and periods to support all identified (grades six, seven, and eight) strategic students (100 percent), 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. • All (100 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, all (100 percent) receive additional differentiated instructional support when needed
Substantially	The master schedule allocates sufficient additional time and periods to support most identified (grades six, seven, and eight) strategic students (at least 75 percent), 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 to determine the amount of strategic support offered to students. • Most (at least 75 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, most (at least 75 percent) receive additional differentiated instructional support when needed
Partially	The master schedule allocates additional time to support some identified (grades six, seven, and eight) strategic students (at least 50 percent), 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 to determine the amount of strategic support offered to students. • Some (at least 50 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, some (at least 50 percent) receives additional differentiated instructional support when needed.
Minimally	The master schedule allocates additional time to support few identified (grades six, seven, and eight) strategic students (less than 50 percent), 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 to determine the amount of strategic support offered to students. • Few (less than 50 percent) high priority strategic students receive an additional period of instruction. • For strategic students not needing an additional period, few (less than 50 percent) receives additional differentiated instructional support when needed.
Comments:	

EPC 2: Instructional Time	
Objective 2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. • Grades six through eight: 30-60 minutes (or up to one period) additional intensive support at each grade-level core course when additional intervention support is needed. • Grade eight: one period of Algebra Readiness daily for identified intervention students.	
Fully	The school's master schedule allocates sufficient instructional time or periods for all identified intervention students (100 percent) needing specialized instruction to acquire the grade level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school use assessments and placement criteria to determine the instructional needs of intervention students. • The SBE-adopted grade four through seven intensive intervention materials are <u>not designed</u> as a curriculum to replace core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed. • The Algebra Readiness program is a one-period, stand-alone, intensive 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.
Substantially	The school's master schedule allocates sufficient instructional time for most identified intervention students (at least 75 percent) needing specialized instruction to acquire the grade level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school has assessments and placement criteria to determine the instructional needs of intervention students.
Partially	The school's master schedule allocates sufficient instructional time for some identified intervention students (at least 50 percent) needing specialized instruction to acquire the grade level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school has assessments and placement criteria to determine the instructional needs of intervention students.
Minimally	The school's master schedule allocates sufficient instructional time for few intervention students (less than 50 percent) needing specialized instruction to acquire the grade level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school has assessments and placement criteria to determine the instructional needs of intervention students.
Comments:	

EPC 3: Lesson Pacing Guide	
Objective 3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (grade six through eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	
Fully	The annual district instructional/assessment pacing guides are in daily use in all (100 percent) reading, language arts, and ELD classrooms to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).
Substantially	The annual district instructional/assessment pacing guides are in daily use in most (at least 75 percent) reading, language arts, and ELD classrooms to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).
Partially	The annual district instructional/assessment pacing guides are in daily use in some (at least 50 percent) reading, language arts, and ELD classrooms to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).
Minimally	The annual district instructional/assessment pacing guides are in daily use in few or no (less than 50 percent) reading, language arts, and ELD classrooms to fully implement the current SBE-adopted RLa/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).
Comments:	

EPC 3: Lesson Pacing Guide	
Objective 3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (grades six through eight) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	
Fully	The annual district instructional/assessment pacing guides are in daily use in all (100 percent) mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if on a year-round school).
Substantially	The annual district instructional/assessment pacing guides are in daily use in most (at least 75 percent) mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if on a year-round school).
Partially	The annual district instructional/assessment pacing guides are in daily use in some (at least 50 percent) mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if on a year-round school).
Minimally	The annual district instructional/assessment pacing guides are in daily use in few (less than 50 percent) mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if on a year-round school).
Comments:	

EPC 4: School Administrator Instructional Leadership Training Program	
Objective 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 RLA/ELD 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 RLA and mathematics instructional materials and the Essential Program Components (EPCs).	
Fully	The district validates that both the principal and vice-principal(s) have completed the 40-hour administrative training and 40-hour practicum in the current SBE-adopted RLA/ELD core or intervention program materials and the current SBE-adopted mathematics program materials through an experienced, knowledgeable provider.
Substantially	The district validates that **both** the principal and vice-principal(s) have completed the **40-hour administrative training** in the current SBE-adopted RLA/ELD core or intervention program materials and the current SBE-adopted mathematics program materials through an experienced, knowledgeable provider. The 40-hours of structured practicum have **not been completed by both**.
Partially	The district validates that **either** the principal **or** vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and the current SBE-adopted mathematics program materials through an experienced, knowledgeable provider. The 40-hours of structured practicum have **not been completed**.
Minimally	The district validates that **neither** the principal **nor** vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and the current SBE-adopted mathematics program materials through an experienced, knowledgeable provider. The 40-hours of structured practicum have **not been completed**.
Comments:	

EPC 4: School Administrator Instructional Leadership Training Program	
Objective 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 fully implement and monitor the EPCs.	
Fully	The district provides and monitors on-going targeted professional development and support (100 percent of the time) for the principal and vice-principal(s) to fully implement and sustain the instructional program.
Substantially	The district provides and monitors on-going targeted professional development and support (at least 75 percent of the time) for the principal and vice-principal(s) to fully implement and sustain the instruction program.
Partially	The district provides and monitors on-going targeted professional development and support (at least 50 percent of the time) for the principal and vice-principal(s) to fully implement and sustain the instruction program.
Minimally	The district minimally provides and monitors on-going targeted professional development and support (less than 50 percent of the time) for the principal and vice-principal(s) to fully implement and sustain the instruction program.
Comments	

EPC 5: Credentialed Teachers and Professional Development Opportunity	
Objective 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).	
Fully	All classrooms (100 percent) have fully credentialed, highly-qualified teachers appropriately credentialed for their assignments.
Substantially	Most classrooms (at least 75 percent) have fully credentialed, highly-qualified teachers appropriately credential for their assignments.
Partially	Some classrooms (at least 50 percent) have fully credentialed, highly-qualified teachers appropriately credential for their assignments.
Minimally	Few classrooms (less than 50 percent) have fully credentialed, highly-qualified teachers appropriately credential for their assignments.
Comments:	

EPC 5: Credentialed Teachers and Professional Development Opportunity	
Objective 5.2 The school/district provides teachers of RLA/ELD (in all grade levels and 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 RLA/ELD 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.	
Fully	All teachers (100 percent) of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Substantially	Most teachers (at least 75 percent) of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Partially	Some teachers (at least 50 percent) of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Minimally	Few teachers (less than 50 percent) of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Comments:	

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EPC 5: Credentialed Teachers and Professional Development Opportunity	
Objective 5.3 The school/district provides teachers of mathematics (in all grade levels and 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 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 instructional materials and the EPCs.	
Fully	All teachers (100 percent) of mathematics, 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 and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Substantially	Most teachers (at least 75 percent) of mathematics, 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 and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Partially	Some teachers (at least 50 percent) of mathematics, 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 and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Minimally	Few teachers (less than 50 percent) of mathematics, 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 and/or intensive intervention program used at the school through an experienced, knowledgeable provider.
Comments:	

EPC 6: Ongoing Instructional Assistance and Support for Teachers	
Objective 6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	
Fully	The school/district fully provides (100 percent of the time) RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.
Substantially	The school/district substantially provides (at least 75 percent of the time) RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.
Partially	The school/district partially provides (at least 50 percent of the time) RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.
Minimally	The school/district minimally provides (less than 50 percent of the time) RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.
Comments:	

EPC 6: Ongoing Instructional Assistance and Support for Teachers

Objective 6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.

Fully	The school/district fully (100 percent of the time) provides mathematics and intervention teachers ongoing, targeted support through 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 within the classroom assist with the full and skillful implementation of the district's adopted mathematics instructional programs to improve student achievement.
Substantially	The school/district substantially (at least 75 percent of the time) provides mathematics and intervention teachers ongoing, targeted support through 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 within the classroom assist with the full and skillful implementation of the district's adopted mathematics instructional programs to improve student achievement.
Partially	The school/district partially (at least 50 percent of the time) provides mathematics and intervention teachers ongoing, targeted support through 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 within the classroom assist with the full and skillful implementation of the district's adopted mathematics instructional programs to improve student achievement.
Minimally	The school/district minimally (less than 50 percent of the time) provides mathematics and intervention teachers ongoing, targeted support through 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 within the classroom assist with the full and skillful implementation of the district's adopted mathematics instructional programs to improve student achievement.
Comments:	

EPC 7: Student Achievement Monitoring System	
Objective 7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or 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.	
Fully	The district provides and fully supports an easily accessible electronic data management system, and ensures that the school is fully (100 percent of the time) 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.
Substantially	The district provides and substantially supports an easily accessible electronic data management system and ensures that the school is substantially (at least 75 percent of the time) 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.
Partially	The district provides and supports a data management system, but the school is partially (at least 50 percent of the time) 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.
Minimally	The district does not provide and support a data management system , and the school is minimally (less than 50 percent of the time) 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.
Comments:	

EPC 7: Student Monitoring System	
Objective 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 core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or 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.	
Fully	The district provides and fully supports an easily accessible electronic data management system, and ensures that the school is fully (100 percent of the time) 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.
Substantially	The district provides and substantially supports an easily accessible electronic data management system and ensures that the school is (at least 75 percent of the time) 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.
Partially	The district provides and supports a data management system, but the school is partially (at least 50 percent of the time) 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.
Minimally	The district does not provide and support a data management system, and the school is minimally (less than 50 percent of the time) 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.
Comments:	

EPC 8: Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	
Objective 8.2 The school/district facilitates and supports 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 mathematics programs, including Algebra I and Algebra Readiness.	
Fully	The school/district, through the principal or designee, provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (100 percent of the time) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
Substantially	The school/district, through the principal or designee, provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (at least 75 percent of the time) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
Partially	The school/district, through the principal or designee, provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (at least 50 percent of the time) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
Minimally	The school/district, through the principal or designee, provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (less than 50 percent of the time) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
Comments:	

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EPC 9: Fiscal Support	
Objective 9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	
Fully	The allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are fully (100 percent) aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan.
Substantially	The allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are substantially (at least 75 percent) aligned and prioritized in the SPSA.
Partially	The allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are partially (at least 50 percent) aligned and prioritized in the SPSA.
Minimally	The allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are minimally (less than 50 percent) aligned and prioritized in the SPSA.
Comments:	

EPC 9: Fiscal Support	
Objective 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.	
Fully	The allocations and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are fully (100 percent) aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan.
Substantially	The allocation and coordination of district and site general and categorical funds to support implementation of the EPCs in mathematics are substantially (at least 75 percent) aligned and prioritized in the SPSA.
Partially	The allocation and coordination of district and site general and categorical funds to support implementation of the EPCs in mathematics are partially (at least 50 percent) aligned and prioritized in the SPSA.
Minimally	The allocation and coordination of district and site general and categorical funds to support implementation of the EPCs in mathematics are minimally (less than 50 percent) aligned and prioritized in the SPSA.
Comments:	