CALIFORNIA STATE BOARD OF EDUCATION

APRIL 2004 AGENDA

SUBJECT	
Intervention and Support for High Priority Schools	☐ **Action**
	☒ **Information**
	☐ **Public Hearing**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In the March 2004 meeting, the State Board requested a seminar on intervention for high priority schools that will provide background information on the state and federal accountability requirements and support system.

SUMMARY OF KEY ISSUES

The seminar for intervention for high priority schools is scheduled on April 14, 2004. Topics include features of:

- The Public Schools Accountability Act (PSAA)
- The No Child Left Behind Act (NCLB)
- California School Improvement Initiatives
- Federal Program Improvement Requirements
- Intervention in State-monitored Schools
- School and District Support and Capacity Building
- County Office Technical Assistance, and
- Items for Future Discussion.

FISCAL ANALYSIS (AS APPROPRIATE)

This is an information item that has no fiscal impact.

ATTACHMENT

Attached are initial materials to be used in the seminar. The remainder of the materials will be provided as part of a Last Minute Memorandum.

Attachment 1: School Assistance and Intervention Team (SAIT) Three-Year Process (15 Pages)

Attachment 2: Academic Program Survey – Elementary School Level (9 Pages)

Attachment 3: Elementary School APS Survey Rating Description (10 Pages)

**School Assistance and Intervention Team (SAIT)
Three-Year Process**

Introduction

Over the next several years the state, county, and district offices of education will be required to directly help improve student performance in an increasing number of identified state-monitored schools.

One means for providing this direct help is the School Assistance and Intervention Team (SAIT) process. It is designed to review, provide technical assistance and monitor schools in order to improve student performance by helping schools implement an effective single school plan, which effectively utilizes school and district resources.

The SAIT process is intended to provide schools and their respective districts with a consistent set of expectations, recommendations and coherent procedures that will enhance their ability to work together around improving student achievement. The SAIT process is grounded on the principle that one needs to focus directly on the teaching of academic content in order to increase student achievement in state-monitored schools and to utilize collaboration among teachers to improve classroom practice.

The schools/districts that are required to participate in this work face many challenges and already have many demands placed upon them. Therefore in order for the SAIT process to be effective in assisting the identified schools to improve instruction and student achievement, the focus of the SAIT process is limited to activities with direct impact on academic improvement in two targeted content areas: reading/language arts and mathematics. State-monitored schools in California are identified for a SAIT review and intervention on the basis of low student academic achievement and the schools' lack of sufficient progress.

The SAIT process requires the district to select a School Assistance and Intervention Team to work with the school. The SAIT's actions are guided by statute. The process first requires the district and school to respond to a self-assessment survey in the form of an Academic Program Survey and collect and review student achievement data. Next the SAIT makes an initial visit to the school to verify the responses to the survey. Through this process the SAIT will review a school for the presence of the Essential Program Components that support academic achievement in reading/language arts and mathematics. These Essential Program Components are discussed later in this document and include use of approved standards-based instructional materials, professional development for administrators and teachers, collaboration and coaching, and use of data.

The essential components used in the SAIT process are based on a system for underperforming schools that incorporates academic content standards, curricular and instructional frameworks, and approved comprehensive, standards-aligned instructional materials. This school reform system, designed to meet the needs of all students, provides intensive and academically based professional development for teachers and school administrators to enhance the quality of instruction. These trainings emphasize classroom teacher use of the district's and state's adopted/aligned instructional programs to address first time learning and practice needs of students, language needs of English

learners, targeted needs of special education students, and methods of pre-teaching and re-teaching instruction to deepen learning. The use of assessments for planning instruction is also critical. All of these structures assist the teacher to differentiate the key components of daily lessons and to maintain fidelity to the instructional program to ensure the teaching of all academic content standards. The SAIT process also incorporates the specific state authorized teacher and principal training programs: AB 466 Mathematics and Reading Professional Development Program (http://www.cde.ca.gov/pd/ab466/index.html) and AB 75 Principal Training Program (http://www.cde.ca.gov/pd/prin/index.html). These programs assist school staff to obtain the knowledge and skills to fully and skillfully deliver and/or support the approved instructional programs at each grade level. School staff also learns the importance of using curriculum-embedded assessments to track student progress and to deliver instruction.

Based on the self-assessment survey and the initial SAIT visit, those schools which <u>do not</u> have Essential Program Components in place will be identified as continuing to be part of a <u>Level I</u> SAIT intervention. Their work will be to implement the Essential Program Components.

Those schools in which the SAIT confirms that the Essential Program Components <u>are</u> substantially in place will be part of a <u>Level II</u> SAIT process. The Level II SAIT intervention includes a more intensive investigation to assess instruction in the core program components. Level II also focuses the work of the school and SAIT on technical assistance to help them better implement the Essential Program Components and thereby make sufficient progress to meet a 36-month target for measurable improvement.

The SAIT process can also help districts to build their own capacity to guide all underperforming schools toward sufficient academic achievement. Ultimately, the SAIT, the school and the district share responsibility for collaborating to improve instruction and student achievement.

<u>Levels I and II and the Essential Program Components</u>

In California, student achievement progress is assessed each year for grade 2-11 students. Using the Standardized Testing and Reporting (STAR: CAT6/California Standards Test) schools are ranked and appraised on meeting their Academic Performance Index (API) targets.

A state-monitored school is identified when, after participating in the Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program, it fails to make significant growth in student achievement. The State Superintendent of Public Instruction (SPI), with the approval of the State Board of Education (SBE), may recommend that the school/district be served, over a 36-month period, by a SAIT. The school/district shall select a SAIT approved provider. [Several other options are open to the SPI and SBE; among them is the appointment of a management team or trustee (Ed. Code: 52055.5 (b)(3)(H).]

If these schools make significant growth during the 36-month intervention period for two consecutive years, they are no longer subject to the specified requirements [Ed. Code 55055.52 (a)]. If these schools fail to meet significant growth, the SPI "shall" remove the intervention team (in this case, the SAIT) "from providing services at the school site and any other school sites," and then will have several other options, which include the closing of the school [Ed. Code 52055.52 (b) (1-4)].

School/District Self Assessment to Determine SAIT Level I or Level II

If the SAIT process is required, the district selects an Approved SAIT Provider and appoints a School/District Liaison Team to work with the SAIT. Next, the school/district completes a self-assessment using the Academic Program Survey (APS) and prepares an analysis of student achievement data from STAR and the California English Language Development Test (CELDT). The survey asks the school and the district to assess the level of implementation of the Essential Program Components (listed below) that are important for school and student success. The SAIT will study the survey and the analysis of STAR and CELDT data prior to its initial visit, will verify the survey results during the initial visit and conduct discussions of results from the initial review with the School/District Liaison Team. The results of the initial review will determine the next level of work.

All of the activities, from the assignment of the SAIT to acceptance by the school/district team and the local board of education of an initial SAIT report and recommendations, must occur no later than 90 days after the assignment of the SAIT team.

The SAIT Provider's Report of Findings and Recommended Corrective Actions substantiates whether the school will receive a Level I or a Level II SAIT.

LEVEL I Intervention

The SAIT report to the local school board will recommend continuing with the Level I SAIT intervention if the team has found the Essential Program Components are not substantially in place in the school. Level I SAIT work will focus on corrective actions to implement the Essential Program Components for reading/language arts and mathematics. These components need to be put in place immediately.

First year SAIT work includes providing assistance in resource allocation to revise the single school plan to support implementation of the Essential Program Components. The SAIT will work with the school to get the components in place and document implementation. In addition, the SAIT and the School/District Liaison team will collaboratively establish benchmarks for student achievement, schedule monitoring visits by the SAIT (required at least three times annually), identify areas of technical assistance, and establish due dates for the periodic monitoring reports to the school, district, local board of education, and state.

Level I SAIT intervention does not require classroom observations of teachers.

LEVEL II Intervention

The SAIT report to the local board of education and state will recommend a Level II SAIT intervention in either of two ways: (1) if the Essential Program Components are found to be substantially in place at the school during the initial visit, or (2) if after Level I intervention all the Essential Program Components are put in place but the school does not make significant growth after a full year of implementation. Under Level II SAIT intervention, a more refined implementation of the program components is the focus.

The Level II SAIT intervention provides more intensive intervention and direct technical assistance, including teacher work with qualified content experts/coaches in reading/language arts and mathematics. The SAIT will work collaboratively with the School/District Liaison team to help write a revised single school plan, focused on an improved, in-depth implementation of the Essential Program Components, the site work of the content experts/coaches, the monitoring of the implementation of the new single school plan, and required monitoring reports (three times annually).

Under Level II SAIT the required revised single school plan will include: (1) the activities to be performed by the School/District Liaison team members; (2) an activity timeline for implementation, documentation, and monitoring; (3) a system for reporting student achievement outcomes (every 6-8 weeks), and identification of targeted staff to receive achievement reports; and (4) a process for content experts/coaches and the School/District Liaison Team to meet regularly to discuss progress and modify the revised single school plan, and to address student achievement reports. The plan must also address how the teachers and parents will receive frequent assessment data that report on student academic progress. The revised plan may also address identified barriers or distractions that have been verified as impeding student achievement.

Essential Program Components for Grades K-8

In order to improve instruction and student academic performance:

1. The school/district provides the most recent State Board-adopted core instructional programs, including accelerated interventions for reading/ language arts (2002-2008 adoption) and mathematics (2001-2007 adoption), documented to be in daily use in every classroom with materials for every student.

2. The school/district complies with and monitors implementation of required instructional time by grade level or programs, as specified in the State's curricular and instructional frameworks for reading/language arts and mathematics. This time should be given priority and be protected from interruptions.

3. The school/district has all principals and vice principals attend the appropriate school level AB 75 Principal Training Program, Module 1 Leadership and Support of Student Instructional Program (40 hours of institute and 40 hours of practicum) for the school/district's adopted reading/language arts and mathematics programs.

4. The district provides the school a substantial number of fully credentialed teachers in all grade levels, has a plan for staffing all classrooms with fully credentialed teachers; a substantial number of these teachers at all grade levels attend the AB 466 Mathematics and Reading Professional Development Program (40 hours of institute and 80 hours of practicum) for the district's adopted reading/language arts and intervention programs and mathematics program (which are taught in the classroom), and the district has a plan for training all remaining teachers.

5. The school/district implement a system for assessing, reporting and monitoring student progress (using 6- to 8-week curriculum-embedded assessments, which may include

assessments available as part of the adopted program) and provide information to make instructional decisions based on the assessment data. These curriculum-embedded assessments are based on the adopted reading/language arts and the adopted mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they provide the basis for the monitoring system.

6. The school/district provides instructional assistance and support to teachers of reading/language arts and to teachers of mathematics. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers, and deepen their knowledge about the content and the delivery of instruction; and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

7. The school/district facilitate and support teacher grade level (K-6) or instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted programs in reading/language arts and mathematics (e.g., regularly scheduled monthly meetings focused on lesson delivery [two, one-hour monthly meetings recommended]).

8. The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) or instructional program/department level (6-8) for both reading/ language arts and mathematics (e.g., the annual plan, based on the school calendar[s], in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage).

9. The school/district general and categorical funds are used appropriately to support the reading/language arts and mathematics program goals in the school plan.

Essential Program Components for Grades 9-12

In order to improve instruction and student academic performance:

1. The school/district provides state standards-aligned textbooks in all classrooms for all students enrolled in 9th and 10th grade English/ language arts and mathematics courses (Algebra 1 and remedial mathematics). SBE-adopted intervention program texts are available for appropriate students.

2. The school's master schedule reflects effective use of instructional time and provides all students access to the English/language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE and the necessary mathematics courses and instruction needed to master the required skills to pass the related component on the CAHSEE and in Algebra 1.

3. The district provides the school's principal and vice-principals with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs through a State Board-authorized provider. This requirement is substantially fulfilled when either the principal or the vice principal has successfully completed 40 hours of Module I

focused on the adopted programs used at their site (reading intervention, Algebra I, and English/language arts), has completed the practicum and plans exist for other administrators to be trained within one year.

4. The district provides a substantial number of fully credentialed 9th and 10th grade English/language arts intervention teachers and Algebra 1, and remedial mathematics teachers; and provides these teachers with professional development focused on SBE-adopted instructional materials for reading intervention and Algebra I (AB 466) and adopted English/language arts and mathematics programs used at their site.

5. The school/district has an assessment and monitoring system (e.g., every 6-8 weeks) to inform teachers and principals on student progress and effectiveness of instruction in 9th and 10th grade English/language arts, Algebra 1, and remedial mathematics classes. These assessments, usually referred to as curriculum-embedded, should be based on the adopted English/language arts, Algebra 1, and remedial mathematics textbooks, and can be the tests that are included in the adopted program. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement, and provide a basis for the monitoring system.

6. The school/district provides instructional assistance and support to teachers of English/language arts, Algebra 1, and remedial mathematics. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

7. The school/district provides State Board of Education (SBE)-approved intervention programs for all students working two or more grade levels behind in English/language arts and Algebra 1 as assessed on the CAHSEE.

8. The school/district facilitates and supports teacher, department and subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for the adopted programs in English/language arts and Algebra 1.

9. School/district general and categorical funds are used appropriately to support the English/language arts and mathematics program goals in the school plan.

It is the intent of the SAIT process to help schools implement these essential components by using the existing system for improving academic achievement including: (1) the California academic content standards embedded in the curricular and instructional frameworks, (2) the State Board-adopted instructional programs (K-8) in reading/language arts and mathematics and standards-aligned instructional materials in grades 9-12, and (3) the AB 466 teacher professional development programs and AB75 (Module 1) principal training. The SAIT process can also help districts to build their own capacity to guide all underperforming schools toward greater academic achievement.

Composition of Team Membership

There are several teams specified in the intervention process. These teams must coordinate efforts and collaborate on planned activities.

School Assistance and Intervention Team (SAIT)	The SAIT is configured by law and SBE-adopted criteria.
School and District Liaison Team	The district should appoint one or more liaisons to work with the team. Individuals should include the district's supervisor of the principal, and could include the district's curriculum and instruction administrator, a classroom teacher from the school, or the chair of the school's advisory council.
Level I SAIT	The Level I SAIT includes educators who have experience at the appropriate level (e.g., elementary, middle, high), and at least some of whom will have participated in either an AB 75 principal training institute or an AB 466 mathematics and reading professional development institute.
Level II SAIT	The Level II SAIT includes the members of the Level I SAIT and content experts who have knowledge and experience with the adopted academic program (reading/language arts and/or mathematics) being used at the school. They will need to be skilled enough to demonstrate/model for the school staff specific classroom instructional procedures, the program's instructional design, the teaching of the content and the universal access materials, use of curriculum-embedded assessments, purpose and actions for grade-level meetings for collaboration, and ways to accelerate achievement of target populations of students.

SAIT Products

Academic Program Survey (APS)	The school/district will study and provide information and documentation on the presence and level of implementation of the Essential Program Components on the APS. This survey's findings will be confirmed when the SAIT visits and verifies the findings with the school and district.
SAIT Report of Findings and Recommended Corrective Actions	The SAIT will make an initial report to the local board of education based on its confirmation of the Academic Program Survey findings (specifically the status of the implementation of the Essential Program Components) and student achievement data. Upon adoption by the local governing board, Ed. Code 52055.51 requires the report be submitted to the SPI and SBE.

Corrective actions in a Level II SAIT Report will focus on technical assistance to improve instruction. For instance, content experts and coaches in reading/language arts might be engaged to demonstrate lessons and coach teachers with adopted curricula and pedagogy.

Revised Single School Plan   The School and District Liaison Team, in collaboration with the SAIT, will revise the single school plan to accommodate the need for the inclusion of all Essential Program Components.

SAIT Progress Reports   The SAIT provider will regularly submit reports required by Ed. Code 52055.51 to the State Superintendent of Public Instruction and the State Board of Education. Reports shall address how well the school/district is meeting its agreed upon benchmarks for student achievement, and how fully the school/district is implementing the activities as stated in the revised single school plan.

Resources to Support the K-8 Essential Program Components

The intervention process seeks to support teachers to improve reading/language arts instruction and mathematics. It also invests in building the capacity of principals at the school and administrators at the district to sustain improvements past the three-year period. To accomplish this, the following Essential Program Components, in elaborated detail, provide the set of actions that should lead to increased student achievement in reading/language arts and mathematics:

<u>Program Component #1</u>:
<u>Instructional Program</u>

The school/district is required to provide the most recent State Board adopted instructional program in reading language arts (2002-2008 adoption) and mathematics (2001-2007 adoption) documented to be in daily use in every classroom and materials for every student. These are listed below.

Reading/Language Arts and English Language Development

Elementary School Level (K-6)	Middle School Level (6-8)_____
Basic Programs	Basic Programs
Houghton-Mifflin Reading: A Legacy of Literacy (2003)*	McGraw-Hill: The Readers Choice (2002)
SRA/McGraw-Hill: SRA/Open Court Reading (2000/02)*	Holt, Rinehart and Winston: Holt Literature and Language Arts (2003)
*[Note: In Spanish as Alternative Format]	

Elementary School Level (K-6)   Middle School Level (6-8)_____
                                                       McDougal Littell Inc.:
                                                         McDougal Littell Reading and
                                                         Language Arts Program (2002)
                                                       Prentice Hall School Division:
                                                         Prentice Hall Literature: Timeless
                                                         Voices, Timeless Themes (2002)

Intervention Programs (4-6)   Intervention Programs (6-8)
Glencoe/McGraw-Hill: Sopris West Language!(2002)
Hampton-Brown Company: High Point (2001)
Scholastic Inc.: Scholastic Read 180 (2002)   --- same as those instructional
SRA/McGraw-Hill: SRA/Reach (2002)   programs available for grades 4-6 ---
Wright Group/McGraw-Hill: Fast Track Reading
  Program (2002)

Mathematics

_____
Elementary School Level (K-6)   Middle School Level (6-8)

Basic Programs   Basic Programs
CSL Associates: Success With Math Coach (2001)   McDougal, Littell & Company: Concepts
Harcourt School Publishers: Harcourt Math (2002)*   and Skills and Structure and Methods
Houghton-Mifflin: Mathematics by Houghton   (2001)
Mifflin K-5 (2002)   Prentice Hall: Prentice Hall Pre-
McDougal Littell and Company: Concepts and   Algebra, CA Edition (7) and Prentice
Skills and Structure and Methods, Gr 6 (2001)   Hall Algebra I, CA Edition (8) (2002)
McGraw-Hill: McGraw Hill Mathematics (2002)*
Sadlier-Oxford, Div. Of W.H. Sadlier, Inc.:
         Progress in Mathematics, CA Edition (2001)
Saxon Publishers: Saxon Math K-3 (2001)*
Saxon Publishers: Math 54, 65; Math 76; Math 87 (2001)*
Scott Foresman: Scott Foresman CA Mathematics (2001)

*[Note: In Spanish as Alternate Format]

Program Component #2:
Instructional Time

The school/district is required to comply with and monitor implementation of instructional time for
the adopted programs for reading/language arts and mathematics. This time should be given priority
and be protected from interruptions.

Reading/Language Arts and English Language Development*

*[References to specific number of minutes for instructional time are found in the
Reading/Language Arts Framework for California Public Schools, (1999) for elementary grades K-

8: p.13, 14, 234, 249; in the 2002 K-8 Reading/Language Arts/ English Language Development Adoption Criteria (Adopted by State Board on December 9, 1999 and updated March 22, 2000), pp. 1, 2, 3, 6, 10, 11, 12.]

Elementary School Level (K-6)

Basic Programs
Kindergarten   60 minutes daily
Grades 1-3   2.5 hours daily
Grades 4-6   2.0 hours daily

Middle School Level (6-8)

Basic Programs
Grades 6-8   1, 1.5, or 2 hours

For students, including English learners and special education students, who need additional instruction and practice, the school/district is required to provide extended time. All the Basic Programs for reading/language arts programs (K-8) provide 30-45 minutes of additional practice lesson connected to the basic daily instruction, which support students with reading difficulties or at risk of referral to special education. If the school/district extends learning time outside school hours, the instruction is required to be based on the adopted instructional program materials and the student must have access to the necessary instructional materials.

Elementary School Level (K-6)

Intervention Programs

Grades 4-6   2.0 to 3.0 hours daily

Middle School Level (6-8)

Intervention Programs

Grades 6-8   2.0 to 3.0 hours daily

*Mathematics**

*[Reference to specific number of minutes for instructional time is found in the Mathematics Framework for California Public Schools, (1999) pp. 12-13, 214.]

Elementary School Level (K-6)

Kindergarten	30 minutes daily
Grades 1-6	50 to 60 minutes daily
	(with outside class work or extended time)

Middle School Level (6-8)

Grades 6-8	60 minutes daily
	(with 30 minutes for extended time)

Program Component #3
School Principals Instructional Leadership Training

The district is required to provide the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs through a State Board authorized provider.* This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district adopted reading/language arts and mathematics programs (elementary school: basic core program K-6; and middle school: basic core program 6-8 or the intervention program 6-8).

*[Reference to site administrator need to be provided professional development is found in the Reading/Language Arts Framework for California Public Schools, (1999), p. 244; and in Mathematics Framework for California Public Schools, (1999), pp.214-215.]

Program Component #4:
Teacher Professional Development Opportunities

The district is required to provide a substantial number of the school's credentialed teachers (in all grade levels) and provide to these teachers the AB 466 Mathematics and Reading Professional Development Programs through a State Board authorized provider. This requirement is fulfilled when most of the K-8 teachers, according to their teaching assignment complete 40 hours of training and 80 hours of practicum for the school/district adopted reading/language arts (from the 2002 state approved list) and mathematics program (from the 2001 state approved list).*

*[Reference to teachers need to be provided professional development is found in the Reading/Language Arts Framework for California Public Schools, (1999), pp. 239-240; in Mathematics Framework for California Public Schools, (1999), pp. 211-212.]

Program Component #5:
Student Achievement Monitoring System

The school/district is required to have an assessment and monitoring system, (every 6-8 weeks curriculum embedded assessments, which may include assessments available as part of the adopted program), for informing teachers and principals on student progress and effectiveness of instruction. This curriculum-embedded assessment should be based on the adopted reading/language arts program and the adopted mathematics program. The purpose of these assessments is to provide

timely data to teachers and principals to make decisions that will improve instruction and student achievement.* In addition, it will provide a basis for the monitoring system.

*[References to systematic monitoring of student progress and the effectiveness of instruction is found in the Reading/Language Arts Framework for California Public Schools, (1999), pp. 216-217, 218; in 2002 K-8 Reading/ Language Arts/English Language Development Adoption Criteria, (1999, updated in 2000), p. 8; and in Mathematics Framework for California Public Schools, (1999), p. 96.]

<div align="center">

Program Component #6:
On-going Instructional Assistance and Support for Teachers

</div>

The school/district is required to provide instructional assistance and support to teachers of reading/language arts, and to teachers of mathematics. Some possible options include: coaches who work inside the classroom to support the teacher; content experts who train teachers and coaches to deepen their knowledge about the content and the delivery of instruction and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

*[References for providing assistance to teachers is found in the Reading/Language Arts Framework for California Public Schools, (1999), pp.225-226, 240, 244-245, 246; in Mathematics Framework for California Public Schools, (1999), pp.214-215.]

<div align="center">

Program Component #7:
Monthly Meetings By Grade Level or Program/Department for Teachers

</div>

The school/district is recommended to facilitate and support teacher grade level (K-6) or instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted programs in reading/language arts and mathematics (e.g., regularly scheduled monthly meetings focused on lesson delivery (two one -hour month meetings recommended))*

The principal's role is to encourage teachers to share classroom data on the percentage of students below criterion on the periodic assessments that are based on the adopted reading/language arts program (known as curriculum-embedded assessments). Based on the findings, the principal needs to guide teachers to assist each other to make lesson plans, which address the needs of these students (commonly referred to in the Framework as strategic or intensive need students).

*[Reference to the role of the principal to provide time for monthly grade level or program/department meetings is found in Reading/Language Arts Framework for California Public Schools, (1999), pp. 227-228, 244; in Mathematics Framework for California Public Schools, (1999) pp. 214, 217.]

<div align="center">

Program Component #8:
Lesson Pacing Schedule

</div>

The school/district is required to prepare and distribute a district/school-wide pacing schedule for each grade level (K-6) or instructional program/department level (6-8) for both reading/language arts and mathematics (i.e., the annual plan based on the school calendar(s), in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage).*

*[Reference to the need for a pacing schedule is found in the 2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria, (1999, updated in 2000), pp. 6-7, 14.]

<div align="center">

Program Component #9:
Fiscal Support

</div>

School/district general and categorical funds are used appropriately to support the English/language arts and mathematics program goals in the school plan.

<div align="center">

Level II SAIT – Investigation, Technical Assistance, and Activities

</div>

A Level II SAIT is an intensive intervention to evaluate the instructional program to assess why students are not more academically successful.

Investigation and Technical Assistance

Following an investigation, the members of the SAIT will provide the following assistance focused on classroom instruction:

Support for All Faculty

Content experts/coaches will conduct demonstration lessons to insure that all faculty have been trained to use the adopted program materials as designed. They will identify the characteristics of classrooms that focus on effective content and learning strategies embedded in the program. They will observe classrooms, coach, demonstrate lessons, and give appropriate feedback. They will serve as a resource to identify appropriate instructional strategies and interventions to improve student achievement for all students, including English learners, students enrolled in special education programs, and other students with diverse learning needs.

Content experts/coaches will meet with school instructional leaders to discuss areas of strength and areas of need across grade levels, and strategize, collaboratively, on the best ways to support full and skillful implementation of the district-adopted and aligned reading/language arts program(s) and Algebra I/mathematics program(s). They will facilitate collaboration to discuss issues involving the full and skillful implementation of the district-adopted and standards-aligned programs, especially the analysis and use of assessment data (e.g., use of curriculum-embedded assessment data) to improve student achievement.

<u>Support for Principal/Vice Principal – School's Instructional Leaders</u>

Content experts/coaches will conduct site visits with teachers, teacher support personnel, and site instructional leaders to address the levels of implementation of the adopted reading/language arts and mathematics programs as observed in the classrooms. They will debrief with the site instructional leaders and district leaders about possible actions that could be taken to improve instruction and implementation.

<u>Support for Certificated Teachers</u>

Content experts/coaches will provide staff development for teachers, coaches, other school instructional leaders, and district leaders to ensure that all are knowledgeable about the adopted instructional program components and understand the instructional design and how the program meets the California content standards per grade level.

Intervention Support and Monitoring

The Level II SAIT will assist the School/District Liaison Team to support the activities identified in the revised single school plan and serve as the intervention oversight group. They will provide the following functions:

- Focus on allocation of resources: The SAIT will monitor funding sources and the uses of these funds in support of the implementation of the Essential Program Components.
- Monitor activities for continued implementation of each Essential Program Component and support for professional development identified in the Level II intervention. The SAIT will monitor timelines for implementation of the revised single school plan. They will identify the barriers to full implementation of the adopted instructional programs, advise on suggested modifications to the Plan, review reports on student achievement outcomes, and make reports on progress (three times annually) of students/school (including summary of content experts' reports).
- Attend meetings with School/District Liaison Team: The SAIT will discuss issues and concerns with the School/District Liaison Team, including implementation of the school plan.
- Report to the Local Board of Education, the State Superintendent of Public Instruction, and the State Board of Education: The district will deliver written and oral reports to the local board of education, and the SAIT will provide a written report to the Superintendent of Public Instruction and State Board of Education, based on data provided by the School/District Liaison Team on the status of the Essential Program Components, student progress, corrective actions and any recommended modifications to the revised single school plan.

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				

Essential Component	Objective	Criteria, Clarifications, and Citations					
1. Instructional Program	1.1 The school/district provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in reading/language arts (2002-2008 adoption, including interventions), documented to be in daily use in every classroom, with materials for every student. 1.2 The school/district provides the most recent State Board-adopted core instructional program in mathematics (2001-2007 adoption), documented to be in daily use in every classroom, with materials for every student.	SBE Approved Basic Programs for **Reading/Language Arts** includes: o Houghton Mifflin Reading: *A Legacy of Literacy,* 2003 * o SRA/McGraw-Hill: *SRA Open Court Reading*, 2000 and 2002 * o [* Note: In Spanish as Alternate Format] SBE Approved **Mathematics Programs** include: o CSL Associates: *Success with Math Coach,* 2001 o Harcourt School Publishers: *Harcourt Math, 2002* * o Houghton Mifflin: *Mathematics by Houghton Mifflin* K-5, 2002 o McDougal,Littell & Company: *Concepts and Skills, Structure and Method*, Gr 6, 2001 o McGraw-Hill: *McGraw-Hill Mathematics*, 2001 * o Sadlier-Oxford, Div. Of W.H., Sadlier, Inc.: *Progress in Mathematics CA Ed.* , 2001 o Saxon Publishers: *Saxon Math K-3*, 2001 * o Saxon Publishers: Math 54, 65; Math 76, and Math 87, 2001 * o Scott Foresman: *Scott Foresman CA Mathematics*, 2001 [*Note: In Spanish as Alternate Format] Full implementation means that elementary school has adopted and distributed all core classroom and student materials of the Reading/Language Arts program and Mathematics program as recommended (as listed on the CDE web site).					

		Fully	Substantially	Partially	Minimally
1.1 LA		3	2	1	0

Comments:

		Fully	Substantially	Partially	Minimally
1.2 Math		3	2	1	0

Comments:

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

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score			
2. Instructional Time	2.1 The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-6 2.0 hours daily 2.2 School provides the following additional time for reading/language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-3 30-45 minutes daily ▪ 4-6 30-45 minutes daily 2.3 School provides the following time allocations for mathematics. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 School provides the following additional time for mathematics students needing intervention: ▪ K 15 minutes daily ▪ 1-6 15 minutes daily	• Full implementation means that all classrooms have the appropriate time allocations for all students and provide for additional time for those in need of more instruction and practice. Citations: References to specific number of minutes for instructional time are found in: *Reading/Language Arts Framework for California Public Schools* (1999) pp. 13, 14, 243, 249. *2002 Reading/Language Arts/English Language Development Adoption Criteria* (Adopted by State Board on December 9, 1999; updated March 22, 2000), pp. 1, 2, 3, 6, 10, 11, 12. *Mathematics Framework for California Public Schools* (1999) pp. 12-13, 214.				

	Fully	Substantially	Partially	Minimally
2.1 LA	3	2	1	0
Comments:				

	Fully	Substantially	Partially	Minimally
2.2 LA	3	2	1	0
Comments:				

	Fully	Substantially	Partially	Minimally
2.3 Math	3	2	1	0
Comments:				

	Fully	Substantially	Partially	Minimally
2.4 Math	3	2	1	0
Comments:				

Documentation			Additional Comments
	Reading/LA	Mathematics	
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
3. School Principals' Instructional Leadership Training	3.1 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted reading/language arts program (elementary school basic core program K-6). 3.2 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted mathematics program (elementary school basic core program K-6).	Full implementation means that the school principal and vice principal have completed AB 75 Module I training (including 40 hours of institute and 40 hours of practicum for both the reading/language arts and mathematics programs). Citations: Reference to site administrator need to be provided professional development is found in: *Reading/Language Arts Framework for California Public Schools* (1999) p. 244. *Mathematics Framework for California Public Schools* (1999) pp. 214-215.	3.1 LA	3	2	1	0

Comments:

	Fully	Substantially	Partially	Minimally
3.2 Math	3	2	1	0

Comments:

Documentation	Reading/LA	Mathematics	Additional Comments
District AB75 Completion Records:			
Authorized Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs most classrooms with fully credentialed teachers and has a plan to have fully credentialed teachers in all classrooms within three years. 4.2 The district provides the school's teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.	• Full implementation means that all classrooms have fully credentialed teachers. • Full implementation means that all of the reading/language arts teachers have completed the AB 466, 40-hour training program and 80-hour practicum based on the district's adopted reading/language arts program. • Full implementation means that all of the mathematics teachers have completed the AB 466, 40-hour training program and 80-hour practicum based on the district's adopted mathematics program. Citations: Reference to teacher need to be provided professional development is found in: *Reading/Language Arts Framework for California Public Schools* (1999) pp. 239-240. *Mathematics Framework for California Public Schools* (1999) pp. 211-212.					

		Fully	Substantially	Partially	Minimally
4.1 LA		3	2	1	0

Comments:

		Fully	Substantially	Partially	Minimally
4.2 Math		3	2	1	0

Comments:

		Fully	Substantially	Partially	Minimally
4.3 Math		3	2	1	0

Comments:

Documentation	Reading/LA	Mathematics	**Additional Comments**
District AB466 Completion Records:			
Authorized Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
5. Student Achievement Monitoring System	5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school/district has a similar assessment and monitoring system for the mathematics program.	• Full implementation means the school is regularly using (e.g., every 6-8 weeks) curriculum-embedded assessments to determine student progress and to make instructional decisions for reading/language arts and mathematics programs. Electronic data collection and recording are used to assist teachers to review data, analyze for patterns of performance, and modify instruction where needed. Citations: References to systematic monitoring of student progress and effectiveness of instruction is found in: *Reading/Language Arts Framework for California Public Schools* (1999) pp. 216-217, 218. *2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria* (1999, updated in 2000), p. 8. *Mathematics Framework for California Public Schools* (1999) p. 196.					

Implementation Status table:

	Fully	Substantially	Partially	Minimally
5.1 LA	3	2	1	0

Comments:

	Fully	Substantially	Partially	Minimally
5.2 Math	3	2	1	0

Comments:

Documentation			Additional Comments
	Reading/LA	Mathematics	
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels –			
Classroom:			
School:			
District:			
Attach appropriate documents.			

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
6. On-going Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.	■ Full implementation means that the school/district provides appropriate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering reading/language arts and mathematics instruction using the adopted materials. Citations: References for providing assistance to teachers are found in: *Reading/Language Arts Framework for California Public Schools* (1999) pp. 225-226, 240, 244-245, 246. *Mathematics Framework for California Public Schools* (1999) pp. 214-215.		Fully	Substantially	Partially	Minimally

		Fully	Substantially	Partially	Minimally
6.1 LA		3	2	1	0

Comments:

		Fully	Substantially	Partially	Minimally
6.2 Math		3	2	1	0

6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.

Comments:

Documentation			Additional Comments
	Reading/LA	**Mathematics**	
School Plan for Assistance and Support to Teachers:			

Attach appropriate documents.

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score				
7. Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal	7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	• Full implementation means that the principal or designee provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate using curriculum-embedded assessment data, for teachers to focus on the implementation of the adopted reading/language arts and mathematics programs. Citations: Reference to the role of the principal to provide time for monthly grade level meetings is found in: Reading/Language Arts Framework for California Public Schools (1999) p. 244. Mathematics Framework for California Public Schools (1999) pp. 214, 217.					

Implementation Status table details:

	Fully	Substantially	Partially	Minimally
7.1 LA	3	2	1	0

Comments:

	Fully	Substantially	Partially	Minimally
7.2 Math	3	2	1	0

Comments :

Documentation			Additional Comments
	Reading/LA	Mathematics	
School Schedule for Monthly Grade Level Meetings and Example of Lesson Plans:			
Attach appropriate documents.			

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score			
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	• Full implementation means that there is an annual district/schoolwide pacing schedule in use for the adopted reading/language arts program and mathematics program by grade level (and by tracks if a year-round school).		Fully	Substantially	Partially	Minimally
			8.1 LA	3	2	1	0
			Comments:				
	8.2 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	Citations: Reference to the need for a pacing schedule is found in: 2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria (1999, updated in 2000), pp. 6-7, 14.		Fully	Substantially	Partially	Minimally
			8.2 Math	3	2	1	0
			Comments:				

Documentation			Additional Comments
	Reading/LA	Mathematics	
District/School Pacing Plan by Grade Level:			
Attach appropriate documents.			

Academic Program Survey – Elementary School Level

Essential Component	Objective	Criteria, Clarifications, and Citations	Implementation Status—Circle the most appropriate score
9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.	• Full implementation means that all of the goals stated in the school plan for reading/language arts and mathematics have the necessary funding to be successfully implemented (e.g., if obtaining coaches is a goal, there are funds dedicated first to textbooks and instructional materials and then to pay for coaching services that support implementation of adopted materials.)	**(9.1)** Fully / Adequately / Partially / Minimally — 9.1 LA: 3, 2, 1, 0. Comments:
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.		**(9.2)** Fully / Adequately / Partially / Minimally — 9.2 Math: 3, 2, 1, 0. Comments:

Implementation Status—Circle the most appropriate score

	Fully	Adequately	Partially	Minimally
9.1 LA	3	2	1	0

Comments:

	Fully	Adequately	Partially	Minimally
9.2 Math	3	2	1	0

Comments:

Documentation			Additional Comments
	Reading/LA	Mathematics	
Plan uses all revenues appropriately			

Attach appropriate documents.

Elementary School APS Survey Rating Description

Each component will be rated on a scale of 0 to 3, as follows:
0 – Minimal level of implementation
1 – Partial level of implementation
2 – Substantial level of implementation
3 – Full level of implementation

All objectives in the academic survey must receive **at least a rating of 2** for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation. The chart below describes the criteria per objective per rating level.

Essential Component	*Objective*
1. Instructional Program	1.1 The school/district provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in reading/language arts (2002-2008 adoption including interventions), documented to be in daily use in every classroom, with materials for every student.
	Minimally – None of the students have the most recent SBE-approved instructional program materials in reading/language arts.
	Partially – Some of the students have the most recent SBE-approved instructional program materials in reading/language arts.
	Substantially – All students at all grade levels or program levels have the most recent SBE-approved instructional program materials in reading/language arts.
	Fully – All students on a daily basis at all grade levels or program levels have and appropriately use the most recent SBE-approved instructional program materials in reading/language arts.
	1.2 The school/district provides the most recent State Board-adopted core instructional program materials in mathematics (2001-2007 adoption), documented to be in daily use in every classroom, with materials for every student.
	Minimally – None of the students have the most recent SBE-approved instructional program materials in mathematics.
	Partially – Some of the students have the most recent SBE-approved instructional program materials in mathematics.
	Substantially – All students at all grade levels or program levels have the most recent SBE-approved instructional program materials in mathematics.
	Fully – On a daily basis, all students at all grade levels or program levels have and appropriately use the most recent SBE-approved instructional program materials in mathematics.

2. Instructional Time	2.1	The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions.
		§ K 60 minutes daily § 1-3 2.5 hours daily § 4-6 2.0 hours daily
	Minimally – Few classrooms have the appropriate time allocations for students in the adopted reading/language arts "basic core" program. *Partially – About half of the classrooms have the appropriate allocations for students in the adopted reading/language arts "basic core" program.* ***Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students in the adopted reading/language arts "basic core" program.*** *Fully – All classrooms have the appropriate time allocations for students in the adopted reading/language arts "basic core" program.*		
	2.2	School provides the following additional time for reading/language arts students taking the intervention reading program: § K 30 minutes daily § 1-3 30-45 minutes daily § 4-6 30-45 minutes daily
	Minimally – Few classrooms have the appropriate time allocations for students taking the intervention reading program. *Partially – About half of the classrooms have the appropriate allocations for students taking the intervention reading program.* ***Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students taking the intervention reading program.*** *Fully – All classrooms have the appropriate time allocations for students taking the intervention reading program.*		
	2.3	School provides the following time allocations for mathematics. This time should be given priority and be protected from interruptions: § K 30 minutes daily § 1-6 60 minutes daily

	Minimally – Few classrooms have the appropriate time allocations for students in mathematics.
	Partially – About half of the classrooms have the appropriate time allocations for students in mathematics.
	Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students in mathematics.
	Fully – All classrooms have the appropriate time allocations for students in mathematics.
	2.4 School provides the following additional time for mathematics students needing intervention: *§ K 15 minutes daily* *§ 1-6 15 minutes daily*
	Minimally – Few classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.
	Partially – About half of the classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.
	Substantially – Seventy-five percent of the classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics. *Fully – All classrooms have the appropriate additional time allocations for students who need additional instruction and practice in mathematics.*
3. School Principals' Instructional Leadership Training	3.1 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted reading/language arts program (elementary school basic core program K-6).
	Minimally – Neither the principal nor vice principal has made arrangements to take the AB 75 reading/language arts training.
	Partially – Either the principal or the vice principal has made arrangements to take the AB 75 reading/language arts training.
	Substantially – Either the principal or the vice principal has had the AB 75 reading/language arts training, and plans exist for the other administrator to be trained within one year.
	Fully – Both the principal and the vice principal have had the AB 75 reading/language arts training.

	3.2 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted mathematics program (elementary school basic core program K-6).
	Minimally – Neither the principal nor vice principal has made arrangements to take the AB 75 mathematics training. *Partially – Either the principal or the vice principal has made arrangements to take the AB 75 mathematics training.* ***Substantially – Either the principal or the vice principal has had the AB 75 mathematics training, and plans exist for the other administrator to be trained within one year.*** *Fully – Both the principal and the vice principal have had the AB 75 mathematics training.*
4. Credentialed Teachers and Professional Dev. Opportunity	4.1 The district staffs most classrooms with fully credentialed teachers and has a plan to have fully credentialed teachers in all classrooms within three years.
	Minimally – Few classrooms have fully credentialed teachers. *Partially – Some classrooms have fully credentialed teachers.* ***Substantially – Seventy-five percent of the classrooms have fully credentialed teachers.*** *Fully – All classrooms have fully credentialed teachers.*
	4.2 The district provides the school's teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.

	Minimally - Few of the school's teachers have completed the AB 466 training in reading/language arts. *Partially - Some of the school's teachers have completed the AB 466 training in reading/language arts.* **Substantially - Seventy-five percent of the school's teachers have completed the AB 466 training in reading/language arts, and there is a plan to train the remaining teachers within one year.** *Fully - All of the school's teachers have completed the AB 466 training in reading/language arts.*
	4.3 The district provides a substantial number of the school's teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.
	Minimally - Few of the school's teachers have completed the AB 466 training in mathematics. *Partially - Some of the school's teachers have completed the AB 466 training in mathematics.* **Substantially - Seventy-five per cent of the school's teachers have completed the AB 466 training in mathematics, and there is a plan to train the remaining teachers within one year.** *Fully - All of the school's teachers have completed the AB 466 training in mathematics, and there is a plan to train the remaining teachers within one year.*
5. Student Achievement Monitoring System	5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program). These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.

	Minimally –Few reading/language arts curriculum-embedded assessments are in use at the school.
	Partially –Some reading/language arts curriculum-embedded assessments are in use at the school.
	Substantially - Reading/language arts curriculum-embedded assessments are in regular use at the school.
	Fully – Reading/language arts curriculum-embedded assessments are in regular use at the school, and data from the assessments are being used to determine student progress and modify instruction.
	5.2 The school/district has a similar assessment and monitoring system for the mathematics program.
	Minimally –Few mathematics curriculum-embedded assessments are in use at the school.
	Partially –Some mathematics curriculum-embedded assessments are in use at the school.
	Substantially - Mathematics curriculum-embedded assessments are in regular use at the school.
	Fully – Mathematics curriculum-embedded assessments are in regular use at the school, and data from the assessments are being used to determine student progress and modify instruction.
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

	Minimally – The school/district provides little or no instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.
	Partially – The school/district provides limited instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.
	Substantially – The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support teachers in delivering reading/language arts instruction using the adopted materials. *Fully – The school/district provides appropriate instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.*
	6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.
	Minimally – The school/district provides little or no instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.
	Partially – The school/district provides limited instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.
	Substantially – The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, and other teacher support personnel) to support teachers in delivering mathematics instruction using the adopted materials.
	Fully – The school/district provides appropriate instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.
7. Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal	7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled monthly meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).

	Minimally –The school/district does not provide time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.
	Partially – The school/district provides limited time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.
	Substantially– The school/district provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.
	*Fully - The school/district provides opportunities on a regular and frequent basis (*e.g., twice monthly) *for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in reading/language arts.*
	7.2 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled monthly meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).
	Minimally –The school/district does not provide time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics. *Partially – The school/district provides limited time for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.* *Substantially– The school/district provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.* *Fully - The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery in mathematics.*

8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes a district/schoolwide pacing schedule for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.
	Minimally–A district/schoolwide pacing schedule for the reading/language arts program has been distributed to few of the grade levels or instructional levels offered at the school.
	Partially – A district/schoolwide pacing schedule for the reading/language arts *program has been distributed to some of the grade levels or instructional levels offered at the school.*
	Substantially - A district/schoolwide pacing schedule for the reading/language arts program has been distributed to seventy-five percent of the grade levels or instructional levels offered at the school.
	Fully - A district/schoolwide pacing schedule for the reading/language arts program is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).
	8.2 The school/district prepares and distributes a district/schoolwide pacing schedule for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.
	Minimally–A district/schoolwide pacing schedule for the mathematics program has been distributed to few of the grade levels or instructional levels offered at the school.
	Partially – A district/schoolwide pacing schedule for the mathematics program has been distributed to some of the grade levels or instructional levels offered at the school.
	Substantially - A district/schoolwide pacing schedule for the mathematics program has been distributed to seventy-five percent of the grade levels or instructional levels offered at the school.
	Fully - A district/schoolwide pacing schedule for the mathematics program is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).

9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.
	Minimally– The school/district uses its general and categorical funds to support few of the reading/language arts program goals in the school plan.
	Partially – The school/district uses its general and categorical funds to support some of the school's reading/language arts program goals in the school plan.
	Substantially – The school/district uses its general and categorical funds to support most of the school's reading/language arts program goals in the school plan.
	Fully –The school/district uses its general and categorical funds to support all of the school's reading/language arts program goals in the school plan.
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.
	Minimally– The school/district uses its general and categorical funds to support few of the mathematics program goals in the school plan.
	Partially – The school/district uses its general and categorical funds to support some of the school's mathematics program goals in the school plan.
	Substantially – The school/district uses its general and categorical funds to support most of the school's mathematics program goals in the school plan.
	Fully –The school/district uses its general and categorical funds to support all of the school's mathematics program goals in the school plan.