

Board Agenda Item #	III B– Discussion Item
Date:	Monday, February 11, 2019
To:	Magnolia Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	MPS MTSS LEA Self-Assessment Results

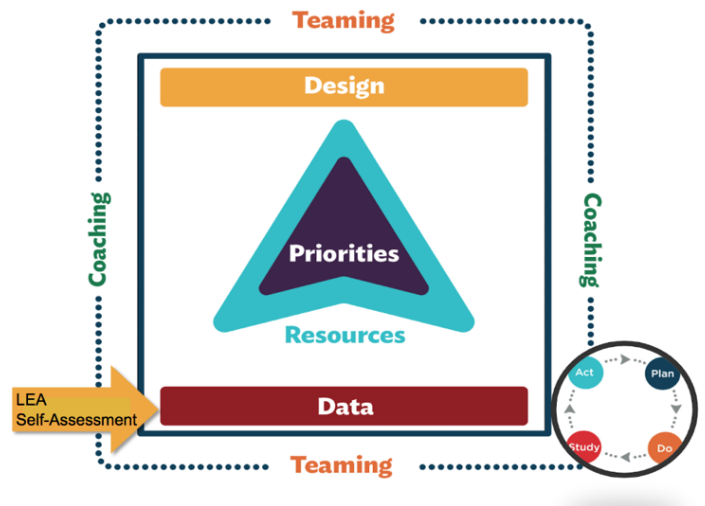
Proposed Board Recommendation

None; Information Only

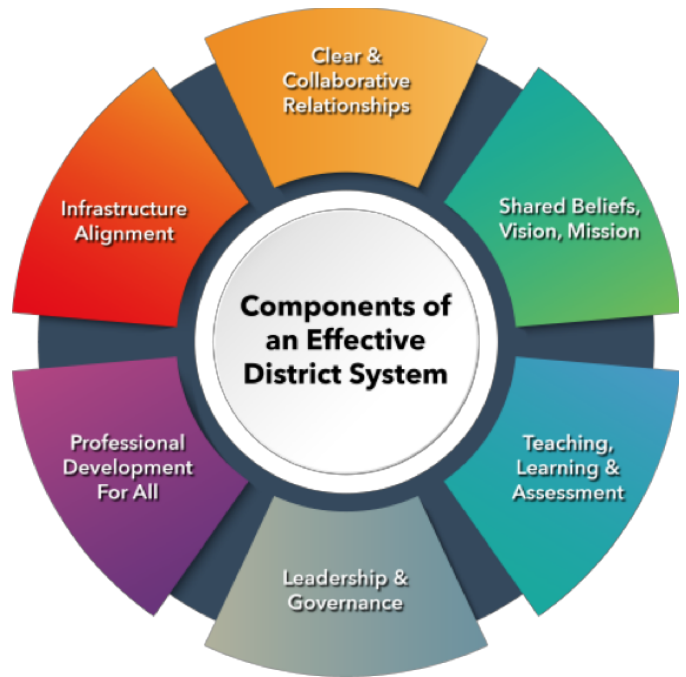
Background

As a recipient of CA SUMS initiative Multi-Tiered Systems of Support (MTSS) grant, all Magnolia schools go through a two-years of process of developing, aligning, and improving academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

In consultation with the grant administrators, MPS CMO undertook the assignment of administering the LEA-Self Assessment tool developed by the California County Superintendents Educational Services Association (CCSESA). The self- assessment process lasted five meetings with reflections, discussions and alignment of the assessment of our current status regarding where our organization as-a-whole stands based on the following six components.



- 1- Shared Beliefs, Vision, Mission
- 2- Teaching, Learning, & Assessment
- 3- Leadership & Governance
- 4- Professional Development for All
- 5- Infrastructure Alignment
- 6- Clear & Collaborative Relationships



When determining the current level of implementation, the following metric is used. Please refer to **Attachment 1: LEA Self-Assessment Tool** for the rubrics for each component and indicators.

<p>Quadrant C</p> <p>Implementing</p> <p>Transformation and systemic efforts are underway</p>	<p>Quadrant D</p> <p>Continuous Improvement & Sustainability</p> <p>Systems are in place that are regularly monitored and revised</p>
<p>Quadrant A</p> <p>Laying the Foundation</p> <p>Not yet started or minimal implementation</p>	<p>Quadrant B</p> <p>Installing</p> <p>Working towards implementation</p>

Summary and Next Steps:

The results reflect that MPS as an organization as a whole have many systems and processes in the installing and implementing phase. MPS team decided to continue with a process of designing a continuous improvement process to design a strategic plan to figure out next steps and implement necessary action to reach out Continuous Improvement and Sustainability phase.

Please refer to the **Attachment 1: LEA Self-Assessment Results** for detailed data.

Budget Implication Not Applicable

Funding Source Not Applicable

How Does This Action Relate/Affect/Benefit All MSAs? All MPS schools plan, design and implement MTSS as part of the CA SUMS initiative and grant. LEA-Self assessment will provide discussions and actions for strategic planning and actions.

Name of Staff Originator:

Erdinc Acar, Chief Academic Officer

Attachments (2)

- 1- LEA Self-Assessment Results
- 2- LEA Self-Assessment Tool

MAGNOLIA PUBLIC SCHOOLS		
MTSS LEA -SELF ASSESSMENT		
2018-2019		
<p>TEAM: Alfredo Rubalcava, CEO and Superintendent Erdinc Acar, Chief Academic Officer, Nanie Montojo Chief Financial Officer, David Yilmaz Chief Accountability Officer Patrick Ontiveros, Facility Director and Legal Counsel Barbara Torres, Executive Assistant Jenny Obuchi, Academic Assistant MPS PRINCIPALS AND DEANS</p>		
COMPONENT 1: Shared Beliefs, Vision and Mission		STATUS
<p>1.1 LEA VISION AND MISSION provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.</p>		Implementing
<p>1.2 PROMOTION OF POSITIVE SCHOOL CULTURE reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.</p>		Implementing
<p>1.3. LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites</p>		Implementing
COMPONENT 2: Teaching, Learning, and Assessment		
<p>2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a clear instructional vision and deliberate set of student learning outcomes for all students including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provides curricular and instructional transitions between grades and disciplines within and among LEA schools.</p>		Implementing
<p>2.2 LEA CURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.</p>		Implementing

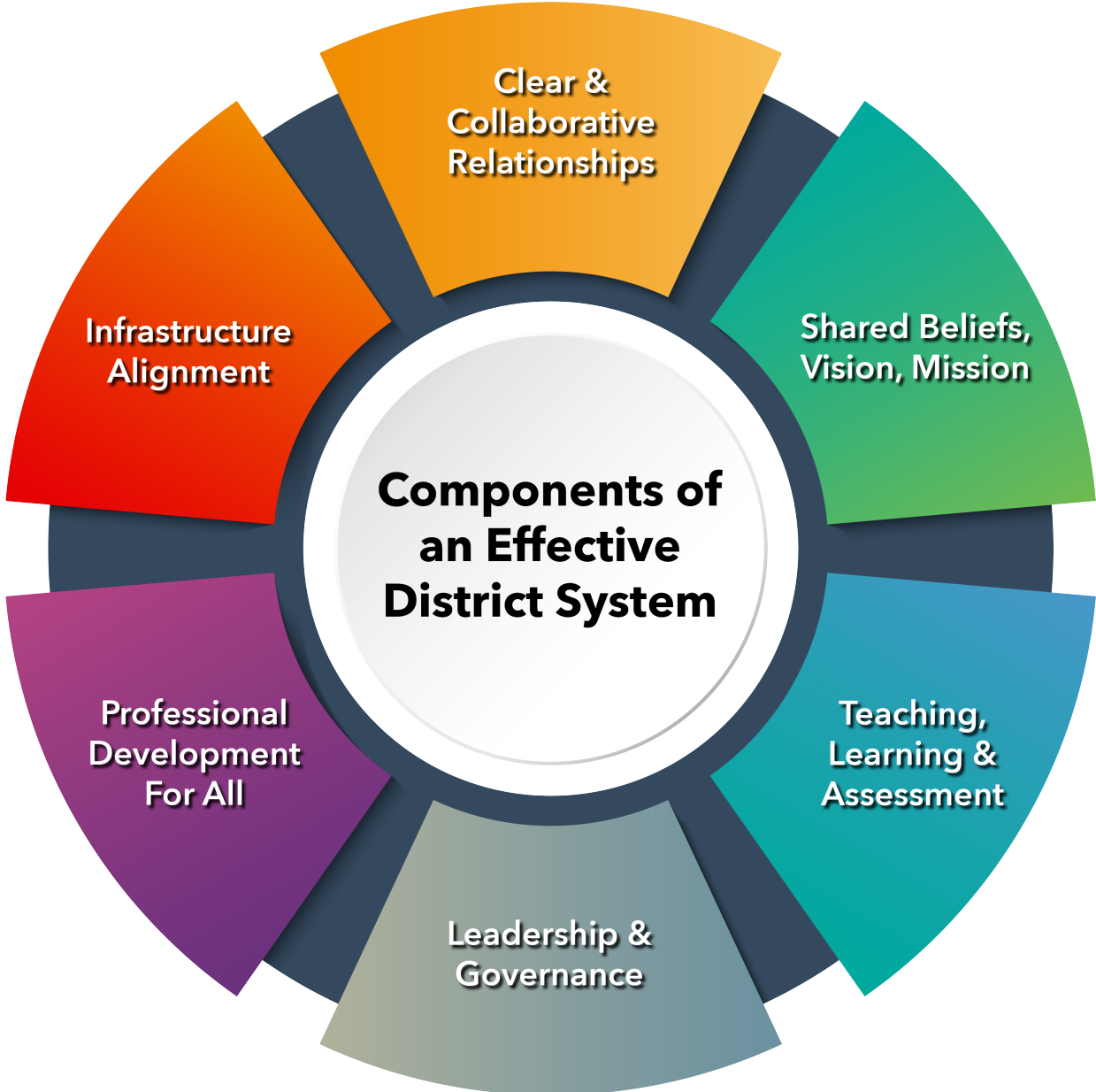
<p>2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.</p>		<p>Implementing</p>
<p>2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.</p>		<p>Implementing</p>
<p>2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.</p>		<p>Implementing</p>
<p>2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after- school programs, and extended learning opportunities within the school data</p>		<p>Implementing</p>
<p>COMPONENT 3: Leadership and Governance</p>		
<p>3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION refers to our LEA administration and the Board's critical role in aligning policies, resources, and funding to our LEA's goals and priorities, and overseeing the impact of those funds.</p>		<p>Implementing</p>
<p>3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT refers to how the LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building "systems thinking" leaders ensures coherent improvement efforts that impact student and adult learning.</p>		
<p>3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is essential for effective implementation of strategies and programs (academic and behavioral).</p>		<p>Implementing</p>
<p>3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning</p>		<p>Implementing</p>
<p>COMPONENT 4: Professional Development for ALL</p>		

4.1 LEA PROFESSIONAL LEARNING PLAN is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.		Implementing
4.2 LEA SUPPORT OF NEW TEACHERS is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.		Implementing
4.3 LEA SUPPORT FOR COLLABORATION TEAMS are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.		Installing
4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS refers to how our LEA ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.		Implementing
4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the on- going learning of all principals.		Implementing
COMPONENT 5: Infrastructure Alignment		
5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.		Installing
5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.		Installing
5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED TEACHERS refers to a proactive, structured documented system for the formation and maintenance professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.		Installing
5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA		Installing
COMPONENT 6: Clear and Collaborative Relationships		

<p>6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.</p>		<p>Implementing</p>
<p>6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.</p>		<p>Implementing</p>
<p>6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.</p>		<p>Installing</p>

LEA Self-Assessment

The LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.



Instructions

LEAs use this tool to self-assess their level of implementation of the six components of an effective district system. Under each Indicator of LEA Support are descriptive statements that differentiate levels of implementation. Check the box that most accurately describes the LEA's current implementation level. The quadrant that has the most boxes checked is the LEA's current level of implementation. If there are an even amount of check boxes marked in each quadrant, as a team, decide which quadrant best describes current implementation. Work towards improving in areas marked in the lower quadrants and reflect on the policies, practices, and systems in place that moved the LEA into the higher quadrants.

<p style="text-align: center;">Quadrant C</p> <p style="text-align: center;">Implementing</p> <p>Transformation and systemic efforts are underway</p>	<p style="text-align: center;">Quadrant D</p> <p style="text-align: center;">Continuous Improvement & Sustainability</p> <p>Systems are in place that are regularly monitored and revised</p>
<p style="text-align: center;">Quadrant A</p> <p style="text-align: center;">Laying the Foundation</p> <p>Not yet started or minimal implementation</p>	<p style="text-align: center;">Quadrant B</p> <p style="text-align: center;">Installing</p> <p>Working towards implementation</p>

LEA Self-Assessment was developed from:

- SWIFT Education Center: Fidelity Integrity Assessment (FIA)
- District Capacity Assessment (NIRN)
- LEA Self-Assessment Companion Resource (CCSESA)
- Michael Fullan's Coherence Framework

COMPONENT 1: Shared Beliefs, Vision and Mission



1.1 LEA VISION AND MISSION provides a collaboratively developed descriptive picture of an LEA’s preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA’s mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA’s demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of “closing the gap” as well as “raising the bar” for all students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The alignment of our LEA’s vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in the majority of schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> A majority of schools in our LEA have the capacity to lead school improvement using our LEA’s vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Stakeholders are knowledgeable and supportive of our LEA’s vision and mission. Our LEA’s mission is a description of how our LEA will achieve its vision. <input type="checkbox"/> Our LEA’s vision, mission, values, and priorities are planned for the achievement and needs of all students. This vision addresses the concepts of “closing the gap” as well as “raising the bar.” Actions and services that are aligned to our LEA’s vision, mission, values, and priorities are implemented consistently in a majority of schools. 	<ul style="list-style-type: none"> <input type="checkbox"/> The alignment of our LEA’s vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in all schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> All schools in our LEA have the capacity to lead school improvement using our LEA’s vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> There is an ongoing process with stakeholders for supporting the link between our LEA’s vision and mission and site level school planning documents and improvement efforts. Our LEA’s mission is a collaboratively developed description of how our LEA will achieve its vision. <input type="checkbox"/> Our LEA’s vision, mission, values, and priorities are focused on the achievement and needs of all students. This vision embraces the concepts of “closing the gap” as well as “raising the bar.” Actions and services that are aligned to our LEA’s vision, mission, values, and priorities are implemented consistently in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> The little or no connection between our LEA’s vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in few schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Capacity building has not yet been a focus for our LEA to enable schools to lead school improvement using our LEA’s vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Few stakeholders are aware of our LEA’s vision and mission. <input type="checkbox"/> There is minimal implementation of the actions and services to promote achievement of all students that are aligned to our LEA’s vision, mission, values, and priorities. This vision does not yet address the concepts of “closing the gap” as well as “raising the bar.” 	<ul style="list-style-type: none"> <input type="checkbox"/> The minimal alignment between our LEA’s vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in some schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Few schools in our LEA have the capacity to lead school improvement using our LEA’s vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Some stakeholders have knowledge of our LEA’s vision and mission. <input type="checkbox"/> Although our LEA’s vision, mission, values, and priorities recognize the need for actions to promote achievement of all students, they are not implemented consistently. This vision attempts to address the concepts of “closing the gap” as well as “raising the bar.”

COMPONENT 1: Shared Beliefs, Vision and Mission

1.2 PROMOTION OF POSITIVE SCHOOL CULTURE reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's processes to effectively promote a positive school culture result in clear, operational procedures that are integrated into daily practice in a majority of schools through communication, interaction, respect, and high-quality learning environments. <input type="checkbox"/> Parents and community members understand the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values, norms, behaviors, and practices that result in improvement are evident in most schools. <input type="checkbox"/> A commitment to continuous improvement across most of our sites is demonstrated by LEA leadership through aligned behaviors and systemic, coordinated actions. <input type="checkbox"/> Our LEA is building a culture of commitment, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms have been established, including peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a documented process to effectively promote a positive school culture resulting in clear, operational procedures that are integrated into daily practice in all schools through communication, interaction, respect, and high-quality learning environments. <input type="checkbox"/> Parents and community members understand and support the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values, norms, and behaviors that support improvement, learning and success of students are evident throughout all schools. <input type="checkbox"/> A growth mindset underlies a high commitment to continuous improvement across our LEA and is demonstrated by LEA leadership through aligned behaviors and systemic, well-coordinated actions. <input type="checkbox"/> Our LEA has built a culture of commitment, equal access, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms are deeply embedded in the culture of our LEA and include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<p>Our LEA has limited or nonexistent processes to effectively promote positive school cultures in all schools resulting in unclear procedures.</p> <p>Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture.</p> <p>The values and practices tied to improvement efforts are limited in our LEA schools. The actions are not systemic, coordinated practices.</p> <p>Few schools demonstrate a commitment to continuous improvement. The actions are not systemic, coordinated practices.</p> <p>Our LEA has not yet begun to build a culture of commitment, collegiality, mutual respect, and stability.</p> <p>Professional norms are not yet developed.</p>	<p>Our LEA has an inconsistent or unevenly applied process to effectively promote positive school cultures resulting in unclear, operational procedures.</p> <p>Parents and community members have been informed about the norms, behaviors and practices that contribute to a positive school culture.</p> <p>The values and practices tied to improvement efforts are encouraged in some LEA schools. The actions are not always systemic, coordinated practices.</p> <p>A commitment to continuous improvement is evident in some of the schools in our LEA. The actions are not always systemic, coordinated practices.</p> <p>Our LEA has begun to build a culture of commitment, collegiality, mutual respect, and stability.</p> <p>Professional norms are being developed to promote peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.</p>

COMPONENT 1: Shared Beliefs, Vision and Mission

1.3 LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT

LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has documented procedures that ensure safe and orderly environments embedded within daily practices at some of our LEA's schools. <input type="checkbox"/> Data analysis and assessment are sometimes used to continuously improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents recognize that safe learning environments are necessary for most schools in our LEA. <input type="checkbox"/> Our LEA ensures that a universal behavior support system is in place at most schools and includes school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA ensures that most schools have a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for some students, regardless of eligibility of special education or other student support services. <input type="checkbox"/> Most schools in our LEA review behavior outcome data to evaluate the effectiveness of behavior instruction and interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has documented procedures that ensure safe and orderly environments embedded within daily practices at all of our LEA's schools. <input type="checkbox"/> Data analysis and ongoing assessment are consistently used to continuously improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents recognize and value that safe learning environments are necessary for all schools in our LEA. <input type="checkbox"/> Our LEA ensures that a universal behavior support system is in place at each school and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA ensures that each school has a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for all students, regardless of eligibility of special education or other student support services. <input type="checkbox"/> Each school in our LEA reviews behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA lacks procedures to prevent violence, foster a drug-free environment, promote student engagement, and/or create a safe learning environment in all its schools. <input type="checkbox"/> There is limited use of data analysis and assessment to improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents are unclear about the safe learning environments within the LEA. <input type="checkbox"/> Our LEA is exploring school wide behavioral supports. <input type="checkbox"/> Our LEA is exploring a multi-tiered system of support for all students. <input type="checkbox"/> Our LEA expects behavior issues to be handled by school administrators. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's implementation of procedures to ensure safe and orderly environments and promote student engagement in all its schools is inconsistent, incomplete, or ineffective. <input type="checkbox"/> Some use of data analysis and assessment to improve safe learning environments and promote student engagement is evident. <input type="checkbox"/> Parents recognize and value that safe learning environments are necessary for their children's school. <input type="checkbox"/> Our LEA is building behavior support systems at each school, which include teaching school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA is inconsistent in ensuring that schools have a multi-tiered system of support available to all students. <input type="checkbox"/> Our LEA is working towards collecting data to assist schools in reviewing behavior outcome data to evaluate behavior instruction and interventions.

COMPONENT 2: Teaching, Learning, and Assessment



2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a **clear instructional vision and deliberate set of student learning outcomes for all students** including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provide curricular and instructional transitions between grades and disciplines within and among LEA schools.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA process for supporting teachers and principals in the implementation of the state adopted curriculum and instruction frameworks results in rigorous and relevant curriculum, instruction, and assessment in a majority of schools as outlined in our LEA planning documents; (e.g., LCAP). □ Our LEA provides support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides additional support for curricular and instructional transition between grades and disciplines within and among most LEA schools, when necessary. 	<ul style="list-style-type: none"> □ All schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement. □ Our LEA provides and facilitates additional support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides additional support for curricular and instructional transitions between grades and disciplines within and among all LEA schools, when necessary.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA does not have a curriculum and instruction framework with levels of specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments. □ Our LEA does not provide support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides no support for curricular and instructional transitions. 	<ul style="list-style-type: none"> □ Our LEA has developed a curriculum and instruction guide including the core content, grade level benchmarks, instructional strategies, and assessments. □ Our LEA provides inconsistent or infrequent support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides inconsistent support for curricular and instructional transition between grades and disciplines at some LEA schools, when necessary.

Reflective Questions:

- In what ways are school leadership and staff involved in developing a clear instructional vision and student learning outcomes for all students?
- How are school leaders and staff involved in a shared understanding of the LEA’s instructional vision for student learning?
- What structures exist for supporting school leadership and staff in the implementation of the LEA’s instructional vision for student learning?
- Is there a match between the mission/vision of the LEA, their beliefs, policies, and practices related to student outcomes?

Evidence shared for 2.1

COMPONENT 2: Teaching, Learning, and Assessment

2.2 LEA CURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in a majority of schools and especially the low-performing schools. □ A majority of schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to a majority of schools if needed. □ Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in some schools. 	<ul style="list-style-type: none"> □ Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in all schools. □ All schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to all schools. □ Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has provided no resources and/or processes to assist schools with curriculum alignment, resulting in no common vocabulary for classroom instruction, curriculum, and assessment. □ Our LEA has not established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA has not monitored the application of state adopted, standards-aligned curriculum, classroom instruction, and assessment at any school. □ Our LEA does not yet have systems in place to monitor culturally responsive teaching and learning to ensure that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. 	<ul style="list-style-type: none"> □ Our LEA supports processes that result in curriculum aligned to the state adopted standards and assessments, but provides little additional support or training in all schools to ensure that common expectations and vocabulary for classroom instruction, curriculum, and assessment assist with the school's improvement of instructional and assessment practices. □ Some schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to some schools. □ Our LEA encourages culturally responsive teaching and learning to happen at schools to accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

Reflective Questions:

- What processes, supports and training are in place to foster the improvement of instructional and assessment practices?
- How does our LEA monitor benchmark assessment results as well as state assessment results to consider the reallocation of resources as a result of findings?

Evidence shared for 2.2

COMPONENT 2: Teaching, Learning, and Assessment

2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The majority of schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Program participation data are examined to verify students are equitably represented in rigorous coursework and educational opportunities. <input type="checkbox"/> Interventions are in place for the majority of students who need additional academic support. <input type="checkbox"/> Practices within some schools support high expectations by providing extra scaffolding and support to students who need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> All schools consistently use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Data disaggregated by primary language, economic status, program participation and socio-emotional factors are examined frequently to verify students are equitably represented in all rigorous coursework and educational opportunities. <input type="checkbox"/> LEA clearly articulates expectations and ensures student's academic success is monitored. <input type="checkbox"/> Practices within each school support high expectations by providing extra scaffolding and support to students who need it.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Few schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Few students are eligible to participate in advanced coursework and educational opportunities. <input type="checkbox"/> Interventions are in place for few students and inconsistently monitored. <input type="checkbox"/> Little or no practices within schools provide extra scaffolding and support to students who need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Annual data are used to determine the degree to which all students have access to advanced coursework and educational opportunities, and/or interventions. <input type="checkbox"/> Interventions are in place for some students and inconsistently monitored. <input type="checkbox"/> Practices within schools inconsistently provide extra scaffolding and support to students who need it.

Reflective Questions:

- What practices are in place to maximize student engagement and participation in learning?
- How is data used to inform the equitable representation of all students in rigorous coursework and educational opportunities?
- What supports for administrator learning are in place within the LEA for reflection, collaboration, and professional development?

Evidence shared for 2.3

COMPONENT 2: Teaching, Learning, and Assessment

2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of a majority of schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for a majority of schools. <input type="checkbox"/> Referrals to intervention and Special Education have begun to decrease. <input type="checkbox"/> Most teachers are provided researched-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of all schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for all schools. <input type="checkbox"/> Referrals to intervention and Special Education have decreased significantly or have remained low over time. <input type="checkbox"/> All teachers are provided researched-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of few schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for few schools. <input type="checkbox"/> Referrals to intervention and Special Education are used as an intervention and are excessive. <input type="checkbox"/> A few teachers have sufficient resources, learning opportunities and clear expectations that effectively meet the needs of all students in the most inclusive learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of some schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for some schools. <input type="checkbox"/> The numbers of referrals to intervention and Special Education have maintained. <input type="checkbox"/> Some teachers have sufficient resources, learning opportunities and clear expectations that effectively meet the needs of all students in the most inclusive learning environment.

COMPONENT 2: Teaching, Learning, and Assessment

2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA recognizes a need and has a plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student outcomes. □ Our LEA uses data to identify achievement gaps, and provides some feedback for implementing curriculum, instruction, and other program improvement to support all students. □ Our LEA monitors the effectiveness of some its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. □ Our LEA periodically provides additional resources to support all schools' efforts to close the achievement gap. □ Our LEA is involved and consistently supports a majority of school staff to use a variety of disaggregated student data to make decisions. □ A majority of schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. □ All teachers at most schools collaborate to monitor students' academic progress. □ Universal screening and progress monitoring data are collected and reviewed at most school sites to track student outcomes and improvement. 	<ul style="list-style-type: none"> □ Our LEA has a formal plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student outcomes. □ Our LEA uses data to monitor and evaluate the effectiveness of all its schools use of data to identify achievement gaps, and provides some meaningful feedback for implementing curriculum, instruction, and other program improvement to support all students. □ Our LEA monitors and evaluates the effectiveness of all its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. □ Our LEA regularly provides additional resources to support all schools' efforts to close the achievement gap. □ Our LEA is extensively involved and consistently supports all school staff to use a variety of disaggregated student data to make decisions. □ All schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. □ All teachers in each school collaborate to monitor students' academic progress. □ Universal screening and progress monitoring data are collected and reviewed on each school site to track student outcomes and improvement.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA uses minimal or no assessment and/or other data to identify achievement gaps, provide meaningful feedback for curriculum and instruction improvement, to support all students. □ Our LEA is not using data to identify achievement gaps to support schools in identifying targeted areas for curriculum, instruction, and other program improvements. □ Our LEA is not using data to identify priority areas for implementing curriculum, instruction, and improvement for all students. □ Our LEA fails to provide additional resources to support all schools' efforts to close the achievement gap. □ Our LEA is not involved in supporting school staff in using disaggregated student data to make decisions. □ Schools have not reached the level of self-sufficiency in their capacity to make data-based decisions to close the achievement gap. □ Teachers do not collaborate to monitor student's academic progress □ Universal screening and progress monitoring data are not collected or reviewed to track student outcomes and improvement. 	<ul style="list-style-type: none"> □ Our LEA recognizes the need, and has a process that supports the use of disaggregated student data for school-level decision-making, but the process is applied infrequently or inconsistently at low-performing schools. □ Our LEA uses data to identify achievement gaps, but is infrequent and/or inconsistent with its support to its schools in identifying targeted areas for curriculum, instruction, and other program improvements to support all students. □ Our LEA uses data to provide awareness for implementing curriculum, instruction, and other program improvement to support all students. □ Our LEA sporadically provides additional resources to support all schools' efforts to close the achievement gap, including significant and unduplicated student subgroups. □ Our LEA is involved and supports some school staff to use a variety of disaggregated student data to make decisions. □ Some schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. □ Teachers at some schools collaborate to monitor students' academic progress. □ Universal screening and progress monitoring data are collected and reviewed at some school sites to track student outcomes and improvement.

COMPONENT 2: Teaching, Learning, and Assessment

2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES

refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> A majority of students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. <input type="checkbox"/> Most schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. <input type="checkbox"/> A majority of schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has a periodic process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are sometimes modified based on formative data to more effectively meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are sometime modified based on formative data to more effectively meet the learning needs of all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> All students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. <input type="checkbox"/> All schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. <input type="checkbox"/> All schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has an ongoing process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are consistently modified based on formative data to more effectively meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are consistently modified based on formative data to more effectively meet the learning needs of all students.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Schools have not yet implemented a systematic approach to using interventions or collaborative learning strategies. <input type="checkbox"/> Schools are exploring the components of a multi-tiered system of support. Interventions are available for some groups of students. <input type="checkbox"/> Our LEA has not yet implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has not yet developed a process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are not modified to more effectively meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are not modified to more effectively meet the learning needs of all students 	<ul style="list-style-type: none"> <input type="checkbox"/> Some students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. <input type="checkbox"/> Schools are building a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. <input type="checkbox"/> Some schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has a sporadic process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are considered for modification yearly based on a variety of data sources to meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are considered for modification based on a variety of data sources to meet the learning needs of all students.

COMPONENT 3: Leadership and Governance



3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION refers to our LEA administration and the Board’s critical role in aligning policies, resources, and funding to our LEA's goals and priorities, and overseeing the impact of those funds.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team ensures LEA policies, resources, and funding will address our LEA's goals and priorities to increase student achievement. <input type="checkbox"/> Our LEA reports student outcome and fidelity data to the school board. <input type="checkbox"/> Our LEA has a policy and process for selecting research-based practices and the selection may involve selected school administrators and teaching staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team, in collaboration with the Board of Education, aligns policies, resources, and funding to our documented LEA goals and priorities, and oversees the impact of those funds. <input type="checkbox"/> Our LEA formally and regularly reports student outcome data to the school board. <input type="checkbox"/> Our LEA has a clear written policy and process for selecting research-based practices and the selection process involves school administrators and teaching staff.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team lacks clear targets and alignment of LEA funds and resources to increase student achievement. <input type="checkbox"/> Our LEA is exploring the relationship of student outcome data and fidelity data and how reporting it to the school board might be accomplished. <input type="checkbox"/> Our LEA does not have a policy or process for selecting researched-based practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team targets LEA funds and resources to increase student achievement. <input type="checkbox"/> Our LEA is identifying student outcome and/or fidelity data that needs to be reported and how best to report it to the school board. <input type="checkbox"/> Our LEA has limited policies and processes for selecting research-based practices.

COMPONENT 3: Leadership and Governance

3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT refers to how the LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building “systems thinking” leaders ensures coherent improvement efforts that impact student and adult learning.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA provides structured, regular opportunities for all central office and school building leaders to share best practices. □ Our LEA provides opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students. □ Our LEA administrators provide guidance to some site administrators to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains. 	<ul style="list-style-type: none"> □ Our LEA provides ongoing, focused, research-based learning and leadership development opportunities for all central office and school building leaders. □ Our LEA provides ongoing, focused opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students. □ Our LEA administrators provide guidance to all site administrators in effective ways to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA encourages learning for school building leaders, but allows administrators to self-select and determine their own learning needs. □ Our LEA provides few or no opportunities for networking amongst leaders. □ Our LEA provides little to no guidance to site administrators to provide feedback to teachers for continuous improvement. 	<ul style="list-style-type: none"> □ Our LEA provides some opportunities for school building leaders to attend conferences and professional learning sessions. □ Our LEA provides limited opportunities for networking and leaders have limited time to learn from one another. □ Our LEA administrators provide limited guidance to site administrators to provide feedback to teachers for continuous improvement.

Reflective Questions:

- In what ways does the LEA build the capacity of central office and site administrators to lead instructional improvements?
- What opportunities are available for site administrators to network together?
- What additional support/mentoring is provided to new administrators to help build their knowledge and skills as an instructional leader?

Evidence shared for 3.2

COMPONENT 3: Leadership and Governance

3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is essential for effective implementation of strategies and programs (academic and behavioral).

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides supports for School Leadership Teams. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services. <input type="checkbox"/> Principals are encouraged to utilize the expertise of their team members and share leadership. <input type="checkbox"/> School Leadership Teams at least monthly to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness. <input type="checkbox"/> LEA personnel with decision-making authority attend School Leadership Team meetings two – three times per year. <input type="checkbox"/> School Leadership Team meets regularly to set goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides documented structures and supports for School Leadership Teams to be successful. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services. <input type="checkbox"/> Principals receive ongoing support on how to better utilize the expertise of their team members and share leadership. <input type="checkbox"/> School Leadership Teams meet twice a month to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness. <input type="checkbox"/> LEA personnel with decision-making authority attend School Leadership Team meetings at least once a month. <input type="checkbox"/> Administrator utilizes the School Leadership Team to set annual goals and monitor effectiveness of the actions set to meet those goals.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Although our LEA has encouraged site principals to establish School Leadership Teams, they do not exist at every site. <input type="checkbox"/> Principals are recruiting team members and designing roles and responsibilities for team members. <input type="checkbox"/> School Leadership Teams are being established and a schedule is being drafted for a minimum of monthly meetings. <input type="checkbox"/> LEA personnel are encouraging site principals to establish School Leadership Teams, they do not exist at every site. <input type="checkbox"/> School Leadership Team do not exist at every site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides inconsistent support for School Leadership Teams. <input type="checkbox"/> Principals inconsistently utilize School Leadership Teams. <input type="checkbox"/> School Leadership Teams meet inconsistently to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness. <input type="checkbox"/> LEA personnel with decision-making authority inconsistently/irregularly attend meetings. <input type="checkbox"/> School Leadership Team meets inconsistently or irregularly.

Reflective Questions:

- What structures are in place to support School Leadership Teams to guide instructional practice and monitor school progress?
- Do School Leadership Teams represent the staff of each school well (i.e. grade level, subject representation, special student services, etc.)?

Evidence shared for 3.3

COMPONENT 3: Leadership and Governance

3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT

recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The LEA partners with schools in promoting student achievement by deliberately building teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities. <input type="checkbox"/> Teacher leaders are identified as facilitators in collaboration settings. <input type="checkbox"/> Teacher leaders at some schools are recognized by site administrators and asked to consider areas for leadership involvement within the school or LEA. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA partners with schools in promoting student achievement by deliberately building and sustaining teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities. <input type="checkbox"/> Teacher leaders are identified and utilized as leaders/facilitators in collaboration settings. <input type="checkbox"/> Teacher leaders are recognized at all schools by site administrators and asked to consider areas for leadership involvement within the school or LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> The LEA has little or no evidence of building teacher leadership. <input type="checkbox"/> Teacher leaders are not identified as facilitators. <input type="checkbox"/> Teacher leaders are not developed. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA has begun acknowledging the role that teacher leadership plays in increasing student achievement, but efforts to support and build teacher leadership are in development. <input type="checkbox"/> Teacher leaders are identified as facilitators in some collaborative settings. <input type="checkbox"/> Teacher leaders are not considered for areas of leadership involvement within the school or LEA.

COMPONENT 4: Professional Learning for ALL



4.1 LEA PROFESSIONAL LEARNING PLAN is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has adopted a single year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. <input type="checkbox"/> The plan has been successfully implemented and considered for revision each year in order to meet the needs and goals of all students and staff. <input type="checkbox"/> Data is inconsistently used to monitor the effectiveness of the professional learning plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has adopted a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. <input type="checkbox"/> The plan has been successfully implemented and is sustained and regularly revised in order to meet the needs and goals of all students and staff. <input type="checkbox"/> Data is used to monitor the effectiveness of the professional learning plan and is used to determine new opportunities.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA offers professional learning based on the desires of teachers. <input type="checkbox"/> Professional learning activities are inconsistent and voluntary. <input type="checkbox"/> Data is not used to monitor the effectiveness of the professional learning plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA offers a variety of professional learning activities but it is not a collaboratively created, standards-based, comprehensive plan reflective of LEA and program priorities that is focused on improving student learning and achievement. <input type="checkbox"/> The activities have been successfully implemented and considered for revision each year in order to meet the needs and goals of all students and staff. <input type="checkbox"/> Data is infrequently used to monitor the effectiveness of the professional learning plan.

Reflective Questions:

- How are professional learning opportunities aligned to the LEA's mission, vision and goals?
- What processes are in place to analyze the impact of professional learning and make adjustments?
- How does professional learning align to student, teacher and administrator needs?

Evidence shared for 4.1

COMPONENT 4: Professional Learning for ALL

4.2 LEA SUPPORT OF NEW TEACHERS is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides intensive and targeted support of new teachers through orientation and mentoring programs. <input type="checkbox"/> Our LEA monitors the effectiveness of its efforts to improve orientation and mentoring programs. <input type="checkbox"/> Highly effective teachers are encouraged to coach and mentor our newest teachers to ensure strong support for each new teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides intensive and targeted support of new teachers through orientation, coaching, and mentoring programs within their first 2 years of teaching and ongoing as indicated through data or upon educator request. <input type="checkbox"/> Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and coaching, and mentoring programs. <input type="checkbox"/> Highly effective teachers are willing and used to coach and mentor our newest teachers to ensure strong support for each new teacher.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has little or no evidence of an organized system for the orientation and mentoring of new teachers. <input type="checkbox"/> Our LEA does not have a system in place to monitor the effectiveness of its efforts to improve orientation programs. <input type="checkbox"/> Highly effective teachers are not used to coach and mentor our newest teachers to ensure strong support for each new teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides support of new teachers through orientation programs. <input type="checkbox"/> Our LEA infrequently monitors the effectiveness of its efforts to improve orientation programs. <input type="checkbox"/> Highly effective teachers are not always the ones who are used to coach and mentor our newest teachers to ensure strong support for each new teacher.

Reflective Questions:

- How are new teachers supported through their first two years of teaching?
- What processes are used to evaluate the effectiveness of these supports?
- How often are new teachers observed by site and district administrators and given feedback to help them improve?

Evidence shared for 4.2

COMPONENT 4: Professional Learning for ALL

4.3 LEA SUPPORT FOR COLLABORATION TEAMS are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA monitors results and revises LEA supports and resources as necessary. □ Collaboration teams periodically collect and analyze data, including student groups, monitor the effectiveness of programs and practices, and make revisions to actions in order to increase student achievement. □ Collaboration teams monthly consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success. 	<ul style="list-style-type: none"> □ Our LEA frequently monitors the results of collaborative meetings and revises LEA supports and resources as necessary. □ Collaboration teams regularly and systematically collect and analyze school-wide data and student group data to monitor the effectiveness of programs and practices, and make necessary revisions to actions in order to continuously increase student achievement. □ Collaboration teams weekly review upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA does not monitor results and revises LEA supports and resources as necessary. □ Collaboration teams do not collect or analyze data. □ Collaboration teams do not consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success. 	<ul style="list-style-type: none"> □ Our LEA infrequently monitors results and makes changes to LEA supports and resources. □ Collaboration teams infrequently collect data, including student groups, LEA provides training and/or support for collaboration teams to collect and analyze data on student performance. Teams identify needs with little to no actions or minimal impact on student achievement. □ Collaboration teams quarterly consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.

COMPONENT 4: Professional Learning for ALL

4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS refers to how our LEA ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. □ Our LEA provides resources to principals to implement a multi-tiered system of support that includes preventions and interventions that address the needs of all students. □ Our LEA provides coaching and support on best practices for collaboration and providing feedback to most teachers. □ Our LEA provides coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA ensures site administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA ensures site administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms. 	<ul style="list-style-type: none"> □ Our LEA systematically uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. □ Our LEA provides resources and ongoing support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. □ Our LEA provides coaching and ongoing support on best practices for collaboration and providing feedback to all teachers. □ Our LEA provides coaching to site and LEA administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA ensures site and LEA administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA ensures site and LEA administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA provides little/no support to administrators and other leaders for instructional leadership. □ Our LEA does not yet support the implementation of a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. □ Our LEA provides little/no coaching and support on best practices for collaboration and providing feedback to teachers. □ Our LEA provides little/no coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA does not yet have systems in place to support site administrators meeting with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA does not yet ensure site administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms. 	<ul style="list-style-type: none"> □ Our LEA articulates the link between instructional leadership, staff effectiveness, and student achievement to building administrators and provides some support to administrators. □ Our LEA provides little/no differentiated support for implementing a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. □ Our LEA provides some coaching and support to site administrators on best practices for collaboration and providing feedback to teachers. □ Our LEA provides some coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA is working on creating systems to support site administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA is working on creating systems to support site administrator participation with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.

COMPONENT 4: Professional Learning for ALL

4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the ongoing learning of all principals.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA monitors the effectiveness of its system for the orientation and mentoring of principals to improve the program and address the changing needs of schools. <input type="checkbox"/> Our LEA provides ongoing learning opportunities for principals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that results in continuous improvement of LEA services to administrators. <input type="checkbox"/> Our LEA continually designs and evaluates the impact of professional learning programs and strategies for principals.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has little or no evidence of an organized system for the orientation and mentoring of principals. <input type="checkbox"/> No evidence of systematic ongoing learning opportunities for all principals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a system for the orientation and mentoring of new principals, but it is not aligned with the identified goals of our LEA and little monitoring and improvement of the system occurs. <input type="checkbox"/> There are few and inconsistent learning opportunities for principals.

Reflective Questions:

- What structures are in place to support the development of new principals?
- In what ways does the LEA support the ongoing professional growth of principals as instructional leaders?
- How do we determine if the support being provided for principals is effective and targeted to greatest areas of need?

Evidence shared for 4.5

COMPONENT 5: Infrastructure Alignment



5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a comprehensive system of targeted data that can be disaggregated by student groups. The system is user-friendly and accessible. <input type="checkbox"/> Our LEA has a comprehensive system to track behavioral data and disaggregate it by student group, offense, and consequence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a systematic and comprehensive documented system of targeted data that can be disaggregated by student groups, is enhanced and improved continuously, and includes structures for stakeholders to access data and provide feedback. The system is user-friendly and accessible. <input type="checkbox"/> Our LEA has a robust system to track behavioral data and disaggregate it by student group, offense, and consequence.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA does not yet have a comprehensive system for gathering and reporting disaggregated data related to student achievement. <input type="checkbox"/> Our LEA does not yet have a system to track behavioral data and disaggregate it by student group, offense, and consequence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a system of targeted data that can be disaggregated by student groups. The system may not be user-friendly and accessible. <input type="checkbox"/> Our LEA has a system to track behavioral data and disaggregate it by student group, offense, and consequence.

Reflective Questions:

- What tools, processes and structures are in place to facilitate the use of data for continuous improvement?
- In what ways are staff and other key stakeholders involved in making sense of student and school performance data?

Evidence shared for 5.1

COMPONENT 5: Infrastructure Alignment

5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT

LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA has a continuous improvement process involving multiple stakeholders who use a variety of data that are disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. □ The system is evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA. 	<ul style="list-style-type: none"> □ Our LEA has a documented systematic continuous improvement process involving multiple stakeholders who use a variety of data that are proactively disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. □ The system is continuously evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA does not have a process to consistently use disaggregated student data to make decisions related to resource allocations/ adjustments to improve LEA operations and meet critical learning needs of students. □ There is no provision for refining the process. 	<ul style="list-style-type: none"> □ Our LEA has a process to use data. Our LEA uses data that is disaggregated by student groups to make some adjustments based on performance and operational needs. □ The system may be periodically refined to improve resource allocation.

COMPONENT 5: Infrastructure Alignment

5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED

TEACHERS refers to a proactive, structured documented system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in our LEA. Our LEA may partner with universities and/or businesses to develop teacher-training programs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA recruits and places fully credentialed, effective, and experienced teachers in its neediest schools. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA has identified strategies to improve teacher retention. □ Personnel evaluations result in the identification of strengths and areas for improvement. The personnel evaluation and feedback processes are used consistently throughout our LEA for continuous improvement. 	<ul style="list-style-type: none"> □ Our LEA actively recruits and retains highly effective and qualified teachers that have the necessary skills to implement evidenced-based practices. A documented structured system of recruiting and screening potential candidates has been developed. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its neediest schools. □ Personnel evaluations result in the identification of strengths and areas for improvement. Teachers and principals report that feedback is supportive. Evaluation processes include multiple sources of information and data.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has little or no evidence that it prioritizes recruitment and placement of its most effective teachers in its neediest schools. □ Personnel evaluation practices have not changed or been evaluated in current years. 	<ul style="list-style-type: none"> □ Our LEA attempts to recruit and place fully credentialed, effective, and experienced teachers in its neediest schools and identifies strategies to improve school climate/culture and the retention of those teachers. □ Personnel evaluations strive to identify strengths and areas for improvement. The personnel evaluation and feedback processes vary from school to school.

COMPONENT 5: Infrastructure Alignment

5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<p>□ Our LEA has a process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. Carryover of school improvement funds only occurs when funds are allocated for future support of specific school improvement activities.</p>	<p>□ Our LEA has a documented ongoing process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. This evaluation and collaboration allows our LEA to more effectively achieve its goals and priorities in its low-performing schools.</p>
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<p>□ Our LEA has no centralized plan for allocating and coordinating school improvement resources to its low-performing schools. Our LEA frequently turns back funds available for school improvement from state and federal resources.</p>	<p>□ Our LEA has attempted to create a centralized plan for coordinating school improvement, but there are gaps in coordination and targeting of funding to the low-performing schools. School improvement funds that are returned or carried over are generally ten percent or less of the original allocation.</p>

Reflective Questions:

- What processes are in place to evaluate the aligned fiscal resources to LEA goals and priorities?
- How are staff and other key stakeholders involved in the process of aligning fiscal resources with LEA goals and priorities?

Evidence shared for 5.4

COMPONENT 6: Clear & Collaborative Relationships



6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.

INDICATORS OF LEA SUPPORT

<p>Implementing (Transformation and systemic efforts are underway)</p>	<p>Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)</p>
<ul style="list-style-type: none"> □ Our LEA has formal, two-way structure for listening and communicating with stakeholders in all its schools that result in meaningful feedback and building positive relationships. □ Our LEA provides parent information in accessible formats and languages spoken by families in our LEA. □ Stakeholders, including parents and community, have multiple opportunities to exchange ideas in addressing school issues through meetings with leaders. 	<ul style="list-style-type: none"> □ Our LEA has a documented ongoing, systemic, formal two-way structure for communicating with key stakeholders in all its schools. These structures are assessed for their effectiveness, and continuous improvements are made. □ Our LEA ensures that critical parent information is readily available in accessible formats and languages spoken by families in our LEA. □ Stakeholders, including parents and community, have regular and consistent opportunities to exchange ideas in addressing school issues through meetings or other reciprocal communications with leaders.
<p>Laying the Foundation (Not yet started or minimal implementation)</p>	<p>Installing (Working towards implementation)</p>
<ul style="list-style-type: none"> □ Our LEA has no formal structures in place to address communication with stakeholders. □ Our LEA provides basic, parent information in most languages spoken by families in our LEA on a limited basis. □ Stakeholders have little/no opportunities to exchange ideas with school leaders. 	<ul style="list-style-type: none"> □ Our LEA has an initial plan or informal structures in place to address communication with stakeholders about all its schools, but these structures provide few ongoing opportunities to gather feedback, input, or updates from stakeholders. □ Our LEA provides basic, parent information in most languages spoken by families in our LEA. □ Stakeholders have occasional opportunities to exchange ideas with school leaders.

COMPONENT 6: Clear & Collaborative Relationships

6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Partnerships between LEA and outside community agencies/ organizations assist with aspects of student learning and success, resulting in increased student performance in all schools. □ Partnerships are occasionally assessed for their impact on student/ school success and are generally responsive to changing needs. 	<ul style="list-style-type: none"> □ Partnerships between LEA and community agencies/organizations are documented and structured, self-sustaining, and continuously developing with a focus on increasing student performance in all schools. □ Partnerships are regularly assessed for their impact on student/school success and are responsive to changing needs.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has limited or nonexistent partnerships with outside resources and community agencies/organizations to better meet the needs of the schools. □ Partnerships are not assessed for their impact on student/school success, and do not address changing needs. 	<ul style="list-style-type: none"> □ Our LEA has fragmented or informal partnerships with outside resources and community agencies/organizations with little focus on addressing the needs of the students and schools. □ Partnerships are rarely assessed for their impact on student/school success, and are not adjusted to meet changing needs.

COMPONENT 6: Clear & Collaborative Relationships

6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Meaningful engagement of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process. □ Our LEA has policies that encourage parent representation on committees that reflect the composition of the school/LEA student body. □ Most schools in our LEA assess how parents perceive the quality of partnerships with school staff at least once a year. 	<ul style="list-style-type: none"> □ Meaningful engagement of parents, students, and other stakeholders, including those representing the groups, is documented and an ongoing part of our LEA planning and implementing processes. □ Our LEA ensures that parent representation on committees reflects the composition of the school/LEA student body. □ All schools in our LEA assess how parents perceive the quality of the partnerships with school staff two times a year and use the results to improve partnerships.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ There is minimal engagement of parents, students, and other stakeholders, including those representing the groups as part of our LEA planning and implementing process. □ Parent representation on committees is not reflective of the composition of the school/LEA student body. □ Our LEA does not assess parent views on their partnership with our LEA. 	<ul style="list-style-type: none"> □ Some engagement of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process. □ Parent representation on committees usually reflects the composition of the school/LEA student body. □ Some schools in our LEA assess how parents perceive the quality of partnerships with school staff.

Additional Resources by Component:

1. Shared Beliefs, Vision, & Mission	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap 4. Coherence: The right drivers in action for schools, LEAs, and systems 5. Characteristics of Improved School LEAs (Washington)
2. Teaching, Learning, & Assessment	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap 4. Characteristics of Improved School LEAs (Washington)
3. Leadership & Governance	<ol style="list-style-type: none"> 1. The 20 Non-Negotiable Characteristics of Higher Performing School System 2. Building Blocks of Integrated Academic LEA Support 3. Characteristics of Successful LEAs
4. Professional Learning for All	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of Improved School LEAs 4. Characteristics of School LEAs that Are Exceptionally Effective in Closing the Achievement Gap 5. Coherence: The right drivers in action for schools, LEAs, and systems 6. The 20 Non-Negotiable Characteristics of Higher Performing School Systems 7. High Reliability Organizations in Education
5. Infrastructure Alignment	<ol style="list-style-type: none"> 1. The 20 Non-Negotiable Characteristics of Higher Performing School Systems 2. Building Blocks of Integrated Academic LEA Support 3. Characteristics of Successful LEAs
6. Clear & Collaborative Relationships	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Family Engagement Framework (CDE, 2014)