Ontario-Montclair School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

LEHIGH ELEMENTARY SCHOOL

3667819-6036305
CDS Code

2013-2014

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement.*

Principal:	Christiane Ayoub-Garcia
Address:	10200 Lehigh Ave., Montclair, CA
Telephone Number:	909-445-1600
E-mail address:	christiane.ayoub@omsd.k12.ca.us

TABLE OF CONTENTS

Ontario-Montclair School District

MISSION

Ontario-Montclair School District (OMSD) is committed to providing a world-class education to all students in safe and respectful school environments that empowers students, staff, and families and cultivates partnerships with community, business, and non-profit agencies.

EXPECTATION

OMSD will prepare students for success in high school and beyond by establishing a standard in which students will acquire the skills necessary to be ready for college preparatory and career technical education classes.

DISTRICT GOALS

1) Promote proficiency for all students as defined in State standards by embedding writing and balanced literacy in all content areas and accelerating the reclassification of EL students
2) Develop students to have the knowledge and skills to ensure proficiency in Algebra by the end of 8th grade
3) Promote technological literacy as an integral educational tool for all students and staff
4) Preserve essential programs and services for students by promoting cost saving initiatives, exploring green technologies, evaluating assets and exploring revenue options to maintain solvency

INITIATIVES

Expand Preschool Options and Early Childhood Development Programs

Enhance and Improve Student Support Programs, Interventions, and Enrichment Opportunities in the areas of:
a) English Learners (EL)
b) Special Education (SPED)
c) Response to Instruction & Intervention (RtI^2)
d) Advancement via Individual Determination (AVID)
e) Gifted and Talented Education (GATE)
f) Magnet/Academy Schools/Distinctive Schools
g) Community and Family Services (i.e. Family Solutions and Montclair Community Collaborative)

Implement effective Professional Development for all staff based on District priorities and staff/site needs

Embrace Student, Family, Community, Business, and Non-Profit Partnerships that are positive and align to the goals and priorities of OMSD
a) Provide trainings that encourage family engagement and leadership
b) Establish a Community Resource Center (CRC) at Linda Vista that engages parents, local business, foundations, and non-profits for the betterment of student and families
c) Establish and promote a strong vertical alignment between OMSD and CJUHSD to ensure a seamless education for OMSD students
d) Build positive partnerships with business, philanthropic and non-profit organizations in order to enrich OMSD programs and services in conjunction with supplementing the District's mission
e) Utilize technology to better inform parents and families of student progress and highlight OMSD successes to the communities we serve

LEA PLAN GOALS

Goal 1A - Proficiency in Reading/Language Arts

By August 2014, the percent of students, including all student sub-groups (English Learners, students with disabilities, socioeconomically disadvantaged, Hispanics, African-Americans, Whites) scoring at proficiency and above will increase according to the following targets as measured by the Reading/Language Arts portion of the California Standards Test (CST). All students from 44.5% to 58.5%; English Learners from 36.8 to 52.6%; Students with disabilities from 34.2% to 49.1%; Socio-economically disadvantaged (SED) from 42.3 to 56.9%; African-American from 45.5% to 54.2%; White from 58.4% to 65.5%; Hispanic from 42.5 to 57.0%

Goal 1B - Proficiency in Mathematics

By August 2014, the percentage of students, including all student groups (English Learners, students with disabilities, socioeconomically disadvantaged, Hispanics, African-Americans, Whites) scoring at proficiency and above will increase according to the following targets as measured by the Mathematics portion of the California Standards Test (CST). All students from 55.8% to 66.8%; English Learners from 52.8% to 65.3%; Students with disabilities from 40.0% to 53.3%; Socio-economically disadvantaged (SED) from 54.7 to 65.9%; African American from 50.4% to 58.4% White from 62.4% to 68.5%; Hispanic from 54.7% to 66.0%; White from 58.4% to 65.5%; Hispanic from 42.5 to 57.0%

Goal 2A - AMAO 1 Annual Progress Learning English

Increase percent of English Learners making annual progress in acquiring English. By January 2014, the percent of English Learners making annual growth targets will increase from 54.7% to 60.0% in order to meet state defined growth target expectations as measured by CELDT.

Goal 2B - AMAO 2 English Proficiency

Increase percent of OMSD's English Learners attaining English Proficiency annually. By June 2014, the percent of English Learners enrolled in language instruction educational programs with fewer than five years will increase English proficiency from 21.2% to 24.0% in order to meet the state-defined expectations as measured by the CELDT criterion for English language proficiency. By June 2014, the percent of English learners in language instructional educational programs for five or more years will increase English proficiency from 48% to 50% in order to meet the state-defined expectations for achieving the CELDT criterion for English language proficiency.

Goal 2C - AMAO 3 AYP for EL Subgroup

Increase percentage of English Learners attaining proficiency in Reading/Language Arts and Mathematics annually. By June 2014, the percent of English Learners attaining proficiency in Reading/Language Arts will increase from 36.8% to 52.6% as measured by the CST,CMA and CAPA in order to meet state-defined expectations for proficiency in Reading/Language Arts. By June 2012, Ontario-Montclair School District will meet or exceed the 95% participation rate for English Learners assessed in Reading/Language Arts. By June 2014, the percentage of English Learners attaining proficiency in Mathematics will increase from 52.8% to 64.3% as measured by the CST,CMA and CAPA in order to meet the state-defined expectations for proficiency in Mathematics. By June 2012 Ontario-Montclair School District will continue to meet or exceed the 95% participation rate for English Learners assessed in Mathematics.

Goal 2D: High Quality Professional Development

The Ontario-Montclair School District will provide high quality professional development to teachers and administrators to improve the education of English Learners. Since August 2011, 100% of teachers of English Language Development (ELD) possessed the authorization to teach ELD. Since August 2011, 100% of Reading/Language Arts and Mathematic teachers teaching English Learners are both highly qualified in the content area(s) and possess the authorization to teach English Learners.

Goal 2E: Parent and Community Participation

Ontario-Montclair School District (OMSD) will continue a rich tradition of promoting the involvement of parents and community members in the education of our English Learner student population. In the past academic year, 2,100 parents and community members participated in various activities related to the education of their child(ren). However, additional data was not collected to indicate if their children were English Learners. OMSD will create a database that monitiors parent participation of English Learners. By August of 2012, OMSD will sustain and monitor parent outreach strategies so that 20% of parents are active participants in the education of their children.

Goal 2F: Parental Notification

The Ontario-Montclair School District (OMSD) will provide required communications to parents in a timely manner. By June 2012, OMSD will provide 100% of the parents of English Learners with the following information, in a language they understand, about their children: Program placement options Program placement notification English language proficiency levels as determined by CELDT results Academic achievement level Redesignation information.

Goal 3 - Highly Qualified Teachers

All OMSD students will be taught by highly qualified teachers. By August 2012, OMSD ensures that all minority and SED students are taught by highly qualified teachers.

SCHOOL GOALS

SCHOOL VISION
Nothing less than our personal best.

SCHOOL MISSION
Lehigh Elementary exists to provide opportunities for students to achieve their personal best.

SMART Goal Criteria

S	– Specific and clearly stated
M	– Measurable and based on formative and/or summative data
A	– Attainable and realistic
R	– Related to student achievement and performance
T	– Time bound

1. **English Language Arts: By May 2014, we will reduce the number of non-proficient students (measured by STAR ELA) and meet safe harbor targets school wide and in each of the numerically significant subgroups and SWD:**
   A. Overall-58%
   B. Hispanic-47%
   C. SED-58%
   D. EL-52%
   E. SWD-51%

2. **Mathematics: By May 2014, we will reduce the number of non-proficient students (measured by STAR math) and meet safe harbor targets school wide and in each of the numerically significant subgroups and SWD:**
   A. Overall-73%
   B. Hispanic-72%
   C. SED-73%
   D. EL-69%
   E. SWD-80%

3. **English Language Development: All students will continue to make annual progress (AMAO I), attain English proficiency (AMAO II), and meet AYP growth targets (AMAO III), for all numerically significant subgroups as measured by CELDT.**
   A. AMAO I- 64.6%
   B. AMAO II- 33.7% (5 years or less); 50.9% (5 years or more)
   C. AMAO III- 52%

4. **Science: By May 2014, we will reduce the number of non-proficient students (measured by STAR Science) and meet safe harbor targets school wide and in each of the numerically significant subgroups and SWD:**
   A. Overall-42%
   B. Hispanic-41%
   C. SED-41%
   D. EL-31%
   E. SWD-85%

CURRENT INSTRUCTIONAL PROGRAM EVALUATION & ANALYSIS OF CONSOLIDATED PROGRAMS
(Title I, EIA/SCE)   (20 USC 6316, FPM IV-CE 30)

The following statements characterize instructional program at this school:

Standards, Assessment, and Accountability

1.   How do you use State and local assessments and other data?
   - To monitor student progress on curricular embedded assessments?
   - To modify instruction?

The data analysis capabilities of **Illuminate** are combined with California essential standards to allow teachers to analyze the results of interim assessments, determine how to regroup students, redirect instruction, and plan for academic intervention. After each benchmark, grade levels meet to analyze the data to identify strengths, weaknesses, and plan next steps.

Staffing and Professional Development

2.   How do you align your staff development to content standards, assessed student performance, and professional needs?

In addition to following district based initiatives, principal observations, and student achievement data, the **Smart School Plan for Student Achievement** instructional improvement model allows teachers to review their instructional strategies for teaching standards, share effective teaching strategies with each other, and help determine their own professional development needs.

3.   How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

Principal, Elementary Administrator, and Data Coach provide instructional assistance and support for teachers by assisting in reading instruction, observing, modeling lessons, and providing feedback on best practices. In addition, Grade Level Chairs attend grade level team training with the DATA COACH so that grade level teams can analyze benchmark and other data to plan instruction.

4.   How do you provide the opportunity for teacher collaboration by grade level?

Teachers are provided with Professional Learning and Leading Collaboration time at least twice monthly, facilitated by grade level chairs, Principal, Elementary Administrator, and Data Coach in order to implement and refine the **Smart School Plan for Student Achievement.** During the PLLC (Professional Learning & Leading Communities) meetings, teachers will analyze the results of interim assessments, determine how to regroup

students, redirect instruction, plan for academic intervention, review their instructional strategies for teaching standards, share effective teaching strategies with each other, and help determine their own professional development needs.

5.   How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation mandate NCLB criteria. As a result, 100% of our teachers are NCLB compliant.

Opportunity and Equal Education Access and Funding

6.   What services are provided by the regular program to enable underperforming   students to meet standards?

The Student Study (SST) and Coordination of Services Teams (COST) identify underperforming students and collaborate with classroom teachers to design in-class interventions to assist students in achieving mastery of the state standards. The *Read 180* program will specifically address students in grades 4-6 who are two or more grade levels below in reading/language arts. Universal Access materials integrated into the core-adopted materials will provide extra support, re-teaching, and challenge opportunities to students in all grades.

7.   What services are provided by categorical funds to enable underperforming students to meet standards?

Title I and EIA funds are used to provide "beyond the bells" intervention opportunities for students. Title I and EIA funds are also used to help fund our EA and a full time Outreach consultant. Title III funds are used to provide for English Language Development materials, staff development, and additional resources. Extended Learning and After School Education and Safety funds provide opportunities to extend the school day in order to address the needs of underperforming students by providing both enrichment and intervention programs.

Teaching and Learning

8.   How do you align curriculum, instruction, and materials to content and performance standards?

All teachers use state adopted textbooks & supplementary materials, California essential content standards, district pacing schedules and blueprints to backward plan, flag and tag, prepare for weekly lesson plans and drive instruction in all core subjects throughout the year. Grade level teams utilize the **Smart School Plan for Student Achievement** instructional improvement model to review their instructional strategies for teaching standards, share effective teaching strategies with each other, and help determine their own professional development needs

9.   How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

District provides curriculum pacing guides to ensure that all content and essential standards are taught. District wide pacing guides are monitored in order to maintain program fidelity and grade level cohesion. Utilize extended six and seven-day lesson pacing plans within appropriate grade levels to provide focused re-teaching opportunities.

10.   Explain your lesson-pacing schedule.

Teachers utilize the district pacing guides and formative assessments to plan instruction, determine how to regroup students, redirect instruction, and plan for academic intervention.

11.   What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

There are sufficient core and intervention materials for all students as follows: Houghton Mifflin Language Arts, Math, and Science; McMillan-McGraw Hill Social Studies; McGraw-Hill English Language Development.

12.   How are students assisted in transitions from preschool and to middle school?

Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Sixth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade and organize an orientation field trip each spring. Just before school starts, parents attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities.

Involvement

13.   What district, community, family and school resources are available to assist underachieving students?

a. Montclair Community Collaborative (MCC)
b. ASES After School Program
c. Data Coah
d. Parental Involvement Policy and School Parent Compact
e. Title 1 Program Meeting
f. Back to School Night
g. Open House
h. Parent Teacher Conferences
i. Literacy Nights
j. Coffee with the Principal
k. School Site Council
l. District Advisory Council
m. Parents as Leaders (PALs)
n. School and Classroom Newsletters

14. How do you involve parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

School Site Council meets state requirements for parity and consists of (number) 1 principal, 3 classroom teachers, 1 other staff, and 5 parents. SSC members participate in the planning, revision, monitoring, and evaluation of the school plan.

15. Place an "X" on the line if your principal has had training on State Board of Education adopted instructional materials and indicate the number of your teachers who have had such training.

Principals' training on State Board of Education adopted instructional materials   _**X**_

Teachers' training on State Board of Education adopted instructional materials   _**40**_
(Indicate the number trained over the number of teachers on your staff)

SCHOOL DATA EVALUATION & ANALYSIS OF CONSOLIDATED PROGRAMS
(Title I, EIA/SCE) (20 USC 6316, FPM IV-CE 30)

Analyze the data provided using the questions below.

1. API

What does the data by subgroup and proficiency level show?

What does the data by grade level show?

What causes this result?

What are the needs?

School: Lehigh Elementary
LEA: Ontario-Montclair Elementary
County: San Bernardino
CDS Code: 36-67819-6036305
School Type: Elementary

Direct Funded Charter School: No

Met Growth Targets

Schoolwide: Yes

All Student Groups: Yes

All Targets: Yes

Groups

Groups	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Student Groups Growth Target
Schoolwide	477		795	779	5	16	
Black or African American	8	No		839			
American Indian or Alaska Native	1	No					
Asian	8	No					
Filipino	0	No					
Hispanic or Latino	446	Yes	791	775	5	16	Yes
Native Hawaiian or Pacific Islander	1	No					
White	11	No	883	847			
Two or More Races	2	No					
Socioeconomically Disadvantaged	465	Yes	793	776	5	17	Yes
English Learners	353	Yes	781	761	5	20	Yes

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	103	96	106	106	114						

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base			
Students with Disabilities	20	No	701	646			

Reported Enrollment
CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	103	96	104	104	112						
% of Enrollment	100.0 %	100.0 %	98.1 %	98.1 %	98.2 %						
Students with Scores	103	96	104	104	112						
Mean Scale Score	354.3	325.0	349.0	344.6	346.7						
% Advanced	23 %	5 %	28 %	19 %	19 %						
% Proficient	31 %	36 %	22 %	27 %	29 %						
% Basic	30 %	29 %	28 %	37 %	36 %						
% Below Basic	9 %	15 %	11 %	9 %	13 %						
% Far Below Basic	7 %	15 %	12 %	9 %	4 %						

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	103	96	104	104	112						
% of Enrollment	100.0 %	100.0 %	98.1 %	98.1 %	98.2 %						
Students with Scores	103	96	104	104	112						
Mean Scale Score	365.9	356.4	379.5	425.4	359.2						
% Advanced	20 %	25 %	38 %	48 %	17 %						
% Proficient	43 %	30 %	28 %	30 %	35 %						
% Basic	25 %	24 %	18 %	12 %	29 %						
% Below Basic	9 %	19 %	13 %	8 %	17 %						
% Far Below Basic	3 %	2 %	2 %	3 %	3 %						

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				104							
% of Enrollment				98.1 %							
Students with Scores				104							
Mean Scale Score				328.2							
% Advanced				5 %							
% Proficient				27 %							
% Basic				40 %							
% Below Basic				15 %							
% Far Below Basic				13 %							

Lehigh Elementary has steadily increased its API over the last 11 years from a low of 453 in 1999 to a high of 795 in 2011. Two of the three Lehigh Subgroups have met and or exceeded API growth targets in both language arts and math. Additionally, most grade levels reduced the total percentage of students in far below basic and increased the overall percentage of basic, proficient, and advanced students.

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?
What causes this result?
What are the needs?

School: Lehigh Elementary
LEA: Ontario-Montclair Elementary
County: San Bernardino
CDS Code: 36-67819-6036305   (An LEA is a school district or county office of education.)
School Type: Elementary

Direct Funded Charter School: No

Made AYP: No

Met AYP Criteria:	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API) - Additional Indicator for AYP		Yes
Graduation Rate		N/A

English-Language Arts – Percent At or Above Proficient

Groups	
Schoolwide	49.1
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48.2
Native Hawaiian or Pacific Islander	
White	54.5
Two or More Races	
Socioeconomically Disadvantaged	48.6
English Learners	45.9
Students with Disabilities	30

2012 Percent Proficient Target 78.4

Mathematics – Percent At or Above Proficient

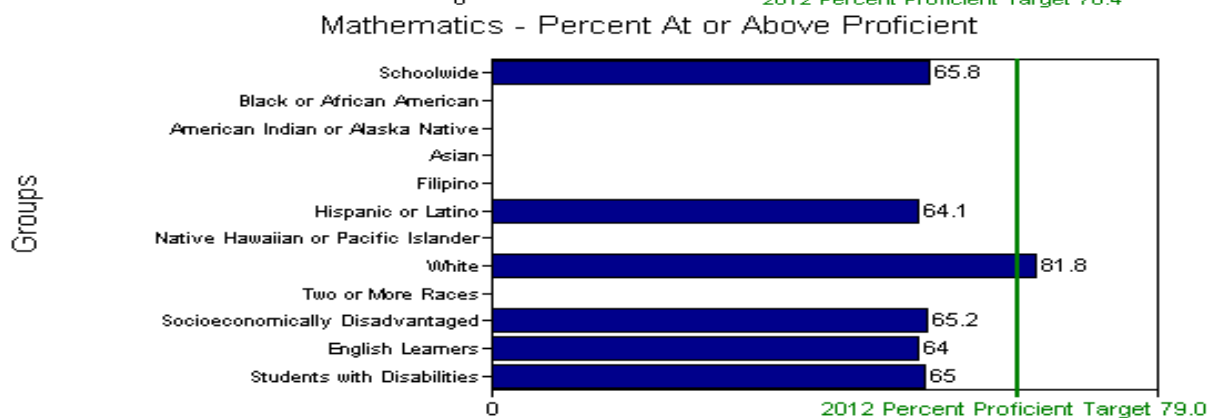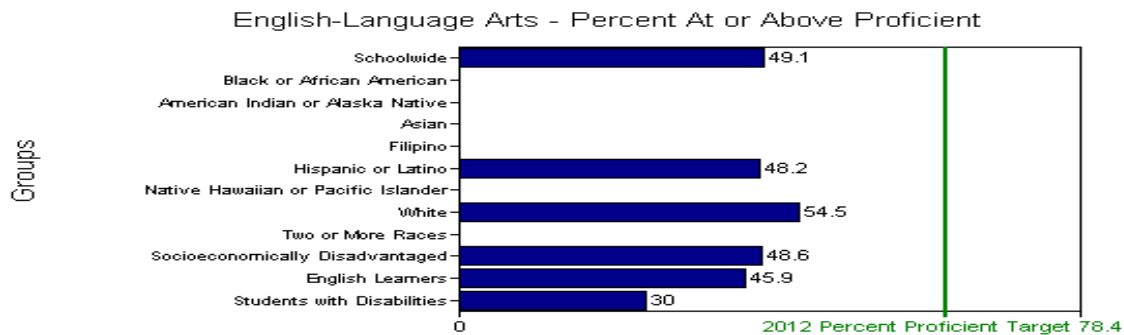| Groups	
Schoolwide	65.8
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	
White	81.8
Two or More Races	
Socioeconomically Disadvantaged	65.2
English Learners	64
Students with Disabilities	65

2012 Percent Proficient Target 79.0

14

English Language Arts continues to be a struggle for our students. Schoolwide, only 49.1% of our students were scoring proficient and advanced. Although it is a struggle, we continue to see modest gains in English Language Arts. The continued school wide focus on vocabulary development and reading comprehension is believed to have contributed largely to our success in Language Arts. Moreover, it is acknowledged that we must continue to refine the instructional focus going into the new year while augmenting our instructional program with a few key areas of need. The addition of a district wide, and therefore school wide, focus on writing instruction (Write from the Beginning), and the integration of technology (Interactive Whiteboards/Document Cameras) will be key in developing lessons that address the rigor of tested standards in order to achieve district, state, and federal growth targets.

Mathematics continues to be a strength for Lehigh. School wide Lehigh scored 65.8%. Our English Learners scored 64% in math; and our Socio-Economically Disadvantaged students scored 65.2%. We need to continue to make significant gains in Mathematics in order to reach AYP targets for the 2013-2014 school year.

3. CELDT

What does the overall CELDT data by grade level show?
What does the CELDT data by skill area/grade level show?
How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?
How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?
What are the needs by proficiency level, grade level and skill area?

LEA/School Name	AMAO 1 - Annual Growth					AMAO 2 - Attaining English Proficiency					
							Less than 5 years		5 Years or More		
	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number Met AMAO 1	Percent Met AMAO 1	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level
Lehigh	412	412	100%	266	64.6%	396	94	23.7%	98	48	49%

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	5 (7.0%)	8 (10.0%)	9 (13.0%)	9 (16.0%)	6 (12.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	37 (7.0%)
Early Advanced	(0.0%)	15 (19.0%)	10 (13.0%)	21 (27.0%)	20 (28.0%)	22 (39.0%)	22 (42.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	110 (22.0%)
Intermediate	12 (15.0%)	33 (41.0%)	36 (48.0%)	35 (45.0%)	35 (49.0%)	23 (40.0%)	17 (33.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	191 (39.0%)
Early Intermediate	27 (33.0%)	21 (26.0%)	20 (27.0%)	11 (14.0%)	5 (7.0%)	3 (5.0%)	7 (13.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	94 (19.0%)
Beginning	42 (52.0%)	11 (14.0%)	4 (5.0%)	3 (4.0%)	3 (4.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	63 (13.0%)
Number Tested	81 (100.0%)	80 (100.0%)	75 (100.0%)	78 (100.0%)	72 (100.0%)	57 (100.0%)	52 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	495 (100.0%)

A review of the CELDT data reveals that 64.6% of our students met the AMAO I target, meaning that the students made sufficient annual progress. 23.7% of our students attained English proficiency (AMAO II) in less than 5 years, while 49% of our students reached English proficiency after 5 or more years. A review of the CELDT data shows that our ELs progress steadily through the proficiency bands until

achieving the level of intermediate. At this point, growth stalls-a trend which is fairly common throughout the district. Consequently, are largest percentage of students score within the Intermediate range (39%), followed by 22% scoring in the Early Advanced range. Not surprisingly, CELDT data corroborates the weaknesses in vocabulary, reading comprehension, and writing seen in other data sets reviewed (AYP, API). Students will continue to receive 30 minutes of uninterrupted differentiated ELD using Kate Kinsella's Structured Academic Talk using Language for Learning and Thinking presented by the district. The highly repetitive nature of these programs, and active participation required by the student, has been shown to provide the most gains with this population. Students in the Early Advanced and Advanced proficiency levels will continue to meet reclassification criteria through the use of science, social studies, visual and performing arts integration during the daily uninterrupted 30 minute English Language Development block.

4. Spanish Assessment
What does the data by grade level in Spanish Language Arts and Mathematics show?
What causes this result?
What are the needs?

We did not have any students in the 2011-2012 school year that needed assessment in STS.

5. GATE
What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?
What causes this result?
What are the needs?
There were 6 third grade students, 4 fourth grade students, 4 fifth grade students, and 6 sixth grade students identified as GATE students who took the STAR test. On the language arts test, 12 students scored Advanced, 6 scored proficient, 2 scored basic. 16 students scored Advanced, 3 scored proficient, and 2 scored basic on the math state test.

 In the 2013-2014 school year, we should have students identified GATE in grades 3, 4, 5, and 6. We hope to cluster during ELA in each of these grade levels. In addition, we will have one certified GATE teacher per grade level in grades 3, 4, 5, and 6.

6. Professional Development
Use professional development survey, climate survey and other input from district, teachers, parents, and students to determine needs.
What are the strengths and needs of the site professional development?

Perception data from NEA's KEYs survey (KEY 4.0 Personal and Professional Learning) revealed the following strengths:

- **4.1** *Professional Development:* **Professional Development Has A Direct, Positive Effect On Teaching**
This indicator examined whether the school's professional development program has had an impact on the knowledge, skills, abilities, and attitudes of teachers and other staff. Specifically, this indicator assesses how well your school's professional development has helped teacher to deepen understanding of subject, make changes, understand students, and align teaching with accepted standards. (Average response within 90th percentile)
- **4.3** *State Standards:* **Teachers Are Prepared To Use State Or District Curriculum Assessment And Performance Standards** This indicator examined the extent that the school's professional development program prepares staff to implement state

16

standards. Specifically this indicator measures how well the professional development program prepares teachers to use assessment, use new methods and implement standards. (Average response well above 90th percentile)

- **4.11** *Teacher Knowledge:* **Teachers Have Strong Knowledge Of Their Subject-matter Areas -** This indicator of school effectiveness examined the extent of the instructional knowledge base which exists within your school. (Average Response inline with National Average)

- **4.4** *Feedback:* **Classroom Observations And Constructive Feedback From Teachers And Principal Are Included In Professional Development -** This indicator examined the frequency and usefulness of staff feedback that is an ongoing part of the professional development process. Specifically, this indicator assessed how often in the last 12 months observations and feedback between teachers had taken place. (Average Response inline with 90th percentile)

Perception data from NEA's KEYs survey (KEY 4.0 Personal and Professional Learning) revealed the following needs:

- **4.2** *Relevant Experience:* **School Administrators And Staff Work Together To Provide Relevant Professional Development Experiences -** Educational research has shown that to create meaningful staff development that a school must practice high levels of cooperation. This indicator measured the level of cooperation within the school on producing a meaningful staff development process. Specifically, this indicator assessed how cooperatively teachers and administrators work together to plan, develop and share professional development activities. (Average response below National Average and significant standard deviation)

- **4.9** *Development Consistent:* **Staff Development Is Consistent, Comprehensive And Related To Practices In The School** - This indicator examined whether the school's professional development program is consistent with its school improvement plan or restructuring efforts, and whether it is sustained and coherently focused. It also examines whether professional development activities afford opportunities for collegiality, and whether the professional development activities include sufficient time to evaluate their impact on subsequent schooling processes (e.g., school improvement, student outcomes). (Average response above National Average but significant standard deviation).

7. School Climate Surveys and Other Input

What does the climate survey by teacher, parent, and student show?
If there is additional input, what does it show?
What are the needs?

Perception data from NEA's KEYs survey and Parent Survey

Lehigh's School Climate Survey overwhelmingly shows that parents have a positive view of Lehigh. Parents feel that agree or strongly agree with the statement that the school is welcoming to parents and that Lehigh is a positive place for students. Areas that parents felt that there was more room for improvement is in communication with parents and how parents can become involved in their child's education.

- *Shared Goals:* **Shared Goals For Achievable Education Outcomes Are Clear And Explicit**

This indicator measured the level which School employees come together and collectively help define the school goals that guide all actions that support student learning and provide a sense of direction and purpose. (Average response above National Average strong agreement amongst staff)

Conclusions from review of data revealed the following needs:

- Continue focus on vocabulary development and reading comprehension with school-wide strategies to teach expository, informational, and functional text; improvement in writing through the use of Thinking Maps; 30 minutes of daily differentiated ELD instruction based on language proficiency; implement, evaluate, and refine   intervention and extended learning opportunities for at – risk student population; continue to implement and refine the Smart School Plan for Student Achievement instructional improvement model; continue to implement, and refine Classroom Instruction that Works (Marzano) & Bringing Words to Life (Beck, McKeown, Kucan); QAR (Raphael, Highfield, Au) vocabulary & reading comprehension strategies.

SITE GATE PLAN

DISTRICT GATE PLAN KEY CONCEPTS:
The District relies on the concepts and philosophy outlined in the California State Frameworks, the district standards and benchmarks and the State standards for **1. Site Services**

    a. How are GATE services provided at the site for students?
- Gate students are clustered together at grade levels or in combination grade level classes.
- Each cluster class is instructed by a GATE certified teacher.
- GATE cluster teachers follow the state approved curriculum which includes differentiating through in depth and complexity. Determination of program strategies that best meets the needs of each student which include, but is not limited to: tiered assignments, acceleration, compacting, learning contracts, or independent study.
- Individual GATE plans are developed with parent input for all students.
- Gate student achievement progress is consistently monitored through common assessments and district benchmark tests.

    b. How will you provide GATE training for instructional and support roles?
- A GATE teacher will be a participating member of the Site Leadership Team. (Teachers)
- All GATE teachers will attend monthly PLC meetings for training and collaboration. (Teachers)
- Receive a GATE Plan to review at the beginning of the school year. (Parents)
- Discuss the GATE Plan with teachers at the first conference period. (Parents)
- A site representative will be selected to be a participating member of the District Gate Parent Advisory Committee (Parents)
- An invitation to 3 site based GATE Parent Meetings held at the beginning, middle, and end of the year. (Parents)
- Communications about district level GATE parent training will be delivered. (Parents)

2. Needs Assessment and Services Evaluation
    a. How are GATE students' academic needs assessed by staff, parents and students?
    b. How are GATE students' social-emotional needs assessed by staff, parents and students?
    c. How do staff, parents and students evaluate GATE services at your site?
    d. How do you share GATE data, needs assessments and evaluations with parents, staff and students?

GATE students' academic needs are assessed through the use of the CST and district assessments. Teachers must complete an IGP, Individualized GATE Plan for each student, or a group GATE Plan for clustered students. Parents should take part in the development of the IGP and it needs to be discussed at the first parent conference. Social-Emotional needs are currently being assessed through conversations with GATE parents. NEA's KEYs survey was utilized gauge how all GATE parents, students and teachers feel about the way we are meeting the needs of the GATE student. GATE parent meetings are currently held to provide GATE parents with GATE data and information.

3. Curriculum and Instruction
    a. What extensions/strategies will be used to meet the needs of GATE students?

- GATE cluster teachers follow the state approved curriculum which includes differentiating through the depth and complexity model developed by Dr. Sandra Kaplan.
- Student needs are met by determining the program strategies that best meets the needs of students which include one or more of the following: tiered assignments, acceleration, compacting, learning contracts or independent study.

b. **How will you ensure differentiation is taking place?**
- Site instructional support team will monitor deliberate decisions made to support GATE student achievement by conducting learning walks and reviewing data.
- Grade level deliberate decisions will include support of GATE students.
- Site administrator will monitor through weekly classroom visits.

c. **How will you offer enrichment activities in addition to the core curriculum?**
- The majority of enrichment activities will occur between the bells in order to support all of our GATE students.
- Special speakers aligned to student interests and grade level standards will be scheduled through-out the school year.
- Special events, such as assemblies, and field trips aligned to grade level standards and student interests as noted in IGP's will be scheduled through-out the year.

4. Social-Emotional Needs

a. **What are GATE students' social-emotional needs based on teacher, parent, student, and community input?**
None at this time.

b. **How are their social-emotional needs addressed?**
- Students will receive instruction in Positive Mindset by Dr. Carol Dweck.
- Mindset activities will be embedded in daily instruction.
- Students will learn and practice appropriate social language structures.

c. **How and when is your staff informed about the social-emotional needs of GATE students?**
- GATE teachers will share the needs of GATE students at COST or SST meetings.

d. **How are the needs of underachieving GATE students met?**
- Students will be flexibly grouped according to specific needs.
- After school intervention will be provided to support students.
- GATE teachers will differentiate instruction in the regular classroom.

5. Staff Development and Resources

a. **Who is your GATE Liaison?**
Susan Meyer, a sixth grade teacher, is our GATE Liaison.

b. **What GATE staff development and resources will your staff need this year based on your goals?**
Our staff needs to select one person from each grade level (grades 3-5) to become GATE certified. We will need to learn the depth and complexity model and implement the practices on a daily basis.

c. **When will staff development be offered and by whom?**
The staff development to become GATE certified is offered through the district. The teachers meet 5 times throughout the year to learn about the depth and complexity model.

20

6. Parent Involvement

    a. Who is your GATE parent representative?
      Currently, our parent representative is Ms. Arzapalo, parent to Melody Ventura and Christian Espinoza.

    b. When are your 3 or more site GATE meetings?
      Our site GATE meetings are held once a trimester.

    c. What topics need to be addressed at your GATE meetings based on your goals?
      We need to address the depth and complexity model to the parents and show them strategies that they can use to implement at home to better support the needs of their child. We will also receive parent feedback on what items should be discussed.

    d. How are the topics determined?
      The topics are determined by district initiatives and parent feedback.

Gifted and Talented Education. The Gifted and Talented Education Services are based on the belief that every child deserves the opportunity to develop his/her full potential.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
SMART GOAL English Language Arts 2013-2014

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $]]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
**By May 2014, we will reduce the number of non-proficient students (measured by STAR ELA) by at least 10% school wide and in each of the numerically signific... subgroups and SWD.**
1A, 1B 2A, 2B, 2C	**SPSA ELA 1:** Provide Professional Learning Communities time (PLC) at least two times monthly, facilitated by grade level chairs, Principal, Elementary Administrator, and/or Site Program and Assessment Coordinator in order to implement and refine the Smart School Plan for Student Achievement through cognitive planning cycles, including regular release time for planning and observations and SPRINT. Teachers will be provided substitutes for the following days, but not limited to: • CST Data Reflection Meetings (Review 2012-2013 CST results) • Benchmark Data Reflection (Benchmarks 1-3) • STAR planning	*Teacher release days (subs)$140/day x 31 teachers x 5 days (1-6th grade)* *140 x 5 teachers x 3 days (kindergarten)*	*Not to exceed $21,000* *Not to exceed $2100*	7090 7091 4203 7090 7091 4203	Principal, EA, , DATA COACH, and/or Teachers	Aug-February	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 2:** Utilize Data System to analyze the results of interim assessments, determine how to regroup students, redirect instruction, and plan for academic intervention.	*None*			DATA COACH	Aug-May	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 3:** Leadership team will meet monthly as per Smart Plan to review progress, recommend revisions as needed, communicate with and get input from stakeholders, and ensure adequate allocation of resources to support effective implementation of the SPSA.	*None*			Principal, EA, DATA COACH, and/or Teachers	Aug-May	Achievement of Smart Goals.
**MONITORING:** The monitoring of the following "Action Steps to Reach Goals" is the responsibility of the SSC and shall be completed at the conclusion of each trimester to verify timely implementation and achievement of objectives critical to the success of the plan. Means of evaluating progress towards these goals may include, but are not limited to CST data, Benchmark data, L2L data, school calendars, EL TOC, grade level deliberate decisions, Target Boards, hiring of staff, and purchase orders.
**Date Reviewed / Comments:** **Date Reviewed / Comments:**   **Date Reviewed / Comments:**

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $]]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
1A, 1B 2A, 2B, 2C	**SPSA ELA 4:** Utilize a variety of diagnostic assessment (SIPPS, ERI, Kindergarten readiness, and/or Standards Plus intervention) to determine K-6 skill gaps, Kindergarten class formation, select focus students, and plan interventions.	*Certificated Hourly*	*Not to exceed $5000*	7090 7091 3010 4203	Principal, EA, DATA COACH, teachers	Aug-June	Achievement of Smart Goals.

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
1A, 1B 2A, 2B, 2C	**SPSA ELA 5:** **Develop a Site Instructional Support Team (SIST) to monitor and support the site leadership team decisions.**	*None*			Principal, EA, DATA COACH	Aug-May	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 6:** **Fund an Elementary Administrator to provide support and assistance to the principal.**	*Salary and Benefits*	$117,682	7090 7091 3010 4203	Principal Human Resources	Aug-June	Achievement of Smart Goals.

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Date Reviewed / Comments:	Date Reviewed / Comments:	Date Reviewed / Comments:

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
1A, 1B 2A, 2B, 2C	**SPSA ELA 7:** **Fund a Data Coach to provide support and assistance to the Principal, Elementary Administrator, and staff.**	*Salary and Benefits*	$96,539	7090 7091 3010 4203	Principal, Human Resources	Aug-June	Achievement of Smart Goals.
3	**SPSA ELA 8:** **Create a positive culture to encourage 100% of teachers on staff meet the NCLB compliance for Highly Qualified Teachers.**	*None*			Principal, Human Resources	Aug-June	Achievement of Smart Goals.

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LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
1A, 1B 2A, 2B, 2C 3	**SPSA ELA 9:** **Lehigh will implement class size reduction across grade levels. Class size ratios will be 20 to 1 in grades K-3, 25 to 1 grades 4-6 in order to meet the QEIA requirements and raise student achievement.**	*CSR Salary & Benefits for teachers*	*$430,780*	*7400*	Principal	Aug-May	Achievement of SMART goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 10:** **All teachers will complete the 40 hours of training/Professional Development as required by QEIA.**	*None*			Data Coach	Aug-May	Achievement of Smart Goals.
1A 2D	**SPSA ELA 11:** **Provide professional development focusing on the district initiatives to include a new writing program to increase the achievement level of all students in writing.**	None			Principal, EA, DATA COACH, and/or teachers	Aug-May	Achievement of Smart Goals.

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LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
1A, 1B 2A, 2B, 2C	**SPSA ELA 12:** **New teachers will attend and complete training in Illuminate.**	*None*			Data Coach	Aug-May	Achievement of Smart Goals.
2D	**SPSA ELA 13:** **Provide professional development focusing on the district initiatives to include strategies to increase the achievement level of EL and special needs students.**	*None*			Principal, EA, DATA COACH and/or district personnel	Aug-May	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 14:** **The school will use a variety of instructional strategies and student based technology (hardware and software), including, but not limited to the following items, to assist students in achieving mastery of California Essential Standards:** • **Lexia** • **Study Island** • **Discovery Education (United Streaming)** • **QAR** • **Bringing Words to Life** • **Thinking Maps** • **Writing for Thinking/Mira** • **Technology Integration (Interactive whiteboards, laptops, document cameras)**	Lexia Discovery Education HighStakes Math Scholastic News Study Island	*$1357.00* $1500.00 $1845.00 $3600.00 $7006.00	6300 7090 7091 3010	Principal, EA, DATA COACH, teachers	Aug-June	Achievement of Smart Goals.

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $]]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
1A, 1B 2A, 2B, 2C	**SPSA ELA 15:** A variety of incentives and activities will be used to promote, increase, and recognize students' attendance, attitude, and academic performance, including but not limited to the following: • Soccer • Dog tags • Popcorn, taffy, pizza • Trimester Attendance Party (i.e. Wii dance parties)	*Incentives* Time cards for coaching	*Not to exceed $6500*	0000 3010	Principal, EA, DATA COACH, and/or Teachers	Aug-June	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 16:** **A variety of instructional materials will be used to promote, increase, and support student learning of State Standards in all curricular areas.**	*Instructional Materials (CM)$100 x 36 teachers* *Printshop* *Smart Bulbs*	*$3600* *$1000 per grade level* *$12,000*	3010 7090 7091 6300 0505	Principal, EA, Data Coach	Aug-June	Achievement of Smart Goals.
2A, 2B, 2C	**SPSA ELA 17:** **All SEI teachers will continue to deliver SDAIE, on a daily basis, utilize front loading, small group instruction, vocabulary development, and increased opportunities for oral language development.**	*None*			Principal, EA, Teachers	Aug-May	Achievement of Smart Goals.

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LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $]]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
1A, 1B 2A, 2B, 2C	**SPSA ELA 18:** **The school will implement, evaluate, and refine between and after the bells in accordance with the Smart School Plan for Student Achievement instructional improvement model process to assist students in achieving mastery of California Essential Standards including, but not limited to:** • **Bellwork-ELA and Math** • **Zoom In** • **Reading Naturally** • **Saturday ALL-STAR** • **Intervention Teacher**	*10 hrs x 10 teachers* *20 hrs x 15 teachers* *30 hrs x 10 teachers* *(After School Intervention)* *3 hrs x 3 days x 30 teachers x $40 (All STAR Saturdays)*	$4000 $12000 $12000 $10,8000	7090 7091 4203 3010 3010 7090 7091 4203	Principal, EA, Data Coach, Teachers	Aug-May	Achievement of Smart Goals.
1A	**SPSA ELA 19:** **District and school staff will continue to implement and monitor use of an intensive reading replacement program Read 180 in Reading/Language Arts for students, including RSP as appropriate, who are two or more grade levels below including release time or time carding for teacher training and collaboration.**	*Teacher Training* Sub Release	*Not to exceed $1000*	7090 3010	Principal, EA, DATA COACH, Teachers	Aug-May	Achievement of Smart Goals.

1A, 1B 2A, 2B, 2C	**SPSA ELA 20:** COST and SST will review, revise, and implement the system for referring students to and evaluating progress in targeted interventions addressing students' needs	*Meeting 2 x monthly* 18 mtgs x 3 teachers x $140 sub pay	$7560	7090 3010 7091	Principal, EA, Data Coach, Teachers	Sept.- May	Achievement of Smart Goals.
1A, 1B	**SPSA ELA 21:** Provide opportunities for students to attend educational and culturally enriching trips to assist students in achieving mastery of California Essential Standards.	District Transportation	*Not to exceed $4500*	3010			Achievement of Smart Goals.
2E	**SPSA ELA 22:** Family Nights, Workshops, and celebrations of various topics offered to parents throughout the year.	*None*	*None*		Principal, EA, DATA COACH, Teachers	Aug-May	Achievement of Smart Goals.
2E	**SPSA ELA 23:** Members of School Site Council will attend District Advisory Council (DAC) conference.	None	*Not to exceed $1500*	3010	Principal, EA, DATA COACH, and/or Teachers	Aug-May	Achievement of Smart Goals.
2E, 2F	**SPSA ELA 24:** The principal will hold monthly Coffee with the Principal meetings with parents and guardians to share expectations, information about the academic program and begin building relationships between the school and the children's parents and guardians.	*childcare*	*Not to exceed $200*	0000	Principal, EA	Aug-May	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 25:** Provide a safe and healthy campus for all students before, during, and after school, Noon Aides will be hired to maintain order and organize games and art activities for all students.	*Classified hourly ($12.00)* 180 days x 3 hours x 6 aides	$38,880	0000	Principal, EA, DATA COACH	Aug-May	Achievement of Smart Goals.
1A, 1B 2E	**SPSA ELA 26:** Articulation between preschool and kindergarten will be implemented to attain accelerated goals and to welcome families to Lehigh Elementary.	*None*			Principal, EA, and/or Teachers	Aug-May	Achievement of Smart Goals.
2E	**SPSA ELA 27:** The principal, teacher, and parents will plan and coordinate a variety of parent involvement opportunities (with parent incentives) including, but not limited to: Buddy Reading, Room Parent, Muffins for Moms, Donuts for Dads	*None*	*None*		Principal, EA, DATA COACH, and/or teachers	Aug-May	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C 2E	**SPSA ELA 28:** The school will work with Montclair Community Collaborative to provide a variety of services for both parents and student.	*Services*	$15,000	3010 7090 7091 4203	Principal, EA	Aug-June	Achievement of Smart Goals.
2E	**SPSA ELA 29:** The Principal, EA, Data Coach, Teachers, and Parents will jointly develop, implement, and distribute the Parent Involvement Plan.	*None*			Principal, EA, Teachers, Parents	Aug-June	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 30:** Provide opportunities for students to attend preschool, including SDC preschool, to attain accelerated academic goals.	*Materials*	*Not to exceed $3000*	3010 7090 7091	Principal, EA, Data Coach, and/or teachers	Aug-May	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA ELA 31:** Provide professional development and opportunities for collaboration in ELA (CCSS).	*Cost of Subs* 36 teachers x $140 x 1 day	*Not to exceed $6,000*	District funded	Principal, EA	Aug-May	Achievement of Smart Goals.

1A, 1B 2A, 2B, 2C	**SPSA ELA 32:** **Lehigh will offer an after school education and safety program (ASES) daily from the time school dismisses until 6:00 to incorporate homework assistance, academic enrichment, and healthy living.**	*Sub contract with City of Montclair*	*District grant funded*	ASES Grants	Principal & Director II, State and Federal Programs	Aug-May	Average daily attendance, student test scores
1A, 1B 2A, 2B, 2C	**SPSA ELA 33:** **Lehigh will provide funds to support centralized services:** • **Director of Standards and Assessment (2738.90)** • **Director II of Math (2699.26)** • **Director of curriculum & Instruction (2699.26)**	*Salary and Benefits*	*Not to exceed $10,000*	7090 7091	Principal Asst. Supt. Of Learning and Teaching	July-June	Increase in student achievement and teacher professional growth as evidenced by increased assessment data, teacher surveys, professional growth agendas/sign in sheets, STPT minutes and plans, effective use of instructional strategies as observed by walkthrough data and feedback, etc
1A, 1B 2A, 2B, 2C	**SPSA ELA 34:** **Provide additional certificated/classified hours and/or substitute teachers, as well as additional materials and resources as needed, for anything related to or in support of Language Arts achievement.**	*Certificated hourly, substitute teachers, materials, resources*	*Not to exceed $10,000*	3010 7090 7091	Principal, EA, , DATA COACH, and/or Teachers	Aug-June	Achievement of Smart Goals.

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Date Reviewed / Comments:	**Date Reviewed / Comments:**	**Date Reviewed / Comments:**

27

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
	By May 2014, we will reduce the number of non-proficient students (measured by STAR Math) by at least 10% school wide and in each of the numerically significant subgroups and SWD:						
1A, 1B 2A, 2B, 2C	**SPSA Math 1:** **Provide funding for opportunities for teachers to become GATE certified.**	*Training and Material*	*Not to exceed $2000*	*3010*	Principal, EA, Teachers	Aug-June	Achievement of Smart Goals.
1A, 1B	**SPSA Math 2:** **To provide opportunities for GATE/High Achieving students to attend and be exposed to enrichment activities.**	Subs Cost of bussing and entrance Enrichment activities Certificated hourly	$135 x 4 teachers x 2 trips Not to exceed $2000 Not to exceed $500 1 day per week @ 1.5 hours	*3010* *7091*	Principal, EA, Teachers	Aug-May	Achievement of Smart Goals.
1A, 1B, 2A, 2B, 2C	**SPSA Math 3:** **Provide professional development and opportunities for collaboration in Math (CCSS).**	*Cost of Subs* 36 teachers x $140 x 1 day	*Not to exceed $6,000*	District funded	Principal, EA	Aug-May	Achievement of Smart Goals.
1A, 1B 2A, 2B, 2C	**SPSA Math 4:** **Provide additional certificated/classified hours and/or substitute teachers, as well as additional materials and resources as needed, for anything related to or in support of Mathematics achievement.**	*Certificated hourly, substitute teachers, materials, resources*	*Not to exceed $10,000*	7090 7091 7400 6300 3010	Principal, EA, DATA COACH, and/or Teachers	Aug-June	Achievement of Smart Goals.

MONITORING: The monitoring of the following "Action Steps to Reach Goals" is the responsibility of the SSC and shall be completed at the conclusion of each trimester to verify timely implementation and achievement of objectives critical to the success of the plan. Means of evaluating progress towards these goals may include, but are not limited to CST data, Benchmark data, L2L data, school calendars, EL TOC, grade level deliberate decisions, Target Boards, hiring of staff, and purchase orders.

Date Reviewed / Comments:	Date Reviewed / Comments:	Date Reviewed / Comments:

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
SMART GOAL <u>SCIENCE</u> 2013-2014

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
	By May 2012, we will reduce the number of non-proficient students (measured by STAR Science) by at least 10% school wide in each of the numerically significant subgroups and SWD:						
1A, 1B 2A, 2B, 2C	**SPSA SCIENCE 1:** **Provide additional certificated/classified hours and/or substitute teachers, as well as additional materials and resources as needed, for anything related to or in support of Science achievement.**	*Certificated hourly, substitute teachers, materials, resources*	*Not to exceed $10,000*	7090 7091 7400 6300 3010	Principal, EA, , DATA COACH, classified, and/or Teachers	Aug-June	Achievement of Smart Goals.
MONITORING: The monitoring of the following "Action Steps to Reach Goals" is the responsibility of the SSC and shall be completed at the conclusion of each trimester to verify timely implementation and achievement of objectives critical to the success of the plan. Means of evaluating progress towards these goals may include, but are not limited to CST data, Benchmark data, L2L data, school calendars, EL TOC, grade level deliberate decisions, Target Boards, hiring of staff, and purchase orders.							
Date Reviewed / Comments:		**Date Reviewed / Comments:**			**Date Reviewed / Comments:**		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
SMART GOAL <u>ELD</u> 2013-2014

LEA Goal(s) Alignment	Action Steps to Reach Goals	Proposed Expenditures [Personnel, Materials, etc.]	Estimated [Cost $)]	Proposed Funding Source(s) [Resource Code]	Person(s) Responsible	Start Date/ Completion Date	Indicators of Success
	All students will continue to make annual progress (AMAO I), attain English proficiency (AMAO II), and meet AYP growth targets (AMAO III) for all numerically significant subgroups as measured by CELDT.						
2A, 2B, 2C, 2F	**SPSA ELD 1:** **Coordinate, assess, and monitor English Learner programs (CELDT, Woodcock Munoz, redesignation)including but not limited to:** • **CELDT Summer Assessment Center for Kindergarten and First Grade.** • **CELDT testing before, between, and after the bells (site based).**	*Classified & Certificated hourly* Testing materials supplies	*$3740* Not to exceed $5000	0000 (0000)	Principal, EA, DATA COACH, Bilingual Instr. Aide	Aug-June	CELDT Reports Time Cards Testing Schedules
2A, 2B, 2C	**SPSA ELD 2:** **All teachers will provide 30 minutes of daily differentiated ELD instruction to students in grades K-6 using the SBE adopted materials.**	*None*			Principal, EA, Teachers	Aug-May	Lesson Plans Progression of Students on EL TOCs AMAOs
2A, 2B, 2C, 2F	**SPSA ELD 3:** **Provide funding for Instructional Aide Bilingual to assist with CELDT testing and tutoring.**	*Classified hourly*	$14,792.00				
2A, 2B, 2C, 2F	**SPSA ELD 4:** **Provide additional certificated/classified hours and/or substitute teachers, as well as additional materials and resources needed, for anything related to, or in support of teaching and learning.**	*Certificate hourly, classified hourly resources*	*Not to exceed $10,000*		Principal, EA, DATA COACH, classified, and/or Teachers	Aug-June	

MONITORING: The monitoring of the following "Action Steps to Reach Goals" is the responsibility of the SSC and shall be completed at the conclusion of each trimester to verify timely implementation and achievement of objectives critical to the success of the plan. Means of evaluating progress towards these goals may include, but are not limited to CST data, Benchmark data, L2L data, school calendars, EL TOC, grade level deliberate decisions, Target Boards, hiring of staff, and purchase orders.

Date Reviewed / Comments:	Date Reviewed / Comments:	Date Reviewed / Comments:

SCHOOL SITE COUNCIL (SSC)
Elementary

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of fifty-one percent of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of an elementary council consists of 10 members

Sample Elementary Council Composition

Council Size	Classroom Teachers	Principal	Other School Personnel (optional)	Parents and/or Community Members
10	3	1	1	5
12	4	1	1	6
14	5	1	1	7
14	4	1	2	7
16	5	1	2	8
16	6	1	1	8

(a)

Classroom Teachers
1.   Michele DeCasas
2.   Demecia Rios
3.   Reyna Nides

Principal
1.   Christiane Ayoub-Garcia

Other School Personnel
1.   Stacia Neer, Data Coach

Resource teacher, other certificated staff, classified, other administrative staff

(b)

Parent or Community Members
1.   Denise Collins
2.   Elizabeth Arzapalo
3.   Emilia Valladares
4.   Erika Cabrera
5.   Aurelia Garcia

Parent or guardian cannot be employed at the site

LEHIGH ELEMENTARY SCHOOL 2013-2014

SCHOOL SITE COUNCIL (SSC)
Middle School

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents, students or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of a middle school council consists of 10 members

Sample Middle School Council Composition

Council Size	Classroom Teachers	Principal	Other School Personnel (optional)	Parents, students, and/or Community Members
10	3	1	1	5
12	4	1	1	6
14	5	1	1	7
14	4	1	2	7
16	5	1	2	8
16	6	1	1	8

(a)

Classroom Teachers
1.
2.
3.

Principal
1.

Other School Personnel
1.

Resource teacher, other certificated staff, classified, other administrative staff

(b)

Parents, Students or Community Members
1.
2.
3.
4.
5.

Parent or guardian cannot be employed at the site

English Language Advisory Council (ELAC) MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Angelica Valencia (Chairperson)			x	
Erika Cabrera (Vice Chairperson, ELAC rep to SSC)			x	
Irma Mayorga (Secretary & DELAC rep)			x	
Number of members of each category	1			

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The ELAC has voted to give governance to the SSC on this date: _____

The name of the parent ELAC representative to SSC is: Erica Cabrera
                                                                                          (Type name)

School Advisory Committee (SAC) Membership

Education Code Section 54425 (b) states: Whenever a school advisory committee on compensatory education programs has been established pursuant to a compensatory education plan, the procedures adopted for the selection of the school advisory committee shall specify that parents shall constitute a majority of the membership of the school advisory committee and shall require that parent representatives be elected by the parents of pupils participating in a program of compensatory education at that school. For purposes of this subdivision, a school advisory committee on compensatory education programs may designate a school site council established pursuant to Section 52012 or 52851 to function as the school advisory council on compensatory education for all purposes required by applicable statutory provisions and regulations for a period of up to two years.

Names of Members	Principal	Parent	Classroom Teacher	Community Member	Other School Personnel
Number of members for each category	1				

If the members of a properly constituted School Advisory Committee (SAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted upon every 2 years.

The SAC has voted to give governance to the SSC on this date: March 1, 2013

The name of the parent SAC representative to SSC is: Denise Collins and Elizabeth Arzapalo
(Type name)

March 1, 2013 --The meeting was called to order at 7:30 by Ms. Arzapalo

Flag Salute was led by Ms. Collins at 7:30

Present at the meeting were: Vice president Mrs. Arzapalo; Principal Christiane Ayoub-Garcia, Michele De Casas; Teachers: Mrs. Nides, Ms. Rios, Parent Members: Erika Cabrera, Mrs.Garcia, Mrs. Arzapalo,, Mrs.Valladares Support Personnel Mercedes Gomez.

Mrs. Neer. Ms. Collins, Secretary   Mrs. Neer.

District salaries school site to contribute to positions
- Lehigh $9,000 add into plan

Motioned made by Mrs. Arzapalo, second by Mrs. Rios, motion carried.

None

DELAC meeting coming up soon

A. Reviewed information from district for 2013-2014 budget

- Noon aides will be reduce next school year

A. Approve SSC By Laws
    - Finalize and approve SSC By Laws
    - Motion to approve the SSC By Laws made by Mrs. Nides; seconded by Mrs. Rios; all in favor; motion approved
B. School Advisory Council (SAC)
    - Agreed to absorb SAC into SSC motioned by Ms. Arzapalo; second by Ms. Rios: all in favor; motioned approved
    - Ms. Arzapalo & Ms. Collins will represent our school motioned by Ms. Villadares; second by Ms. Garcia: all in favor; motioned approved
    -

Motion to adjourn by Garica, seconded Ms. Nides; motion carried.
Meeting adjourned at 7:50a.m.

DATE: Friday, March 8th   .
TIME: 7:15a.m.
LOCATION: Lehigh Elementary School
10200 Lehigh Avenue, Montclair, CA 91763

SCHOOL SITE COUNCIL MEETING

FLAG SALUTE

MEMBERS PRESENT

MEMBERS ABSENT

CHANGES/ADDITIONS TO AGENDA

APPROVAL OF MINUTES

PUBLIC COMMENTS

REPORTS OF OFFICERS and COMMITEES

UNFINISHED BUSINESS

NEW BUSINESS

ADJOURNMENT

NEXT SCHOOL SITE COUNCIL MEETING

SCHOOL SITE COUNCIL (SSC)
RECOMMENDATIONS AND ASSURANCES

The **Lehigh Elementary** School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with Board policy and State law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring Board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply).

Date of Meeting	Committee	Signature
3/29/13	English Learner Advisory Committee	Erika Cabrera
3/29/13	Advisory Committee for Special Education Programs	Denise Collins
3/29/13	Gifted and Talented Education Site Advisory Committee	
3/29/13	School Advisory Council (SAC)	
	District / School Liaison Team for schools in Program Improvement	
	Other (list)	

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in Board policies and in the LEA Plan.

5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This plan was adopted by the School Site Council at a public meeting on March 29, 2013 *(minutes attached)*.

Attested:

Christiane Ayoub-Garcia
Typed name of school principal

Signature of school principal
(use blue ink)

Date 3-29-13

Denise Collins
Typed name of SSC chairperson

Signature of SSC chairperson
(Use blue ink)

Date 3-29-13

Addendums must be electronically inserted at this point, after the appropriate cover page.

*Electronic SPSA template must include signature pages and UPDATED SIGNATURE OF SSC CHAIRPERSON.

Addendum A

School Data

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School Reports
Use the pull-down menus to find a wealth of demographic and performance data.

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Select Report	Profile of School ▼	County	San Bernardino ▼
Year	2011-12 ▼	District	Ontario-Montclair Elementary ▼
		School	Lehigh Elementary ▼

General Information   **Students**   **Staffing**

School Profile • FISCAL YEAR: 2011-12

Lehigh Elementary School
10200 Lehigh Street
Montclair, CA 91763-3550
Phone (909) 624-5697
CDS: 36 - 67819 - 6036305
Questions about the data?

This page includes:
• Students by Race/Ethnicity
• Special Programs
• English Learners
• Languages of English Learner Students

Related links:
• AYP/API Reports • Compare Schools • Definitions
This site reports data for California's K-12 public school system only.

After steadily increasing for more than 15 years, enrollment in California schools is leveling off and even declining in some areas.

The percentage of Hispanic students continues to grow while the percentages of African-American and white students have declined. Remaining fairly constant is the percentage of students of Asian, Pacific Islander, and Philippine descent.

A continuing trend is the increase in the percentage of students with special needs and English learners.

Students by Race/Ethnicity
Lehigh Elementary School, 2011-12

	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian or Alaska Native	3	0.4%	0.5%
Asian	10	1.4%	2.1%
Native Hawaiian or Pacific Islander	2	0.3%	0.5%
Filipino	0	0.0%	0.4%
Hispanic or Latino	670	94.1%	88.0%
Black or African American	11	1.5%	2.7%
White	13	1.8%	4.5%
Two or More Races	3	0.4%	1.3%
None Reported	0	0.0%	0.0%
Total	712	100%	100%

Note: Lehigh Elementary's Ethnic Diversity Index is 7.
ALSO SEE ▶ Students by Race/Ethnicity definitions
ALSO SEE ▶ Pop-trends 🔙

Source: California Department of Education, Educational Demographics Office (CBEDS, enr11 12/10/12)

School Enrollment
- 0.4 American Indian or Alaska Native
- 1.4 Asian
- 0.3 Native Hawaiian or Pacific Islander
- 94.1 Hispanic or Latino
- 1.5 Black or African American
- 1.8 White
- 0.4 Two or More Races

District Enrollment
- 0.5 American Indian or Alaska Native
- 2.1 Asian
- 0.5 Native Hawaiian or Pacific Islander
- 0.4 Filipino
- 88 Hispanic or Latino
- 2.7 Black or African American
- 4.5 White
- 1.3 Two or More Races

39
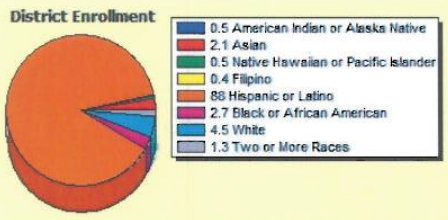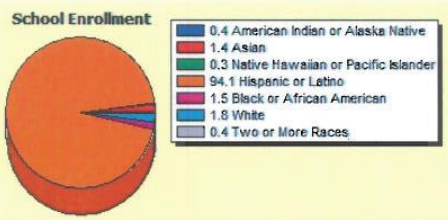
Special Programs
Lehigh Elementary School, 2011-12

Special Programs data pending.

Note: To protect privacy, data is not reported for schools with 5 or fewer students.

ALSO SEE ▶ Special Programs definitions

ALSO SEE ▶ Pop-trends

Source: Educational Demographics Office, Language Census (elsch12 9/20/12); School Fiscal Services Division (frpm2011); District & School Improvement Division

Numerous special programs serve students who meet certain criteria. Assistance is provided in different ways, such as a hot meal during the school day or extra instructional time. Participation may vary from year to year depending on student enrollment. Special Education is another specialized program that serves the unique needs of students with disabilities. For data and information about Special Education, visit DataQuest and the CDE Special Education Division.

BACK TO TOP ♣

English Learners
Lehigh Elementary School, 2011-12

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	438	61.5%	N/A
Fluent-English-Proficient (FEP) Students			N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year		N/A	

ALSO SEE ▶ EL Student definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Educational Demographics Office (Language Census, elsch12 9/20/12)
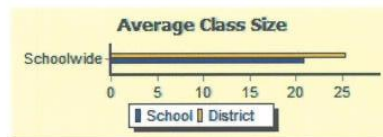
About a quarter of California's public school students need to learn English in order to succeed in school. The percentages are highest in the early grades--about 38% of kindergartners were English learners in 2011-12.

Students are identified as English learners until they achieve district-specified scores on state achievement tests and meet other academic criteria. At that point, the district labels the student as RFEP. The FEP category includes both RFEP students and students whose primary language is not English but who scored high enough on a state test of English proficiency to be considered "initially fluent English proficient" (IFEP). **Note: For the 2011-12 Profile reports, RFEP and FEP data will be posted when it is available.**

BACK TO TOP ♣

Languages of English Learner Students
Lehigh Elementary School, 2011-12

	Number of Students	Percent of Enrollment
Spanish	431	60.5%
Vietnamese	5	0.7%
Cantonese	2	0.3%
Total	**438**	**61.5%**

Source: California Department of Education, Educational Demographics Office (language census, elsch12 9/20/12)

About 85% of the English learners speak Spanish. A grade-by-grade list of over 55 languages (plus "other non-English") reported in California schools is at DataQuest.

BACK TO TOP ♣

Student Performance Data

You can now see data on student performance on the California Standards Tests, the California High School Exit Exam, and Physical Fitness Tests on the Performance tab of the Accountability Report. Also available on this tab are data on dropouts, graduates, graduates with UC/CSU, and average SAT score.

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Year	2011-12 ▾	District	Ontario-Montclair Elementary ▾
		School	Lehigh Elementary ▾

General Information   **Students**   **Staffing**

School Profile • FISCAL YEAR: 2011-12

Lehigh Elementary School
10200 Lehigh Street
Montclair, CA 91763-3550
Phone (909) 624-5697
CDS: 36 - 67819 - 6036305
Questions about the data?

This page includes:
• School Description • Enrollment by Grade
• API Base Scores • Average Class Size
• School Technology

Related links:
▪ AYP/API Reports ▪ Compare Schools ▪ Definitions
This site reports data for California's K-12 public school system only.

California's public education system is immense: more than six million students in about 9,900 schools, which are governed by almost 1,000 elected school boards and regulated by a complex Education Code. The schools are funded through a finance system largely controlled by the Legislature and governor.

These Ed-Data Profiles provide a comprehensive picture of each school, district and county, with statewide totals and links to additional data or explanations. The Profiles are organized in three sections: General, Students and Staffing. Click on the tabs to move between them.

In addition to the comprehensive information in the profiles, the site provides detailed financial statements for county offices of education and school districts. Use the pull-down menu to select these reports, or click here to go to the Financial Reports for District. Individual schools do not have financial reports because school-level financial data is not collected by the state.

For years about 10% of California students attended private schools; the proportion has declined slightly in the last few years to closer to 8%. To obtain the most current data on private school enrollment, click here.

School Description
Lehigh Elementary School, 2011-12

Type of School	Elementary
Grade Levels[1]	K-06
Year Round Calendar	No
Charter School	No
Total Enrollment	712
Population Status	Suburb, Large Territory

[1] The lowest and highest grade in which student enrollment was reported. Special programs, such as special education or independent study, may include grade levels beyond the typical grades served by the school.

ALSO SEE ▶ Population Status in the glossary.
ALSO SEE ▶ Pop-trends

Source: California Department of Education, Educational Demographics Office (CBEDS, pubschls 12/10/12, enr11 12/10/12)

API Base Scores
Lehigh Elementary School, 2011-12

API Base Scores data pending.

ALSO SEE ▶ Click here for this school's API Report.

As part of California's extensive accountability program, public schools receive an Academic Performance Index (API) score based on their state test scores. The API drives the state's system of rewards and sanctions.

Enrollment by Grade
Lehigh Elementary School, 2011-12

	Enrollment
Kindergarten	99
Grade 1	97
Grade 2	100
Grade 3	94
Grade 4	108
Grade 5	103
Grade 6	111
Total	712

ALSO SEE ▶ Enrollment by Grade definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Educational Demographics Office (CBEDS, enr11 12/10/12)

Enrollment is measured by counting the number of students enrolled in school on a particular day in October.
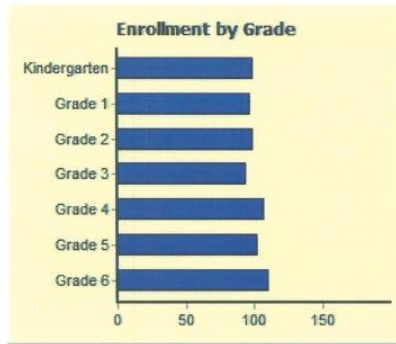
Average Class Size
Lehigh Elementary School, 2011-12

	School		District
	Number of Classes[1]	Average Class Size	Average Class Size
Schoolwide	35	21.0	25.4

[1] "Filtered" counts exclude classes with zero enrollment or enrollment over 50 and other minor items.

Note: Average class size data for self-contained classrooms are not available for 2011-12.

ALSO SEE ▶ Average Class Size definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Educational Demographics Office (CBEDS, assign11 1/11/13)

Average class size is the number of students enrolled in classes divided by the number of classes. The data in this table is calculated using the California Department of Education's "filtered" definition of average class size.

School Technology
Lehigh Elementary School, 2011-12

	Number
Computers	347
Students per Computer	2.1
Classrooms with Internet	42

ALSO SEE ▶ Technology definitions

Source: California Department of Education, Educational Demographics Office (CBEDS, cbedsora11a.txt 5/8/12, pubschls 12/10/12)

The computer count includes those used by staff for instructional activities in addition to computers available to students. This count is divided by student enrollment to arrive at the students-per-computer figure.

42

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Select Report	Profile of School ▼	County	San Bernardino ▼
Year	2011-12 ▼	District	Ontario-Montclair Elementary ▼
		School	Lehigh Elementary ▼

General Information | **Students** | **Staffing**

School Profile • FISCAL YEAR: 2011-12

Lehigh Elementary School
10200 Lehigh Street
Montclair, CA 91763-3550
Phone (909) 624-5697
CDS: 36 - 67819 - 6036305
Questions about the data?

This page includes:
• Certificated Staff
• Teachers by Type of Assignment
• Teaching Credentials
• Teachers by Race/Ethnicity
• Classified Staff

Related links:
• AYP/API Reports • Compare Schools • Definitions
This site reports data for California's K-12 public school system only.

Employees in the public school system are grouped into four categories. The first three—teachers in classrooms or specific programs; pupil services, such as counselors or librarians; and most administrators—need state-approved credentials. The fourth, classified employees, ranges from instructional aides in the classroom to business managers, school secretaries, bus drivers and custodians.

Salaries, wages and benefits are typically 80 to 85% of each district's expenditures. For information about school district and county office of education budgets, see the Financial Statements on the pull-down menus.

Certificated Staff
Lehigh Elementary School, 2011-12

| | School | | | District |
	Number of Staff	Full-Time Equivalents	Per Pupil Ratio	Per Pupil Ratio
Administrators	4	4.0	178.0	160.6
Pupil Services				352.6
Teachers	36	35.0	20.3	22.1

ALSO SEE ► Staffing on DataQuest
ALSO SEE ► Certificated Staff definitions
ALSO SEE ► Pop-trends 🌐

Source: California Department of Education, Educational Demographics Office (CBEDS, cbedsora11a 5/8/12, paif11 1/11/13)

A certificated employee must hold a teaching credential or other certificate, which may include an emergency permit or a waiver of the credential requirement. The pupil services category covers employees who serve students directly, such as counselors, nurses, or speech specialists.

BACK TO TOP ⬆

Teachers by Type of Assignment
Lehigh Elementary School, 2011-12

Teachers by Type of Assignment data not collected in 2011-12.

ALSO SEE ► Assignment definitions

Teaching assignments may have many configurations that affect the teacher and full-time equivalent counts. For instance, two half-time teachers who team-teach count as two teachers but only one full-time equivalent, and a teacher who works three-fifths time counts as one teacher but only a 0.6 full-time equivalent. In addition, teachers with split assignments may be counted in more than one area. Therefore the numbers on this table may differ from other teacher counts, such as in the Teachers by Ethnicity table.

43

Teaching Credentials
Lehigh Elementary School, 2011-12

Teaching Credentials data not collected in 2011-12.

ALSO SEE ▶ Teaching Credentials definitions

ALSO SEE ▶ Pop-trends

Teachers by Race/Ethnicity
Lehigh Elementary School, 2011-12

	School		District
	Number of Teachers	Percent of Total	Percent of Total
American Indian or Alaska Native	0	0.0%	1.0%
Asian	1	2.8%	3.1%
Native Hawaiian or Pacific Islander	0	0.0%	0.1%
Filipino	1	2.8%	1.3%
Hispanic or Latino	20	55.6%	30.1%
Black or African American	2	5.6%	3.2%
White	12	33.3%	60.7%
Two or More Races	0	0.0%	0.0%
None Reported	0	0.0%	0.5%
Total	36	100%	100%

Source: California Department of Education, Educational Demographics Office (CBEDS, paif11 1/11/13)

School Teachers
- 2.8 Asian
- 2.8 Filipino
- 55.6 Hispanic or Latino
- 5.6 Black or African American
- 33.3 White

District Teachers
- 1 American Indian or Alaska Native
- 3.1 Asian
- 0.1 Native Hawaiian or Pacific Islander
- 1.3 Filipino
- 30.1 Hispanic or Latino
- 3.2 Black or African American
- 60.7 White
- 0.5 None Reported
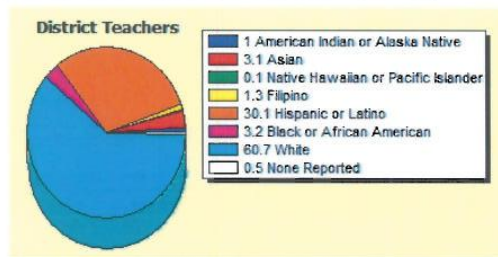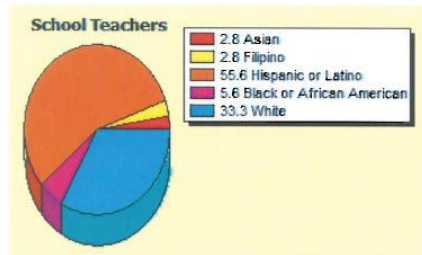
Classified Staff
Lehigh Elementary School, 2011-12

	School		District
	Number of Staff	Percent of Total	Percent of Total
Paraprofessionals	2	11.1%	12.9%
Office/Clerical	4	22.2%	23.6%
Other	12	66.7%	63.6%
Total	18	100%	100%

ALSO SEE ▶ Classified Staff definitions

Source: California Department of Education, Educational Demographics Office (CBEDS, assign11 1/11/13, cbedsora11a.txt 5/8/12)

Classified employees are not required to hold teaching credentials. Paraprofessionals typically are instructional aides or library aides. Examples of "Other" include business managers, custodians, bus drivers, and cafeteria workers.

» Questions about Data
» Glossary of Terms
» Education Links
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44

Addendum B

Parent School Compact

Lehigh Elementary School
PARENT COMPACT
2013-2014

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Teachers Pledge: I will

* Provide high-quality curriculum and instruction.
* Endeavor to motivate my students to learn.
* Have high expectations and help every child to develop a love of learning.
* Communicate regularly with families about student progress.
* Provide a warm, safe, and caring learning environment.
* Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
* Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
* Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
* Respect the school, students, staff and families.

Students Pledge: I will

* Come to school ready to learn and work hard. Bring necessary materials, completed assignments and homework.
* Know and follow school and class rules.
* Ask for help when I need it.
* Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
* Limit my TV watching and instead study or read every day after school.
* Respect the school, classmates, staff and families.

Families/Parents Pledge: We will

* Provide a quiet time and place for homework and monitor TV viewing.
* Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
* Communicate with the teacher or the school when I have a concern.
* Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
* Regularly monitor my child's progress in school. Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
* Communicate the importance of education and learning to my child. Respect the school, staff, students, and families.

PART V. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the agenda and sign-in sheet of the School Site Council meeting held on February 15, 2013.

This policy was adopted by Lehigh Elementary School on March 29, 2012, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2013. It will be made available to the local community on or before September 30, 2013. Notification to parents of this policy will be in an understandable and uniform format and, to the extent practical, provide a copy of this policy to parents in a language the parents can understand.

_____
(Signature of Authorized Official)

3-29-13
_____
(Date)

ESCUELA DE LEHIGH
PACTO ENTRE ESCUELA Y PADRES

Es importante que las familias y las escuelas colaboren para ayudar a lograr altas normas académicas. Por medio de un procedimiento que incluya maestros, familias, estudiantes y representantes de la comunidad, las siguientes son funciones y responsabilidades que nosotros como padres llevaremos a cabo para apoyar el éxito del estudiante en la escuela y en la vida.

Los maestros prometen que:

* Proveerán un currículo e instrucción de alta calidad.
* Esforzarse para motivar a mis estudiantes para que aprendan.
* Tener altas expectativas y ayudar a que cada uno de los niños fomente el amor al aprendizaje.
* Comunicarme regularmente con las familias sobre el progreso del estudiante.
* Proveer un entorno cálido, seguro y sustentador.
* Proveer diariamente asignaciones de tarea significantes para reforzar y extender el aprendizaje (30 minutos para 1° a 3° grado y 60 minutos para 4° y 6° grado.)
* Participar en oportunidades de capacitación profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de alianzas con las familias y la comunidad.
* Participar activamente en tomar decisiones colaborativas y trabajar constantemente con las familias y mis colegas para hacer la escuela accesible y un lugar acogedor para las familias las cuales ayudan a cada estudiante a lograr altas expectativas académicas.
* Respetar la escuela, estudiantes, empleados y familias.

Los estudiantes prometen que:

* Vendrán a la escuela listos para aprender y esforzarse. Traerán los materiales necesarios, completarán las asignaciones y tarea.
* Sabrán y obedecerán las reglas de la clase y de la escuela.
* Pedirán ayuda cuando la necesiten.
* Se comunicarán regularmente con sus padres y maestros sobre experiencias escolares para que ellos puedan ayudarles a tener éxito en la escuela.
* Limitarán el tiempo que ven televisión y en su lugar estudiará o leerán todos los días después de clases.
* Respetarán la escuela, compañeros de clases, empleados y familias.

Las familias – padres prometen que:

* Proveerán un lugar y tiempo tranquilo para hacer la tarea y estarán al tanto de los programas de televisión que ven sus niños.
* Leerán a sus niños o los motivarán para que lean todos los días (20 minutos Kindergarten a 3° grado, y 30 minutos para 4° a 6° grado.)
* Comunicarnos con los maestros o la escuela cuando tengamos alguna duda o preocupación.
* Aseguramos que nuestros hijos asisten todos los días a clases, descansan lo suficiente, reciben atención médica regular y nutrición apropiada.
* Verificaremos el progreso de nuestros niños en la escuela. Participaremos en actividades de la escuela tales como tomar decisiones, aportar tiempo de voluntarios y asistir a conferencias de padres y maestros.
* Comunicaremos lo importante que es la educación y el aprendizaje a nuestros hijos. Respetaremos la escuela, a los empleados, estudiantes y familias.

PARTE V.   ADOPCIÓN

Esta Política de participación de padres en la escuela ha sido elaborada juntamente con, y de acuerdo con padres de niños que participan en programas de Título I, programas en Parte A, como es comprobado por el Orden del día y la hoja de firmas de la junta del Concilio escolar que se llevó a cabo el 15 de febrero de 2013.

Esta política fue adoptada por la Escuela Primaria Lehigh el 15 de febrero de 2013 y estará vigente por el periodo de un año. La escuela distribuirá esta política a todos los padres de niños que participan en programas de Título I, Parte A antes o para el 30 de septiembre de 2013. También estará al alcance de la comunidad local antes o para el 30 de septiembre de 2013. La notificación de la Escuela Primaria Lehigh a los padres de esta política será en un formato comprensible y uniforme, y hasta dónde sea posible práctico, se proveerá una copia de esta política a los padres en un idioma que ellos puedan comprender.

(Firma de oficial autorizado)

3-29-13

(Fecha)

Addendum C

Parent Involvement Policy

LEHIGH ELEMENTARY SCHOOL
PARENT INVOLVMENT POLICY
2013-2014

Lehigh Elementary School agrees to implement the following statutory requirements:

1. The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

2. The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

3. The school will make the School Parental Involvement Policy available to the local community.

4. The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

5. The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

6. The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

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

PART II.   DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Lehigh Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

    - Parents are members of the School Site School and are integral in the development of the Single School Plan for Student Achievement which includes the Parental Involvement Plan.
    - Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.

2. **Lehigh Elementary School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

    - No later than September of each school year, a copy of the School Parental Involvement Policy will be distributed to all parents.
    - Parents of children entering the school during the year will also be given a copy of the School Parental Involvement Policy upon enrollment.
    - The School Parental Involvement Policy will be posted on the school website.

3. **Lehigh Elementary School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

    - The school site council will review the Parental Involvement Policy annually, at the close of each school year and/or in conjunction with any leadership team findings necessitating a review.

4. **Lehigh Elementary School** will convene an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting and will encourage them to attend, by:

    - Communicating through telephone calls, parent-teacher conferences, direct mailing, website posting and/or the offering of alternative evening meetings.

- To the extent possible, all information will be translated in the languages represented within the school. In addition, attempts will be made to organize and gather resources to hold a minimum of one parent meeting in a language other than English.
- Convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend, and providing childcare.

5. **Lehigh Elementary School** will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- Providing parent education workshops focused on high parent interest topics and/or those authorized under Title I. (School choice, Program Improvement, school-parent compact, district wide policies, and use of Title funds)
- Conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Initiating phone contacts with those parents who do not attend targeted workshops.

6. **Lehigh Elementary School** will provide timely information about Title I programs to parents of participating children in a timely manner:

- Back to School Night
- Parent Teacher Conferences
- Annual Title I Services Meeting
- Monthly Newsletter

7. **Lehigh Elementary School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Back to School night
- Parent-teacher conferences
- Coffee with the Principal
- Parent Education workshops

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

- Coordination of Services Team
- Student Study Team
- School Site Council
- District Advisory Council
- English Learners Advisory Council
- District English Learners Advisory Council

9. **Lehigh Elementary School** will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Uniform Complaint Procedures

PART III.   SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. **Lehigh Elementary School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities listed below:

- Information and ideas about the academic work their children do in class.
- Coordinated links between what is happening in the classroom and activities at home.
- Academic goal setting.
- Ideas on how to help their child with homework.

- Increased communications with the teacher.
- Better communication between the parents and child through reviewing student work, practicing skills, monitoring and discussing homework.

2. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, the State's academic content standards, the State and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators by undertaking the following actions:

- Providing parent information workshops during the school year and providing additional information in newsletters, Coffee with the Principal, and/or on the school website; and by communicating with parents through the use of direct mail, family involvement nights, and telephone messages.

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

- Providing parent-teacher conferences for all parents of students performing below expectations; and providing instructional resources that would assist parents in working with their children and understanding educational topics.
- Providing all parents of students performing below expectations; the opportunity to attend literacy and numeracy workshops that would assist parents in working with their children and understanding educational topics.

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

- Professional Development
- Articles, newsletters
- Lending library on parenting topics
- Resource materials and brochures

5. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Providing an opportunity for parents to enroll students in kindergarten in the spring prior to the school year.
- Inviting program members to participate in professional development activities.
- Organizing and participating in joint transition-related training of school staff, Head Start staff and other early childhood development programs.
- Conducting meetings involving parents and programs participants to discuss development and assessment needs of individual children.
- Inviting program members to participate in parent night meetings held during the school year.

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

- provide information to parents using newsletters, phone messages, and/or the school website; and maintain parental information at the school campus offices.

_____

Principal's Signature

_4-22-2013_____

Date

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Parte 1: EXPECTATIVAS GENERALES

La Escuela Primaria Lehigh está de acuerdo en poner en marcha los siguientes requisitos establecidos por la ley:

- La escuela juntamente con los padres elaborará, distribuirá a los padres de niños participantes, una Política de participación de padres en la escuela, con la cual la escuela y los padres de niños participantes estén de acuerdo.

- La escuela notificará a los padres sobre la Política de participación de padres en la escuela en un modelo comprensible y uniforme, y substancialmente practicable, distribuirá esta política a padres en el idioma que los padres puedan comprender.

- La escuela pondrá a disposición de la comunidad local la Política de participación de padres en la escuela.

- La escuela periódicamente pondrá al día la Política de participación de padres en la escuela para cumplir con las necesidades cambiantes de padres y escuela.

- La escuela adoptará el pacto de padres y escuela como un componente de su política de participación de padres en la escuela.

- La escuela está de acuerdo en ser gobernada por la siguiente definición estatutaria de participación de padres y llevará a cabo programas, actividades y procedimientos conforme a esta definición:

Participación de padres significa la participación de padres en comunicación regular mutua, de manera significante sobre el aprendizaje académico de los estudiantes y de otras actividades escolares, que incluyan asegurar—

(A) que los padres desempeñan un papel integral para ayudar en el aprendizaje de sus niños;

(B) que los padres sean motivados para que estén activamente envueltos en la educación de sus niños en la escuela;

(C) que los padres sean socios completos en la educación de sus niños y que sean incluidos, según sea apropiado en tomar decisiones y en comités consultivos para ayudar en la educación de sus niños;

(D) que lleven a cabo otras actividades, tales como aquellas descritas en la sección 1118 de ESEA.

PARTE II.   DESCRIPCIÓN DE COMO LA ESCUELA PONDRÁ EN MARCHA LOS COMPONENTES REQUERIDOS DE PARTICIPACIÓN DE PADRES EN LA ESCUELA

1. La Escuela Lehigh tomará las siguientes medidas para motivar la participación de padres en la elaboración y acuerdo mutuo de su Política de participación de padres en la escuela y su plan general, si corresponde, de manera organizada, continua y oportuna conforme a la Sección 1118(b) de ESEA:

   - Los padres son miembros del Concilio escolar y son parte integral de la elaboración del Plan singular escolar para el rendimiento estudiantil el cual incluye la Política de participación de padres.
   - Administrar una evaluación o encuesta de necesidades de padres en la primavera de cada año solicitando información retroactiva sobre los programas en general y los planes de participación de padres:

2. La Escuela Primaria Lehigh tomará las siguientes medidas para distribuir a los padres de niños participantes y la comunidad local, la Política de participación de padres:

   - A más tardar para septiembre de cada año escolar, una copia de la Política de participación de padres será distribuida a todos los padres.
   - A los padres de estudiantes quienes ingresan a la escuela durante el año también se les dará una copia de la Política de participación de padres cuando inscriban a sus hijos en la escuela.
   - La Política de participación de padres estará en la página del Internet de la escuela.

3. La Escuela Primaria Lehigh pondrá al día periódicamente su Política de participación de padres para satisfacer las necesidades cambiantes de padres y de la escuela:

- El concilio escolar repasará la Política de participación de padres anualmente, cuando termine el año escolar y conjuntamente con un grupo de liderazgo que decida que es necesaria una revisión.

4. La Escuela Primaria Lehigh convocará a una junta anual para informar a los padres de la participación de la escuela en programas de Título I, Parte A y para explicar los requisitos de Título I, Parte A y de los derechos de los padres de participar en programas de Título I, Parte A. La escuela invitará a todos los padres de niños que participan en programas de Título I, Parte A a esta junta y los animará para que asistan, al:
- Comunicárselos por llamadas telefónicas, conferencias de padres y maestros, correo directo, anuncio en la página de la escuela en el Internet y ofrecer juntas alternativas por las noches.

- Hasta donde sea posible, toda la información será traducida en los idiomas representados dentro de la escuela. Además, se intentará organizar y juntar recursos para llevar a cabo una junta mínima de padres en un idioma que no sea el inglés.

- Convocar la junta a una hora en que sea conveniente para padres y ofrecerá una cantidad flexible de juntas adicionales de participación de padres, por la mañana o por la tarde, para que puedan asistir tantos padres como sea posible, y proveer cuidado de niños.

5. La Escuela Primaria Lehigh tendrá varias juntas flexibles en horas variadas y proveerá transportación, cuidado de niños, y visitas a los hogares, pagadas con fondos de Título I siempre que estos servicios estén relacionados a la participación de padres:

- Proveerá talleres de educación de padres enfocados en temas de mucho interés para los padres y los que sean autorizados conforme a Título I. (Selección de escuela, Programa de mejora, pacto entre escuela y padres, normas generales del distrito, y uso de fondos de Título I.)
- Conducirán conferencias en casa entre maestros y otros educadores, quienes trabajan directamente con niños quienes participan en el programa, con padres quienes no pueden asistir a esas conferencias en la escuela.

6. La Escuela Primaria Lehigh proveerá información oportuna sobre programas de Título I para padres de niños que participan:

- Noche de regreso a clases
- Conferencias de padres y maestros
- Junta anual de servicios de Título I
- Boletín mensual

7. La Escuela Primaria Lehigh proveerá a los padres de niños participantes una descripción o explicación del currículo que se usa en la escuela, los medios que se usan para evaluar el progreso de los estudiantes y la escala de dominio que se espera que los estudiantes logren:

- Noche de regreso a clases
- Conferencias de padres y maestros
- Desayuno con el director
- Talleres de educación de padres

8. La Escuela Primaria Lehigh proveerá a los padres de niños que participan, si lo solicitan, oportunidades de juntas regulares para dar sugerencias y para participar, según es apropiado, en decisiones relacionadas a la educación de sus niños, y en respuesta a cualquier sugerencia tan pronto como sea posible:

- Grupo de coordinación de servicios
- Grupo de análisis del estudiante
- Junta del Concilio escolar
- Concilio consultivo pro estudiantes que aprenden el idioma inglés
- Concilio consultivo pro estudiantes que aprenden el idioma inglés del distrito

9. La Escuela Primaria Lehigh someterá al distrito cualquier comentario de padres si el plan escolar no es satisfactorio para los padres de niños participantes conforme a la sección (1114) (b) (2):

- Procedimientos para presentar quejas.

PARTE III.   RESPONSABILIDADES COMPARTIDAS PARA EL DESEMPEÑO ACADEMICO DEL ESTUDIANTE

1. La Escuela Primaria Lehigh fomentará la capacidad de la escuela y de los padres para participación sólida, y así asegurar la participación efectiva de padres y apoyar una sociedad entre escuela, padres y comunidad que mejore el aprovechamiento académico del estudiante, por medio de las siguientes actividades específicas descritas a continuación:

    - Información e ideas sobre el trabajo académico que sus niños hacen en clase.
    - Conexión coordinada entre lo que está sucediendo en el salón de clase y las actividades en casa.
    - Fijar metas académicas.
    - Ideas sobre como ayudar a su niño con la tarea.
    - Aumentar comunicaciones con el maestro.
    - Mejor comunicación entre los padres y niño mediante la revisión del trabajo escolar, práctica, supervisión y diálogo sobre la tarea.

2. La escuela con la ayuda de su distrito, proveerá ayuda a los padres de niños que están en la escuela a entender temas tales como los siguientes al emprender las medidas descritas en este párrafo—

    - Normas de contenido académico del Estado
    - Las evaluaciones académicas locales y estatales incluyendo evaluaciones alternativas,
    - Los requisitos de título I
    - Como verificar el progreso de sus niños, y
    - Como trabajar con educadores:

Proveer talleres de información para padres durante el año escolar y dar información adicional en boletines, Desayuno con el director, y en la página del Internet o ambos; y comunicándose con padres por medio del uso de correo directo, noches de participación familiar, y mensajes por teléfono.

3. La escuela, con la ayuda de su distrito, proveerá materiales y capacitación para ayudar a los padres a trabajar con sus niños para mejorar el aprovechamiento académico, tal como enseñar a leer y escribir, y usar tecnología, según es apropiado, para fomentar la participación de padres al:

    - Llevar a cabo conferencias de padres y maestros para todos los padres de estudiantes cuyo desempeño es más bajo que las expectativas; y proveer recursos instructivos que ayudarán a los padres a trabajar con sus niños y a comprender temas educativos.
    - Dar a todos los padres de estudiantes cuyo desempeño es más bajo que las expectativas; la oportunidad de asistir a talleres de alfabetización y de matemáticas que los ayuden a trabajar con sus niños y a comprender temas educativos.

4. La escuela, con la ayuda de su distrito y padres, educará a sus maestros, empleados de servicios a estudiantes, directores y otros empleados, en como atraer, comunicarse con, y trabajar con los padres como compañeros equitativos, en lo valioso y útil que son las contribuciones de los padres, y en como poner en marcha y coordinar programas de padres y hacer conexiones entre padres y escuela por medio de:

    - Capacitación profesional
    - Artículos, boletines
    - Biblioteca en la cual los padres puedan sacar prestados libros sobre temas de mejor crianza de los hijos.
    - Materiales y folletos de recursos

5. La escuela, hasta donde sea posible y apropiado, coordinará e integrará los programas de participación de padres y actividades con "Head Start", "Reading First", "Early Reading First", "Even Start", Programas de instrucción en el hogar para niños de preescuela, el Programa de padres como maestros, y la Preescuela pública y otros programas y conducirá otras actividades, tales como el centro de recursos para padres que motiva y apoya a los padres para que participen totalmente en la educación de sus niños al:

    - Proveer oportunidades para que los padres inscriban a los estudiantes en kindergarten en la primavera antes del año escolar.

6. La escuela, hasta donde sea posible y apropiado, tomará las siguientes medidas para asegurar que la información relacionada a la

escuela y a programas de padres, juntas y otras actividades, sean enviadas a los padres en un formato comprensible y uniforme, incluyendo formatos alternativos cuando lo pidan, y hasta donde sea práctico, en un idioma que los padres puedan entender:

- Proveer información a los padres usando boletines, mensajes por teléfono, y en la pagina del Internet de la escuela o ambos; y mantener información para padres en las oficinas de la escuela.

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Firma del Directora
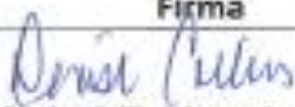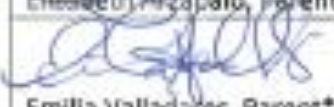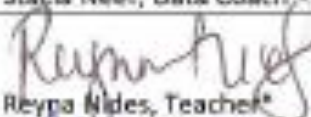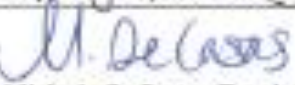
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LEHIGH SCHOOL SITE COUNCIL MEETING
Friday, February 15, 2013
viernes, 15 de febrero, 2013

Signature Firma	Child's Name Nombre de Hija/o	Teacher's Name Nombre de Maestra/o
Denise Collins, Parent*	Jessica Collins	Mrs. Carr
Erica Cabrera, Parent, ELAC rep	Justin Cabrera	Mrs. Mota
Aurelia Garcia, Parent*	Esmeralda Becerra Diana Becerra	Mrs. Herrera Ms. Meyer
Elisabeth Arzapalo, Parent *	Melody Ventura Christian Espinoza	Mrs. M. Lopez Mrs. Navarro-Yellen
Emilia Valladares, Parent*	Benjamin Hernandez	Mrs. Decasas
Stacia Neer, Data Coach.*		
Reyna Nides, Teacher*		
Michele DeCasas, Teacher*		
Demecia Rios, Teacher*		
Christiane Galera, Principal *		
Mercedes Gomez, EA		

Date of Posting: Tuesday, February 12, 2013

AGENDA
LEHIGH SCHOOL SITE COUNCIL MEETING

Date: February 15, 2013   Starting Time: 7:15 a.m.   Location: MPR   Proposed Ending Time: 8:00 a.m.

Participants at the Meeting: President: *Ms. Collins*; Vice President: *Mrs. Arzapalo*; Secretary:*Michele De Casas*; Teachers: *Mrs. Nides, Ms. Rios*, Principal *Christiane Ayoub-Garcia*; Parent Members: Mrs. Cabrera, Mrs. Garcia, Mrs. Arzapalo, Ms. Collins, Mrs. Valladares; Support Personnel:*Mercedes Gomez, Mrs. Neer*

Agenda Item:	Action Requested:	Person Responsible:	Time Limit:
I. Call Meeting to Order	None	Chairperson	1 minute
II. Flag Salute	None	Chairperson	1 minute
III. Roll Call	None	Secretary	1 minute
IV. Changes/Additions to agenda	Approval/Modification of agenda	Chairperson	2 minutes
V. Approval of minutes	Approval/Modification of minutes	Chairperson	0 minutes
VI. Public Comment	Under the open meeting law no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
VII. Reports of Officers & Committees A. District Advisory Council (DAC)	Present information from the meeting	Ms. Collins Mrs. Arzapalo	2 minutes
VIII. Unfinished Business A. 2013-2014 Budget	Review budget for 2013-2014 school year	Mrs. Garcia	10 minutes
IX. New Business A. Title 1 Compact	Jointly develop the Title 1 compact for 12-13 SPSA	Mrs. Gomez	10 minutes
B. Parent Involvement Policy	Jointly develop the Parent Involvement for 12-13 SPSA	Mrs. Gomez	10 minutes
C. School Goals	Jointly develop School Goals for 12-13 SPSA	Mrs. Gomez	5 minutes
D. GATE Plan	Jointly develop GATE plan for 12-13 SPSA	Mrs. Gomez	3 minutes
X. Adjournment	Approval to adjourn meeting.	Chairperson	1 minute

UPCOMING MEETINGS

Friday, April 6, 2012	School Site Council	7:15 a.m.

LEGAL REQUIREMENTS COVERED:

☒ Establish open communication between school and community

☒ Assist in the development of the school plan.

☒ Annually review the school plan, assist in planning for categorical budgets, and approval of the same.

☒ Encourage participation of parents in the programs of the school.

☐ Recommend the school plan to the board of trustees.

☐ Review and periodically assess the implementation of the school plan and the effectiveness of the program.

Fecha del aviso: martes, 12 de febrero de 2013

ORDEN DEL DIA
JUNTA DEL CONCILIO ESCOLAR DE LA ESCUELA LEHIGH

Fecha: 15 de febrero de 2013 **Fecha para empezar:** 7:15 a.m.   **Lugar**: MPR   **Tiempo propuesto para terminar:** 8:00 a.m.

Participantes en la junta: Presidente: *Sra. Collins*; Vice Presidente: *Sra. Arzapalo*; Secretaria:*Michele De Casas*; Maestras: *Sra. Jimenez, Sra. Rios*;Director: *Dr. Anthony Ortiz*; Padres: *Sra. Garcia, Sra. Arzapalo, Sra. Collins, Sra. Valladares;*Personal Escolar:*Mercedes Gomez, Sra. Neer;* Todo el personal, padres y miembros del público están invitados para asistir a la junta.

Artículo o inciso del orden del día:	Medida que se tomará:	Persona responsable:	Tiempo límite:
I. Se inicia la junta	Ninguna	Presidente	1 minuto
II. Saludo a la bandera	Ninguna	Presidente	1 minuto
III. Se pasa lista	Ninguna	Secretaria	1 minuto
IV. Cambios/Adiciones al orden del día	Aprobación/Modificación del orden del día	Presidente	2 minutos
V. Aprobación del acta	Aprobación/Modificación del acta	Presidente	0 minutos
VI. Comentario del público	Conforme a la ley de junta abierta ninguna medida puede ser tomada con relación a comentarios del público en esta junta. Los asuntos planteados en esta junta pueden ser tratados en otra junta del concilio escolar.	Presidente	10 minutos
VII. Informes de oficiales y comités			
A. Comité Consejero del Distrito (DAC)	Presentar información de la primera junta	Sra. Collins, Sra. Arzapalo	5 minutes
VIII. Asuntos sin concluir			
A. 2013-2014 Presupuesto	Revise presupuesto 2013-2014	Sra. Garcia	10 minutos
IX. Asuntos actuales			
A. Compacto de titulo 1	Desarrollar en conjunto el compacto de titulo 1 para el plan escolar 13-14	Sra. Gomez	10 minutos
B. Poliza de involucramiento de padres	Desarrollar en conjunto la poliza de involucramiento de padres para el plan escolar 13-14	Sra. Gomez	10 minutos
C. Metas Escolares	Desarrollar en conjunto las metas escolares para el plan 13-14	Sra. Gomez	5 minutos
D. Plan GATE	Desarrollar en conjunto el plan GATE para el plan 13-14	Sra. Gomez	3 minutos
X. Clausura	Aprobación para concluir la junta	Presidente	1 minuto

PROXIMOS EVENTOS

El viernes, 6 de abril del 2012	Junta del Concilio escolar	7:15 a.m.

REQUISITOS LEGALES MENCIONADOS:

☒ Entablar comunicación abierta entre la escuela y comunidad

☒ Motivar la participación de padres en los programas de la escuela.

☐ Ayudar en la elaboración del plan escolar.

☐ Recomendar el plan escolar a la Mesa directiva.

☒ Revisión anual del plan escolar, ayudar en la planificación de los presupuestos categóricos y aprobación de los mismos.

☐ Repasar y periódicamente evaluar la puesta en marcha del plan escolar y la eficacia del programa.

58

Addendum D

School Accountability Report Card

Executive Summary School Accountability Report Card, 2011–12

For Lehigh Elementary

Address:	10200 Lehigh St., Montclair, CA, 91763-3550	Phone:	(909) 624-5697
Principal:	Christiane Ayoub-Garcia, Principal	Grade Span:	P-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Lehigh Elementary School, located in the southwest corner of the Ontario-Montclair School District, was built in 1960. It serves approximately 750 students in grades P/K-6.

Lehigh Elementary School's staff consists of a Principal, Elementary Administrator, Site Program and Assessment Coordinator, Outreach Consultant, thirty-seven Classroom Teachers (2 teachers job share), one Resource Specialist Program Teacher, two Pre-School Teachers, and one part-time Instrumental Music Teacher. Other key team members include one bilingual Instructional Aide, an Office Manager, an Attendance Clerk, three Custodians, and a staff of two Food Servers.

The school district provides the school with the support of a School Psychologist, Speech and Language Specialist, a Nurse, a Health Aide, an Adaptive Physical Education Teacher, a Physical Education Teacher, and four Physical Education Instructional Aides.

Vision:
Nothing less than our personal best.

Mission Statement:
Lehigh Elementary School exists to provide opportunities for students to achieve their personal best.

Beliefs:
- We believe that a student's social, emotional, and physical well being is fundamental to their success.
- We believe that an academic program should be broad, challenging, data driven, and individualized to support the whole child.
- We believe that collaboration between the student, family, school, and community is vital to student success.
- We believe teachers have the ability to dramatically impact students' lives.
- We believe that success is defined by doing our personal best.

Objectives:
- All students will be proficient or advanced on essential California standards for language arts as measured by school, district, and State assessments.
- All students will be proficient or advanced on essential California standards for mathematics as measured by school, district, and State assessments.
- All English Learners will demonstrate no less than one level of growth annually in English language proficiency as measured by school, district, and State assessments.

All students will demonstrate behaviors that reflect physical, social, and emotional well being as measured by school, and district assessments.

01/2013

Student Enrollment

Group	Enrollment
Number of students	712
Black or African American	1.5%
American Indian or Alaska Native	0.4%
Asian	1.4%
Filipino	0.0%
Hispanic or Latino	94.1%
Native Hawaiian or Pacific Islander	0.3%
White	1.8%
Two or More Races	0.4%
Socioeconomically Disadvantaged	97.3%
English Learners	73.9%
Students with Disabilities	3.1%

Teachers

Indicator	Teachers
Teachers with full credential	37
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	48%
Mathematics	63%
Science	32%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

01/2013

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	795
Statewide Rank (from 2011 Base API Report)	4
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 17
2012–13 Program Improvement Status (PI Year)	Year 2

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Our School Facilities Report on August 17, 2012 an overall school rating of Good with no extreme deficiencies, and 4 good repair deficiencies being observed.

Repairs Needed

Section 3. Windows/Doors/Gates/Fences-by room 68: Gates are broken or damaged (work order #113906).

Section 14: Playground/School Grounds: Significant cracks, trips hazards, holes or deterioration (work order # 114185).

Playground: Signs of water drainage problems including standing water on hardscape areas (work order #114186).

Playround: Significant holes and deterioration-trip hazard (work order #114182).

Corrective Actions Taken or Planned

Section 3: Windows/Doors/Gates/Fences:
- Work order #113906; completed on 12/6/12

Section 14:
- Work order #114185; completed on 10/11/12
- Work order #114186; completed on 8/20/12
- Work order #114182; completed on 8/27/12

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0

01/2013

History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$3,766
District	$4,279
State	$5,455

01/2013

63

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

01/2013

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Lehigh Elementary	**District Name**	Ontario-Montclair Elementary
Street	10200 Lehigh St.	**Phone Number**	(909) 459-2500
City, State, Zip	Montclair, CA, 91763-3550	**Web Site**	www.omsd.k12.ca.us
Phone Number	(909) 624-5697	**Superintendent**	James Hammond
Principal	Christiane Ayoub-Garcia, Principal	**E-mail Address**	james.hammond@omsd.k12.ca.us
E-mail Address	christiane.ayoub-garcia@omsd.k12.ca.us	**CDS Code**	36678196036305

School Description and Mission Statement (School Year 2011–12)

Lehigh Elementary School, located in the southwest corner of the Ontario-Montclair School District, was built in 1960. It serves approximately 750 students in grades P/K-6.

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01/2013

Opportunities for Parental Involvement (School Year 2011–12)

The Lehigh School mission is to guarantee personal excellence for all learners through a home-school partnership committed to high academic and social standards. Opportunities for parental involvement include:

- School Site Council (SSC)
- English learners Advisory Council (ELAC)
- District Advisory Council (DAC)
- District English learners Advisory Council (DELAC)
- Parent Leadership Conference (DAC Conference)
- Student Success Team (SST)
- Parent Academy classes (Parent Education)
- Por La Vida clases (Latino Women Education)
- Back to School Night
- Open House Night
- Parent Conferences
- Read Across America Night Volunteer
- Winter Program Volunteer
- Fundraising Volunteer
- PALs (Parents As Leaders) Classroom Volunteer

All parents are encouraged to take part in the many parental involvement opportunities provided throughout the year at Lehigh Elementary.

Contact Person: Christiane Ayoub, (909) 445–1600

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	99	Grade 4	108
Grade 1	97	Grade 5	103
Grade 2	100	Grade 6	111
Grade 3	94	Total Enrollment	712

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.5%
American Indian or Alaska Native	0.4%
Asian	1.4%
Filipino	0.0%
Hispanic or Latino	94.1%
Native Hawaiian or Pacific Islander	0.3%
White	1.8%
Two or More Races	0.4%
Socioeconomically Disadvantaged	97.3%

English Learners	73.9%
Students with Disabilities	3.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.2	4	1	0	20.4	5	0	0	19.8	5	0	0
1	20.6	2	3	0	20.2	5	0	0	19.4	5	0	0
2	21.2	0	5	0	21.6	4	1	0	20.0	5	0	0
3	20.6	1	4	0	22.8	1	4	0	18.8	5	0	0
4	26	0	4	0	28.0	0	4	0	23.8	0	5	0
5	20.4	3	2	0	22.2	4	1	0	23.0	1	3	0
6	23.75	0	4	0	26.0	0	5	0	22.2	4	2	0
Other									0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2011–12)

Date of Last Review/Update: August 3, 2011   Last Discussed with Staff: August 3, 2011

Lehigh Elementary's Safety Plan, reviewed on an annual basis, is an integral part of the school environment. Bi-monthly drills are held to practice safety procedures, review staff member roles and responsibilities, and test support systems. Elements of the plan appear regularly on staff meeting agendas, Leadership Team meetings, and Parent Advisory Council meetings.

The goals of Lehigh Elementary's Safety Plan are to ensure that:

1. All students and staff members are provided a safe teaching and learning environment.
2. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
3. District programs and community resources are made available to students and parents.
4. The school provides the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to cultural, racial, and religious backgrounds.

In addition, the school has a Disaster Preparedness Plan and a Crisis Response Plan to deal with

specific emergencies.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	3.55%	4.39%	1.97%	9.64%	10.14%	8.38%
Expulsions	0.14%	0%	0%	0.11%	0.08%	0.02%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

General:
The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

More specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment is listed below.

Age of School Buildings:
Lehigh Elementary opened in 1960, and currently maintains 32 classrooms, a library, a remodeled kitchen, a teacher workroom, a renovated learning center, an administration building, and a new Multipurpose Room (MPR) completed during the 2007 – 2008 school year. There are 20 restrooms on the campus, all in working order. The main campus was built in 1960. There are a total of 15 portable classrooms. The construction dates of these portable classrooms are as follows:

- One portable classroom was constructed in 1988 (60).
- One portable classroom was constructed in 1989 (61).
- One portable classroom was constructed in 1993 (62).
- One portable classroom was constructed in 1996 (57).
- Three portable classrooms were constructed in 1997 (66, 65, 30).
- Four portable classrooms were constructed in 1998 (MCC, 67, 56, 63).
- One portable classroom was constructed in 1999 (PK).
- One portable classroom was constructed in 2001 (K3).
- Two portable classrooms 2007 (P69, P70).
- One Multipurpose Room.

Maintenance and Repair:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Lehigh staff maintains a clean and healthy environment that assures the school is safe and in good repair to promote student learning and socialization on a daily basis. The principal works with two full-time and one part time custodian who diligently keep restrooms, eating areas and classrooms clean and sanitized. Site and district maintenance and grounds staffs make sure that the work necessary to keep the school in good repair, in working order and aesthetically pleasing are completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority.

To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with

the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office.

Cleaning Process and Schedule:
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Student Safety:

Lehigh Elementary School is committed to providing a safe environment for students and staff. Every effort is made to ensure the students' safety on campus as well as en route to and from campus. Staff members supervise student-arrival, dismissal, breakfast, lunch-time and recesses. The after-school program has staff monitoring student activity at all times. Adults must sign-in to pick up students in the after school program. Locked gates throughout the school limit access to designated personnel, and all visitors must enter the school through the front gate area, where they must check in at the office, and obtain a visitor's pass. Crossing guards are posted at both major intersections north and south of the school, and safety cones are placed in the pickup/drop off area to help with dismissal. Noon aides are employed by the school to provide supervision for those students eating, both before school and during lunch. The principal, site program and assessment coordinator, reading coach, and outreach consultant are visible during the morning drop off, lunchtime, recesses, and after-school dismissal.

Deferred Maintenance and Repair
The district participates in the State School Deferred Maintenance Program, which provides State matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Each year the district makes the maximum district match required by the State to fully participate in the deferred maintenance program. However, due to the current financial circumstances the program has been limited.

Modernization Projects
During the 2006–2007 and 2007–2008 school years, local bond funds (Measure T) and state matching funds were used to install new flooring, cabinets, fixtures, a modular teaching wall, newly painted interior, exterior, and casework of all permanent buildings. A new fire alarm system was installed for all classrooms and offices, and improved control of campus access via a redesigned school entry area including a new drop off and pick up area for students, and new modular fencing throughout the front entry of the school campus. Additionally, a new parking lot was added on the south end of the school grounds directly adjacent to the new Multipurpose room, which houses a new cafeteria, 3 new restrooms, and a performance stage area with seating for roughly 450 persons. The work on this project began November 2006 and was completed during the 2007 – 2008 school year.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			

01/2013

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	██████		X		Work order #113906; 12/6/12 Work order #114185; 10/11/12 Work order #114186; 8/20/12 Work order #114182; 8/27/12
Overall Rating		X			██████

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	32	35	37	1047
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners.*

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	98.51%	1.49%

01/2013

High-Poverty Schools in District	98.51%	1.49%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0.2	
Social Worker	0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.4	
Resource Specialist (non-teaching)	.5	
Other	.5	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.
Year and month in which data were collected: ____09-2012_____

01/2013

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6 California Reading (HoughtonMifflin)	2003	0
	7-8 Pearson Literature for CA (Pearson Prentice Hall)	2008	
	4-8 Reading Replacement: Read 180	2008	
	(Scholastic)	2005	
	ELD Supplemental Materials: K-6 SRA Language for Learning, Language for Thinking, Language for Writing	2005	
	6-8: Santillana Intensive English TK SPLASH (Houghton-Mifflin)	2012	
Mathematics	K-6 Houghton-Mifflin California Mathematics Series (H-M)	2008	0
	4-7 Glencoe/McGraw-Hill Intervention Program: Math Triumphs (Glencoe/McGraw-Hill)	2008	
	7-8 Hold California Mathematics Series (Hold, Rinehart & Winston)	2008	
	8 McDougal Littell Algebra Readiness (McDougal Littell)	2008	
Science	K-6 Houghton Mifflin CA Science (Houghton Mifflin)	2006	0
	7-8 Holt, Rinehart & Winston CA Science(Hold, Rinehart &Winston)	2006	
History-Social Science	K-6 California Vistas (Macmillan/McGraw-Hill	2006	0
	7-8 California Middle School Social Studies Series (McDougal Littell)	2006	
	7-8 Teachers Curriculum Institute (support)	2006	
Foreign Language	6-8 Realidades (Prentice Hall)	2008	0

Health	K-8 Focus on You (Charles Merrill Publishing)	1984		0
Visual and Performing Arts	K-6 Art Connection (SRA/McGrawHill)	2008		0
	6-8 Middle School Art Series (Glencoe McGraw-Hill	2008		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,729	$1,888	$3,840	$59,495
District			$4,159	$69,110
Percent Difference – School Site and District			-8%	-14%
State			$5,455	$69,404
Percent Difference – School Site and State			-30%	-14%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. *Basic/unrestricted* expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

Lehigh School offers many different services funded through a variety of sources. These services are offered so that students are given every opportunity to succeed. Some of these services include:
- SB65 ((Drop Out Prevention Program) Implementation
- Bilingual Family Counseling
- Extended Learning
- Field Trips
- Library Books

01/2013

- Grade Level PLC Days
- Outreach Consultant
- Data Coach
- Bilingual Instructional Aides
- Supplemental Instructional Materials
- Montclair Community Collaborative Outreach/Services Support
- Student Incentives

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,240	$41,246
Mid-Range Teacher Salary	$68,012	$67,400
Highest Teacher Salary	$82,034	$85,481
Average Principal Salary (Elementary)	$115,023	$107,739
Average Principal Salary (Middle)	$116,276	$111,540
Superintendent Salary	$218,052	$180,572
Percent of Budget for Teacher Salaries	44.00%	42.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

01/2013

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	43%	45%	48%	41%	44%	46%	52%	54%	56%
Mathematics	58%	62%	63%	53%	55%	55%	48%	50%	51%
Science	41%	43%	32%	45%	46%	50%	54%	57%	60%
History-Social Science	0%	0%	0%	25%	33%	34%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	46%	55%	50%	34%
All Students at the School	48%	63%	32%	0%
Male	44%	65%	33%	0%
Female	51%	61%	30%	0%
Black or African American	55%	82%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	47%	62%	31%	0%
Native Hawaiian or Pacific	0%	0%	0%	0%

01/2013

Islander				
White	50%	64%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	47%	63%	31%	0%
English Learners	41%	60%	20%	0%
Students with Disabilities	38%	67%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tq/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.00%	29.80%	28.80%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *APIWeb page* at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The *statewide API rank* ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The *similar schools API rank* reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	4	3	4
Similar Schools	8	7	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	1	19	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	6	19	16
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-1	21	17
English Learners	8	19	20
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	477	795	16,482	763	4,664,264	788
Black or African American	8		455	757	313,201	710
American Indian or Alaska Native	1		69	776	31,606	742
Asian	8		333	912	404,670	905

01/2013

Group						
Filipino	0		75	914	124,824	869
Hispanic or Latino	446	791	14,541	755	2,425,230	740
Native Hawaiian or Pacific Islander	1		79	824	26,563	775
White	11	883	760	820	1,221,860	853
Two or More Races	2		166	828	88,428	849
Socioeconomically Disadvantaged	465	793	14,485	755	2,779,680	737
English Learners	353	781	9,415	733	1,530,297	716
Students with Disabilities	20	701	1,723	620	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYPWeb page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do

not make AYP. For detailed information about PI identification, see the CDE *PI Status DeterminationsWeb* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	■	29
Percent of Schools Currently in Program Improvement	■	90.6%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, and classroom management. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working on their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance related workshops and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including Thinking Maps, Kate KinsellaEngagement Strategies, and Data Driven Instruction. Coaches are trained by the district to provide ongoing support at each site to insure and support the correct implementation in each classroom.

Professional development activities at Lehigh have been established to meet the needs of our students based on assessment data. Lehigh will continue its efforts to build student achievement in the area of Reading Comprehension through QAR (Question-Answer-Relationship) strategies with ongoing training and support from our Principal. In addition to QAR, we are continuing our efforts to build our students' vocabulary through activities designed to identify and define Tier II words in texts that students are exposed to. Professional development activities that are continuing in the 2012-2013school year are Thinking Maps and Write from the Beginning which will help teachers to model the eight highly used thinking processes to their students.

Lehigh Elementary	School Accountability Report Card, 2011-2012
Ontario-Montclair Elementary	*Provided by the Ed-Data Partnership*
	For more information visit *www.ed-data.org*

Addendum E

Academic Program Survey
(APS for Elementary)

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

			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted, standards-based, 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 daily use in every classroom with materials for every student. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	**Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the 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 levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their *individualized education program (IEP)*, to enable them to participate successfully in a basic core classroom.	1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional program materials
All students are ✓ assessed, ✓ placed, and ✓ provided appropriate SBE-adopted instructional program materials.

Number of Students:
716 All Students.
421 ELs.
32 SWDs.

Appropriate Use
Identify all that apply:
✓ Basic core materials are used daily as designed.
✓ Ancillary materials are used daily as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.		

LEHIGH ELEMENTARY SCHOOL 2013-2014

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

1. Instructional Program	1.2 The school/district provides either the 2008 SBE adopted, standards-based, basic core instructional programs and materials in ELD or materials from the 2002 SBE standards-based, basic core adoption and/or SBE-approved supplementary materials list. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.
	
	* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.
		Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students.
		• Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.
		• **At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment.**
		• For districts using the 2008 SBE-adopted RLA/ELD:
		  – **At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3).**
		  – For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).
		• For districts using the 2002 SBE-adopted RLA/ELD teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists.
			Objective	Fully	Substantially	Partially	Minimally

			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components **Appropriate Instructional Program Materials** All EL students are appropriately ✓ assessed, ✓ placed, and ✓ provided appropriate SBE-adopted or SBE-approved instructional program materials. If using either Program 1 or the ELD materials from the 2002 SBE adoption and/or SBE approved supplementary list, identify the ELD materials: **Appropriate Use** ✓ Materials/ELD components are used daily as designed.				

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

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

| **1.** **Instructional Program** | 1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.

* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective. | **Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.**

• Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction.
• The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.
• Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002/2005 lists or Programs 4 or 5 from the 2008 list. | (see detail below) |

Implementation Status and Key Components

Objective	Fully	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ✓ assessed, ✓ placed, and ✓ provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	26	26	25
All Intensive Els	23	19	14
All Intensive SWDs	0	3	2

Number/% Provided SBE-Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	26	26	25
Intensive ELs	23	19	14
Intensive SWDs	0	3	2

Appropriate Use
✓ Materials are used daily as designed.

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

Attach publisher PO documentation for sets of classroom basic core materials.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. **Instructional Program**	1.4 The school/district provides the current* SBE-adopted, standards-based, 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. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	**Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the 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 use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.					

Objective	Fully	Substantially	Partially	Minimally
1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ✓ assessed, ✓ placed, and ✓ provided appropriate SBE-adopted instructional program materials.

Number of Students:
716 All Students.
421 ELs.
32 SWDs.

Appropriate Use
Identify all that apply:
✓ Basic core materials are used daily as designed.
✓ Ancillary materials are used daily as designed.

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

Attach publisher PO documentation for sets of classroom basic core materials.

Essential Program Component	Objective		Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. **Instructional Program**	1.5	The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	**Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.** • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	Objective	Fully	Substantially	Partially	Minimally

| | | | | 1.5 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

Key Components

Appropriate Instructional Program Materials
All students are ✓ assessed, ✓ placed, and ✓ provided appropriate SBE-adopted instructional program materials. Students served:

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	9	30	12
All Intensive Els	23	7	22
All Intensive SWDs	1	1	3

Appropriate Use
✓ Materials are used daily as designed.

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

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

1. Instructional Program

1.6 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 grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.

Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.

Criteria and Clarifications:

Full implementation means that all students in grade eight, including identified 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 2007 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.

- The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.
- Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.

Implementation Status and Key Components

Objective	Fully	Substantially	Partially	Minimally
1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Number of Intensive Intervention Students	
	Grade 8
All Intensive learners	N/A
All Intensive Els	N/A
All Intensive SWDs	N/A

Number Provided SBE-Algebra Readiness	
	Grade 8
Total Students	N/A
ELs	N/A
SWDs	N/A

Appropriate Use
 N/A Materials are used daily as designed.

Documentation	Additional Comments

	Mathematics
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

N/A

Attach publisher PO documentation for sets of classroom basic core materials.

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic basic core programs for RLA/ELD. This time is given priority and protected from interruptions: • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 1.0 and up to 2.0 hours (or up to two periods)	**Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the 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.** • This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	(see below)

Implementation Status and Key Components section:

Objective	Fully	Substantially	Partially	Minimally
2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
✓ Time is given priority and protected from interruptions.

Identify the number of instructional minutes (length of periods) offered at each grade level.

Number of instructional minutes at each grade level								
	K	1	2	3	4	5	6	7	8
All Students	1 hr	2.5	2.5	2.5	2.0	2.0	2.0	na	na
ELs	1 hr	2.5	2.5	2.5	2.0	2.0	2.0	na	na
SWDs	1 hr	2.5	2.5	2.5	2.0	2.0	2.0	na	na

Documentation	Additional Comments

	Reading/Language Arts/ELD
District Instructional Regulations:	
School Instructional Regulations:	
Attach appropriate documents	

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

| 2. Instructional Time | 2.2 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, standards-based, basic core program and ancillary materials.

• Kindergarten through grade six: 30 minutes
• Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level basic core course. | **Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.**
• **This time is given priority and protected from interruptions**
• **Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.**
• **All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.**
• This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.
• For grades six through eight, strategic learners are assessed and need additional instructional time beyond the basic core.
  – For high-priority strategic students, the support is a strategic period in addition to the basic core program | (see below) |

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

✓ Time is given priority and protected from interruptions.

Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.

Number of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic		19	21	10	31	31	40	Na	na
All HP Strategic		19	21	10	31	31	40	Na	na
All HP Strategic provided 30-45 additional minutes or a support period		19	21	10	31	31	40	Na	na

to pre/re-teach concepts and skills taught in the grade-level course.

- Some strategic students may have occasional trouble within the day-to-day basic core English-language arts instruction. These students may not need additional strategic time beyond the basic core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core RLA classroom.

- The SBE adopted, standards-based, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students

	K	1	2	3	4	5	6	7	8
Additional time provided all HP Strategic students	30	30	30	30	30	30	30	30	30
Additional time provided all HP Strategic ELs	30	30	30	30	30	30	30	30	30
Additional time provided all HP Strategic SWDs	30	30	30	30	30	30	30	30	30

Describe assessment and placement criteria for high-priority strategic students.

Describe differentiated support for students not needing an additional strategic period:

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
2. Instructional Time	2.3 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 program and materials in ELD or materials from the 2002 SBE standards-based adoption and/or SBE-approved supplementary materials lists. This time is given priority and protected from interruptions. • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period)	Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs 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-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English Learners' Supplementary Materials lists. 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 into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels using materials from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.	(see table below)

Objective	Fully	Substantially	Partially	Minimally
2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
Identify all that apply:
- ✓ Time is given priority and protected from Interruptions.
- ✓ ELD instruction is additional time in the schedule.

Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students	205	152	105
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	30 min.	30 min.	30 min.

Documentation	Additional Comments

	Reading/Language Arts/ELD
District Instructional Regulations:	
School Instructional Regulations:	

Attach appropriate documents

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

2. Instructional Time

2.4 The school/district complies with and monitors 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 four through six: 2.5-3.0 hours
- Grades six through eight: 2.5-3.0 hours (or up to three periods)

Full implementation means that the school schedule allocates the appropriate uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs.

- This time is given priority and protected from interruption.
- Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.
- The school schedule allocates appropriate instructional time for implementation of the intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002/2005 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers.
- The school schedule reflects that English Learners in an intensive reading intervention program designated for English Learners also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for English Learners from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction.

Objective	Fully	Substantially	Partially	Minimally
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

√ Time is given priority and protected from interruptions.

Indicate total length (minutes) designated for intensive intervention:

Number of Instructional Minutes at each grade level					
	4	5	6	7	8
All Intensive learners	2.5	2.5	2.5	n/a	n/a
Intensive Els	2.5	2.5	2.5	n/a	n/a
Intensive SWDs	2.5	2.5	2.5	n/a	n/a

Documentation	Additional Comments

	Reading/Language Arts/ELD
District Instructional Regulations:	
School Instructional Regulations:	

Attach appropriate documents

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

			Objective	Fully	Substantially	Partially	Minimally
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for mathematics. This time is given priority and is protected from interruptions. • Kindergarten: 30 minutes • Grades one through six: 60 minutes • Grades six through eight: 50-60 minutes (or one period)	**Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the 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.** • This time is given priority and is protected from interruptions.	2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

√ Time is given priority and protected from interruptions.

Identify Number (#) of Instructional Minutes offered at each grade level:

# of Instructional Minutes @ each grade level									
	K	1	2	3	4	5	6	7	8
All Students	30	60	60	60	60	60	60	Na	Na
ELs	30	60	60	60	60	60	60	Na	Na
SWDs	30	60	60	60	60	60	60	Na	Na

 # For Algebra Readiness see 2.7

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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

| 2. Instructional Time | 2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted, standards-based, basic core and ancillary program mathematics materials.
• Kindergarten through grade six: 15-30 minutes
• Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level basic core course.
• Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course. | Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
• For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.
• For grades six and seven, strategic students are assessed and need additional instructional time beyond the basic core.
 – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course.
 – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the basic core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core mathematics classroom.
• For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.
• For grade eight, strategic learners are assessed and need additional instructional time beyond the basic core. | (see below) |

Objective	Fully	Substantially	Partially	Minimally
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
✓ Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.

# of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic		13	18	13	28	17	41	x	x
All HP Strategic		13	18	13	28	17	41	Na	na
All HP ELs		9	16	10	18	9	11	Na	na
All HP SWDs		0	0	1	1	1	4	Na	na

- For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.
- Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the basic core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core mathematics classroom.

- For kindergarten through grade eight, the SBE-adopted basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.

Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.

	K	1	2	3	4	5	6	7	8
Additional time provided to all HP strategic students	15	15	15	15	15	15	15	Na	na
Additional time provided to HP EI strategic students	15	15	15	15	15	15	15	Na	na
Additional time provided to all HP SWD strategic students	15	15	15	15	15	15	15	Na	na

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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

Component			
2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level basic core course) when additional intervention support is needed. For districts using the 2007 SBE-adoption: • Grade eight: One period of Algebra Readiness daily for identified intervention students.	**Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.** • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. **For districts using the 2007 SBE-adoption**: • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, 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. **FOR DISTRICTS USING THE 2001 AND 2005 SBE ADOPTIONS:** • STUDENTS WHO HAVE BEEN ASSESSED AND IDENTIFIED AS NEEDING INTENSIVE MATHEMATICS INTERVENTION SHOULD BE PROVIDED ADDITIONAL TIME AND SUPPORT USING THE ANCILLARY MATERIALS FROM THE ADOPTED PROGRAM.	(see detail below)

Objective	Fully	Substantially	Partially	Minimally
2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
✓ Time is given priority and protected from interruptions.

Indicate total number of additional minutes:

# of Instructional Minutes at each grade level					
	4	**5**	**6**	**7**	**Algebra Readiness**
All Intensive Learners	30	12	37	na	**na**
All Intenisve ELs	23	7	22	na	**na**
All Intensive SWDs	1	3	2	na	**na**

Documentation	Additional Comments
Mathematics	

95

District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	**Full implementation means that the annual district-instructional/assessment pacing guides are in dally use to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).** • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components **Instructional/Assessment Pacing Guides** ✓ Distributed to each grade level. ✓ Used daily at every grade level. **Pacing Guide Use Monitored** ✓ Principal monitors daily use.				

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	**Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).** • Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	Objective	Fully	Substantially	Partially	Minimally

| | | | 3.2 | 4
100% | 3
At least 75% | 2
At least 50% | 1
Less than 50% |

Key Components

Instructional/Assessment Pacing Guides
- ✓ Distributed to each grade level.
- ✓ Used daily at every grade level.

Pacing Guide Use Monitored
- ✓ Principal monitors daily use.

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

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

Essential Program Component	Objective	Criteria and Clarifications	Objective	Fully	Substantially	Partially	Minimally
4. School Administrator Instructional Leadership Training	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 SBE-adopted RLA/ELD basic core and intervention program materials in use at the school 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/ELD instructional materials and the Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted RLA/ELD basic core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The RLA/ELD basic core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed
Principal
✓_____ Training in RLA/ELD.
_____ Structured Practicum.*

Vice Principal
_____ Training in RLA/ELD.
_____ Structured Practicum.*

* Refer to suggested practicum activities in EPC 3.3.

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

• Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved **:**
 o Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum;
 o Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum
 o Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum
• Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum. | |

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Assembly Bill (AB) 430 Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents		

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
4. School Administrator Instructional Leadership Training	4.2 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 SBE-adopted mathematics basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program. *Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics basic core and intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight-hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	(see rating table and key components below)

Objective	Fully	Substantially	Partially	Minimally
4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%

Key Components

Training and Practicum Completed
Principal
✓ Training in Mathematics.
___ Structured Practicum.*

Vice Principal
✓ Training in Mathematics.
✓ Structured Practicum.*

* Refer to suggested targeted professional development and support list.

Documentation		Additional Comments
	Mathematics	
District AB 430 Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents		

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

4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.
		
		Targeted professional development and support may include:
		• Development, use, and monitoring of classroom observation protocols to include:
		  – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.
		  – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
		• Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
		• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.
		• Participation in Modules 2 and 3 of the Administrator Training Program.
		• Participation in a 40-hour English learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.
		• Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention; and implementation and monitoring of standards-based IEP.
		• Training in effective communication with teachers, parent					

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Principal's Professional Development

✓ Completed.

Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)

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and community stakeholders about implementation of instructional materials.
Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.
Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.

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<tr><td colspan="3" align="center">Documentation</td><td colspan="2" align="center">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td>Mathematics</td><td colspan="2"></td></tr>
<tr><td>District AB 430 Completion Records:</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Approved Provider Information:</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Date of Offerings:</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Attach appropriate documents</td><td colspan="2"></td></tr>
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	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).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally

5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

✓ **Percentage of fully credentialed, highly-qualified teachers.**

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District Senate Bill (SB) 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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

Implementation Status and Key Components

Objective	Fully	Substantially	Partially	Minimally
5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

5. Credentialed Teachers and Professional Development Opportunity

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 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.

This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of

Criteria and Clarifications

Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

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

Some practicum activities might include:

- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.
- Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of

Key Components

Training and Practicum Completed:

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

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	6	5	5
Grade 2	5	5	5
Grade 3	5	4	4
Grade 4	4	4	4
Grade 5	5	5	3
Grade 6	4	3	3
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A

* Refer to suggested practicum activities.

		instruction.
	school/district professional development plan.	• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District SB 472, Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents.		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components **Review and identify which key components apply. Circle the most appropriate rating.**
5. Credentialed Teachers and Professional Development Opportunity	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 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. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and	Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.	*(see details below)*

Implementation Status and Key Components

Objective	Fully	Substantially	Partially	Minimally
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

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

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	6	5	5
Grade 2	5	5	5
Grade 3	5	4	4
Grade 4	4	4	4
Grade 5	5	4	4
Grade 6	4	4	4
Grade 7	N/A	N/A	N/A
Algebra 1	N/A	N/A	N/A
Algebra Readiness	N/A	N/A	N/A

* Refer to suggested practicum activities.

107

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

Documentation		Additional Comments
	Mathematics	
District SB 472, Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents.		

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD 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 teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD 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 in the classroom assist with the full and skillful implementation of the district's SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	(see rating table and key components below)

Objective	Fully	Substantially	Partially	Minimally
6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/content experts/specialists
- ✓ Type of instructional assistance.
- ✓ Works primarily in classrooms.

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

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
- ✓ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
- ✓ Completed SBE-adopted materials-based training (identify which program[s]).
- ✓ Completed English Learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

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

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

| **6. Ongoing Instructional Assistance and Support for Teachers** | 6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. | **Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement.**

 • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.
 • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners.
 • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.
 • The principal structures and monitors the use and impact of coaching services on students' achievement. | | | | | |

Implementation Status and Key Components:

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

<u>Coaches/content experts/specialists</u>:
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

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

Describe criteria used for identifying and providing coaching support:

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

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

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

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

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

| 7. Student Achievement Monitoring System | 7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the 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, diagnosis, progress, and effectiveness of instruction. | **Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.**

• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
• Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. | (see below) |

Objective	Fully	Substantially	Partially	Minimally
7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Training on Accessing and Using Electronic Data System
- ✓ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessment Results
- ✓ Common curriculum embedded/formative assessments administered frequently.
- ✓ School-wide assessment calendar developed and used.
- ✓ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Example of Curriculum Embedded Assessments:		
Sample report of assessment at the following levels		
Classroom:		
District:		
Attach appropriate documents.		

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

| 7. Student Achievement Monitoring System | 7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction. . | Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.
• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. | (see below) |

Objective	Fully	Substantially	Partially	Minimally
7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Training on Accessing and Using Electronic Data System
✓ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessments Results
✓ Curriculum embedded/formative assessments administered frequently.
✓ School-wide assessment calendar developed and used.
✓ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Mathematics	
Example of Curriculum Embedded Assessments:		
Sample report of assessment at the following levels -		
Classroom:		
District		
Attach appropriate documents.		

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

			Objective	Fully	Substantially	Partially	Minimally

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for 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 SBE-adopted RLA/ELD programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		    − Entry-level placement and/or diagnostic;
		    − Progress monitoring, including frequent formative and curriculum-embedded; and
		    − Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			8.1	4
				100%
					3
					At least 75%
						2
						At least 50%
							1
							Less than 50%

Key Components

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

Collaborative Meeting Discussion Content
- ✓ Using and analyzing timely student common assessment results from all students.
- ✓ Strengthening program implementation.
- ✓ Designing and improving lessons and instruction.
- ✓ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:		
Attach appropriate documents.		

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	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 adopted mathematics programs, including Algebra I and Algebra Readiness.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  – Entry-level placement and/or diagnostic;
		  – Progress monitoring, including frequent formative and curriculum-embedded assessments; and
		  – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			Objective	Fully	Substantially	Partially	Minimally

| | | | 8.2 | 4
100% | 3
At least 75% | 2
At least 50% | 1
Less than 50% |

Key Components

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

Collaborative Meeting Discussion Content
- ✓ Using and analyzing timely student common assessment results from all students.
- ✓ Strengthening program implementation.
- ✓ Designing and improving lessons and instruction.
- ✓ Identifying research-based strategies to support specific skill needs of all students.

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.1 The school/district's 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).	**Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.** • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	(see rating table and key components below)

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds
✓ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds
✓ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation	Additional Comments
Reading/Language Arts/ELD	
Plan uses all revenues appropriately.	
Attach appropriate documents.	

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

| 9. Fiscal Support | 9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA. | Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. |

Implementation Status and Key Components

Objective	Fully	Substantially	Partially	Minimally
9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Criteria and Clarifications (for 9.2):

Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.

- The SPSA is aligned with the goals and activities in the LEA Plan.
- The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
- The district requires that SPSA expenditures detail EPC alignment.
- District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Key Components

Allocation of Funds
✓ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds
✓ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation

Additional Comments

	Mathematics
Plan uses all revenues appropriately.	

Attach appropriate documents.

116

Addendum F

School Site Council Bylaws
&
Minutes Approving SPSA

ARTICLE I NAME

The name of this committee shall be the Lehigh School Site Council.

ARTICLE II PURPOSE

Section 1. Establish open communication between school and community.

Section 2. Assist in the development of the School Plan.

Section 3. Recommend the School Plan to the Board of Trustees.

Section 4. Encourage the participation of parents in the programs of the school.

Section 5. Have ongoing responsibility to review with the principal, teachers and other school personnel and to parents, the implementation of the School Plan and to assess periodically the effectiveness of the program.

Section 6. Annually review the School Plan, assist in planning for categorical budgets, and approval of same.

Every two years, an English Learner Advisory Committee may elect to have the schoolsite council serve as the site leadership body for the EL program. If this occurs, the school site council will assist the principal and staff in:

- Developing a detailed school plan for EL students as a part of the *Single Plan* for *Student Achievement* that is submitted to the local board of education.
- Developing the school's needs assessment for EL students.
- Administrating the school's language census.
- Assuring that efforts have been made to notify EL parents of the importance of regular school attendance.

ARTICLE III MEMBERSHIP

Section 1. The council shall be composed of the Principal and representatives of: teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school elected by such parents; **one representative of the ELAC (English Learners Advisory Council)** appointed or elected by that body. The council shall be constituted to ensure parity between (a) the Principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. Classroom teachers shall comprise the majority of those persons representing school staff.

Section 2. Resignations will be accepted upon verbal or written notice to the chairperson.

Section 3. School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group, with the exception of the Principal, shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

At the end of each of each representative member's term, membership terminates. In order to continue to serve as a council member, the member must be reelected by the appropriate representative group.

Section 4. Selection and replacement of members shall consist of one of the following procedures: nominating and balloting electoral process within each required group; appointment of representatives to the SSC by a committee of the group to be represented; open nominations of candidates by their peers at meetings for that purpose; or election or selection by peer group following volunteering for the position. With respect to the resignations, replacements shall be selected for the remainder of the term by the same method used for selection.

Section 5. Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council.

Section 6. A member shall no longer hold membership should she or he cease to be a resident of the area or no longer meets the membership requirements under which selected, e.g., a parent becomes employed by the district. Membership shall automatically terminate for any member who is absent without reasonable cause from all meetings for a period of two consecutive months. The council, by affirmative vote of two-thirds of all members, may suspend or expel a member.

Section 7. Membership in the SSC is not transferable or assignable.

ARTICLE IV OFFICERS

Section 1. The officers of this council shall be a Chairperson, Vice-Chairperson, Secretary, and other officers as the council may deem desirable.

Section 2. Officers shall be elected by a majority of the members attending the September meeting after volunteering for the position or by ballot. The new officers shall assume their duties at the close of this meeting.

Section 3. The officers of the council shall be elected annually and shall serve for one year or until each successor has been elected.

Section 4. Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the end of the term.

ARTICLE V   DUTIES OF OFFICERS

Section 1. It shall be the duty of the Chairperson to preside at all meetings.

Section 2. In the absence or disability of the chairperson, the Vice-Chairperson shall assume the duties of the chairperson.

Section 3. Should both senior officers be unavailable, the Secretary shall preside.

Section 4. The Secretary shall keep the minutes of all meetings, and shall send notices of meetings and/or publicity as directed. The secretary shall also be responsible for maintaining a list of participating members. He/she will be responsible for contacting the membership prior to each meeting, and for performing such other duties as may be assigned by the chairperson.

ARTICLE VI   MEETINGS AND QUORUM

Section 1. Meetings will be held on Friday of the first week of school of every month on track, except August.

Section 2. Meeting date and/or time changes or Special Meetings may be declared by the chairperson or by a majority vote of the School Site Council.

Section 3. The public is welcome to attend and participate in all regular meetings of the School Site Council.

Section 4. A simple majority of the members of the SSC shall constitute a quorum. An act of the majority of members present at a meeting at which a quorum is present shall be an act of the SSC.

Section 5. Public notice shall be given of all regular and special meetings at least seventy-two hours in advance of the meeting. This notice will be posted in a conspicuous place in the school office stating the time, date and location of the meeting. All members shall be given notice of meetings at least as soon as the public notice is given.

ARTICLE VII   REGULAR AND SPECIAL COMMITTEES

Section 1. District Advisory Council Meetings

One member of the council shall serve as the DAC (District Advisory Council) Representative and one member as his/her alternate. The DAC representative, or his/her alternate, will represent Lehigh by attending the meetings of the DAC and report to the council the information gathered at these meetings. To insure attendance at these meetings, the alternate shall attend any meeting/s that the Representative is unable to attend.

Section 2. Special Committees
1.1 The chairperson of SSC shall appoint such a special committee/s as he/she deems appropriate at any time, or as directed by a majority vote of the members present.

ARTICLE VIII   PARLIAMENTARY AUTHORITY

The meetings of the SSC shall be governed by these bylaws, and any procedure dispute shall be settled by Robert's Rules of Order Newly Revised or in accordance with an appropriate adaptation thereof.

ARTICLE IX   UNIFORM COMPLAINT PROCEDURES

Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any school site council member or member of the public believes that the school site council has taken an action that is in violation of their legal authority, the individual or group may file a complaint with the district.

ARTICLE X   AMENDMENTS

These Bylaws may be amended at any meeting of the SSC by a two-thirds vote of the membership.

ESTATUTOS

ARTICULO I   **NOMBRE**

El nombre de este comité deberá ser Concilio Escolar de la Escuela Lehigh.

ARTICULO II   **PROPOSITO**

Sección 1. Entablar comunicación franca entre la escuela y la comunidad.

Sección 2. Ayudar en la elaboración del Plan escolar.

Sección 3. Recomendar el Plan Escolar a la Mesa directiva.

Sección 4. Motivar la participación de padres en los programas de la escuela.

Sección 5. Tener la responsabilidad continúa de revisar con el director, maestros y otros empleados de la escuela y con los padres, la puesta en marcha del Plan Escolar y de evaluar periódicamente la eficacia del programa.

Sección 6. Revisar anualmente el Plan Escolar, ayudar en la planificación para presupuestos categóricos, y   aprobar los mismos.

Cada dos años, un Comité consultivo pro estudiantes que aprenden el idioma inglés pueden elegir que el concilio del plantel sea el cuerpo ejecutivo para el programa EL. Si esto ocurre, el concilio escolar ayudará al director y al personal con:

- La elaboración de un plan escolar para estudiantes EL como parte del *Plan individual* para el *Rendimiento estudiantil* que sea sometido a la Mesa directiva local de educación.
- Elaborar la evaluación de necesidades escolares para estudiantes EL.
- Administrar el censo del idioma de la escuela.
- Asegurar que se han hecho esfuerzos para notificar a los padres sobre la importancia de la asistencia regular de los estudiantes a clases.

ARTICULO III   MEMBRESIA

Sección 1. El concilio deberá estar compuesto del Director y representantes de: maestros elegidos por maestros en la escuela; otros empleados de la escuela elegidos por otros empleados de la escuela; padres de estudiantes que asisten a la escuela elegidos por dichos padres; **un representante del Concilio consultivo pro estudiantes que aprenden el idioma inglés (conocido por sus siglas en inglés como ELAC (English Learners Advisory Council)** nombrado o elegido para esa función. El concilio deberá estar constituido para asegurar equidad entre (a) el director, maestros de clase, y otros empleados de la escuela; y (b) padres u otras personas de la comunidad seleccionadas por los padres. Los maestros de clase deberán ser la mayoría de personas que representan a los empleados de la escuela.

Sección 2. Las renuncias serán aceptadas al dar un aviso verbal o por escrito al presidente.

Sección 3. Los miembros del concilio escolar deben ser elegidos por un término de 2 años. La mitad, o la aproximación más cercana de eso, de cada grupo representativo, con la excepción del Director, deberá ser elegido durante años impares, y la cantidad restante elegida durante los años pares. En la primera junta regular del concilio escolar, cada término actual en el cargo de cada miembro deberá ser registrado en el acta de la junta.

Cuando el término de cada miembro en el cargo termine. Para poder continuar en el cargo como miembro del concilio, el miembro debe volver a ser elegido por el grupo representativo apropiado.

Sección 4. Selección y reemplazo de miembros deberá consistir de uno de los siguientes procedimientos: proceso electoral de nombramiento y de balota dentro de cada grupo; nombramiento de representantes del SSC por un comité del grupo que será representado; nombramiento abierto de candidatos por sus iguales en juntas para ese propósito; o elección o selección por grupos de iguales después de postularse voluntariamente para el puesto. Con respecto a las renuncias, los reemplazos deberán ser seleccionados para el resto del término por el mismo método usado para la selección.

Sección 5. Cada miembro tendrá derecho a ejercer un voto y puede votar sobre cada asunto que es sometido al concilio.

Sección 6. Un miembro ya no podrá ocupar el puesto si él o ella deja de ser residente de la zona o ya no reúne las condiciones para membresía bajo las cuales fue elegido, ejemplo, un padre o madre se convierte en empleado del distrito. La membresía será anulada automáticamente para cualquier miembro quien está ausente sin causa razonable de todas las juntas por un período de dos meses consecutivos. El concilio, por voto afirmativo de dos tercios, puede suspender o expulsar a un miembro.

Sección 7. La membresía en el SSC no es transferible o asignable.

ARTICULO IV   OFFICIALES

Sección 1. Los oficiales de este concilio deberán ser un Presidente, Vicepresidente, Secretaria, y otros oficiales según lo juzgue necesario el concilio.

Sección 2. Los oficiales deberán ser elegidos por una mayoría de miembros que asisten a la junta de septiembre después de ofrecerse como voluntarios para el puesto o en una balota. Los nuevos oficiales deberán asumir sus funciones al terminar la junta.

Sección 3. Los oficiales del concilio deberán ser elegidos anualmente y estar en el cargo por un año hasta que cada sucesor sea elegido.

Sección 4. En caso de que un oficial renuncie antes de que se lleven a cabo las nuevas elecciones, el presidente deberá nombrar a un miembro de buena reputación para asumir el puesto hasta que termine el término.

ARTICULO V   RESPONSABILIDADES DE LOS OFICIALES

Sección 1. Deberá ser responsabilidad del Presidente de presidir todas las juntas.

Sección 2. En ausencia del presidente, el vicepresidente deberá asumir los deberes del presidente.

Sección 3. En caso de que ambos oficiales mayores estén ausentes, la Secretaria deberá presidir las juntas.

Sección 4. La Secretaria deberá tomar notas para el acta de todas las juntas, y deberá enviar avisos de las juntas o publicarlas como sea indicado. La secretaria deberá también ser responsable por mantener una lista de todos los miembros participantes. Él o ella será responsable por notificar a los miembros antes de cada junta, y de asumir otras funciones que puedan ser asignadas por el presidente.

ARTICULO VI   JUNTAS Y QUORUM

Sección 1. Las juntas se llevarán a cabo el viernes de la primera semana de clases de cada mes en que la escuela esté en sesión, excepto en agosto.

Sección 2. Los cambios de fecha y hora de las juntas o juntas especiales pueden ser convocadas por el presidente o por mayoría de votos del Concilio Escolar.

Sección 3. El público es bienvenido para asistir y participar en todas las juntas regulares del Concilio escolar.

Sección 4. Una mayoría simple de miembros del SSC deberá constituir un quórum. Una medida de la mayoría de los miembros presentes en una junta en la cual un quórum está presente, deberá ser una medida tomada por el SSC.

Sección 5. Avisos públicos de las juntas regulares o especiales deberán ser comunicados con por lo menos setenta y dos horas de anticipación de la junta. Este aviso será colocado en un lugar visible en la oficina de la escuela en donde indicará la fecha, hora y lugar de la junta. A todos los miembros se le dará aviso de las juntas tan pronto como se den a conocer al público.

ARTICULO VII   COMITES REGULARES Y ESPECIALES

Sección 1. Juntas del Concilio consultivo

Un miembro del concilio deberá ser representante del Concilio consultivo del distrito (siglas en inglés DAC) y un miembro deberá ser su alterno. El representante DAC, o su suplente, representará a Lehigh al asistir a las juntas DAC e informar al concilio de lo que se trató en estas juntas. Para asegurar la asistencia a estas juntas, el alterno o suplente debe asistir a todas las juntas a las que el representante no pueda asistir.

Sección 2. Comités especiales
1.1 El presidente de SSC deberá formar un comité especial cuando lo crea apropiado en cualquier oportunidad o según sea dictaminado por una mayoría de votos de los miembros presentes.

ARTICULO VIII   AUTORIDAD PARLIAMENTARIA

Las juntas del SSC deberán ser gobernadas por estos estatutos, y cualquier disputa sobre este procedimiento deberá ser resuelto por las "Robert's Rules of Order" que han sido revisadas recientemente o conforme con una adaptación apropiada.

ARTICULO IX   PROCEDIMIENTOS PARA PRESENTAR QUEJAS

Anualmente, el Concilio Escolar deberá participar en un taller de capacitación sobre los procedimientos para presentar quejas. Esta capacitación repasará los procedimientos para presentar quejas. Si un miembro o miembros de un plantel escolar o el público cree que el concilio escolar ha tomado alguna medida que viola su autoridad legal, el individuo o grupo puede presentar una queja con el distrito.

ARTICULO X   ENMIENDAS
Estos estatutos pueden ser enmendados en cualquier junta del SSC por dos tercios del voto de los miembros.

AGENDA
LEHIGH SCHOOL SITE COUNCIL MEETING

Date: February 8, 2013   **Starting Time:** 7:15 a.m.   **Location**: MPR   **Proposed Ending Time:** 8:00 a.m.

Participants at the Meeting: President: *Ms. Collins*; Vice President: *Mrs. Arzapalo*; Secretary:*Mrs. Neer*; Teachers: *Mrs. DeCasas, Mrs. Nides, Ms. Rios, Principal Christiane Ayoub;* Parent Members: Mrs. Cabrera, *Mrs. Garcia, Mrs. Arzapalo, Ms. Collins, Mrs. Valladares;* Support Personnel:*Mercedes Gomez, Mrs. Neer*

Agenda Item:	Action Requested:	Person Responsible:	Time Limit:
I. Call Meeting to Order	None	Chairperson	1 minute
II. Flag Salute	None	Chairperson	1 minute
III. Roll Call	None	Secretary	1 minute
IV. Changes/Additions to agenda	Approval/Modification of agenda	Chairperson	2 minutes
V. Approval of minutes	Approval/Modification of minutes	Chairperson	0 minutes
VI. Public Comment	Under the open meeting law no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	2 minutes
VII. Reports of Officers & Committees			
A. District Advisory Council (DAC)	Present information from the meeting	Ms. Collins Mrs. Arzapalo	3 minutes
VIII. Unfinished Business			
a. 2013-2014 minutes	Jointly prioritize 13-14 Budget for SPSA	Mrs. Gomez	20
IX. New Business			
a. 2013-2014 Budget	Discuss information presented at district budget meeting	Mrs. Gomez	10 minutes
b. Upcoming Meeting Dates	Decide on upcoming meeting dates to jointly develop 13-14 SPSA	Mrs. Gomez	2 minutes
X. Adjournment	Approval to adjourn meeting.	Chairperson	1 minute

UPCOMING MEETINGS

Friday, March 1, 2013	School Site Council	7:15 a.m.

LEGAL REQUIREMENTS COVERED:

☒ Establish open communication between school and community   ☒ Encourage participation of parents in the programs of the school.

☒ Assist in the development of the school plan.   ☐ Recommend the school plan to the board of trustees.

☒ Annually review the school plan, assist in planning for categorical budgets, and approval of the same.   ☐ Review and periodically assess the implementation of the school plan and the effectiveness of the program.

Fecha del aviso: martes, 5 de febrero de 2013

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ORDEN DEL DIA
JUNTA DEL CONCILIO ESCOLAR DE LA ESCUELA LEHIGH

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Fecha: 8 de febrero de 2013 **Fecha para empezar:** 7:15 a.m.   **Lugar**: MPR **Tiempo propuesto para terminar:** 8:00 a.m.

Participantes en la junta: Presidente: *Sra. Collins*; Vice Presidente: *Sra. Arzapalo*; Secretaria: *Sra. Neer*; Maestras: *Sra. Nides, Sra. DeCasa, Sra. Rios*;Director: *Christiane Garcia*; Padres: *Sra. Garcia, Sra. Arzapalo, Sra. Collins, Sra. Valladares;*Personal Escolar:*Mercedes Gomez, Sra. Neer;* Todo el personal, padres y miembros del público están invitados para asistir a la junta.

Artículo o inciso del orden del día:	Medida que se tomará:	Persona responsable:	Tiempo límite:
I. Se inicia la junta	Ninguna	Presidente	1 minuto
II. Saludo a la bandera	Ninguna	Presidente	1 minuto
III. Se pasa lista	Ninguna	Secretaria	1 minuto
IV. Cambios/Adiciones al orden del día	Aprobación/Modificación del orden del día	Presidente	2 minutos
V. Aprobación del acta	Aprobación/Modificación del acta	Presidente	0 minutos
VI. Comentario del público	Conforme a la ley de junta abierta ninguna medida puede ser tomada con relación a comentarios del público en esta junta. Los asuntos planteados en esta junta pueden ser tratados en otra junta del concilio escolar.	Presidente	2 minutos
VII. Informes de oficiales y comités			
B. Comité Consejero del Distrito (DAC)	Presentar información de la primera junta	Sra. Collins Sra. Arzapalo	3minutes
VIII. Asuntos sin concluir			
B. Presupuesto 2013-2014	Priorizar en conjunto el presupuesto 13-14 Para el plan.	Sra. Gomez	20 minutos
IX. Asuntos actuales			
A. Presupuesto 2013-2014	Hable sobre la información de la presupuesto del distrito para el año 13-14	Sra. Garcia	10 minutos
F. Juntas adicionales	Decidir en juntas adicionales para desarrollar en conjunto el plan 13-14	Mrs. Gomez	2 minutos
X. Clausura	Aprobación para concluir la junta	Presidente	1 minuto

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PROXIMOS EVENTOS

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El viernes, 1 de marzo del 2013   Junta del Concilio escolar   7:15 a.m.

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REQUISITOS LEGALES MENCIONADOS:

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☒ Entablar comunicación abierta entre la escuela y comunidad   ☒ Motivar la participación de padres en los programas de la escuela.

☐ Ayudar en la elaboración del plan escolar.   ☐ Recomendar el plan escolar a la Mesa directiva.

☒ Revisión anual del plan escolar, ayudar en la planificación de los presupuestos categóricos y aprobación de los mismos.   ☐ Repasar y periódicamente evaluar la puesta en marcha del plan escolar y la eficacia del programa.

February 8, 2013 --The meeting was called to order at 7: 27 a.m. by Mrs. Collins.

Flag Salute was led by Mrs. Collins at 7:27 a.m.

FLAG SALUTE

Present at the meeting were: Principal-Christiane Ayoub, Chair Person: Denise Collins; Secretary Mrs. Neer; Teachers: Mrs. De Casas, Mrs. Nides, Parent Members: Denise Collins, Elizabeth Arzapalo, Emilia Valladares, Aurelia Garcia, Personnel: Mercedes Gomez, Mrs. Neer

MEMBERS PRESENT

Erica Cabrera, Emilia Valladares

MEMBERS ABSENT

No changes. Motion to approve: Mrs. Arzapalo, Mrs. Neer seconded

CHANGES/ADDITIONS TO AGENDA

No changes. Motion made by Mrs. Arzapalo, seconded by Mrs. Garcia; motion carried.

APPROVAL OF MINUTES

Target gift card-can we use it for Wii for school for incentives. Council feels it is a good idea.

PUBLIC COMMENTS

DAC Mtg-reviewed SAR with parents. Parents understand more of why the new report card gives more valuable information in the areas that the students are struggling in. District discussed importance of attending Parent Meeting.

REPORTS OF OFFICERS and COMMITEES

A. Jointly prioritize 13-14 Budget for SPSA
- Collins-pg. 22 SPSA ELA 6, 7, 8 what are they for? Christiane identified who the positions. SPSA ELA 8, outreach consultant position has been eliminated and will not be picked up for next year. Duties have been reassigned to different support staff positions.
- Collins-we need a functioning library. Do they need volunteers? Mercedes explained that we can look at hiring for the next school year.
- Christiane-we also want to look at hiring additional instructional aides. They cost about $14,000 a year for 3 hours.
- Collins-SPSA ELA 10-What is that? Mrs. Gomez explained that QEIA is the result of a CTA vs. California to get funds back that the governor took to balance budget. The waiver was approved but since prop 30 was passed it should not impact class sizes.
- Collins-SPSA ELA 13-what is it? Gomez-Illuminate is the data system that houses all of the test scores.
- Collins-SPSA ELA 23-do we have the funds to continue paying for parent workshops? Christiane-The workshop that we have now is currently free. Costs are usually just the cost of coffee and cookies.
- Collins-SPSA ELA 28-Need to give parents a heads up on benchmark testing. The school choice bundle was dated January 9th but parents didn't receive them until 2 weeks later. Why? Mrs. Garcia-We will send out notice for benchmarks in the future (reminders and connect eds). We will check into the school choice bundle and see where the delay was.

UNFINISHED BUSINESS

A.Discuss information presented at budget meeting
- Mrs. Gomez-met with district personnel to review budget. We will provide exact numbers at the next meeting.
- We have added a new kindergarten class. The district has also dropped 2 portables to meet projected numbers over the next 3 years.

NEW BUSINESS

B. Upcoming Meeting Dates
- Continue meeting in mornings for School Plan.
- Continue meeting on Fridays.
- Upcoming dates: 2/15, 3/1, 3/8

Motion to adjourn by Mrs. Arzapalo, seconded Ms. Nides; motion carried.
Meeting adjourned at 7:58 a.m.

ADJOURNMENT

DATE: Friday, February 15, 2013
TIME: 7:15a.m.
LOCATION: Lehigh Elementary School
10200 Lehigh Avenue, Montclair, CA 91763

NEXT SCHOOL SITE COUNCIL MEETING

8 de febrero de 2013 –La junta fue iniciada a las 7: 27 a.m. por Sra. Collins.

El saludo a la bandera fue dirigido por Sra. Collins a las 7:27 a.m.

SALUDO A LA BANDERA

Presentes en la junta estuvieron: Directora-Christiane Ayoub, Presidenta: Denise Collins; Secretaria Sra. Neer; Maestras: Sra. De Casas, Sra. Nides, Padres miembros: Denise Collins, Elizabeth Arzapalo, Emilia Valladares, Aurelia García, Personal: Mercedes Gómez, Sra. Neer

MIEMBROS PRESENTES

Érica Cabrera, Emilia Valladares

MIEMBROS AUSENTES

No hubo cambios. Propuesta para aprobar: Sra. Arzapalo, Sra. Neer la apoyó

CAMBIOS /ADICIONES AL ORDEN DEL DIA

No hubo cambios. Propuesta para aprobar por Sra. Arzapalo, apoyada por Sra. García; la propuesta fue aprobada.

APROBACION DEL ACTA

La tarjeta de regalo de Target- puede ser usada para Wii para incentivos escolares. El Concilio piensa que es una buena idea.

COMENTARIOS DEL PUBLICO

Junta DAC –repasó SAR con los padres. Los padres entienden mas porque la nueva tarjeta de calificaciones da información más valiosa en las materias en que los estudiantes están teniendo dificultad. El distrito mencionó lo importante que es asistir a las juntas de padres.

INFORMES DE OFICIALES y COMITES

B. Colectivamente dar prioridad al presupuesto de SPSA para el año escolar 2013-2014.

ASUNTOS INCONCLUSOS

- Collins-pg. 22 SPSA ELA 6, 7, 8 ¿Para qué son? Christiane determinó que puestos. SPSA ELA 8, el puesto de consultante outreach ha sido eliminado y no existirá para el próximo año. Las funciones han sido reasignadas a distintos puestos de personal de apoyo.
- Collins-necesitamos una biblioteca que funcione. ¿Necesitan voluntarios? Mercedes explicó que podemos pensar en contratar a alguien el próximo año escolar.
- Christiane-también queremos ver si podemos contratar a mas auxiliares de instrucción. Estos puestos cuestan aproximadamente $14,000 al año por 3 horas.
- Collins-SPSA ELA 10-¿Que es eso? Sra. Gómez explicó que QEIA es el resultado de CTA vs. California para recuperar los fondos que el gobernador eliminó para balancear el presupuesto. La exención fue aprobada pero ya que la Proposición 30 fue aprobada no tiene por que afectar el tamaño de clases.
- Collins-SPSA ELA 13-¿que es eso? Gomez-Illuminate es el sistema de datos que contiene todos los resultados de los exámenes.
- Collins-SPSA ELA 23-¿tenemos fondos para continuar pagando por los talleres de padres? Christiane-Los talleres que tenemos ahora son gratis o sea que no cuestan nada. Los costos son normalmente por el café y las galletas.
- Collins-SPSA ELA 28-Tenemos que dar a los padres aviso sobre el examen benchmark. El paquete de escuela de preferencia tenia fecha de 9 de enero, pero los padres no lo recibieron sino hasta 2 semanas después. ¿Por qué? Sra. García-Enviaremos avisos para las benchmarks en el futuro (recordatorios y mensajes telefónicos en masa "connect ed"). Averiguaremos porque se atrasó el paquete de escuela de preferencia.

A. Tratar información presentada en la junta de presupuesto

ASUNTOS ACTUALES

- Sra. Gómez-se reunió con personal del distrito para repasar el presupuesto. Les daremos las cantidades exactas en la próxima junta.
- Hemos agregado una nueva clase de kindergarten. El distrito también eliminó dos portátiles para cumplir con cifras proyectadas para los próximos 3 años.

B. Fechas par alas próximas juntas

- Continuar reuniéndonos por las mañanas para el Plan escolar.
- Continuar reuniéndonos los viernes.
- Fechas próximas: 2/15, 3/1, 3/8

Propuesta para clausurar la junta hecha por Sra. Arzapalo, apoyada por Srta. Nides; la propuesta fue aprobada
La junta fue clausurada a las 7:58 a.m.

CLAUSURA

FECHA: Viernes, 15 de febrero de 2013
HORA: 7:15a.m.
LUGAR: Escuela Primaria Lehigh
10200 Lehigh Avenue, Montclair, CA 91763

PROXIMA JUNTA DEL CONCILIO ESCOLAR

Date of Posting: Tuesday, February 12, 2013

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AGENDA
LEHIGH SCHOOL SITE COUNCIL MEETING

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Date: February 15, 2013   **Starting Time:** 7:15 a.m.   **Location**: MPR   **Proposed Ending Time:** 8:00 a.m.

Participants at the Meeting: President: *Ms. Collins*; Vice President: *Mrs. Arzapalo*; Secretary:*Michele De Casas*; Teachers: *Mrs. Nides, Ms. Rios, Principal Christiane Ayoub-Garcia;* Parent Members: Mrs. Cabrera, *Mrs. Garcia, Mrs. Arzapalo, Ms. Collins, Mrs. Valladares;* Support Personnel:*Mercedes Gomez, Mrs. Neer*

Agenda Item:		Action Requested:	Person Responsible:	Time Limit:
I.	**Call Meeting to Order**	None	Chairperson	1 minute
II.	**Flag Salute**	None	Chairperson	1 minute
III.	**Roll Call**	None	Secretary	1 minute
IV.	**Changes/Additions to agenda**	Approval/Modification of agenda	Chairperson	2 minutes
V.	**Approval of minutes**	Approval/Modification of minutes	Chairperson	0 minutes
VI.	**Public Comment**	Under the open meeting law no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
VII.	**Reports of Officers & Committees**			
	A. District Advisory Council (DAC)	Present information from the meeting	Ms. Collins Mrs. Arzapalo	2 minutes
VIII.	**Unfinished Business**			
	A.2013-2014 Budget	Review budget for 2013-2014 school year	Mrs. Garcia	10 minutes
IX.	**New Business**			
	Title 1 Compact	Jointly develop the Title 1 compact for 12-13 SPSA	Mrs. Gomez	10 minutes
	a. Parent Involvement Policy minutes	Jointly develop the Parent Involvement for 12-13 SPSA	Mrs. Gomez	10
	b. School Goals	Jointly develop School Goals for 12-13 SPSA	Mrs. Gomez	5 minutes
	c. GATE Plan	Jointly develop GATE plan for 12-13 SPSA	Mrs. Gomez	3 minutes
10.	**Adjournment**	Approval to adjourn meeting.	Chairperson	1 minute

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UPCOMING MEETINGS

</div>

Friday, April 6, 2012	School Site Council	7:15 a.m.

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LEGAL REQUIREMENTS COVERED:

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☒ Establish open communication between school and community   ☒ Encourage participation of parents in the programs of the school.

☒ Assist in the development of the school plan.   ☐ Recommend the school plan to the board of trustees.

☒ Annually review the school plan, assist in planning for categorical budgets, and approval of the same.   ☐ Review and periodically assess the implementation of the school plan and the effectiveness of the program.

February 15, 2013 --The meeting was called to order at 7:26 by Ms. Collins.

Flag Salute was led by Ms. Collins at 7:26.

Present at the meeting were: President Ms. Collins, Vice president Mrs. Arzapalo; Secretary Mrs. Neer; Teachers: Mrs. Nides, Ms. Rios, Mrs. DeCasas Parent Members: Erika Cabrera, Mrs.Garcia, Mrs. Arzapalo,   Support Personnel Mercedes Gomez, Mrs. Neer. Principal: Christiane Ayoub

None

Table Budget for March 1ˢᵗ meeting; first Ms. Valladares; seconded by Ms. DeCasas motion carried.

Add Ms. Rios as present at the 2/1/13 meeting. First made by Ms. Rios, seconded by Mrs. Arzapalo.

None

None

A. Title 1 Compact
   - Reviewed the purpose of the Title 1 Compact.
   - Suggested adding it to the Student Handbook to distribute.
   - No other changes/suggestions.
B. Parental Involvement Policy
   - Explains different activities for parents to be involved (SSC, ELAC, SST)
   - Nides asked if No Excuses University has a parent component that needs to be included. Ms. Ayoub-Garcia noted that sense we have not applied as of yet, it will be something to think of for next year.
C. School Goals
   - Neer explained that the goals are set by the district.
   - Our goals are to meet our safe harbor targets.
   - Mission statement-Ms. Collins asked if it should include a statement of safety to reflect positive safety measures that have been taken. Discussion followed. It was determined that the safe environment is reflected in other parts of the student handbook and does not necessarily need to be put in this section of the school plan.
D. GATE Plan
   - Reviewed current GATE plan.
   - Discussed including a 4 year cycle for enrichment activities (Science, Technology, Visual and Performing Arts, Social Studies)
   - Council agreed that it would be good to rotate enrichment so the students are exposed to different things.

Motion to adjourn by Mrs. Nides, seconded Ms. Rios; motion carried.
Meeting adjourned at 8:00a.m.

DATE: Friday, March 1ˢᵗ.
TIME: 7:15a.m.
LOCATION: Lehigh Elementary School
10200 Lehigh Avenue, Montclair, CA 91763

SCHOOL SITE COUNCIL MEETING

FLAG SALUTE

MEMBERS PRESENT

MEMBERS ABSENT

CHANGES/ADDITIONS TO AGENDA

APPROVAL OF MINUTES

PUBLIC COMMENTS

REPORTS OF OFFICERS and COMMITEES

UNFINISHED BUSINESS

NEW BUSINESS

ADJOURNMENT

NEXT SCHOOL SITE COUNCIL MEETING

Date of Posting: Tuesday, February 26, 2013

AGENDA
LEHIGH SCHOOL SITE COUNCIL MEETING

Date: March 1, 2013   **Starting Time:** 7:15 a.m.   **Location**: MPR   **Proposed Ending Time:** 8:00 a.m.

Participants at the Meeting: President: *Ms. Collins*; Vice President: *Mrs. Arzapalo*; Secretary:*Michele De Casas*; Teachers: *Mrs. Nides, Ms. Rios, Principal Christiane Ayoub-Garcia;* Parent Members: *Mrs. Garcia, Mrs. Arzapalo, Ms. Collins, Mrs. Valladares, Mrs. Cabrera;* Support Personnel:*Mercedes Gomez, Mrs. Neer*

Agenda Item:	Action Requested:	Person Responsible:	Time Limit:
I. Call Meeting to Order	None	Chairperson	1 minute
II. Flag Salute	None	Chairperson	1 minute
III. Roll Call	None	Secretary	1 minute
IV. Changes/Additions to agenda	Approval/Modification of agenda	Chairperson	2 minutes
V. Approval of minutes	Approval/Modification of minutes	Chairperson	0 minutes
VI. Public Comment	Under the open meeting law no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
VII.Reports of Officers & Committees		Collins/Arzapalo	2 minutes
VIII. Unfinished Business			
a. 2013-2014 Budget	Review information from the district	Mrs. Gomez	5 minutes
IX. New Business			
a. SSC By Laws	Approve SSC By Laws	Mrs. Gomez	10 minutes
b. School Advisory Council	SAC	Mrs. Gomez	25 minutes
i. Do we want SSC to absorb role?			
ii. Choose a representative			
X. Adjournment	Approval to adjourn meeting.	Chairperson	1 minute

UPCOMING MEETINGS

Friday, March 8, 2013	School Site Council	7:15 a.m.

LEGAL REQUIREMENTS COVERED:

☒ Establish open communication between school and community   ☒ Encourage participation of parents in the programs of the school.

☒ Assist in the development of the school plan.   ☐ Recommend the school plan to the board of trustees.

☒ Annually review the school plan, assist in planning for categorical budgets, and approval of the same.   ☐ Review and periodically assess the implementation of the school plan and the effectiveness of the program.

Fecha del aviso: martes, 26 de febrero de 2013

ORDEN DEL DIA
JUNTA DEL CONCILIO ESCOLAR DE LA ESCUELA LEHIGH

Fecha: 1 de marzo de 2013 **Fecha para empezar:** 7:15 a.m. **Lugar**: MPR **Tiempo propuesto para terminar:** 8:00 a.m.

Participantes en la junta: Presidente: *Sra. Collins*; Vice Presidente: *Sra. Arzapalo*; Secretaria:*Michele De Casas*; Maestras: *Sra. Nides, Sra. Rios*;Director: *Mrs. Christiane Ayoub-Garcia*; Padres: *Sra. Garcia, Sra. Arzapalo, Sra. Collins, Sra. Valladares;*Personal Escolar:*Mercedes Gomez, Sra. Neer;* Todo el personal, padres y miembros del público están invitados para asistir a la junta.

Artículo o inciso del orden del día:	Medida que se tomará:	Persona responsable:	Tiempo límite:
1. **Se inicia la junta**	Ninguna	Presidente	1 minuto
2. **Saludo a la bandera**	Ninguna	Presidente	1 minuto
3. **Se pasa lista**	Ninguna	Secretaria	1 minuto
4. **Cambios/Adiciones al orden del día**	Aprobación/Modificación del orden del día	Presidente	2 minutos
5. **Aprobación del acta**	Aprobación/Modificación del acta	Presidente	0 minutos
6. **Comentario del público**	Conforme a la ley de junta abierta ninguna medida puede ser tomada con relación a comentarios del público en esta junta. Los asuntos planteados en esta junta pueden ser tratados en otra junta del concilio escolar.	Presidente	10 minutos
7. **Informes de oficiales y comités** C. Comité Consejero del Distrito (DAC)	Presentar información de la primera junta	Collins/Arzapalo	5 minutes
8. **Asuntos sin concluir** C. 2013-2014 Budget	Presentar información de la distrito	Sra. Garcia	
9. **Asuntos actuales** A. Reglamentos de SSC	Aprobar los reglamentos de SSC.	Sra. Gomez	1 minuto
B. Comité Asesor Escolar	Seleccionar SAC representante i. Queremos SSC para absorber SAC ii. seleccionar un representate	Sra. Gomez	1 minuto
10. **Clausura**	Aprobación para concluir la junta	Presidente	1 minuto

PROXIMOS EVENTOS

El viernes, 8 de marzo del 2013   Junta del Concilio escolar   7:15 a.m.

REQUISITOS LEGALES MENCIONADOS:

☒ Entablar comunicación abierta entre la escuela y comunidad

☐ Ayudar en la elaboración del plan escolar.

☒ Revisión anual del plan escolar, ayudar en la planificación de los presupuestos categóricos y aprobación de los mismos.

☒ Motivar la participación de padres en los programas de la escuela.

☐ Recomendar el plan escolar a la Mesa directiva.

☐ Repasar y periódicamente evaluar la puesta en marcha del plan escolar y la eficacia del programa.

March 1, 2013 --The meeting was called to order at 7:30 by Ms. Arzapalo

Flag Salute was led by Ms. Collins at 7:30

FLAG SALUTE

Present at the meeting were: Vice president Mrs. Arzapalo; Principal Christiane Ayoub-Garcia, Michele De Casas; Teachers: Mrs. Nides, Ms. Rios, Parent Members: Erika Cabrera, Mrs.Garcia, Mrs. Arzapalo,, Mrs.Valladares Support Personnel Mercedes Gomez.

MEMBERS PRESENT

Mrs. Neer. Ms. Collins, Secretary Mrs. Neer.

MEMBERS ABSENT

District salaries school site to contribute to positions
- Lehigh $9,000 add into plan

CHANGES/ADDITIONS TO AGENDA

Motioned made by Mrs. Arzapalo, second by Mrs. Rios, motion carried.

APPROVAL OF MINUTES

None

PUBLIC COMMENTS

DELAC meeting coming up soon

REPORTS OF OFFICERS and COMMITEES

B.   Reviewed information from district for 2013-2014 budget

UNFINISHED BUSINESS

- Noon aides will be reduce next school year

C. Approve SSC By Laws

NEW BUSINESS

- Finalize and approve SSC By Laws
- Motion to approve the SSC By Laws made by Mrs. Nides; seconded by Mrs. Rios; all in favor; motion approved

D. School Advisory Council (SAC)
- Agreed to absorb SAC into SSC motioned by Ms. Arzapalo; second by Ms. Rios: all in favor; motioned approved
- Ms. Arzapalo & Ms. Collins will represent our school motioned by Ms. Villadares; second by Ms. Garcia: all in favor; motioned approved
-

Motion to adjourn by Garica, seconded Ms. Nides; motion carried.
Meeting adjourned at 7:50a.m.

ADJOURNMENT

DATE: Friday, March 8th
TIME: 7:15a.m.
LOCATION: Lehigh Elementary School
10200 Lehigh Avenue, Montclair, CA 91763

NEXT SCHOOL SITE COUNCIL MEETING

Date of Posting: Tuesday, March 5, 2013

AGENDA
LEHIGH SCHOOL SITE COUNCIL MEETING

Date: March 8, 2013   **Starting Time:** 7:15 a.m.   **Location**: MPR   **Proposed Ending Time:** 8:00 a.m.

Participants at the Meeting: President: *Ms. Collins*; Vice President: *Mrs. Arzapalo*; Secretary:*Stacia Neer*; Teachers: *Mrs. Nides, Ms. Rios, Mrs. DeCasas; Principal Christiane Ayoub-Garcia;* Parent Members: *Mrs. Garcia, Mrs. Arzapalo, Ms. Collins, Mrs. Valladares, Mrs. Cabrera;* Support Personnel:*Mercedes Gomez, Mrs. Neer*

Agenda Item:	Action Requested:	Person Responsible:	Time Limit:
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VI. Public Comment	Under the open meeting law no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
VII. Reports of Officers & Committees		Collins/Arzapalo	5 minutes
VIII. Unfinished Business			
IX. New Business			
a. Parent Survey	Review the results of the survey	Mrs. Gomez	2 minutes
b. SPSA 2013-2014	Jointly review and develop the components of the SPSA and the addendums. i. School Data ii. APS survey	Mrs. Gomez	10 minutes
X. Addendum I SPsA 2012-2013	Review the final budget allocation	Mrs. Gomez	2 minutes
XI. SPSA 2012-2013	Sign that budget was reviewed for Trimester 2 on 2/8/13	Mrs. Gomez	2 minutes
XII. Adjournment	Approval to adjourn meeting.	Chairperson	1 minute

UPCOMING MEETINGS

Friday, April 5, 2013	School Site Council	7:15 a.m.

LEGAL REQUIREMENTS COVERED:

☒ Establish open communication between school and community

☒ Encourage participation of parents in the programs of the school.

☒ Assist in the development of the school plan.

☐ Recommend the school plan to the board of trustees.

☒ Annually review the school plan, assist in planning for categorical budgets, and approval of the same.

☐ Review and periodically assess the implementation of the school plan and the effectiveness of the program.

131

March 8, 2013 --The meeting was called to order at 7:29 by Ms. Arzapalo.

Flag Salute was led by Ms.Arzapalo at 7:29.

FLAG SALUTE

Present at the meeting were: President Ms. Collins, Vice president Mrs. Arzapalo; Secretary Mrs. Neer; Teachers: Mrs. Nides, Ms. Rios, Mrs. DeCasas Parent Members: Erika Cabrera, Mrs.Garcia, Mrs. Arzapalo, Support Personnel Mercedes Gomez, Mrs. Neer. Principal: Christiane Ayoub

MEMBERS PRESENT

None

MEMBERS ABSENT

Table Parent survey until next meeting. First Ms. Valladares; seconded by Ms. DeCasas motion carried.

CHANGES/ADDITIONS TO AGENDA

No minutes to approve.

APPROVAL OF MINUTES

None

PUBLIC COMMENTS

None

REPORTS OF OFFICERS and COMMITEES

None

UNFINISHED BUSINESS

A. Jointly reviewed and developed the addendums for the SPSA 2013-2014.
    - Jointly reviewed the school data provided by Ed-Quest. The information reports general school information, demographics and scores.
    - Jointly reviewed the APS survey. We are fully compliant in most areas. However, some areas are only "partially compliant." This is due to the fact that as new teachers are hired, they were not part of the AB466 and not required to complete the practicum or go through the trainings.
B. Addendum 1-Final Budget Allocation 2012-2013
    - Reviewed the final budget allocations as provided by the Conapp.
    - The final allocations are for the 2012-2013 school year.
    - No questions asked.
C. SPSA 2012-2013 – review of budget/action steps
    - We reviewed the action steps at the 2/8 meeting.
    - We need to sign off that we did in fact review the section.

NEW BUSINESS

Motion to adjourn by Mrs. Valladares, seconded Ms. Cabrera; motion carried.
Meeting adjourned at 7:45a.m.

ADJOURNMENT

DATE: Friday, March 29th.
TIME: 7:15a.m.
LOCATION: Lehigh Elementary School
10200 Lehigh Avenue, Montclair, CA 91763

NEXT SCHOOL SITE COUNCIL MEETING

March 29, 2013 -- The meeting was called to order at 7:29 by Ms. Collins.

Flag Salute was led by Ms.Collins at 7:29.

FLAG SALUTE

Present at the meeting were: President Ms. Collins, Vice president Mrs. Arzapalo; Secretary Mrs. Neer; Teachers: Mrs. Nides, Ms. Rios, Mrs. DeCasas Parent Members: Erika Cabrera, Mrs.Garcia, Mrs. Arzapalo, Support Personnel Mercedes Gomez, Mrs. Neer.

MEMBERS PRESENT

Christiane Ayoub

MEMBERS ABSENT

Motion to approve by Mrs. DeCasas, seconded by Mrs. Arzapalo. All in favor.

CHANGES/ADDITIONS TO AGENDA

Motion to approve minutes by Mrs. Arzapalo, seconded by Mrs. Valladares. All in favor.

APPROVAL OF MINUTES

None

PUBLIC COMMENTS

None

REPORTS OF OFFICERS and COMMITEES

None

UNFINISHED BUSINESS

D.   Jointly developed and reviewed changes to the SPSA.

NEW BUSINESS

- Noted changes made (SPSA ELA 1: from Professional Learning & Leading Communities to Professional Learning Communities.
- SPSA ELA 18-took out Standards Plus and updated to reflect current instructional materials (Zoom-In, Read Naturally, Bellwork).
- Added "distribute" to SPSA ELA 29.
- Added ASES to Plan
- Added item to fund support centralized services; may need to add Director of EL salary. If so, does council approve to add this to SPSA? Motion to approve made by Mrs. Cabrera, seconded by Mrs. Valladares. Motion approved.
- Motion to approve SPSA-motion made by Decasas; seconded by Mrs. Nides. All in favor.

E.   Reviewed meeting dates for SSC for 2013-2014 school year. No changes noted.

Motion to adjourn by Mrs. Arzapalo, seconded Ms. Valladares; motion carried.
Meeting adjourned at 7:49a.m.

ADJOURNMENT

DATE: Friday, April 5.
TIME: 7:15a.m.
LOCATION: Lehigh Elementary School
10200 Lehigh Avenue, Montclair, CA 91763

NEXT SCHOOL SITE COUNCIL MEETING

29 de marzo de 2013 –la junta fue iniciada a la 7:29 por Srta. Collins.

JUNTA DEL CONCILIO ESCOLAR

El saludo a la bandera fue dirigido por Srta.Collins a las 7:29.	**SALUDO A LA BANDERA**
Presentes en la junta estuvieron: Presidenta Sra. Collins, Vicepresidenta Sra. Arzapalo; Secretaria Sra. Neer; Maestras: Sra. Nides, Srta. Ríos, Sra.. DeCasas Madres miembros: Erika Cabrera, Sra. García, Sra. Arzapalo, Personal de apoyo Mercedes Gómez, Sra. Neer.	**MIEMBROS PRESENTES**
Christiane Ayoub	**MIEMBROS AUSENTES**
Propuesta para aprobar por Sra. DeCasas, apoyada por Sra. Arzapalo. Todos a favor. Propuesta para aprobar el acta por Sra. Arzapalo, apoyada por Sra. Valladares. Todos a favor.	**CAMBIOS/ADICIONES AL ORDEN DEL DIA APROBACION DEL ACTA**
Ninguno	**COMENTARIOS DEL PUBLICO**
Ninguno	**INFORME DE OFICIALES y COMITES**
Ninguno	**ASUNTOS INCONCLUSOS**

F. Desarrollo en conjunto Repaso de los cambios al SPSA.	**ASUNTOS ACTUALES**

- Cambios hechos al (SPSA ELA 1: de Comunidades profesionales de aprendizaje y Liderazgo a Comunidades profesionales de aprendizaje (Professional Learning & Leading Communities to Professional Learning Communities.)
- SPSA ELA 18-fue eliminado Standards Plus y se puso al día para que refleje los materiales actuales de instrucción (Zoom-In, Read Naturally, Bellwork).
- Se agregó "distribuir" a SPSA ELA 29.
- Se agregó ASES al Plan
- Se agregó un inciso para financiar apoyo para servicios centralizados; pueden ser necesario agregar el sueldo de Director de EL. ¿Si es así, aprueba el concilio que se agregue esto al Plan? Propuesta para aprobar hecha por Sra. Cabrera, apoyada por Sra. Valladares. La propuesta fue aprobada.
- Propuesta para aprobar el SPSA-la propuesta fue hecha por DeCasas; apoyada por Sra. Todos a favor.

G.   Se repasaron las fechas de las juntas para el SSC para el año escolar 2013-2014. No hubo cambios.

Propuesta para aprobar por Sra. Arzapalo, apoyada por Srta. Valladares; la propuesta fue aprobada. La junta fue clausurada a las 7:49a.m.	**ADJOURNMENT**
FECHA: 5 de abril HORA: 7:15a.m. LUGAR: Escuela Primaria Lehighl 10200 Lehigh Avenue, Montclair, CA 91763	**NEXT SCHOOL SITE COUNCIL MEETING**

Addendum G

Title I
Program Improvement
Plan Required Elements

Title I Program Improvement Required Elements
School Plan for Student Achievement Requirements Reference Guide
Elements required in ESEA Title I, Part A, Section 1116 for PI

School Name: LEHIGH ELEMENTARY   **Year in PI:** 2

Required PI Plan Elements	Location (by page) in SPSA
Scientifically-based research – Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	22 (PLC) 22 (SIPPS, ERI) 24 (Instructional strategies) 25 (Bellwork, etc.)
Successful Policies and Practices j- Adoption of policies and practices concerning a school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	22-30
Professional Development (PD) ❖ A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal ❖ PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals) ❖ PD affords increased opportunity for participation ❖ PD directly addresses the academic achievement problem that caused a school to be identified for PI ❖ How funds (ten percent) reserved for PD will be used to remove the school from PI status	22, 24, 25, 26
Description of **Specific Annual Measurable Objectives** – developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress	6 – 7 (SMART Goals)
Parent Notification – description of how the school will provide written notice about the identification of the school for PI in understandable language and format	5, 26
Shared Responsibility for Improvement – Specify the responsibilities of the school, the LEA, the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	22 - 30
Parent Involvement – strategies to promote effective parental involvement	26
Extended Learning – as appropriate, activities before school, after school, during the summer, and during any extension of the school year	27
Incorporation of a Teacher Mentoring Program – See ESEA Title IX, Part A, β9101(42) for definition of "Teacher Mentoring Program"	22- 25

Addendum H

Title I
Schoolwide
Required Elements

SPSA Title I School wide Requirements
Elements required in ESEA Title I, Part A, Section 1114 for PI

Required Elements of the ESEA	Location (by page) in SPSA
Comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	8 - 18
Schoolwide reform strategies that: ❖ Provide opportunities for all students to meet the academic standards at the proficient and advanced levels ❖ Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: ➢ Increase the amount and quality of learning time such as through an extended school year, before and after school, and summer school programs and help provide an enriched and accelerated curriculum ➢ Include strategies for meeting the educational needs of historically underserved populations ❖ Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards ➢ Description of a process for evaluating whether the needs of students have been met ➢ Are consistent with the LEA Plan	12, 21 - 25
Instruction by **highly-qualified teachers**	23
Provisions for high quality and **ongoing professional development** for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state's academic achievement standards	8 - 10
Strategies to attract high quality highly-qualified teachers to high-need schools	8 – 10, 23 - 24
Strategies to **increase parental involvement** in accordance with Section 1118, such as family literacy services	26
Plans for **assisting preschool children in the transition** from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	8 – 10, 22, 26
Measures to **include teachers in the decisions** regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program	21
Strategies for **timely and effective assistance** to students that need additional help	8 – 10, 25
Coordination and integration of federal, state, and local services and programs	25, 27

Addendum I

Budget Allocations

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following State and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy. *(Delete funding sources from this list for which the school does not receive an allocation).*

STATE PROGRAMS	**Projected Allocations**	**Final Allocations Based on ConApp**
Economic Impact Aid/State Compensatory Education (EIA-SCE At Risk Students) - Mgmt code 0813 The purpose of EIA is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on challenging State academic standards and State academic assessments. This funding source is intended to expand and improve the academic educational opportunities of educationally disadvantaged students in order to succeed in the regular program. Note: This state funded program is similar to Title Me. Services under EIA-SCE are designed to meet the needs of economic disadvantaged and or "at risk" students.	Amount: $110,961	Amount: $
EIA-LEP Bilingual - Mgmt code 0814 The purpose of EIA-LEP funds is to support the instructional program for English Learners to develop English Language proficiency and achieve academic success at the same level as English only students on state and district academic standards. These funds should be used to develop English fluency as effectively and efficiently as possible. EIA-LEP should help promote students' positive self-concepts and promote cross-cultural understanding.	Amount: $56,534	Amount: $
QEIA Program - Mgmt code 0881 Purpose: Assist schools in closing the achievement gap by reducing class size, improving teacher and principal training, and adding counselors to high schools.	Amount: $436,320	Amount: $
Lottery-Prop 20 (Mgmt code 790A) Purpose: California earmarked a portion of the state lottery funding stream for instructional materials through a statewide "initiative" process. The purpose of the Instructional Material Lottery funds is for purchasing materials. "Materials" are defined as items that are designed for use by pupils and their teachers as a learning resource and to help pupils acquire facts, skills, or cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials (software), other educational materials, and tests.	Amount: $0	Amount: $
TOTAL AMOUNT OF STATE CATEGORICAL FUNDS ALLOCATED TO THIS SCHOOL	Amount: $603,815	Amount: $
FEDERAL PROGRAMS		

Title I – Mgmt code 0912 The purpose of NCLB Title I am to ensure all students have a fair, equal, and significant opportunity to obtain a high-quality education in order to reach a minimum level of proficiency on State academic content and performance standards. These funding sources are intended to provide supplementary (not supplant) education services in _ELA_ and _Mathematics_. The funds are intended to help students who are educationally disadvantaged or at risk of failing to meet State Standards.	**Amount: $108,469**	**Amount: $**
Title III – Mgmt code 0977 Purpose: The purpose of Title III is to assist English Language Learner students to acquire English and achieve grade-level standards. State law (_Education Code_ sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to students who are English learners as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT).	**Amount: $20,253**	**Amount: $**
TOTAL AMOUNT OF FEDERAL CATEGORICAL FUNDS ALLOCATED TO THIS SCHOOL	**Amount: $128,722**	

Total amount of State and Federal Categorical funds allocated to this school:	**Amount: $732,537**	**Amount: $**

Addendum J

Newly Identified Year 1 Program Improvement

SCHOOL PLAN ADDENDUM

FOR

NEWLY IDENTIFIED YEAR 1 PROGRAM IMPROVEMENT SITE

Site Program Improvement modifications based on research:

I.   Using the APS and site student data, address the fundamental teaching and learning needs in the school and specific student academic needs:

II.   Include specific measurable achievement goals and targets for students consistent with AYP.

III.   Describe specific research based strategies the school will use to reach goals and targets.

IV.   Address Professional Development needs of the instructional staff.

V.   Include specific academic achievement and English Language Proficiency goals and targets for English Learners consistent with Title III Annual Measures Academic Objectives (AMAO's).

VI.   Describe intervention plans to increase student achievement, especially for subgroups not making AYP targets.

VII.   Include strategies to promote effective parental involvement in the school.