California Office to Reform Education

Local Educational Agencies' Request for Waivers under Section 9401 of the Elementary and Secondary Education Act of 1965

Revised: August 27, 2014

Original Submission: August 5, 2013

U.S. Department of Education

Washington, DC 20202

This form is being used by a consortium of eight local educational agencies (LEAs) in California to request waivers under section 9401 of the Elementary and Secondary Education Act of 1965, as amended (ESEA). This form has previously been used by State educational agencies (SEAs) to request ESEA flexibility. The consortium of LEAs requesting this waiver are using this form for the sake of ease and convenience, given the significant similarity between the waivers requested and plans submitted by the LEAs to the waivers requested and plans typically submitted by SEAs requesting ESEA flexibility.

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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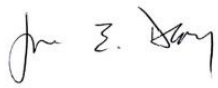
Legal Name of Requester: Fresno Unified School District	Requester's Mailing Address: 2309 Tulare Street Fresno, CA 93721
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Michael Hanson	Telephone: (559) 457-3882
Signature of the District Superintendent: X_____ _____	Date: 8/5/13
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

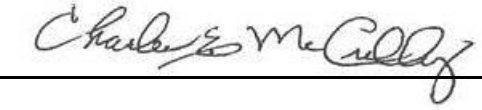
Legal Name of Requester: Long Beach Unified School District	Requester's Mailing Address: 1515 Hughes Way Long Beach, CA 90810
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Christopher J. Steinhauser	Telephone: (562) 997-8242
Signature of the District Superintendent: X____ Christopher J Steinhauser _____	Date: 8/5/13
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Legal Name of Requester: Los Angeles Unified School District	Requester's Mailing Address: 333 S Beaudry Ave. Los Angeles, CA 90017
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Dr. John E. Deasy	Telephone: (213) 241-1000
Signature of the District Superintendent: X____  _____	Date: 8/5/13
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Legal Name of Requester: Oakland Unified School District	Requester's Mailing Address: 1025 Second Avenue Oakland, CA 94606
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Gary Yee	Telephone: (510) 434-7790
Signature of the District Superintendent: X Gary Yee	Date: 8/5/13
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Legal Name of Requester: San Francisco Unified School District	Requester's Mailing Address: 555 Franklin Street San Francisco, CA 94102
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Richard A. Carranza	Telephone: (415) 241-6121
Signature of the District Superintendent: X___ _____	Date: 8/5/13
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Legal Name of Requester: Sanger Unified School District	Requester's Mailing Address: 1905 Seventh Street Sanger, CA 93657
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Matt Navo	Telephone: (559) 524-6521
Signature of the District Superintendent: X_____	Date: 8/5/13
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Legal Name of Requester: Santa Ana Unified School District	Requester's Mailing Address: 1601 East Chestnut Avenue Santa Ana, CA 92701
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Charles E. McCully (Interim Superintendent)	Telephone: (714) 558-5501
Signature of the District Superintendent: X 	Date: 8/5/13
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Waivers

By submitting this request, the Participating LEAs from the CORE Districts request flexibility through waivers of the six ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the customized areas of flexibility requested.

☒ 1. To relieve requesting LEAs and their schools from the requirements in ESEA section 1116(b) to take currently required improvement actions. This waiver would not relieve LEAs of the obligation to identify schools for improvement, corrective action, or restructuring, as appropriate, but would relieve LEAs and schools of the obligation to take the currently required actions associated with those identifications.
Note: By continuing to identify schools for improvement, corrective action, and restructuring, the schools will remain eligible to receive funds that are contingent on that identification, such as SIG funds and funds reserved by the SEA under ESEA section 1003(a).

☒ 2. To request a waiver of ESEA section 1116(c)(7), so that an LEA that is identified for improvement under ESEA section 1116(c)(3) would not be required to take improvement actions required by ESEA section 1116(c)(7).

☒ 3. To allow a priority or focus school to operate a schoolwide program even if it doesn't meet the 40 percent poverty threshold for operating a schoolwide program under ESEA section 1114(a)(1)).

☒ 4. To request a waiver of ESEA section 2141(a), so that an LEA that does not meet its HQT targets for two consecutive years would no longer have to develop an improvement plan under ESEA section 2141(a) and would have flexibility in how it uses its Title I and Title II funds.

☒ 5. To request a waiver of ESEA sections 6123(b)(1) and 6123(d)(2), to lift the limits on the amount of funds an LEA may transfer from certain ESEA programs to other ESEA programs and to relieve an LEA of its obligations to modify plans related to transferred funds and to notify the SEA regarding the transfer.

☒ 6. To permit an LEA to serve with Title I funds a Title I-eligible priority school with a graduation rate below 60 percent, even if the school does not rank sufficiently high to be served (ESEA section 1113(a)(3)-(4) and (c)(1)).

Assurances

By submitting this request, Participating LEAs assure that:

☒ 1. They request the waivers of the above-referenced requirements based on their agreement to implement the plans and other elements of their request.

☒ 2. Public lists of reward schools, priority schools, and focus schools will be reported at the time the LEA is approved the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 3b Evaluation will be conducted and based on that evaluation, administrative requirements will be revised to reduce duplication and unnecessary burden on schools. (Principle 4)

☒ 4. Prior to submitting this request, SEA was provided with notice and a reasonable opportunity to comment on the request.

☒ 5. Prior to submitting this request, notice and information regarding the request was provided to the public in the manner in which each LEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 6. All required reports, data, and evidence regarding progress in implementing the plans contained throughout this request will be provided to the Department, in a timely manner.

☒ 7. Reporting will occur annually on LEA report cards, for the LEA and for each of its schools on local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the approved waivers' annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. The LEAs will annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

☒ 8. The Participating CORE LEAs will submit to the Department for peer review and approval a copy of the guidelines that they will adopt.

Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The CORE Waiver application and the plans presented herein were developed by all eight of the Participating LEAs' superintendents and district level administrative staff members in collaboration with teachers' and Principals' and their bargaining units, as well as other stakeholders (as described below). CORE staff have convened a series of meetings and communications to elicit input from Participating LEAs' superintendents and other high-level administrators. These consultations have helped shape this application and they have continued as CORE has further developed and refined its Waiver application in light of feedback from USED upon reviewing our initial application. Within each district, administrators have collaborated with site leaders and teachers and their bargaining units in developing the plans for teacher, principal evaluation, implementation of the Common Core State Standards (CCSS), and other aspects of the CORE School Quality Improvement System. This process seeks ongoing, detailed stakeholder feedback and brings that input back to the working group of CORE staff and Participating LEA administrators. In this outreach process Participating LEAs have been supported by CORE staff, which have developed presentations for outreach to teachers and their representatives and participated in some of these meetings. The Waiver application has thus been refined through an iterative process, informed by the priorities, perspectives, concerns raised by District administrators, teachers, and their representatives. The process has enabled us to establish common approaches and timelines for CCSS implementation, district and school accountability and teacher and principal evaluation plans while allowing for local flexibility. In Appendix F, we include evidence of stakeholder outreach (meeting agendas, minutes, etc.) related to this Waiver application conducted in each of the Participating LEAs. Below we provide examples of how District administrators engaged and sought input for this application from teachers and their representatives, and of how the feedback elicited is reflected in the plan presented in this application.

- In Fresno Unified, the superintendent and representatives of the Fresno Teachers Association (FTA) have held multiple meetings during the development of this Waiver application. FTA leadership have expressed that "No Child Left Behind has not been effective and needs to change" with regard to the accountability system for districts, schools, and teachers. The FTA also provided feedback from FUSD teachers regarding the proposed accountability model indicating that they "want to ensure we are not pitting school against school or teachers against teachers, we do not want to wedge schools against each other but connect them" as we develop systems for identifying and recognizing reward schools. This perspective has been reflected in the Waiver application's plan to pair reward schools in the Participating LEAs with demographically similar priority or focus schools in supportive relationships to share effective practices.
- In San Francisco Unified, the superintendent has held a series of meetings with the

leadership from the teachers' union and the administrators' union to discuss the overall philosophy and implications of the Waiver.

- In Sanger Unified, district leadership met with local labor units and educator organizations (site representatives and executive board) to discuss issues such as shifting to an alternative accountability model and to a new teacher and principal evaluation system. The bargaining units agreed to collaborate with the district on implementation once the waiver is approved.

As CORE has worked collaboratively to develop its proposed accountability model and to address USED concerns, we have necessarily addressed several issues raised recently by Participating LEA superintendents based on feedback from teachers and other stakeholder groups in their districts. Examples include:

- lowering the "N" by which student subgroups are reported from 100 to 20 to prevent masking smaller subgroups
- ensuring that 40% of the total CORE School Quality Improvement Goal is comprised of non-cognitive measures (from the social-emotional and school climate/culture domains)
- factoring in middle school to high school persistence (defined as completion of 10th grade) as one of the School Quality Improvement Goal variables
- accounting for students who graduate in more than four years, so that schools and districts are given credit for successful efforts to engage and graduate high-risk students who must overcome severe personal and community-related barriers to graduation
- incorporating a consistent School Quality Improvement System in order to monitor and support all Participating LEA schools – with special emphasis on priority, focus and reward schools

We also want to highlight that this Waiver application incorporates input from numerous national and/or statewide educator, research, advocacy, and non-profit organizations. Those groups include, but are not limited to: Education Trust West, Association of School Administrators Superintendents' Council representatives and staff, County Office of Education Superintendents, WestEd, the Parthenon Group, and Teachers on Special Assignment in Participating LEAs. We have also been advised directly by Michael Fullan, Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, and Special Adviser on Education to Dalton McGuinty, the Premier of Ontario. The input from these groups and experts has informed the application on issues including: professional development to support implementation of the Common Core State Standards; designing and weighting components of a strong, effective alternative accountability model; setting aggressive but achievable goals for student achievement and eliminating subgroup gaps; the rationale for and evidence supporting the inclusion of measures such as social-emotional factors and results of stakeholder surveys as viable indicators of school performance; effective interventions for schools that do not meet growth targets; and effective processes for evaluating, recognizing, and supporting teachers, principals and superintendents.

Moreover, on an ongoing basis during the development of this Waiver application, CORE staff have maintained communication with and sought input from key constituencies such as the State Board of Education, California Department of Education, and the Association of California School Administrators.

Each of the Participating LEA Superintendents has signed the Memorandum of Understanding

included in our Waiver application. In doing so, each LEA is committed to involving teachers and their representatives as we continue to plan and implement this Waiver. This process of consultation with teachers, principals and their bargaining units is an ongoing commitment of the CORE Waiver whereby all participating LEAs will communicate regularly with these key stakeholders in a formative process to continuously improve both accountability and support for teachers. In addition to aligning classroom instruction with the college- and career-ready standards reflected in the Common Core State Standards, teachers and principals in all participating LEAs – and in LEAs that sign on to the Waiver in the future – will participate engage in efforts such as cross-classroom or -department teacher collaboration on using student data to inform instruction, focused on promoting consistent achievement growth so that all students graduate from high school ready for college and careers. Teachers and principals will also participate in peer review and support activities via learning collaboratives facilitated by CORE. Since every district has a different bargaining agreement in place and will need to effect unique changes to implement the waiver, we recommend a decentralized approach that will engage teachers and their representatives locally to advance the work for each component of the waiver.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

CORE believes that a decentralized approach is necessary to gather the input required to meaningfully represent each participating district. The input process must be facilitated in a manner that is respectful of the unique culture and character of each respective community. To support the development of this Waiver application, each participating LEA has initiated efforts to engage its local community. As documented in Appendix F, audiences, forums, and participants in this local engagement work have varied from district to district. They have included local school boards; community forums attended by parents, students, and other community members; School Site Council meetings; parent liaisons from Title I schools; PTA Executive Council; district English Language Advisory Committees; Parent Advisory Committees; Student Advisory Councils; Community Advisory Councils; emails to district/school staff; postings about the evolving Waiver application on district web sites; news releases to local communities; and convenings of local business and educational leaders. Below we provide examples of how District administrators have engaged and sought input for the Waiver application from diverse stakeholder groups to date:

- The San Francisco USD superintendent has hosted a series of meetings with parent groups that advocate within the District, including Parents for Public Schools, the Parent Advisory Committee to the Board of Education and San Francisco Parent PAC. Participants expressed concerns that the schools would be watering down their accountability for results by waiving out of NCLB, but they were receptive and supportive when the superintendent explained how the transition to the CCSS would raise the rigor of expected student learning and enable the district to better prepare students for college and career and that new School Quality Improvement System would in fact hold schools more accountable than the existing system.

We also want to highlight that many of the Participating LEAs have already launched significant reforms in line with key components of the Waiver proposal and have deliberately and effectively engaged stakeholders across the board in the process. For example, in 2011 when launching its teacher evaluation reforms, Los Angeles Unified engaged Pivot Learning Partners to propel a

listening campaign to support the implementation of four strategic initiatives within LAUSD, including: using data to drive standards based instruction (performance management); creating and supporting quality schools; supporting all employees; and budgeting for student achievement (per pupil budgeting). Oakland Unified convened a broad range of stakeholders as part of fourteen task forces to help shape reforms that are now encompassed in its ambitious 5-Year Strategic Plan (2011-2016) including areas such as implementation of the CCSS, process for school quality review, teacher/school leader effectiveness and evaluation, and the move toward a Full Service Community School approach district-wide. OUSD has implemented a Leadership Council that brings all stakeholder groups to the table to continue to provide input into the district and school reform process.

All participating LEAs that sign on to the CORE Waiver will be required to apply and commit to both an initial, and annual processes of engagement with their diverse stakeholders and communities to inform, support, and solicit feedback regarding the ongoing planning and implementation of the Waiver stipulations. Participating LEAs shall apply the Consultation High Quality Plan (See Table 1 below) to solicit and incorporate local stakeholder feedback and will report to CORE all collected feedback, comments, and concerns. CORE will aggregate all collected feedback, comments, concerns and information for consideration and/or application by the CORE board as well as share with the USED as applicable.

Table 1. Consultation High Quality Plan

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
Stakeholder engagement has occurred to date with teachers, school leaders, parents, staff and local community	Complete	• Participating district superintendents, principals, and other key district personnel • CORE	• Stakeholder Engagement Documentation To-Date (see Appendix)	• CORE and LEA time	• n/a
CORE publicizes new waiver accountability model (School Quality Improvement System) through its website, local media outlets, and other avenues	Already complete; Final version will be added	• CORE with support from participating LEA Superintendents	• CORE communication plan (see Appendix) • Media coverage as evidenced on the CORE website	• CORE and Superintendent staff time	• n/a
For Parents: LEAs consult on waiver requirements including: use of the revised accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach:** Discussion at PTA meetings and emails home Districts collect stakeholder comments and concerns	Quarterly, Beginning Start of 2013-14 SY	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting minutes and agendas (see Appendix for sample) • LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time and resources as well as publicising event to all parents may prove challenging
For Teachers: LEAs consult on waiver requirements including: use of the revised accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach:** Discussion at staff meetings and professional development sessions publicized though all staff emails Districts collect stakeholder comments and concerns	Quarterly, Beginning Start of 2013-14 SY	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting minutes and agendas (see Appendix for sample) • LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time, and resources may prove challenging

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
For Staff: LEAs consult on waiver requirements including: use of the revised accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach**: Discussion at staff meetings and all staff emails Districts collect stakeholder comments and concerns	Quarterly, Beginning Start of 2013-14 SY	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting minutes and agendas (see Appendix for sample) • LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time, and resources may prove challenging
For Local Community: LEAs consult on waiver requirements including: use of the revised accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach:** Discussion at town hall meetings publicized through local bulletins Districts collect stakeholder comments and concerns	Quarterly, Beginning Start of 2013-14 SY	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting minutes and agendas (see Appendix for sample) • LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time, and resources may prove challenging
All districts will hold at least 1 information, consultation and training session with Principals and key leadership from priority, focus, and reward schools on School Quality Improvement System and the intervention and support requirements of priority, focus, and reward schools under the waiver Districts collect stakeholder comments and concerns	Summer 2013; Annual thereafter	• Participating districts • CORE to provide communications support	• LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District, school, and CORE staff time • Meeting space and communications documents	• Ensuring 100% participation from key schools personnel may require additional outreach sessions in each district

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
District Superintendents and Labor Relations teams engage collective bargaining units in communicating and forming consensus around changes to elements of educator evaluation systems under the requirements of the waiver	Beginning summer 2013, on-going with annual milestones	• District Superintendents and Labor Relations teams	• Updated collective bargaining agreements upon completion • Meeting agendas and minutes	• Staff time from key district personnel • Support from CORE and other participating districts as needed	• Engaging bargaining units may be a challenging and lengthy process
Districts report comments and concerns from stakeholder engagement efforts to CORE by early August 2013, and by April 15th of each year thereafter. CORE will aggregate the data and the CORE Board will determine response to aggregated comments and concerns. Districts will be responsible for responding to all non-CORE-wide comments and concerns. Possible responses include additional consultation, budgetary adjustments, guideline adjustment, preparation of additional educational materials, etc.	Summer 2013; Annually in Spring thereafter	• District leadership • CORE • CORE Board	• Aggregated comments and concerns as available	• District, school, and CORE staff time	• Comments and concerns may vary greatly by district, making CORE-wide responses challenging to implement
Priority and Focus schools develop school advisory councils with stakeholder participation (such as teacher, parent staff, and community representation) Advisory council will participate in school needs assessments and development of intervention plans	Fall 2013; Annually	• District leadership	• Meeting agendas and minutes	• District, school and stakeholder time	• Securing meeting space, time, and resources as well as soliciting stakeholder participation may prove challenging

Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Overview of SEA's Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement

Seven California school districts: Fresno, Long Beach, Los Angeles, Oakland, San Francisco, Santa Ana, and Sanger unified school districts, representing more than a million students, have come together to form a learning cooperative called the California Office to Reform Education (CORE). The Districts are focused on deep learning and sharing practices in the two critical areas: effective implementation of the Common Core State Standards and building social capital. In order to further their work, the Districts have collectively decided to seek this waiver and have organized a process to include Local Education Agencies (LEAs) throughout the state that share a commitment to this reform work. This CORE waiver application includes a Memorandum of Understanding (MOU)[1] (Appendix A) and a detailed description of these commitments, including the intention to allow any LEA in the state to sign on should the application be approved.

CORE's waiver is rooted in shared learning and responsibility for student achievement. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures—nested in the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. This plan is grounded in the concept of moral imperative highlighted in the work of Michael Fullan, Ph.D.[2] and described succinctly in his paper "Choosing the Wrong Drivers for Whole System Reform."[3] It also incorporates recommendations from the state's report "Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State," acknowledging that achieving success for all students hinges on teacher effectiveness, but that real reform depends on the collective responsibility of the entire system, and not the heroics of the individual teacher.[4]

With this waiver, CORE does not seek to escape FROM accountability. Instead, CORE is asking for a waiver INTO a new system with a higher level of shared responsibility and accountability but propelled by the right drivers to achieve the system's ultimate purpose: all students prepared for college and careers, and the elimination of disparity and disproportionality on multiple critical measures of student success.

This plan is designed with recognition that the expectations for meeting students' needs has been

[1] The purpose of the MOU is to establish a framework of collaboration amongst the CORE Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of CORE in its implementation of an approved Request for Flexibility application. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of the MOU with support from CORE.

[2] Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, and Special Adviser on Education to Dalton McGuinty, the Premier of Ontario.

[3] Fullan, M. (2011). *Choosing the Wrong Drivers for Whole System Reform*. Centre for Strategic Education. Retrieved 2012, from http://www.michaelfullan.ca/media/13396088160.pdf.

[4] California Department of Education. (2012). *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State.* Educator Excellence Taskforce. Retrieved 2012, from http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf.

too narrow for too long; LEAs have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. CORE Districts are ready to be held to a more comprehensive and higher standard on a range of measures that are collectively believed to be superior indicators of students' college and career readiness, and more effective drivers of change.

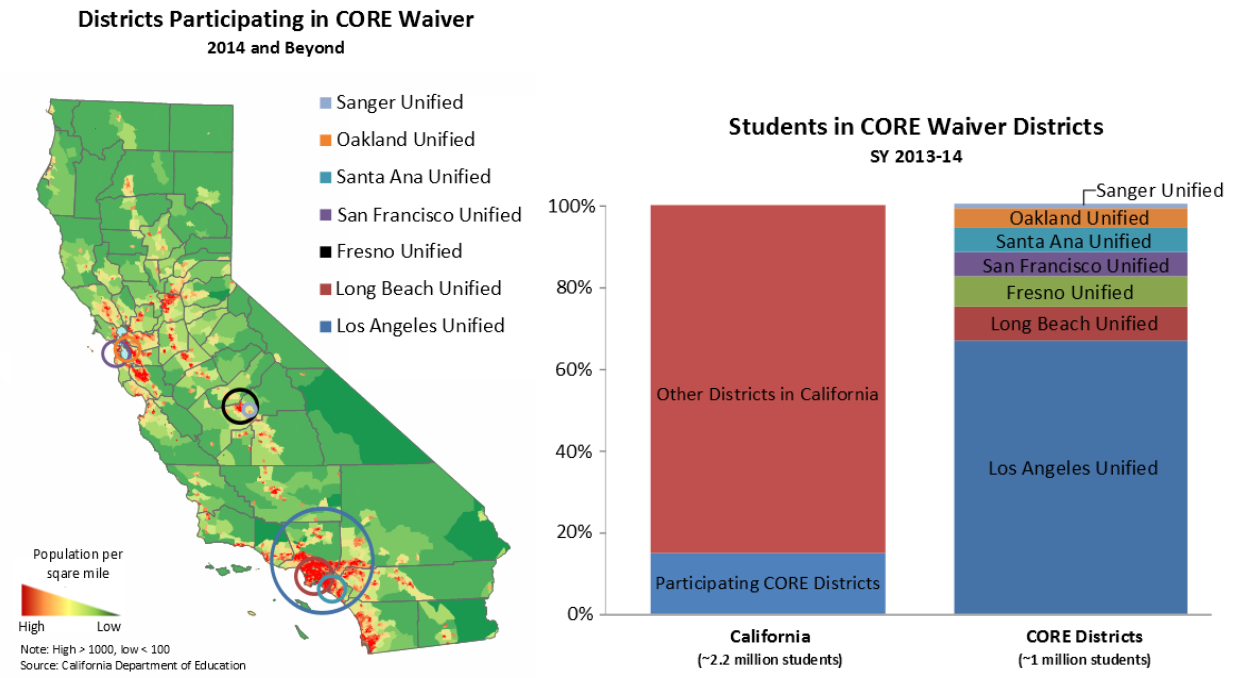
The CORE waiver proposal is built upon four foundational goals that align to, and extend beyond the three principles of the waiver guidelines:

1. College- and Career-Ready Expectations for All Students;
2. A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability;
3. The development of Intrinsic Motivation for Change through Differentiated Recognition, Accountability, and Support for Schools; and
4. Focused capacity-building for Effective Instruction and Leadership.

CORE's obligation to implement meaningful reform in California public schools is urgent. CORE Districts alone serve nearly 1 million students and represent 16 percent of all California students. The state's underserved population is strongly represented in CORE Districts, comprised predominantly of minority students living in poverty, and more than 250,000 students who are English Learners—creating a powerful opportunity to address the state pattern of certain groups of children repeatedly achieving below children in other groups. On the National Assessment of Educational Progress (NAEP) and California's own standards-based tests (CSTs), poor students, African Americans and Latinos, and English learners are overrepresented among students scoring at the lowest levels and underrepresented among the highest scoring. Other measures of student achievement—including dropout and graduation rates, completion of the a–g courses required for eligibility to the state's four-year universities, and college admissions—reveal similar achievement patterns between these groups of students and their peers. These results are important because they predict later success, including students' ability as adults to secure jobs that pay a living wage.[5]

[5] EdSource. *The Achievement Gap in California*. Retrieved 2013, from http://www.edsource.org/stu_achivegap.html.

Figure 1. Participating CORE LEA Representation in California



CORE believes that these statistics and collaborative desire to ensure high levels of learning for all students justify the presentation of this unique application, and set an important precedent for the moral imperative for reform and student-centered decision making. Developing the work through the district and practitioner perspective at the outset, and allowing LEAs to opt-in rather than simply comply with state-level decisions, will enable districts to implement this work with greater ownership and ease, enhancing the collective movement toward ensuring that every student graduates college- and career-ready.

CORE's collaboration starts with a deep, underlying commitment to change educational culture from one of individual accountability based on a narrow assessment portfolio to a system of accountability that holistically values the many additional factors that contribute to ensuring school and district conditions that produce high levels of learning for all students. The CORE Districts desire flexibility, not to avoid accountability, but to embrace and expand it to ensure that the right drivers are included. The Districts also share a deep belief in local control not because of the desire to escape statewide expectations but because each community is truly unique. The theory is that by allowing local innovation nested in a collaborative approach and an unwavering dedication to high expectations, each district will get better, more contextually relevant results. As a collaborative group of Districts focused on continuous improvement, CORE is committed to regularly convening and purposefully ensuring learning from each other's successes and failures, not because of state or federal mandate to meet, but because of a moral imperative to serve children.

Recognizing that CORE's application is unique given the lack of direct involvement from the state education agency, the CORE Districts have undertaken quite a bit of research into governance and mutual responsibility in consultation with the leadership from the Association of California School Administrators (ACSA). Through a common Memorandum of Understanding (MOU) the CORE LEAs will demonstrate their commitment to mutual accountability and transparency. The purpose

of the MOU is to establish a framework of collaboration and shared accountability among all Participating LEAs, including the original CORE Districts, to articulate specific roles and responsibilities in support of implementation. Appendix A of this application has a copy of the proposed MOU. This application builds on the MOU framework with a strategic vision for aggressive education reform embodied in a clear and credible path to implementation. If at any point an LEA is unable or unwilling to uphold the commitments within the MOU, the commitment can be rescinded and the LEA returned to the existing California NCLB accountability workbook.

The new CORE accountability framework will:

1. Hold participating LEAs accountable for commitments made in the MOU and waiver application;
2. Provide forums for continued collaboration among participating districts;
3. Inspire LEAs to comply based on a moral imperative, rather than a punitive compliance structure, the key tenets of which are:
    a. Aligned to a clear and compelling reform mission and agenda;
    b. Peer driven;
    c. Low cost and low impact on personnel workloads in order to be sustainable in the long term; and
    d. Based on expectations that system leaders will hold themselves and their colleagues mutually accountable to gain the benefits of the waiver.

At its heart, CORE's goal is to build a new system of accountability – the School Quality Improvement System – rooted in a moral imperative to educate all children and engineered on a foundation of transparent data sharing and mutual accountability. Within the peer driven system of the CORE waiver proposal, CORE will facilitate and provide a central point of contact for waiver activities for the LEAs and support the oversight panel and to help ensure good communication among the entire organization and consortium. The School Quality Improvement Oversight Panel will serve in a capacity to ensure LEA compliance and is further discussed later in this document. Additionally expertise within CORE, its external partners/ vendors and participating LEAs' schools and central offices will be used to provide accountability, support, and assistance across the system. For example, under this new system, all participating LEAs will share their data with an agreed upon third party aggregator (e.g. The John W. Gardner Center for Youth and Their Communities at Stanford University) that would help organize and display the information. If the data were to identify a struggling school, it would be teamed with a demographically similar high-performing school to be an ongoing partner for improvement. CORE has evidence of the effectiveness of this kind of model from experiences within the Fresno-Long Beach Learning Partnership.

The Fresno-Long Beach Learning Partnership

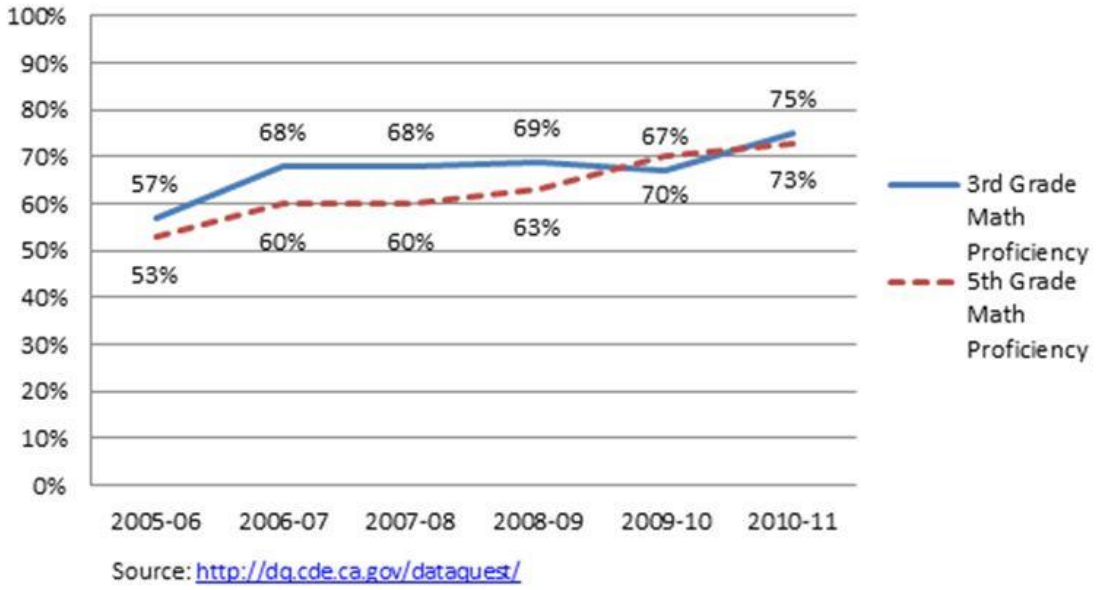
Established in 2008, the Fresno-Long Beach Learning Partnership serves as a useful example of cross-district collaboration. The overarching goal of the Partnership is to graduate students prepared for success in higher education or for a career with significant growth potential. With this goal in mind, the third and fourth largest districts in California identified three major areas of focus

for their joint endeavors: enhancing mathematics instruction, improving outcomes for English learners (ELs), and developing strong leaders at the school and district levels.[6]

The Partnership's work in mathematics specifically incorporated an approach to instruction (MAP2D) first developed by a single teacher in the elementary grades in Long Beach that had resulted in steady gains in mathematics achievement throughout the district (Figure 2).

Figure 2. Long Beach Unified School District Mathematics Proficiency

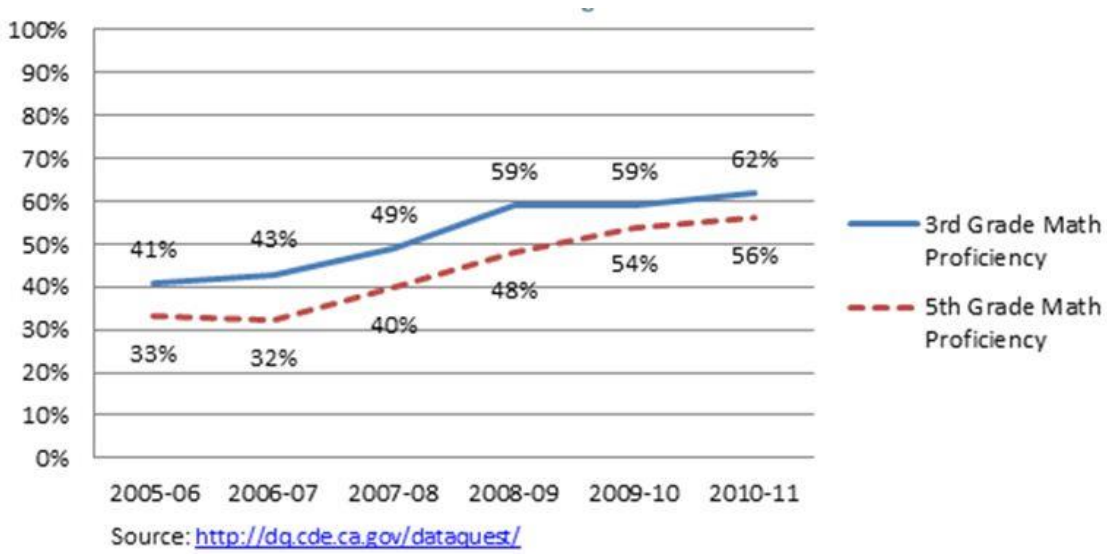
2005-06 through 2010-11



Leaders in Fresno learned about Long Beach's success through a Collaborative on District Reform and agreed to a learning partnership around the work. The formalization of the Partnership focused both districts' attention and resources on this work and in 2007–08 resulted in Fresno piloting an approach to mathematics instruction modeled on the Long Beach program. As a result of this widespread, focused attention on mathematics instruction, Fresno also saw significant gains in mathematics scores (Figure 3).

[6] Duffy, H., Brown, J., Hannan, S., O'Day, J. (2011) *Separate Paths, Common Goals: Cross-district Collaboration on Mathematics and English Learner Instruction*. Retrieved 2013, from http://www.cacollaborative.org/pdf/CA_Collaborative_Fresno_LB_Brief3.pdf.

Figure 3. Fresno Unified School District Mathematics Proficiency 2005-06 through 2010-11



Two-Way Learning

Fresno was clearly able to learn from Long Beach's implementation of MAP2D. The conversations across districts allowed Fresno to accelerate its implementation of the instructional approach—going district wide much more quickly than Long Beach had. However, both districts benefited from the process; Long Beach staff has been quick to point out that it is only through sharing ideas like MAP2D with outsiders that leaders, coaches, and teachers were able to articulate the thinking behind their practice. Long Beach leaders believe that this has resulted in deeper learning for Long Beach teachers, coaches, and principals. Another example of lessons Long Beach has taken from Fresno concerns the mathematics placement practices that Fresno piloted as part of its Equity and Access initiative that has focused attention on student access to rigorous academic courses.

Accountability for the new mutual accountability structure will fall across four domains:

1. Self-monitored;
2. Peer-monitored/Peer reviewed;
3. CORE facilitated; and
4. External Partner analysis/facilitated.

It is CORE's hope to let data drive all actions and to rely on peer-to-peer collaboration and support as much as possible. For example, all Participating LEAs would send data to an agreed-upon third-party aggregator that would produce both accountability metrics and learning dashboards. A school's identification as Priority, Focus, or School of Distinction (Reward) would result from an agreed-upon formula, Participating LEAs would then be paired together and through transparent reporting hold each other accountable for action. In some instances, CORE or another third-party

partner would need to play a coordinating role to assist. Below are several examples of how CORE expects to build this system in relation to particular ESEA waiver Priorities.

Figure 4. Monitoring of Principle 1 Commitments

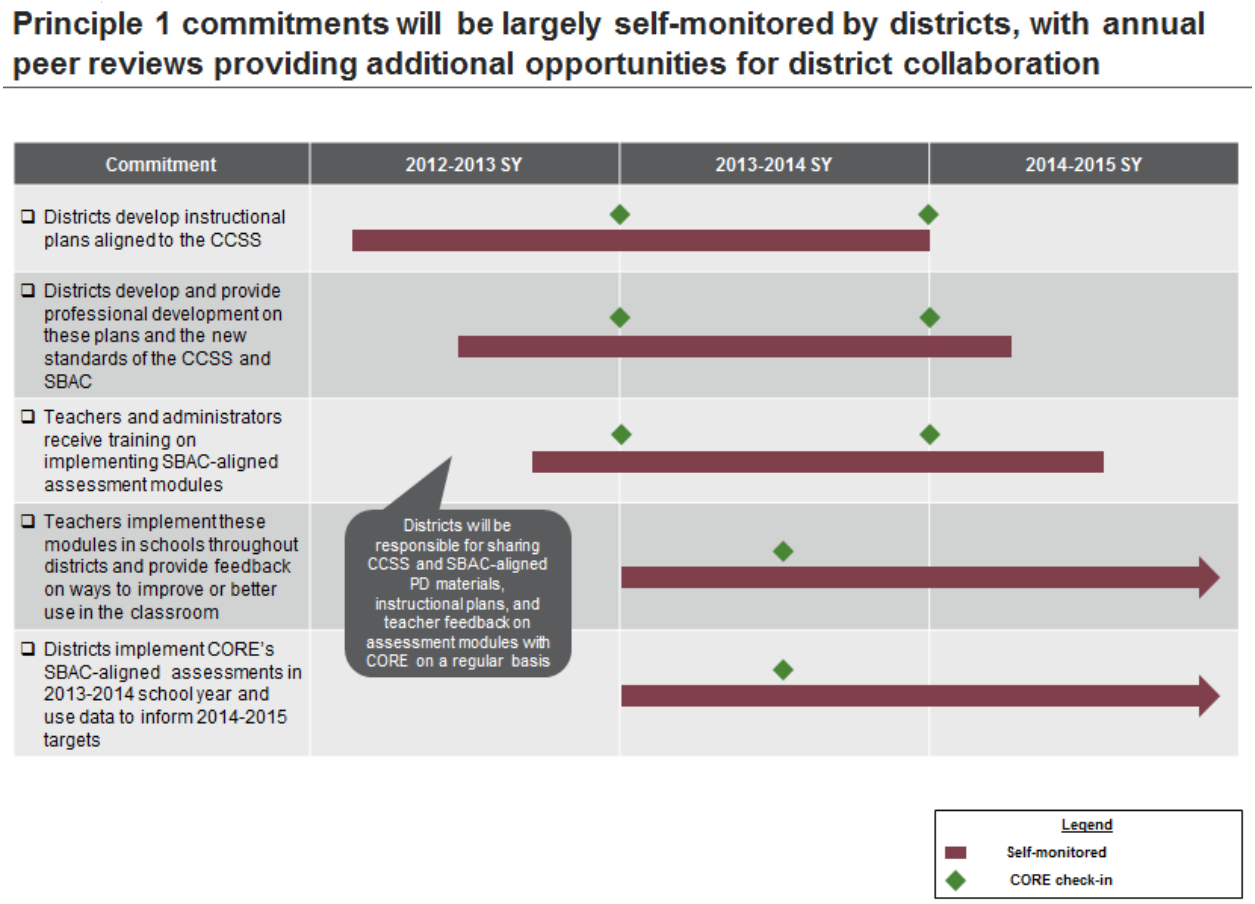


Figure 5

MANY PRINCIPLE 2 COMMITMENTS WILL BE MANAGED THROUGH DUAL PROCESSES BETWEEN THE DISTRICTS AND EXTERNAL PARTNERS

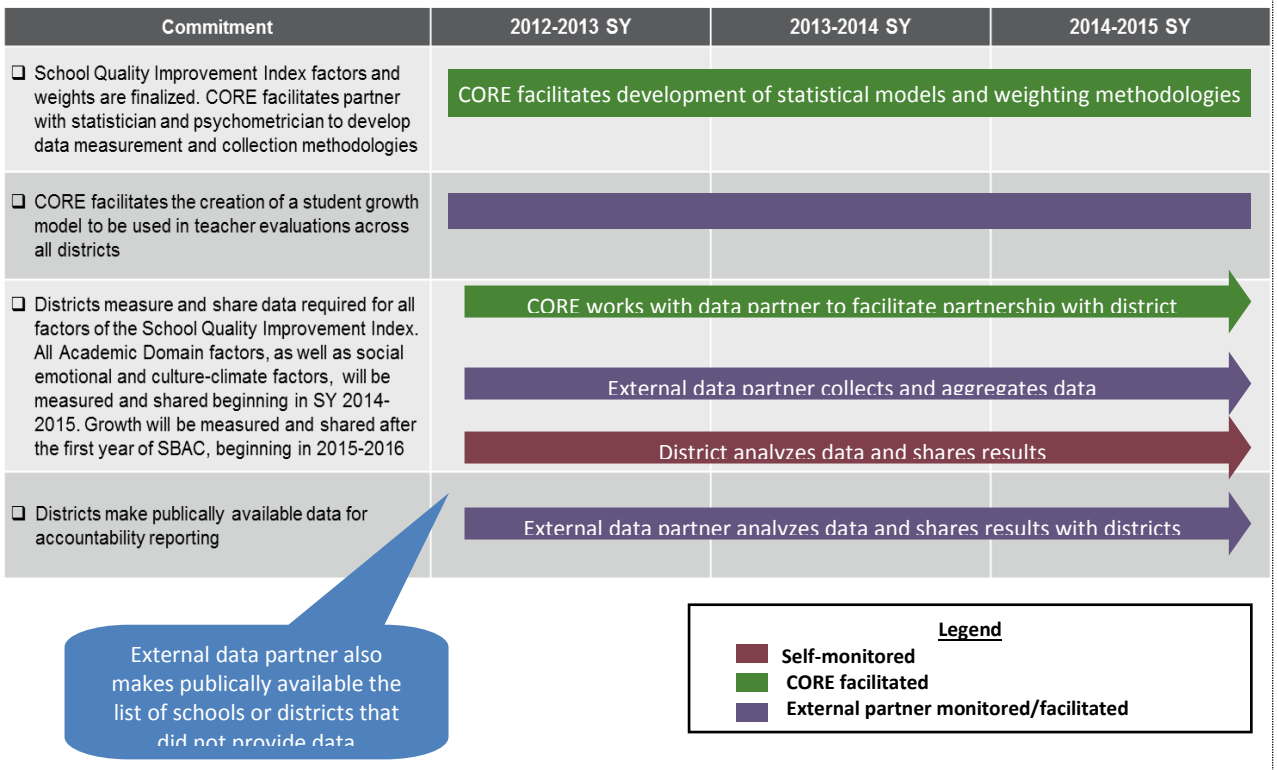


Figure 6

COMMITMENTS RELATED TO THE ACCOUNTABILITY FRAMEWORK WILL BE MANAGED BY THE DISTRICTS

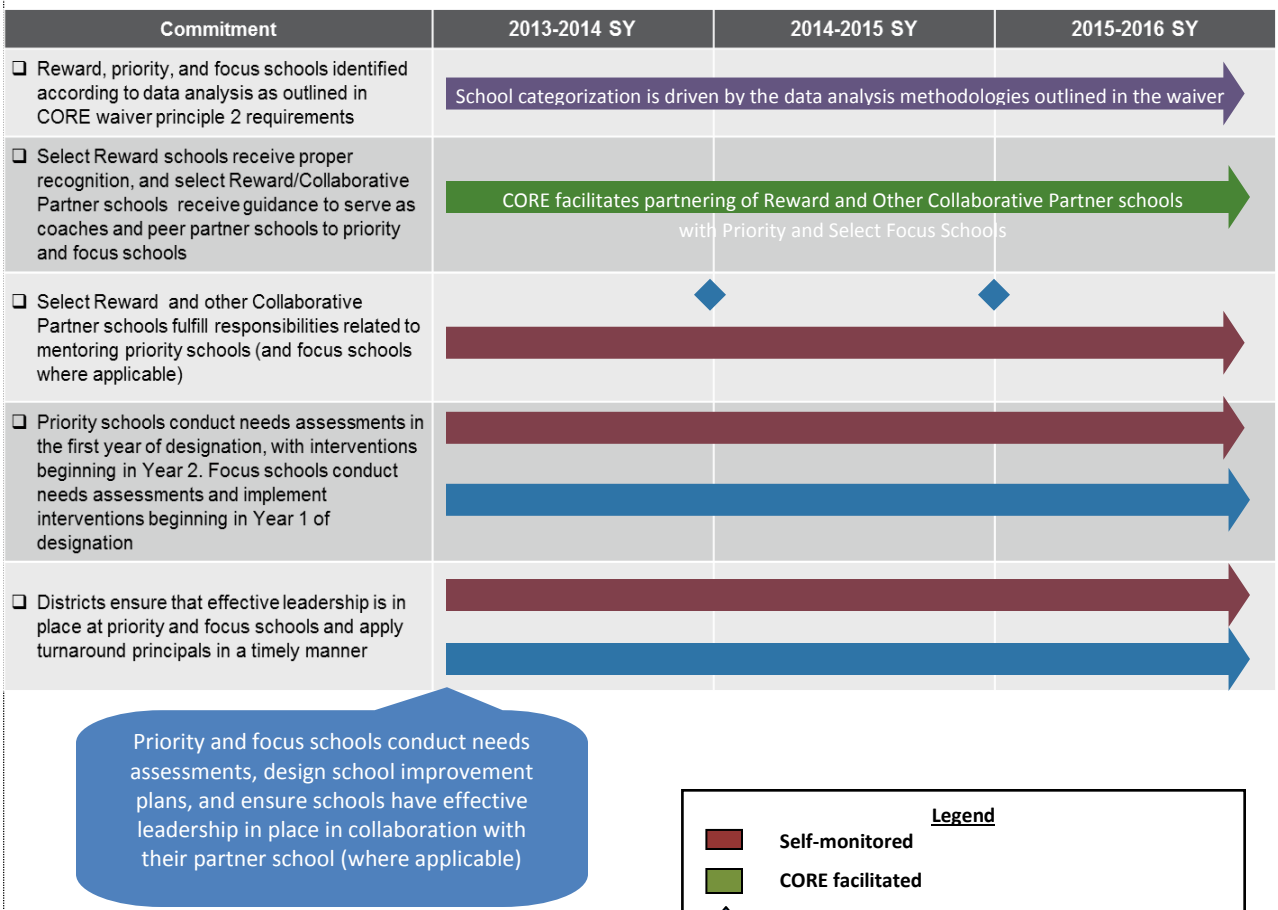
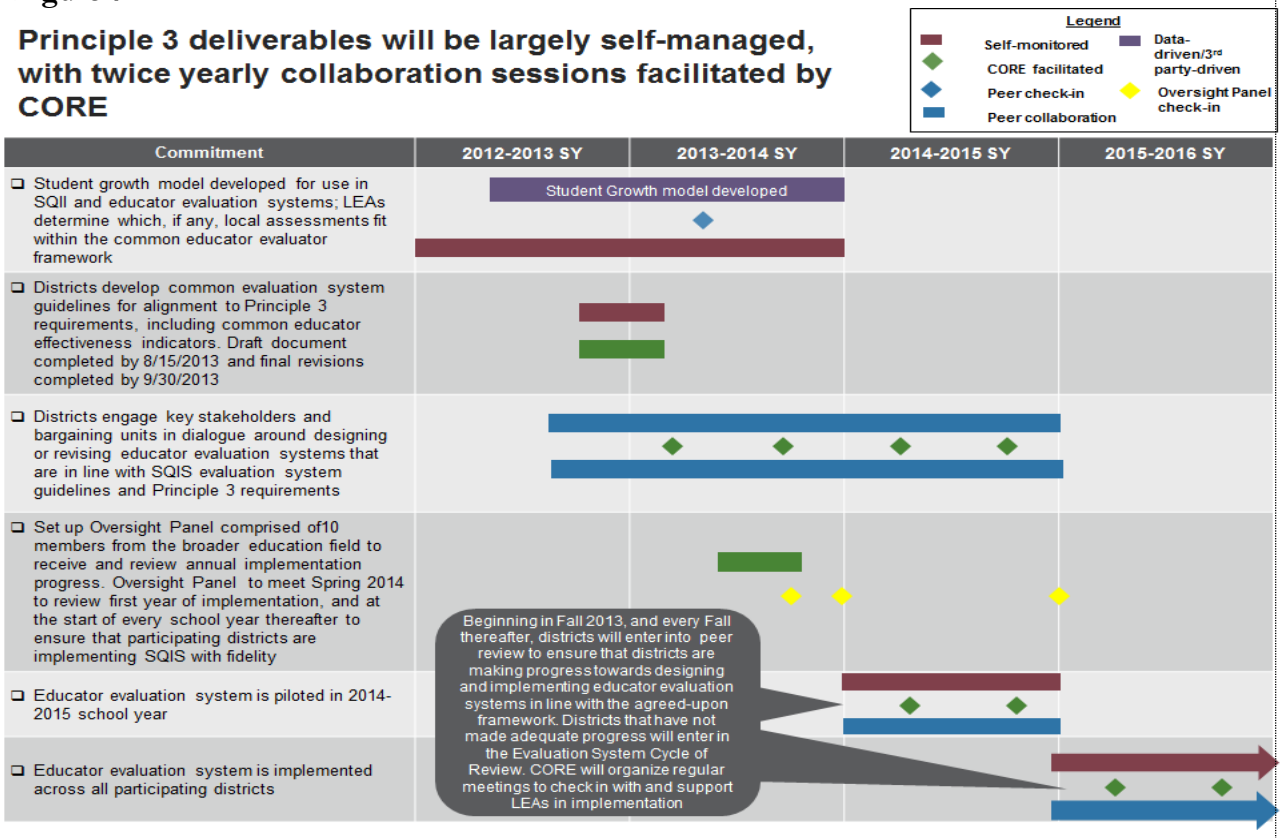


Figure 7

Principle 3 deliverables will be largely self-managed, with twice yearly collaboration sessions facilitated by CORE



The CORE Districts feel strongly that the same shared goals called for in NCLB—get all students college- and career-ready and close achievement gaps—can be reached by holding one another mutually accountable through shared agreements and transparency rather than external sanctions. As CORE began to frame the plan that ultimately will become an alternative accountability model, several CORE superintendents spent time studying Dr. Michael Fullan's whole system approach to reform. Fullan contrasts current leading drivers to those which have been proven in international studies to result in better outcomes:

> *The right drivers—capacity building, group work, instruction, and systemic solutions—are effective because they work directly on* ***changing the culture*** *of school systems (values, norms, skills, practices, relationships); by contrast the wrong drivers [accountability, individual leadership quality, technology, and fragmented strategies] alter structure, procedures and other formal attributes of the system without reaching the internal substance of reform—and that is why they fail.*[7]

Struck by the drivers that led to a changed culture and positive and lasting improvements in Ontario, Canada, they came to believe the same approach will work in California. Thus, the application and current day-to-day work is motivated by a proposed accountability model that incorporates a similar philosophy. The approach is grounded in a fundamental commitment to improve student achievement for every child with accountability grounded in transparency and capacity-building

[7] Fullan, M. (2011).

versus external sticks and carrots. In this vein, and in alignment with ESEA Waiver tenants, CORE focuses on high-quality implementation of the Common Core State Standards (CCSS), increased support for all educators to guarantee the best possible instruction for every student, and accelerates reform in every CORE LEA and other California LEAs that join the application by agreeing with and signing the MOU.

Just like CORE believes that quality instruction is the crux of reform, Tom Torlakson, the California State Superintendent of Public Instruction (SSPI) asserts in his recently published report, "Greatness by Design" that, "Every child deserves a great teacher." By convening a taskforce co-led by Chris Steinhauser, the Long Beach Unified School District superintendent and CORE board member, the SSPI called on California educators to assess the state of the teaching profession as well as to research and discuss questions about teacher recruitment, support, and inspiration for long, productive, and highly effective careers.[8] CORE is placing great value in this body of work and references the recommendations in **Principle 3** of this application.

CORE LEAs are committed to, and already moving toward, implementation of the CCSS and in fact encouraged the California State Board of Education (SBE) to adopt them. However, the plan for statewide CCSS roll-out and support thus far has not provided the level of depth desired by many districts. Therefore, with a focus on shared responsibility and collaborative learning, CORE Districts have initiated this work. The cross-district collaboration and professional learning regarding CCSS implementation is accelerating the pace of roll-out and ensures logistical support for participating districts and schools. Detailed descriptions, implementation timelines, and the vision for CCSS transition are laid out in **Principle 1** of this application.

Additionally, CORE is proposing an alternative accountability system – the School Quality Improvement System – grounded in the concept of leveraging the right drivers for change (capacity building, group work, instruction, and systemic solutions) as presented in Dr. Fullan's work.[9] Accountability measures will combine achievement status, growth, and college- and career-readiness to ensure that all students are college- and career-ready by the time they leave the Participating LEAs' K-12 systems. It does this in large part by holistically focusing on teacher collaboration and shared responsibility as a primary driver. These holistic changes reflected in the School Quality Improvement Index call for, at a minimum, having all grade levels assessed in the California State Assessment System. In short, the expected outcome does not change but the driver is very different. The proposed School Quality Improvement System also recognizes the importance of factors beyond academic preparedness and values multiple measures of student success in social/emotional development, as well as the critical importance of a school's culture and climate. Finally, by including measures of disparity (the unequal or inequitable treatment of one group as compared to another) and disproportionality (the overrepresentation of a particular group of people in a particular group or system), the Participating LEAs will ensure focused attention on issues of equity and access. Beyond the accountability metrics, in order to achieve college- and career-readiness for all students and to eliminate disparity and disproportionality, all Participating LEAs also will collect and share data far beyond what is necessary for federal accountability. These additional elements will include factors that all collectively agree are critical indicators of the ultimate success of students. Examples could be prekindergarten information, 3rd grade reading data, middle school transitions, a-g (4-year college admission) completion rates, etc. These data then will be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly

[8] California Department of Education. (2012).
[9] Fullan, M. (2011).

ensure Districts' systems are serving each and every student, and to identify opportunities for cross-school and district collaboration around complementary strengths and areas of growth. If student performance is lagging on any of these indicators of success, it will be highlighted so that changes can be made to keep growth in students' achievement on course.

All data in these three domains will be shared across districts and schools so that all Participating LEAs can 1) hold themselves and each other accountable for preparing every student for college and career, and 2) develop cross-LEA collaborative relationships with a culture of excellence, continuous improvement, and collaboration. In fact, in CORE's waiver plan, the front-line consequence for a school or district falling short on any of the measures of success is support and technical assistance by partner school teachers and leaders that are successful, measured by CORE's accountability metrics, in similar demographics. This is a paradigm shift away from a compliance-based accountability system to one driven by the collective and individual responsibility to adhere to this new set of principles, with shared responsibility and support building from educator to educator, from school to school, and from district to district.

See **Principle 2: Differentiated Recognition, Accountability and Supports** for detailed steps and timeline on how CORE will develop and implement **the** School Quality Improvement System (which includes an alternative accountability system).

The School Quality Improvement System (CORE waiver plan) expects that every student deserves an effective teacher, and it is the collective responsibility of the school and district community to ensure that every teacher is effective. All Participating LEAs agree that student achievement growth should be included as one of multiple measures in the process of evaluating educator effectiveness. Equally, each district believes that one-size-fits-all mandates are counterproductive. These indicators will not dictate to LEAs precisely how to go about their work by mandating specific frameworks like Danielson or the California Standards for the Teaching Profession (CSTP), but instead will agree on common high-leverage indicators, such as instructional collaboration around student achievement, that the CORE Board agrees to help exemplify effectiveness.

Similarly, specific interventions priority schools might pursue will be aligned to the system reform drivers identified by Dr. Fullan, (fostering intrinsic motivation, continuous improvement, collective team work, and "allness") and aligned to the three categories of metrics that guide CORE data collection and reporting (academic achievement, social/emotional measures, and school and district culture and climate). This means focusing on interventions that, "situate the energy of educators and students as the central driving force" of change.[10] In all cases, schools that are struggling will be paired with CORE Schools of Distinction (Reward Schools) so they can observe and collaborate around successful exemplars.

Therefore, this application takes a different approach by developing and adopting guidelines for local teacher, principal, and superintendent evaluation and support systems that allow for and encourage local innovation and implementation. The CORE Districts have begun working together to design, pilot, and implement such evaluation systems and will continue to work with participating districts on a three-year pilot and implementation timeline. See **Principle 3: Effective Instruction and Leadership** for a detailed account of how district evaluation systems aligned to the principles laid out in the ESEA Waiver regulations will be developed and implemented.

Local California Funding Formula

[10] Fullan, M. (2011), p. 3.

A recent development in California in the form of ground breaking reform in education funding led by Governor Jerry Brown, the Local California Funding Formula (LCFF) was signed into law on July 1, 2013. LCFF overarching goal is to break away from years of restrictive categorical funding that tied the hands of educators in order to provide targeted funding that is responsive to the varying needs of students while increasing local flexibility and accountability for resource allocation. Under LCFF, districts receive a base grant per student as well as supplemental grants for English Language learners, low-income students, and foster students. Schools in which these subgroups represent more than 50% of total enrollment will receive additional concentration grants in order to provide additional resources for traditionally underserved student groups. Additionally, each LEA is responsible for creating a local control and accountability plan that sets annual goals and describes how districts will: implement CCSS; improve students' achievement, graduation rate, and school performance; improve academic outcomes; and meet the needs of English learners, low-income students, and children in foster care. This new funding structure for LEAs is very aligned to all of the principles, accountability and commitments made in the CORE waiver proposal. Most importantly, the ethos of the CORE waiver proposal is directly aligned with that of LCFF, as it aims to provide targeted interventions and support while allowing districts and schools – those closest to the students - the flexibility to determine how to do so. Additionally, LCFF's commitment to improving outcomes for traditionally low-achieving subgroups is mirrored in the School Quality Improvement System, as subgroup performance accounts for approximately 60% of a school's overall score on the School Quality Improvement Index. Consistently low performing schools and schools with large achievement gaps will be required to implement targeted interventions aimed at increasing performance across all students and specifically the subgroup whose performance lead to designation. Similar to LCFF's local accountability plan, these schools will be responsible for designing 2-year intervention plans that are approved by the LEA's superintendent. On a broader level, participating LEAs will create waiver implementation plans that include: details on CCSS implementation in 2013-2014; and their commitments and steps to carry out the School Quality Improvement Index and related interventions, including targeted plans for improving academic outcomes for English learners, low-income students, students with disabilities, and low-achieving students. As a result, participating LEA's will not have to produce multiple compliance reports as the LCFF document will simply be a subset of their School Quality Improvement System report.

Implementation of the School Quality Improvement System with Rigor and Fidelity

To guarantee that all Participating LEAs successfully and consistently implement the School Quality Improvement System, all LEAs are responsible for establishing local plans and protocols for carrying out and monitoring implementation elements, expectations and requirements. LEAs will use a CORE Board adopted common template and rubric as development guidance to ensure comprehensive implementation planning and execution. These plans shall identify:

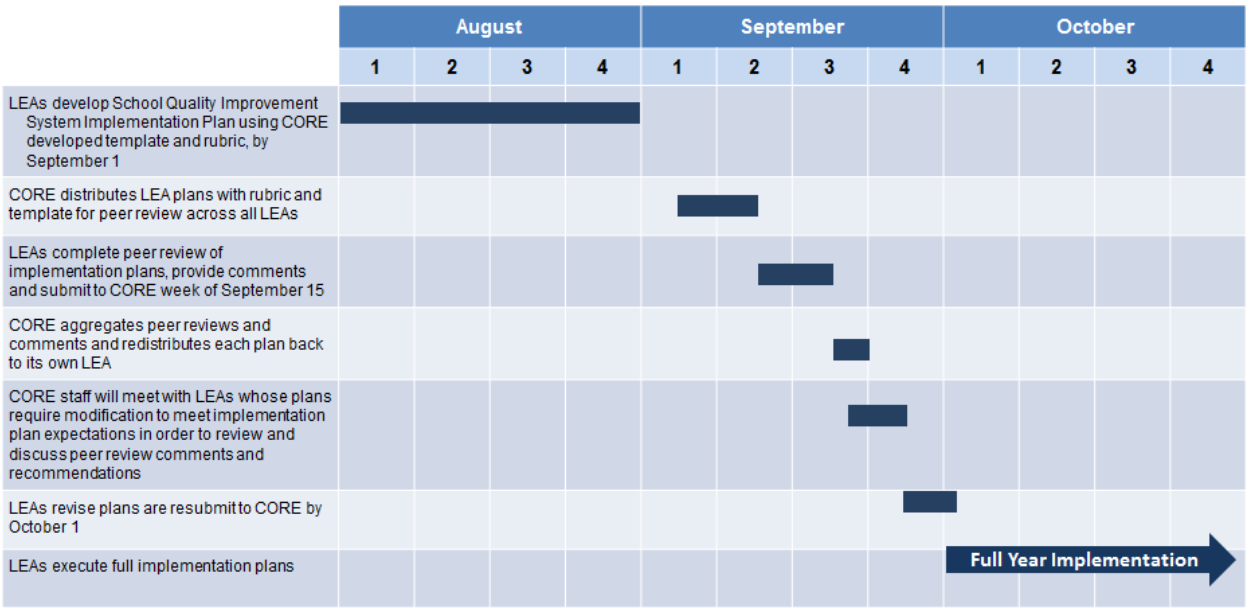
1. Who (individual or department) in each LEA serves as the lead point of contact and is responsible for coordination of implementation, monitoring and support for Title I schools and others that may participate in the School Quality Improvement System;
2. Activities and commitments to carry out the LEA's plan to implement CCSS by the start of the 2013-14;
3. The commitments and steps to carry out the School Quality Improvement Index and related interventions;
4. The process for development, stakeholder engagement and implementation of teacher and principal evaluation systems;

By September 1st of each year, first year LEAs will submit their plan for a peer review based on common expectations articulated in the adopted rubric. A preliminary rubric has been drafted and will be finalized no later than September 15, 2013. LEAs are only expected to submit a comprehensive plan for review and approval in their first year of participation, unless based on the first year's review cycle the LEA has been unable to fulfill implementation obligations as defined in the rubric. The peer review and evaluation of each LEA's plan will be based on the details provided for implementation measured against the rubric (Appendix H.) to provide the CORE board, staff and School Quality Improvement System Oversight Panel confidence that the LEA has thought through the steps for comprehensive implementation, has engaged stakeholders and that the plan is achievable based on current status of the implementation of all waiver elements items in the LEA. (For example, the LEA has a viable and articulated plan and supports in place to fully implement CCSS in the start of the 2013-14 year.)

Following the peer review process during the week of September 15th, each participating LEA will receive a holistic score and comments based on the aligned rubric (preliminary rubric can be found in Appendix H.). If any LEA's rubric score and related comments do not meet the rubric scoring expectation, the LEA will be required to revise their plan accordingly and resubmit to CORE for comparison to initial peer review scoring and comments to verify appropriate changes were made.

The School Quality Implementation System implementation planning and execution timeline is found below in Figure 8.

Figure 8. LEA Plan for School Quality Improvement System Implementation



To ensure results-driven innovation and accountability, CORE embraces systemic reform that is based at the LEA level. Therefore, based on the individual Participating LEA implementation plans, flexibility will be evident in implementation activities of the School Quality Improvement System expectations. However, the Participating LEAs agree to stay tethered to the joint agreement designed around ambitious academic progress targets and shared goals defined in this waiver application and outlined in the MOU.

LEA Implementation of the School Quality Improvement System, Monitoring and Escalating Interventions

Participating LEAs promise to hold each other accountable for decision-making at the local level based on the three waiver principles that make up the larger School Quality Improvement System they also agree that an external representative body of related educational experts will increase the transparency and rigor of the comprehensive system.

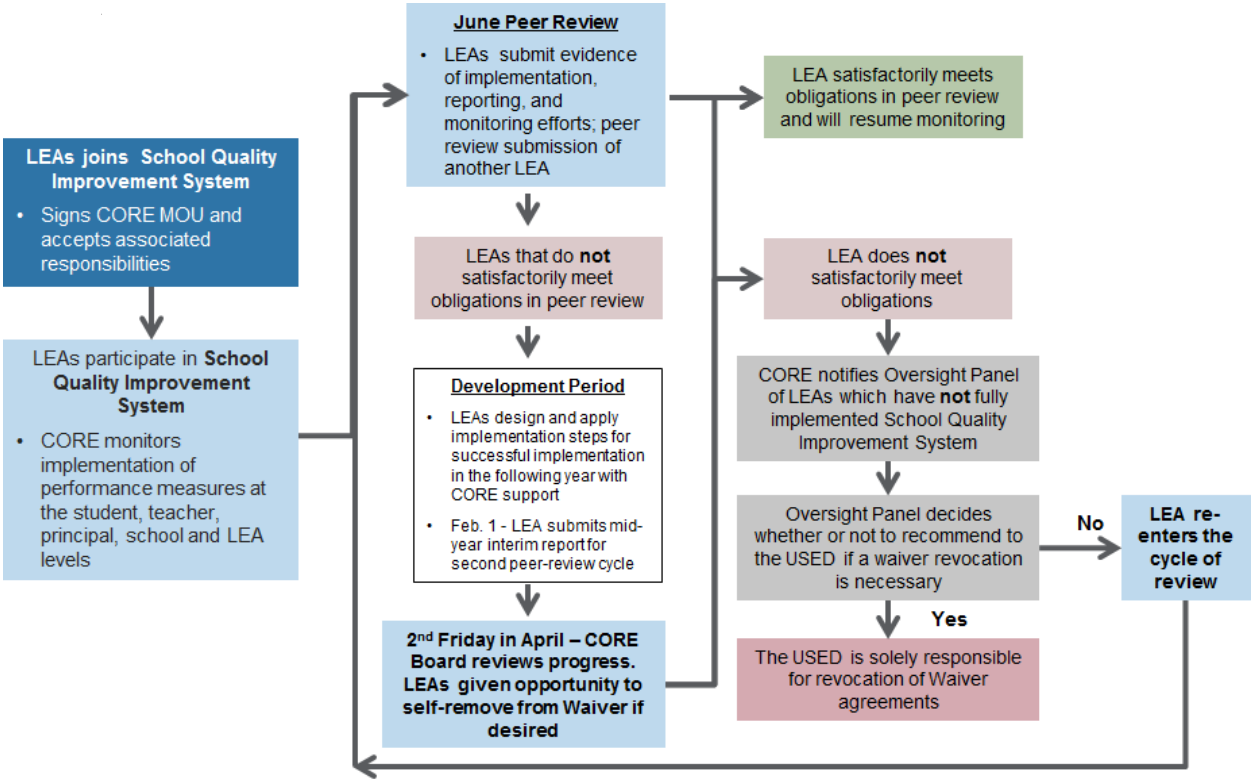
In the spirit of unbiased review, elimination of conflict of interest, as well as inclusiveness of the broader California and National education stakeholder and policy communities, the CORE Board has instituted the School Quality Improvement System Oversight Panel (See Figure X.) for compliance and status reporting. This Oversight Panel will be comprised of 14 members from the broader education field to receive and review annual implementation progress and status of the LEAs' School Improvement System implementation expectations. The Oversight Panel will include many of California's major stakeholders in education. Panel members will represent the civil rights, English learner and students with disabilities communities as well as nationally recognized organization members that share CORE's common goals of ensuring college and career readiness for all students. The Oversight Panel coordinated and facilitated by CORE staff, will annually elect a chairperson who leads meetings and will only vote in tie-breaking situations. Otherwise, the Oversight Panel will operate with a voting group of a simple majority and operate in compliance with the Brown Act Open Meeting Law. In person meetings of the Oversight Panel will occur biannually in mid-to-late January and mid-to-late June. Up to three additional meetings can be called each year to be held in either virtual or face-to-face settings.

The School Quality Improvement System Oversight Panel will meet biannually (January and June.) The panel must operate with a majority or seven of the 14 members and the first convening of the Oversight Panel will occur in January of 2014. Each year, during the June meeting, the panel will receive LEA self-evaluation reports with peer reviewer comments and recommendations regarding implementation progress and status. All LEA self-evaluation reports will be peer reviewed against the CORE Board adopted common rubric (Appendix H.) and then aggregated and presented by CORE staff for the approval or denial of the Oversight Panel. The Panel will receive decision making guidance from CORE staff regarding LEA School Quality Improvement System implementation. The Panel will only receive for review and possible action LEA implementation self-assessments during January meetings if an LEA has failed to meet its implementation, reporting and monitoring obligations in the previous year and first semester of the current year.

If an LEA fails to meet the implementation, reporting and monitoring obligations as submitted in and peer-reviewed annual (June) School Quality Improvement System Implementation self-evaluation report, CORE staff will support the LEA to design and apply implementation steps for successful implementation in the following year. CORE staff will visit and meet periodically with the LEA in support of the additional implementation steps. The LEA will then submit a mid-year interim report by mid-January of year two participation for a second peer-review cycle. If the LEA still has not been able to fully implement the School Quality Improvement System based on the common evaluation rubric, CORE will notify the Oversight Panel of the LEAs inability comply (during the January meeting). If the Oversight Panel makes a determination to recommend waiver revocation to the USED, the LEA must be informed no later than the 2nd Friday in April, The escalating interventions and monitoring for reporting support and communication regarding the aforementioned steps is reflected in Figure 9. Monitoring Escalating Interventions for School Quality Improvement System below. The Oversight panel will make a decision whether or not to recommend to the USED if a waiver revocation is necessary due the LEA's inability to comply with

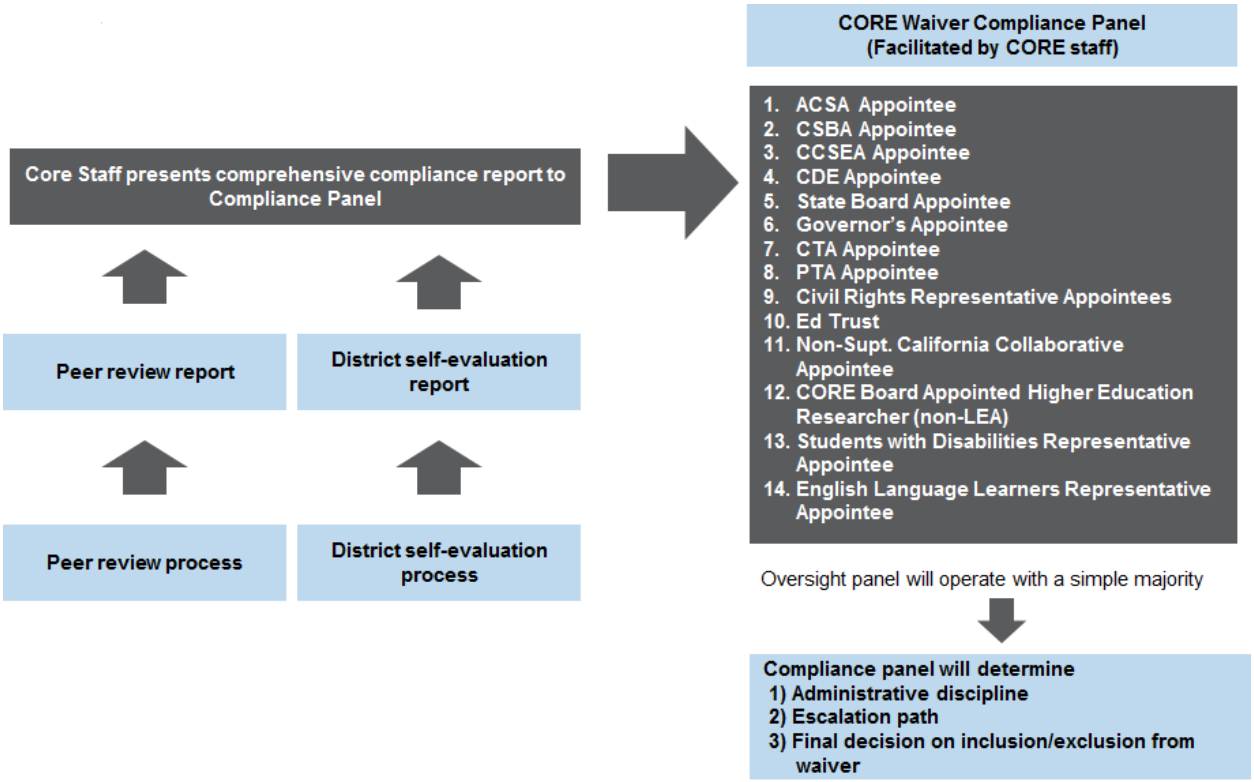
full implementation. The first time the Oversight Panel will consider whether any LEAs should lose their waiver due to lack of implementation as described in Figure 9. will be in the spring of 2015. The USED is solely responsible for revocation of Waiver agreements.

Figure 9. Monitoring Escalating Interventions for School Quality Improvement System



Ultimately, it is the role of the School Quality Improvement System Oversight Panel (Figure 10.) to render recommendations to the USED regarding compliance for LEA inclusion/exclusion in the waiver based on peer and self-evaluation inputs related to implementation and mutually agreed upon compliance. And, the CORE Board via CORE staff will communicate all actions, decisions and recommendations rendered from the School Quality Improvement System Oversight Panel directly to participating LEAs. Any and all actions, decisions or recommendations requiring LEA response shall be carried out by the individual or group of LEAs for which the action, decision or recommendation applies. The Oversight Panel will operate under the guidelines of the Brown Act and follow all provisions pursuant to meetings, minutes and documents that are reviewed during meetings in both open and closed sessions, as permissible. This could include but is not limited to LEA School Quality Improvement System LEA self and peer reviews.

Figure 10. School Quality Improvement System Oversight Panel



In conclusion, the School Quality Improvement System will allow participating LEAs to establish a demonstrated system of accountability within and across LEAs that will meet and exceed state and federal forms of accountability, but does not rely on accountability as a leading driver of change. The mutual commitment to focus on the right drivers, and build collective capacity and intrinsic motivation for change, will result in documented improvements in student learning and achievement.

CORE believes that students have one chance to receive a strong education, and the future economic health of California's communities, and the state as a whole, is incumbent upon the participating LEAs getting this right. With approval of this waiver application, the participating LEAs ultimately will create systemic changes in school culture that will lead to more students being college- and career-ready than ever before.

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt College- and Career-Ready Standards

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B Transition to College- and Career-Ready Standards

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

In August 2010, the California State Board of Education (SBE) adopted the Common Core State Standards (CCSS), (see Attachment 4) thereby fulfilling the ESEA waiver requirement. California's adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California's implementation of the CCSS renews its vision *that all students graduating*

from our public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.[11]

CORE was founded on a mission (see Appendix C) of urgent and early adoption of the CCSS and the understanding that these new standards are better designed to educate students to think critically, compete and excel in the global job market, and become better citizens. The CCSS provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills our young people need for success in college and careers.

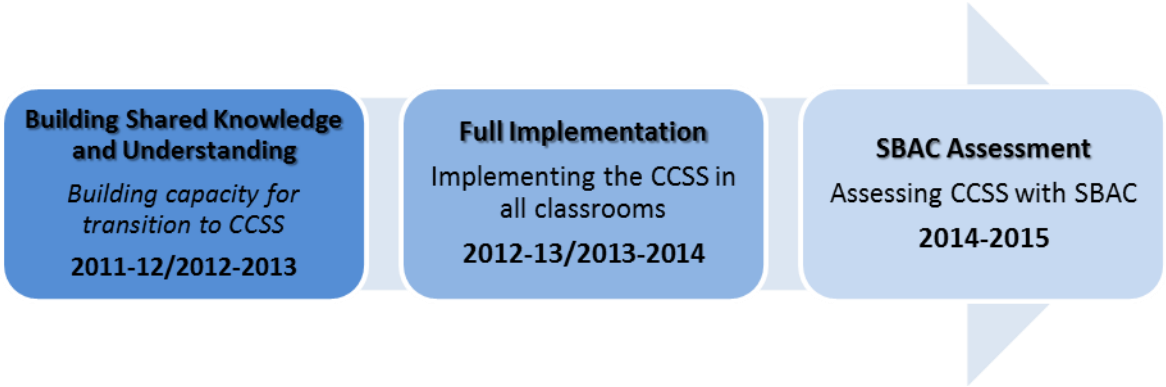
Since the 2010 California adoption of the CCSS, CORE Districts have crafted shared plans for CCSS implementation and systems to improve instruction and promote continuous learning for students and educators alike. In order to change the paradigm through partnership, CORE Districts are working in a collaborative environment to implement the CCSS in English-language arts and mathematics, including developing new performance tasks, formative assessments, instructional materials, and professional development linked to the CCSS. The California Department of Education shares CORE's point of view about the CCSS and is currently developing resources to assist districts in transition to the CCSS. The CORE Districts and Participating LEAs will utilize all state and Smarter Balanced Assessment Consortium (SBAC) resources available as support in the transition. Note: The CORE Board (made up of the Superintendents of CORE Districts) is committed to CCSS-aligned assessments.

CORE Districts are seizing this opportunity to dislodge failure and break through to new ways of providing world-class education for California's students. CORE already has taken the lead in pursuing reform and innovations, including adoption and implementation of college- and career-ready standards, development of new assessments, and other reforms in areas including teacher and principal evaluation and support, and turning around low-performing schools. The ESEA Flexibility Waiver will allow CORE Districts to make further strides to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college and career-ready. The afforded flexibility within the waiver also will support Participating LEAs' work during the current challenging fiscal environment by exercising greater flexibility with Title I funds and choices in how best to meet the academic needs of underperforming groups of learners.

CORE values local control, district autonomy, and partnerships. Therefore, the proposed CCSS transition/implementation plan is not a structure of mandates but rather built as a framework of support upon a foundation of transparency and district collaboration. The participating LEAs are collaboratively engaged in the following three-year phase-in model of the CCSS.

[11] California Department of Education. (2012). *Common Core State Standards Systems Implementation Plan for California.* Retrieved 2012, from http://www.cde.ca.gov/re/cc/

Figure 11. College- & Career-Ready Standards Transition Timeline



Phase One: Building Shared Knowledge and Understanding (2011-12/2012-13)

In the first year of the four-year phase-in model of the CCSS, CORE Districts worked together to **Build Shared Knowledge and Understanding**. The year's activities, designed collaboratively by CORE LEAs and facilitated by CORE staff (See Appendices B and C), provided many opportunities for teachers and educators across CORE Districts to begin working together while planning for CCSS implementation. During this period:

- CORE offered professional learning opportunities aligned to the CCSS and SBAC for CORE district-level curriculum/instruction and talent management leaders and teacher leaders for introduction and planning purposes.
- CORE facilitated cross-district collaboration sessions for CCSS transition planning which included shared analysis of LEA developed crosswalks identifying the similarities and differences between The California Standards and the CCSS for both individual districts and CORE as a system.
- Multiple partnerships were formed with education agencies to build capacity, common tasks, and products for CCSS transition (for example, with ConnectEd, PACE, Linked Learning Alliance, and California Collaborative on District Reform).
- CORE facilitated a well-attended and productive Summer Assessment Design Institute (further detailed below). The Institute provided a full spectrum of CCSS and SBAC professional development opportunities and facilitated teamwork that produced performance tasks aligned to both CCSS for content and SBAC for context. In the fall of 2012, select classroom teachers across CORE Districts piloted the performance tasks and provided design, content, and administration experience feedback.
- Teacher and principal evaluation systems and metrics for educator effectiveness were analyzed across CORE Districts for commonalities and differences by Regional Educational Laboratory (REL) West and CORE District talent management leaders.

During the 2011-12 school year, CORE Districts made great strides in the transition to college- and career-ready standards through the work described above. While the state of California also has begun some of this work outlined below, CORE's plan for implementation accelerates the pace and ensures aligned, ongoing support for Participating LEAs and schools.

Phase Two: Full Implementation (2012-13/2013-14)

Phase Two focused on applying foundational resources as developed in Phase One to implement CCSS and technology needs assessments, establish new professional learning opportunities for audiences beyond the initial groups, implement newly designed resources, engage in continued instructional resource development and alignment and expand collaboration among all stakeholders.

During the full implementation phase, CORE LEAs shall ensure that**:**

- Classroom instruction is aligned to the CCSS in mathematics and ELA.
- Teacher instructional plans that include pedagogical shifts required to ensure that all students master CCSS-aligned content, with particular attention on the needs English learners and students with disabilities.
- The new CA English-Language Development Standards are integrated with the CCSS to ensure appropriate instruction and supports for English Learners.
- CORE-developed performance tasks aligned to CCSS and emerging SBAC resources (see below) for formative assessment to inform instructional planning and delivery, as well as professional development are used to support instruction. The CORE designed Performance Task Assessment are open source for CORE LEAs and the entire education community.
- LEA professional development plans and ALL curriculum-oriented PD is focused on the CCSS to support CCSS implementation with specific attention to meeting the needs of English Learners, students with disabilities, and low-performing students are developed and implemented.
- All teachers and leaders will be engaged in regular CCSS- and SBAC-aligned professional development to further knowledge and experiences related to CCSS implementation, again including the specialized needs of English Learners, Students with Disabilities and low achieving students. Such professional development will be delivered by LEAs and CORE.
- All CORE districts are committed to piloting the SBAC assessments during the CA pilot.
- Design and/or pilot prototype teacher/principal evaluation systems aligned to the pedagogical shifts required by the CCSS, with multiple measures that include student achievement growth as one metric.

CORE *Staff* has assisted and will continue to support Participating LEAs by facilitating cross-district collaboration and curating resources by:

- Distributing the lessons learned from the Performance Task Module formal pilot which were administered in more than 600 CORE District classrooms.
    - Research and evaluation in partnership with REL West and the California Center for the Future of Teaching and Learning to document teacher experiences and perceptions is currently being summarized to deeply (and will be publically available in October, 2013) to inform CCSS implementation and

professional development planning.

- Designing and distributing communications templates and resources for districts to engage their stakeholders with the CCSS standards
- Hosting convenings and engaging experts in the field to train and support LEAs in existing curricular resource calibration and alignment, as well as activities to design, develop and share new CCSS aligned curricular resources and materials. (Including but not limited to, the Council of Great City Schools, Student Achievement Partners, and Stanford University)
- Facilitate collaborative prototyping of district instructional plans including necessary pedagogical shifts to ensure deep student learning and mastery of CCSS as needed.
    - With direct attention paid to English learners, students with disabilities and low achieving students.
    - ConnectEd and the Linked Learning Alliance are partners to help incorporate Gates Foundation-funded Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) CCSS aligned modules at the high school level into the CORE instructional modules.
- Engaging outside partnerships and experts to establish English learner benchmarks and achievement indicators tightly aligned to the CCSS and new CA English Language Development Standards.
- Supporting collaboration to develop district professional development plans for all teachers and administrators aligned to the CCSS and SBAC.
- Facilitating collaborative processes and convenings to develop pilot prototype teacher/principal evaluation systems that are aligned to the pedagogical shifts required by the CCSS and include multiple measures with student learning as one measure.
- Facilitating collaborative processes and convenings to review LEA implementation and professional development plans (see below), set implementation benchmarks for LEAs and schools to use to measure individual or systemic progress of CCSS implementation.

Annual CCSS Implementation Plan Review and Collaboration Convening

In the fall of 2013-14 and each year thereafter, CORE staff will facilitate a convening for all of the participating LEAs to peer review the LEA CCSS implementation and professional development plans and progress using a common rubric. A draft rubric has been developed (see Appendix H.) and is scheduled for finalization by the CORE Standards, Assessment and Instruction team in August 2013. Like all rubrics and templates created for planning and implementation of CCSS, this rubric will be available for all LEAs on the CORE support website. Following the peer review component of the convening, CORE will facilitate expert presentations and learning opportunities for all CORE LEAs to explore implementation challenges and successes.

The execution steps for the Annual CCSS Implementation Plan Review and Collaboration Convening are as follows:

1. Participating LEAs submit updated CCSS Implementation and Professional Develop Plans to CORE in August 2013.

2. CORE Staff plans (with input from all CORE LEAs) disseminates information regarding the convening which include:
    a. Logistics: dates, times, location
    b. Expectations: participation requirements, agenda, required district support materials, and expected outcomes
    c. Resources: All CORE LEA CCSS Implementation and Professional Development Plans, rubrics and supporting documents from expert presenters and facilitators
3. CORE Staff carries out the Annual CCSS Implementation Plan Review and Collaboration Convening which includes:
    a. Peer review of implementation and professional development plans using CORE developed common holistic rubric
        i. Each LEA will review and provide comments for one peer LEA implementation and professional development plan. Peer review pairings will be randomly matched.
    b. Peer reviewers provide ratings and comments based on the corresponding rubric
    c. Professional development provided by CCSS experts to best present and facilitate shared learning on key issues targeted by the CORE LEAs
4. After the convening, participating LEAs will modify CCSS Implementation and Professional Development plans and submit to the CORE staff for review.
5. All of the ratings, feedback and revised plans will be consolidated by CORE Staff for an annual report for both the CORE Board as well as the School Quality Improvement System Oversight Panel.
6. Each participating LEA will use its CCSS implement plan as a measure for successful implementation and will include a status report in the annual School Quality Improvement System Implementation Report for the CORE Board and the School Quality Improvement System Oversight Panel.

The CCSS standards introduce and promote instructional shifts that encourage deeper student thinking, engagement, and understanding. To support and encourage teachers in the necessary pedagogical transitions, CORE hosted a hands-on Summer Assessment Design Institute in June 2012. This event convened teams of teachers and teaching coaches, school site and district leaders from each of the CORE Districts (more than 200 educators in all), as well as research partners, university faculty members, County Office of Education and California Department of Education staff, to build conceptual and practical understandings of the CCSS, the role of formative assessment in implementing the CCSS and improving instruction, and the process of developing CCSS- and performance task-based assessment modules. The intensive three-day Summer Assessment Design Institute was informed by careful analyses and discussions between and among CORE District-level curriculum, instruction, and assessment leaders and a variety of content experts (including CCSS authors and SBAC leaders) during the 2011-12 school year. The purpose of the institute was twofold:

- Produce a set of useful CCSS/SBAC contextually aligned Performance Task

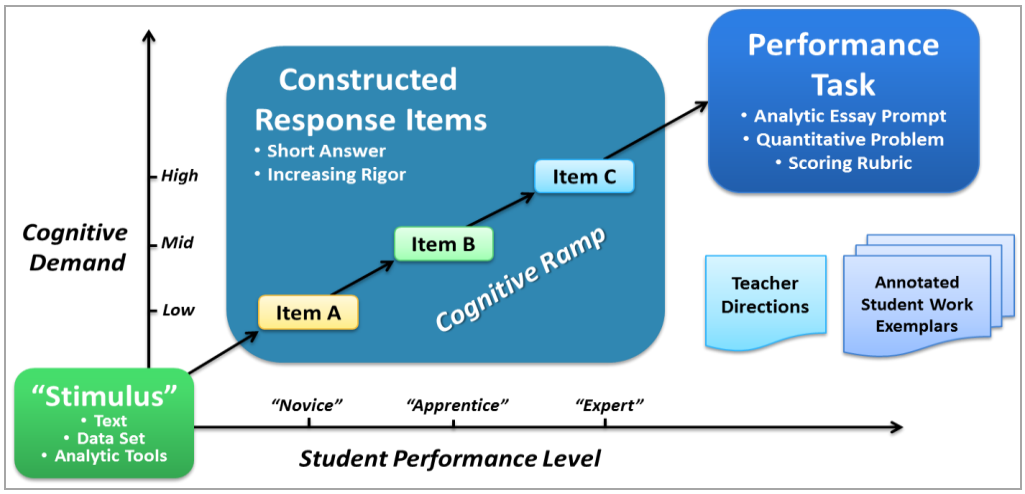
Assessment modules, including tools and resources; and

- Significantly deepen participants' professional knowledge and instructional leadership capacity related to the CCSS.

This institute will be recreated as often as necessary for districts that opt into the waiver.

As CORE districts have transitioned to CCSS, piloting the CORE-developed Performance Task Assessment modules has been the primary body of work. The modules, modeled after the SBAC design specification, are intended to provide teachers and site and district leaders with insight into the type of assessments students will experience in the new statewide assessments when California transitions to the new SBAC assessment system in 2014. A total of 84 modules, developed by CORE LEA teachers in mathematics (grades 3, 5, and 7) and ELA (grades 1, 4, 7, and 9) have been formally piloted and are being utilized in CORE Districts to support CCSS implementation. The following graphic represents the design specification to which the modules are built.

Figure 12: Performance Task Assessment Modules Design Specification



Each performance task assessment module features:

- **A Stimulus:** A piece of text or literature, data set, form of artwork, or analytic tool for students to engage with, analyze, respond to, or counter throughout the assessment module.
- **Cognitive Ramp:** A set of short-answer "constructed response" items, and longer "extended response" performance tasks aligned to the content and rigor of the CCSS and the SBAC content specifications. The constructed response items array along an increasingly demanding cognitive ramp, and address the skills and conceptual knowledge that students need to apply in solving a culminating "authentic" performance task.
- **Scoring Rubrics**: The modules include scoring rubrics aligned to the CCSS and SBAC intended to clarify learning expectations and to guide and calibrate teachers' analyses of student work.

- **Teacher Directions**: Each module includes guidelines for administering the tasks, as well as an outline of key task characteristics—i.e., task type, relevant content (and ELA anchor/Math practice) standards, SBAC "assessment claims," Depth of Knowledge, etc. (all of which will represent searchable tags when the modules are ultimately uploaded into an open-source digital platform in the fall of 2013).
- **Student Work Exemplars**: After the modules were piloted in classrooms during the fall of 2012 student work was collected, analyzed, and calibrated with exemplars of different levels of performance added to the revised modules.
- **Future Elements**: Over time, additional elements may be added to the modules, including academic content discussions, instructional guides, and teaching resources.

CORE LEA leaders have leveraged the deepened knowledge and instructional leadership capacity acquired by Summer Institute and design participants, as well as piloting teachers to support consortia- and district-wide CCSS implementation. This process is a prime example of the possibility for balance between collaborative development and local autonomy, which is the governance model being proposed throughout this application. While the work of developing and curating resources has been collaborative and centrally supported by CORE, each LEA is engaging their stakeholders in different initiatives based on local implementation context. Approaches include leadership training on CCSS implementation at the district and site level, professional development trainers of trainers, academic coaching, use of professional learning communities to build capacity for and guide CCSS implementation, collaborative development of CCSS-aligned lesson plans and units, materials, and assessments, use of observational walkthroughs to monitor and strengthen classroom implementation, and galvanizing grassroots supporters and cheerleaders of the CCSS movement. Without threat of sanctions, all CORE Districts have thrown themselves into this work and moved their policies and practices forward at an accelerated pace, motivated only by the moral imperative to raise the bar on outcomes for all students. Below are summaries of the activities that are underway in each of the CORE Districts to achieve full CCSS implementation at the start of 2013-14.

Fresno (FUSD):

- **Create regional strategy for PD:** FUSD has organized its schools into seven regions based on the schools' feeder patterns. The district office has convened regional teams (consisting of three teachers and two administrators from each school in the region) for three sessions (lasting three days each) of PD focused on creating the vision, culture, and operational plans necessary for effective implementation of the CCSS.
- **Strategic training on instructional shifts to prepare for implementation:** During 2012-13, FUSD provided deep professional development on the instructional shifts encompassed in the transition to the CCSS in certain content areas and grade levels. Specifically, they have trained their teachers in grades 3, 8, and 9 on the shifts in English language arts; teachers in grades 5 through 10 on shifts in mathematics; and teachers in grades 7 and 10 in World History. FUSD has also developed formative writing assessments aligned to CCSS across selected grades in order to collect baseline data. During full implementation at the start of the 2013-14, FUSD will utilize demonstration classrooms enabling teachers to share and learn from one another as they all are aligning their instruction to the CCSS for the first time. Demonstration classrooms will also be models of how to administer and formatively apply common

CCSS-aligned benchmark assessments.

- **Utilize site-based structures to mobilize professional development:** FUSD established "accountable communities" which are structured like PLCs but focused on specific learning objectives as well as formative assessments under the CCSS umbrella. Communities meet for 1 hour each week and are organized by grade level and content area. Each accountable community has a lead teacher who is also a part of the site instructional leadership team. Site teams attend CCSS and accountable community trainings and bring the knowledge back to their respective accountable communities.
- **Focus on improving the rigor of instruction:** FUSD Curriculum & Instruction staff has shifted from the use of Bloom's Taxonomy to Webb's "Depth of Knowledge" (DOK) levels in its efforts to assess the quality of instruction provided and have operationalized those DOK levels in a classroom walkthrough tool. District and school site administrators utilize this tool and use the resulting data to develop improvement plans in collaboration with teaching staff. The tool is a vehicle for observers to assess implementation of CCSS-aligned content knowledge, instructional strategies, and assessments and student demonstration of CCSS-aligned skills. District and site leaders are refining the tool on an ongoing basis to reflect their and teachers' deepening familiarity with the CCSS.

Long Beach (LBUSD):

- **Coordinate teacher PD with site administrator training**: LBUSD plans and coordinates PD to support CCSS implementation so that teachers and school administrators receive parallel training on the same topic(s). In addition, site administrators also receive district-developed leadership tools, such as observation protocols and conversation protocols, to assist their work as instructional leaders in the transition to the CCSS.
- **Provide CCSS-aligned curriculum and assessments for teachers:** LBUSD makes instructional materials and assessments available to teachers for exploration and practice. For example, when a district curriculum team modified formative assessments and developed new units for K–5 ELA and K-12 math aligned with the CCSS, teachers were encouraged to voluntarily use the units and assessments before becoming a required component the following year. All grade levels are expected to implement changes in classroom practice as part of the CCSS implementation, supported by ongoing aforementioned PD in 2013-14.
- **Scale a literacy-based curriculum design:** Fresno Unified led training on the *Basal Alignment Project* (BAP) for LBUSD district curriculum leaders, who in turn trained teams of LBUSD teacher leaders. The BAP[12] consists of an online library of 300+ lessons for common Basal reading series to enhance student access to the CCSS in ELA and literacy. The LBUSD teams of teacher leaders developed lessons that Student Achievement Partners edited and approved for online sharing. This process led to the creation of a bank of 140 teacher-developed lessons tied to the elementary

[12] Developed in 2012 in partnership by the Council of the Great City Schools and Student Achievement Partners. District teams comprised of literacy teachers and teachers of English learners and students with disabilities across the nation convened to develop curriculum materials to help implement the CCSS. The bank of online resources is located at Basil Alignment Project on the education site Edmodo – www.edmodo.com.

Open Court Reading curriculum in use in LBUSD. The design model was repeated for middle school science, history, and health teachers who used a modified BAP tool to develop new CCSS-aligned lessons for their respective textbooks.

- **Leverage existing programs:** A pre-existing K–5 writing program requiring only a few modifications to become CCSS-aligned was scaled to the middle school grades. LBUSD teachers at the high school level have been supporting college and career readiness through ConnectEd's Linked Learning modules, which are now linked to the CCSS.

Los Angeles (LAUSD):

- **Ensure consistent message to stakeholders:** LAUSD has created materials about the CCSS at the district level and then disseminated them in online and face-to-face modes. The district created a PowerPoint presentation that was to be delivered by every principal, either with the district narration or verbatim by the principal using a script. District staff also created four PD modules on the CCSS (awareness, orientation, shifts, and assessment) that are available online but can also be used by school site leaders. Finally, LAUSD utilized its television station (KLCS) to feature episodes regarding the CCSS on "The Teacher's Hour."
- **Target rollout to select grades:** LAUSD chose to roll out initial implementation (2011-13) of the CCSS in math and ELA with grades K, 1, 6, and 9 because students in these grades are not tested by the California Standards Tests and thus CCSS implementation would not negatively impact the schools' or district's API scores. The district will fully implement CCSS at the start of the 2013-14 school year using its "fellows" process (through which it continually develops teacher leaders) to provide appropriate PD.
- **Build site leadership:** LAUSD is working to build site leadership around CCSS implementation in two ways. Principals are provided opportunities to work directly with the educational service directors, and teacher leaders are developed through the fellows process. The district expects that the fellows will support the principals in CCSS implementation efforts at the site level
- **Review curricular materials and assessments:** LAUSD district staff are updating curricular guides and aligning current resources to CCSS to identify what supplemental materials may be needed. The district is creating performance tasks for the target grade levels.

Oakland (OUSD):

- **Offer PD through centralized delivery and teacher leader model:** OUSD employs both a traditional, centralized PD model and a new train-the-trainers model—referred to as their teacher leader model. The new teacher leader model identifies department chairs, on-site instructional coaches or leaders, or interested faculty as teacher leaders, who attend district-provided, content area-focused PD each month. They return to their school to collaborate with the principal and facilitate site-based PD. District leaders are seeing more ownership of PD and CCSS implementation this year with the new teacher leader approach.

- **Provide leadership training among site and district administrators:** OUSD Principals attend monthly CCSS PD, in which they learn about CCSS-aligned assessments, ways to support teachers through instructional shifts, and ways to support the teacher leader. Tools such as the Students Vital Actions card, commonly referred to as the "5 x 8 card," have been helpful to site administrators as they conduct classroom walkthroughs for monitoring student demonstrations of CCSS-aligned skills
- **Support classroom instruction with district-developed materials and coaching:** OUSD teachers are provided district-developed materials to support instruction, which have been aligned with the CCSS. These include ELA K-12 and math K-Geometry scope and sequences, curriculum guides, sample units as exemplary models to help with making the instructional shifts, and benchmark assessments including performance tasks. The district provides coaching on instructional practices; next year this will include a focus on student academic discussions. It also hosted a Summer Institute focused on designing new CCSS-aligned instructional units.

San Francisco (SFUSD):

- **Offer all teachers and administrators centralized professional development on CCSS:** SFUSD district and site administrators attend centralized PD on ELA and math CCSS. Teachers learn about CCSS in ELA or math through a centralized, multi-day PD model called Response and Development. PD combined for principals and teachers is routine for schools that are part of a cohort/district zone. PD focused on CCSS will vary by site, depending on staggered implementation pace including content area, grade levels, and cohort participation
- **Support a staggered implementation between ELA and math:** SFUSD district committees are focused on the design and rollout of CCSS implementation for each of the two content areas. In ELA, scope and sequences, and templates for curriculum maps and lessons have been developed and are available to teachers, who are piloting them this year. In math, the Math Steering Committee is creating an implementation plan for how to develop similar tools and to support the curricular alignment process
- **Piloting a new professional development model in the district:** SFUSD makes funding ($2,000) available to any school interested in providing PD around formative assessments. Sites are encouraged to conduct PD sessions focused on 1) Collaborative scoring and analysis of constructed response assessments and performance assessments, 2) Best practices for data use, or 3) Cross-grade or cross-school collaboration

Sanger (SUSD):

- **Strategically piloting materials and assessments at selected sites:** SUSD has piloted ELA and math CCSS at four elementary schools in grades K-1. Pilot schools engaged in activities such as revising the district's standards-based report cards, and creating instructional pacing guides and formative assessments, all of which are aligned to the CCSS. Various elementary, middle, and high schools have piloted CCSS-aligned performance tasks. In the 2012-13 the high school moved to using CCSS aligned performance tasks as semester finals to inform instruction. Middle schools and high schools have also piloted an assessment from SBAC.

- **Adapting a train-the-trainers model:** SUSD relies on a number of roles and staff configurations to disseminate trainings, resources, and information including district coaches, district instructional coaches, teacher cohorts, and professional learning communities. While they identify their PD model as a "train-the-trainers model," their interpretation involves different staff to "spread the knowledge" rather than have the same people involved.
- **Utilizing professional learning communities:** PLCs, organized at teacher, coach, and Principal levels, work closely with the district's CCSS Coordinator to implement practices, and pilot initiatives, which are then revised based on feedback from the PLCs.
- **Gradually introduced teachers to CCSS:** Initial PD activities focused on strengthening content knowledge and pedagogical strategies aligned to CCSS. ELA trainings conducted during this CCSS preparation phase included academic vocabulary, reading comprehension, and writing with explicit direct instruction.

Santa Ana (SAUSD):

- **Piloting a new professional development model in the district:** In an effort to decentralize PD and to leverage the practice of site-based teacher learning, SAUSD makes funding ($2,000) available to any school interested in providing site-based PD around formative assessments. Sites are encouraged to conduct professional learning sessions focused on 1) Collaborative scoring and analysis of constructed response assessments and performance assessments, 2) Best practices for data use, or 3) Cross-grade or cross-school collaboration.
- **Using teacher strategists to support changes in instructional practices:** A cadre of 43 "Certificated Learning Achievement Specialists" (CLAS teachers, or teacher strategists) in SAUSD participated in in-depth CCSS training and are released full time from teaching responsibilities. Each elementary school and every two secondary schools is assigned a dedicated CLAS teacher, who provides embedded peer-to-peer and personalized support to each teacher at their sites. CLAS teachers help develop CCSS units of study and PD modules used for delivering CCSS training to their colleagues. This systematic, strategic approach brings the instructional shifts of the CCSS directly to each school and each classroom, promoting teacher learning through demonstration lessons, side-by-side teaching and modeling, and follow-up coaching. For the next three years, SAUSD's CLAS teachers have specific areas of focus in three of the district's seven building blocks of success: Clear Focus on Learning, Commitment and Capacity, and Comprehensive Accountability.
- **Designing PD for all PK-12 teachers using district-developed modules:** CLAS teachers, curriculum specialists, and site administrators deliver site-based PD using modules, which are designed to include activities experienced across six PD days. Every SAUSD teacher in all content areas participates in this PD to ensure common knowledge. Principals must ensure that the PD series is completed by a district-requested deadline
- **Developing interdisciplinary units of study for K-12:** CLAS teachers, curriculum specialists, and teacher teams develop CCSS-aligned, interdisciplinary units of study

for all SAUSD teachers PK-12, and CLAS teachers provide site-based PD on these new curricula

CORE recognizes that under-represented student groups have historically experienced inequities in access to core academic content, advanced course work, instructional excellence and academic expectations. Therefore, the CORE LEAs have adopted a strong commitment eliminate such inequities and guarantee that all students graduate college-and-career-ready. In some of the CORE LEAs, English Learners, students with disabilities, low-achieving students, students of poverty, and under-represented minority and ethnic groups together make up a majority of their overall enrollment, and in many schools the vast majority of students are in one or more of these groups. Therefore, CORE LEAs are passionately committed to eliminating inequities in:

1. educational opportunities
2. access to standards-aligned curriculum
3. extant achievement gaps

The CORE LEAs recognize that CCSS presents an unprecedented opportunity to reexamine how they meet the needs of these student groups in order to consistently accelerate their achievement and ultimately ensure graduates who are college- and career-ready.

CORE as a collaborative as well as each individual LEA has established priorities, structures, and strategies focused on equipping students from under-represented groups to access the core curriculum and achieve mastery of expected learning standards. A hearty focus has been placed on guaranteeing aligned and thoughtful instruction for English Learners, students with disabilities and low achieving students as is evident in efforts such as professional development initiatives to strengthen and target instruction and use highly effective instructional strategies for identified student subgroups, use of communities of practice for collaborative cycles of data inquiry and instructional planning for individual students and subgroups, and use of "blended learning" approaches and adaptive technologies. As a result of much detailed collaboration and shared learning across the CORE LEAs about the ELA CCSS and meeting the needs of English learners, students with disabilities and low achieving students; the consortium identified the need to dig deeply into the topics of supporting students in the development of academic language and literacy. Therefore, a Summer Symposium for CORE LEA teachers and administrators was designed and held in August of 2013. Their continued work focusing on student populations who require additional support will undoubtedly produce common research, learning and convenings surrounding students with disabilities and low- achieving students within the 2013-14 year.

The 2013 CORE Summer Symposium brought together approximately 400 representatives from the 10 CORE districts (including teacher leaders, instructional coaches, principals, and district leaders) to engage in a two-day exploration of **Academic Language and Literacy Development**, and its key implications for Common Core implementation. The outcome goals of the Symposium included deepening participants' understanding of the central relationship between **academic language** and **content knowledge** development (i.e., the language demands associated with the **academic discourse** and **inquiry** processes called for in the CCSS/NGSS); the heightened challenge that CA's large numbers of **English Learners** (and Standard English Learners) face in in this context, and thus the urgency for this effort; the content and structure of the new California **ELD Standards**; effective **classroom strategies** to support ALLD development (in general, and in content-specific applications), what those strategies require teachers to know and be able to do, and how they can best acquire that pedagogical knowledge and skill; how **principals** and other **instructional leaders** can identify examples of good ALLD practices and support teachers in developing them; and ultimately what distributed **change**

leadership processes and responsibilities will be required to create the needed organizational conditions and capacity.

Leading experts in these areas will facilitate interactive sessions on these topics, including Michael Fullan, who will discuss how school and district leaders can develop the professional capital required for scaled school and district implementation. The Symposium will engage participants in cross-district, job alike, and district-specific learning configurations that will balance theory and practical application. The Symposium will provide substantial time and space for district implementation planning, and a Symposium website will support ongoing professional networking and exchange of ideas and resources.

Each participating LEA has mechanisms and plans for building teachers' capacity to effectively engage students with disabilities, English learners and students with disabilities in learning the CCSS. CORE LEA examples are exemplified as follows:

- **Fresno:** The FUSD student population encompasses a large percentage of English learners, long term ELs and language minority students who are not identified as EL. Therefore, the LEA is committed to ensuring that ALL teachers possess the skills to meet the needs of English learners. Therefore, all teachers who teach English learners are Cross-cultural, Language, and Academic Development (CLAD) certified. The LEA will also embed new learning from the CORE Summer Symposium (August 2013) regarding academic language and the CA ELD standards into all district CCSS trainings, lead teacher sessions and principal/co-administrator meetings. Teachers of students with disabilities are included in all regular CCSS professional development sessions in the grade level most appropriate to their assignments. Following those professional development sessions, SwD teachers will be placed in job a-like sessions to ensure their abilities to modify/adjust information for their specific student needs. Three teachers on special assignment are in place for ongoing follow up and support. This cycle of professional development is followed by Accountable Community (PLC) collaboration with grade level/subject area teams to apply information ensuring that the needs of low achieving students are addressed. Additionally instructional coaches are assigned to targeted school sites and grade levels within the focus areas of English learners and in mathematics and literacy. School sites and grade levels were identified through multiple measures identifying low achievement and needs of long term English learners. FUSD middle schools are currently engaged in a redesign that allows for system-wide professional learning for teachers to address the needs students through intervention and acceleration. The model creates the opportunity for teachers to learn and plan collaboratively, share lessons and assessments, and address student needs through a tiered system of support.
- **Los Angeles:** LAUSD is implementing the district EL master plan in accordance with a consent decree with the Office of Civil Rights. Extensive professional development has been provided for all teachers who teach English learners and an extensive set of best practices and resource documents for CCSS are available online. All teachers of non-redesignated students are required to have Bilingual Cross-cultural, Language and Academic Development (B-CLAD) certification to ensure the knowledge and skills necessary to meet student needs. The District has established benchmarks for EL reclassification and has a district-wide community of practice focused on students with disabilities led by teams of co-teachers in the

implementation of CCSS. Reclassification rates are part of the LEA and every school's performance meter. The LEA has doubled reclassification rates in the last year. And, all teachers who were previously teaching in now closed stand-alone special education schools received extensive training as students were integrated into traditional public schools.

Los Angeles: LAUSD has an English Learner and Standard English Learner Master Plan and Special Education Inclusion Initiative to ensure students have equity and access to a high-quality education. Professional development for implementation of CCSS, the English Learner Master Plan, and Educator Growth and Development Program will be provided at a summer leadership institute for all Local Educational Service Center Instructional Superintendents, Instructional Directors, and Content Area Coordinators. Participants will leave with training modules for each of the above three areas. Throughout the year, additional professional development and training modules will be provided for implementation at the school level. LAUSD will also provide ongoing professional development online via its *Learning Zone* web portal. In addition, LAUSD has implemented the *Unique Learning System*, an online, standards-based curriculum which includes web based lessons, assessments, and an online data system specifically designed for learners with moderate to severe disabilities. Professional development is provided for the use of the system as well as 3-year classroom license for participating teachers.

- **Long Beach**: LBUSD has modified the *Basal Alignment Project* and secondary anthology alignment tools for instruction of students with disabilities and English learners, with lessons being piloted in K-12 classrooms. Regardless of what subject matter teachers teach, all receive the same professional development to support varied student groups. All LBUSD schools are required to develop action plans to address learning needs and increase achievement for low achieving students, English learners and students with disabilities as well as all other subgroups recognized for accountability. Schools also have resources that enable them to support students in under performing groups in programs such as after-school tutorials, extended learning time through inter-sessions, and summer school.

  LBUSD's Office of Special Education has developed training to meet the unique needs of students who special education teachers serve. Professional development opportunities have included English language development (ELD), literacy and math institutes. These required trainings ensure that teachers receive content area knowledge and age-appropriate materials to implement strategies. Other professional development offerings include support forums, new teacher cohort meetings, training on IEP writing, and district-wide job-alike meetings where teachers either select a workshop of their choice or meet with teachers from the same program and grade levels. All new teachers, including special education teachers, attend a five-day New Teacher Institute in August. Special educators also attend a Special Education New Teacher Institute focusing on IEP's, modifying the curriculum and other special education related topics. Throughout the school year, other workshops are required depending on grade level, content area and program.

- **Oakland**: OUSD convenes Assessment for Learning, an institute focused on instructional practice, curriculum, assessment, and academic language through

WestEd's *Quality Teaching for English Learners (QTEL)* initiative. This professional development initiative provides educators tools they need to help EL students achieve college- and career-readiness. It helps educators re-conceptualize their approach to developing students' language and literacy practices under the CCSS. QTEL's work on behalf of teachers and students is guided by six principles: sustain academic rigor; hold high expectations, infuse meta-processes in the education of English learners; engage in quality teacher and student interactions; sustain a language focus; and develop a quality curriculum. Each one is realized through a series of instructional strategies.[13]

All SPED students receive access to core instruction that is aligned to CCSS. Efforts to strengthen Response to Intervention support and training to ensure SPED students as well as ELs and African American students have access to high quality core instruction is a key area of focus in 2013-14. In service of equity, SPED students receive the same content/curriculum as general education with necessary scaffolds and support. SPED teachers participate in similar professional learning opportunities via teacher leaders and centralized professional development so they are aware of expectations around core instruction aligned to CCSS.

- **San Francisco (SFUSD):** SFUSD is employing additional financial resources available as a result of the CA weighted student funding formula to provide additional materials, instructional support in terms of personnel, additional learning opportunities (instructional time, after-school programs, extended learning time, summer opportunities) Teachers of all grade levels are participating in robust professional development encompassing CCSS and all other content areas with specifically designed components focused on:
    - Response to Intervention and inclusion to ensure students with disabilities and low achieving students are guaranteed access to the core curriculum.
    - English learner achievement delivered via multi-tiered targeted trainings that are aligned to CCSS with clear accountability expectations for English learner achievement. All SFUSD teachers are CLAD certified.

SFUSD has long had a commitment to SwD. In September of 2010, The Urban Special Education Leadership Collaborative conducted an Audit of Programs & Services for Students with Disabilities in the district.(http://www.sfusd.edu/en/programs/special-education/18-22-year-old-mild-to-moderate-program.html) The findings that has guided the LEAs work since that research is as follows:

- The superintendent and his leadership team are acting upon a philosophy, grounded in the concept of social justice that includes all students and articulates a vision for the district and its schools that can lead to the breaking down of institutional silos and facilitate greater access to the general education curriculum for students with disabilities.
- Members of the Board of Education support efforts to make significant and positive changes in the way the school district provides services to students with

[13] Please see "Helping Teachers Reach English Learners" at www.wested.org/cs/tqip/print/docs/qt/home.htm and "'Principles of Quality Teaching for English Learners" at www.wested.org/cs/tqip/print/docs/qt/principles.html

disabilities and their parents.

- The Department of Learning Support & Equity, which includes Special Education Services, has an ongoing commitment to improve communication with parents and the schools.
- A workgroup involved in the development and implementation of the school district's revised student assignment plan has active involvement by staff from Special Education Services and is seeking ways to ensure equity in the process for students with disabilities and their families.

Furthermore, San Francisco Unified will continue to support its students with disabilities in their achieving college and career readiness by continuing the workability training program. WorkAbility I is a training program for special education students ages 14-22 designed to promote career awareness and exploration while students complete their secondary education program. It provides students with opportunities for job shadowing, paid and non-paid work experience, and ongoing support and guidance from vocational personnel.

- **Sanger:** SUSD's long standing successful systems and programs for meeting the needs of low achieving, students with disabilities and English learners to accelerate academic achievement will carry the District through the process of implementing CCSS. The District's deeply understood processes of common formative assessment, as well as data disaggregation and analysis are embedded in a strong collaborative culture realized through highly effective Professional Learning Communities (PLC) and Response to Intervention Systems (RtI). Additionally, the District has embraced a culture of robust accountability which includes annual principal summits that are held for schools to report-out academic progress of student subgroups and provide presentations about their plans for raising the achievement of subgroups and all students.

  SUSD's RtI system is used as the vehicle for providing academic intervention to low achieving students and ultimately special education identification for K-6 students when needed. A traditional discrepancy model is used in secondary grades. Special education teachers are integral in all RtI tiered interventions serving both students with disabilities and low-achieving students side-by-side. The interventions are based on academic need and not by label. All special education teachers participate in the same CCSS professional development as general education teachers with special emphasis on meeting the unique needs of students with disabilities as well as students who have fallen behind academically.

  SUSD's student population is a largely made up of English learners. Therefore, the District has developed, instituted, and honed a trainer of trainers model with Curriculum Support Providers (CSP) to build capacity in all teachers to meet the needs of English learners. The CSPs at every school site provide regular and ongoing EL related professional development (coordinated district-wide from centralized goals) at each school site on such topics as embedding scaffolding strategies to all lessons so ELs can access to the core curriculum. Data from common formative assessments and district EL and core content benchmarks are disaggregated by reclassified, long-term (lack of progress towards reclassification for 3 years), and short term ELs to inform instructional planning and interventions.

- **Santa Ana:** SAUSD partnered with WestEd's *Quality Teaching of English Learners* initiative and the *Understanding Language Project* to inform its work on developing an English learner theoretical framework, which has informed all aspects of instruction, including district-developed CCSS-aligned units of study. Within SAUSD's six-part series focused on instructional shifts encompassed by the transition to the CCSS, the first PD module was based on the work of Freddy Hiebert's *TextProject*.[14] Focused on text complexity, it combined the work from TextProject with the tenets of SAUSD's theoretical framework for EL instruction and *QTEL* strategies. Teachers at all grade levels are expected to implement a set number of units of study with a key focus on high expectations and high supports for the district's large English learner population. They are supported by CLAS teachers who provide job-embedded coaching, reinforce strategies, demonstrate lessons, to ensure that instruction is effective for ELs. In 2013-14, the focus of the 6-part PD series for all K-12 teachers is Collaborative Conversations. It will train teachers how to include and facilitate collaborative conversations in their classrooms and will provide tools for supporting students, including English Learners, low performing students, and students with disabilities, while engaging in academic discourse.

  SUSD will support all students with disabilities by providing instructional supports for learning based on the principles of Universal Design for Learning (UDL), instructional accommodations, and assistive technology devices and services. The LEA has plans to develop appendices to resources for students with disabilities, a majority of whom are English learners, which include additional lessons, accommodations and modifications to lessons, companion text, assistive technology, IEP development and alignment, and resources.

As mentioned earlier, CORE is deeply committed to eliminating disproportionality and disparity in achievement and programs. To that end, all of the Participating LEAs agree to use common data monitoring on a quarterly basis to drive and inform classroom instruction and other interventions for low-performing students, ELs, and students with disabilities individually and as groups. But rather than a focus on raising the lowest achieving students up in order to narrow achievement gaps, CORE is devoted to consistently raising the achievement of all students.[15] As noted by Kati Haycock, President of The Education Trust, "If we are going to get these gaps behind us, once and for all, we have to bring our middle-achieving low income students and students of color higher, and move our higher-end students higher still."[16] And so, each all participating LEA will incorporate the following recommendations and/or other state models as they refine, finalize and implement local CCSS implementation and professional development plans:

- CORE-produced performance task assessment modules are designed for variable use. The tasks within the cognitive ramp construct can be separated for formative assessment to inform and personalize the speed of content delivery and meet the

[14] E.g., Hiebert EH (December 2010). *The view of text complexity within the Common Core State Standards: What does it mean for struggling readers?* Keynote presentation at the annual conference of the American Reading Forum, Sanibel, FL; Hiebert EH (2011). Using Multiple Sources of Information in Establishing Text Complicity. Reaching Research Report 11.03. Santa Cruz, CA: TextProject, Inc.

[15] The Education Trust. Accountability for Results. May 2013.

[16] Bromberg B, Theokas C. Breaking the Glass Ceiling of Achievement for Low-Income Students and Students of Color. The Education Trust. May 2013.

specific needs of low achieving students. The tasks within the modules can be used in response to invention models as tiered formative assessment to inform interventions that allow educators to instruct students at their varying levels of need (as in the Massachusetts model),

- LEAs can use performance and participation on the California High School Exit Exam (CAHSEE) to identify High School students who would benefit from interventions before graduating. Should districts choose to adopt this model, CAHSEE scores will be used to identify those that will require remediation during their next educational path (university or other alternate option). If a student is not tested by the end of the 11th grade, or if their scores indicate that they would benefit from remediation, LEAs will contact students and parents to present and/or discuss available options (Similar to the Florida and South Dakota models),
- Include in their professional development plans an emphasis on leveraging the standards and new curriculum to provide improved access for lower achieving students. Educators shall receive training on how to recognize and address student understanding and misconceptions. Additional suggested training includes: utilizing text- or evidence-based questioning; recognizing student mastery through alternate mediums; working with students to breakdown and understand complex text and structures; and teaching mathematical reasoning
- Professional development for all teachers addressing the learning, engagement and cultural needs of diverse student populations and how to support them in attaining mastery under the new Common Core standards and in understanding that their personal success is possible

As the California Department of Education ramps up their efforts to support all California LEAs, the CORE LEAs have requested a more rigorous and expeditious plan for support in CCSS implementation. Therefore, CORE staff and LEAs, supported by the CCSS authors, experts, and researchers meet monthly to share and learn from each other ways to effectively implement the CCSS so that all students can access and master CCSS-aligned curriculum. Part of the focus is on building the LEAs' capacity to ensure that the CCSS are accessible to English Learners, students with disabilities, and low-achieving students. Moving forward, CORE will convene teachers from across the participating LEAs to develop additional CCSS-aligned performance tasks. The benefit of this exercise has been that teachers have reached a greater level of understanding of the CCSS, which has helped the CORE Districts to pilot SBAC-like performance tasks in their schools.

Phase Three: Assessment: Assessing the CCSS with SBAC (2014-15)

Lastly, **SBAC Assessment** Implementation Phase will expand new professional learning supports, to further align curriculum, instruction and assessments, and effectively integrate these elements in preparation for the first officially administration of the SBAC assessments.

CORE *LEAs* will:

- Ensure that teachers continue to align their classroom instruction to the CCSS and utilize new and additional adopted curricular resources, which have been developed and calibrated for alignment to the CCSS;
- Monitor LEAs CCSS implementation and instructional plans, which include necessary

pedagogical shifts for engaging all students to master all standards (with attention to English learners, students with disabilities, and socioeconomically disadvantaged students) (please see the CCSS Implementation High Quality Plan at the end of section 1B);

- Continue to utilize CORE-developed performance tasks aligned to the CCSS content and SBAC context for formative and summative assessment, for informing instruction and intervention;
- Implement the elements of the LEA profession development plan that prepares teachers and the systems for SBAC administration to promote deep learning, implementation, and sustainability;
- Integrate CCSS and SBAC aligned instructional and assessment pedagogy into the development of teacher and principal evaluation systems,
- Pilot and hone LEA developed prototype teacher/principal evaluation systems, which includes multiple measures of effectiveness including CCSS-aligned pedagogy and student mastery of CCSS learning to ensure all students receive high quality instruction for optimum achievement opportunities;
- Implement official SBAC administration (2014-15); and,
- Ensure a focus on continued student access to college- and career-ready courses (please see below).

To support CORE Districts and schools during the Assessment Implementation phase, CORE *Staff* will:

- Continue to facilitate cross-district collaborative convenings on at least a quarterly basis to review and share
    - CCSS implementation progress, key learnings, and modifications based on the LEAs' individual implementation plans and experiences.
    - Professional Development examples and successful strategies among CORE LEAs to further the inclusion of the necessary pedagogical shifts for engaging all students to master every standard, with attention to low achieving students, English learners and students with disabilities;
    - Sessions will incorporate specific, problem-based professional development to address themes that emerge via analysis of achievement data from the participating LEAs.
- Document learnings from CORE-wide collaboration, new strategies, activities, and supports for public access as other CA LEAs implement CCSS and SBAC
- Facilitate mutual accountability by fulfilling their data monitoring and analysis commitment to inform problems of practice to drive the Communities of Practice topics.
- Facilitate development of additional performance tasks aligned to the CCSS content and SBAC context for formative and summative assessment in non-tested areas and grade levels.

- Further develop, curate, and distribute CCSS- and SBAC- based professional development for district/school teachers and leaders (based on progress of CORE LEA professional development plans and data analysis);
- Facilitate cross-district collaboration to carry-out LEAs' long-term CCSS and SBAC professional development programs, deep learning, implementation, and sustainability;
- Engage with partner organizations to evaluate the pilot of teacher/principal evaluation systems for alignment to the pedagogical shifts required by the CCSS;
- Facilitate collaboration between CORE Districts and institutions of higher education to align teacher preparation programs for implementation of the CCSS (currently occurring with California State Universities at Long Beach and Fresno).

Expanding access to advanced course work

CORE LEAs plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities for historically under-represented groups of students. The focus of CCSS is to build college- and career-ready skills into the repertoire of all students. CORE LEAs are committed to creating school and district cultures that promote the ethos that all students can achieve at high levels. Therefore, all educators will be provided professional development opportunities to improve their ability to teach rigorous courses in Elementary, Middle, and High School that will prepare students to take AP courses and other college-level coursework (similar to Massachusetts).

Within the CORE LEAs, the shift to CCSS will facilitate accelerated preparation and expanded access for students to Advanced Placement (AP) and dual enrollment courses and other accelerated learning opportunities include but are not limited to:

- Implementation of the CCSS requires a focus on increasing students' abilities to read increasingly complex literary and informational texts within and across grade levels. Attending to students' increased ability to comprehend complex texts at the levels of cognition required by the CCSS and subsequent programming of students into dual enrollment and AP courses based on demonstrated proficiency will increase the number of students represented in these course options.
- The CCSS place great emphasis on students learning academic language, which prepares them to understand and comprehend complex texts such as those utilized in AP and college level courses.
- Transition to CCSS requires all teachers – including those of advanced classes – to reflect and adapt their pedagogy to deliver instruction aligned to more rigorous standards.
- Modularization of CORE-designed performance tasks for formative assessment and ultimately, increased speed of content delivery to meet the needs to high-achieving students. Schools will have the option of offering students ahead-of-grade level modules where appropriate.
- LEAs can use results from the PSAT, CAHSEE, SAT and ACT tests, and other tests to identify students who could achieve a 3 or higher on AP exams, or the equivalent in an IB program or who would benefit from dual enrollment program.

High-performing students will be notified and offered accelerated or advanced academic options, such as AP or other college-level coursework

- Monitor subgroup enrollment in secondary courses to ensure access and equity in college and career preparatory coursework and programs.
- The 11th grade SBAC assessment serves as a college-readiness indicator and will be used to determine if students are prepared to meet the demands of college coursework and to program students into AP and dual enrollment courses during their 12th grade year. CORE LEAs have committed to continue to use the California Early Assessment Program for analysis of students' college readiness and to inform appropriate interventions and class placements, until the SBAC assessments are implemented.
- The CCSS call attention to and reinforce the development of students' abilities and habits of mind such as problem solving, preserving, valuing evidence, responding to varying demands of audience task, and purpose, comprehending as well as critiquing, developing and applying deep content knowledge, and demonstrating independence are foundational for success in AP and college level course work.
- As the CCSS are implemented and students experience success with the type of rigorous academic tasks and intellectual engagement inherent in the standards, they will gain a greater sense of self-efficacy and confidence in their ability to meet the demands of advanced level course work.
- In one of many examples of how CORE Districts are combining the transition to the CCSS with expanded access to advanced learning opportunities, Fresno Unified is expanding its International Baccalaureate (IB) program K-12 continuum in its seven high school regions. Because the CCSS will equip more students to take and succeed in the program's college level courses, FUSD is expanding acceleration opportunities through a system of tiered academic and social-emotional supports and interventions that matches student need to the type of intensity of required services), supported by the use of Equity and Access tools (such as a database to help identify and connect students to needed supports, an early warning system, and an a-g requirement completion monitoring tool) across the district to better "updraft" students toward the IB program's AP and dual enrollment classes.

At the same time, multiple CORE Districts, and other LEAs throughout California, have undertaken major initiatives focusing on expanding student access to college-preparatory and college-level courses linked to college and career pathways. Linked Learning initiatives now serve more than one-third of California high school students. Their growth has paralleled and leveraged the ongoing transition to the CCSS. Four CORE Districts (Long Beach, Los Angeles, and Oakland) are in the Linked Learning Alliance, coordinated and supported by ConnectED: The California Center for College and Career. This initiative imbues students' high school education with more relevance and greater challenges and leverages vast resources in the surrounding communities. It integrates AP and other rigorous high school academic classes with career-based learning and real world workplace experiences linked to particular career-oriented pathways in fields such as engineering, information technology, biomedical and health science, education and child development, media and performing arts, law and law enforcement, among others. Students

participate in multi-year "career academies" or "career pathways" at their high schools in which core subjects and technical courses are woven into career/industry themes. Career-themed pathways deliver the core curriculum through a project-based learning instructional methodology designed to provide both standards-aligned rigor and real-world relevance. Students have opportunities for job shadowing, internships, and other workplace experiences through district partnerships with local businesses, non-profits, and government agencies. Students also have opportunities for dual enrollment at local colleges in classes related to the career they are exploring. Our Linked Learning districts are documenting higher rates of high school graduation and completion of the "a-g" requirements for admission to California's 4-year universities (California's college-ready curriculum) achieved by students in Linked Learning pathways compared to non-participating peers at their same schools and statewide.

Another example is San Francisco Unified School District that has developed a partnership with its local higher-education institution partners City College of San Francisco and San Francisco State University (Figure 11), with the goal of doubling the number of students who receive post-secondary credentials.

Figure 14. District Vignettes – Bridge to Success Program: SFUSD

San Francisco's Bridge to Success (BtS) initiative builds upon classroom learning to help ensure students are prepared for college and career success.

- BtS is a partnership between the City and County of San Francisco, SFUSD, City College of San Francisco, San Francisco State University and the broader community to double the number of youth who achieve college credentials
- BtS is a 7 step program with robust programs from K-12 that helps ensure students graduate high school ready for college and career success

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Enter Kindergarten Ready	Be Ready for Middle School	Graduate Middle School ready for High School	Graduate high school ready for college and career	Enroll in College	Enroll full time and be persistent	Earn a post secondary degree or credential
Preschool for All Program	Afterschool for All Program	SF Promise Program	New Graduation Requirements	Frisco Day	Enroll full time and be persistent	
Kindergarten to College Savings		Beacon Centers	Plan Ahead Program	Early Registration Parties	Priority enrollment pilot	
			SF Summer Jobs	Summer orientation at CCSF	CCSF African American SP	
			SFUSD Career and Academy Pathways	CCSF placement test retake policy	CCSF Latino Services Network	
			Job resources for youth (sfkids.org)		CCSF EOPS	
			City College for high schoolers			

- **Adopt CCSS and administer aligned, high-quality assessments:** CA adopted CCSS and joined SBAC
- **Transition to CCSS:** SFUSD issued a detailed plan in 2011 that described it's strategy for transitioning to CCSS
- **Additional college and career readiness programs:** BtS is multi-program initiative designed to strengthen classroom learning and ensure students have multiple pathways to graduation

All participating LEAs commit to providing professional development regarding CCSS and SBAC pedagogy, curriculum, and assessments for all educators across all grades/departments, including teachers for students with disabilities, in order to decrease historical isolation of special education

departments thereby crafting a culture of ownership for all students' educations and improve collaboration between general education and special education departments. Increased collaboration between general education and special education departments will ensure that administrators and teachers in both circumstances have high expectations for all students. Educators from participating LEAs will have ample opportunities to share and learn from each other as they implement the CCSS and transition to SBAC assessments through CORE facilitated:

- Monthly convenings. The convenings will held in a variety of venues ranging from online to in-person symposiums.
- Communities of practice across districts to support pairings across schools and LEAs to facilitate discussions revealing best practices for engaging and challenging students at different levels

All CORE facilitated convenings and events will be structured to:

- Share out successes and challenges
- Learn about related research in the field and other states' implementation efforts
- Plan for application of new learning back in each LEA.

Ensuring access to CCSS for students with disabilities and transitioning away from California Modified Assessments

The CORE LEAs will cease using modified assessments for students with disabilities once the SBAC assessments are ready for administration in 2014-15. Currently all California LEAs use the California Modified Assessments (CMA) and California Alternative and California Alternative Performance Assessments (CAPA), which are based on modified academic achievement standards. The CMA is used for assessing students with disabilities who have an Individualized Education Plan. The CAPA are used for students with the most severe cognitive disabilities.

- When the Smarter Balanced Assessment Consortium's assessments begin in 2014-15, the Participating LEAs will fully phase out use of the CMA for accountability purposes. The SBAC assessments will be computerized and adaptive, accommodating the academic levels of test-taking students and particular disability-related barriers. As noted on the SBAC website (http://www.smarterbalanced.org/resources-events/faqs/): "The Smarter Balanced assessment system will provide accurate measures of achievement and growth for students with disabilities and English language learners. The assessments will address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do. Our work is guided by the Smarter Balanced Technical Advisory Committee, as well as advisory panels for English language learners and students with disabilities." To facilitate the roll-out of the SBAC assessments, administrators and teachers will be trained in test administration in accordance with the SBAC testing specifications. CORE LEAs will follow SBAC guidance for full implementation to meet the needs of all learners.

- Professional development on CCSS and SBAC pedagogy, curriculum, and assessments will be delivered to educators across all grades/departments in each district, including teachers of students with disabilities, in order to decrease historical isolation of special education departments, craft a culture of ownership for all students' educations and to improve collaboration between general education and special education departments.

Increased collaboration between general education and special education departments will ensure that administrators and teachers in both situations have high expectations for students. Teachers will be prepared for the transition from the CMA to SBAC through targeted professional development emphasizing skills students will need to successfully demonstrate learning and knowledge via performance tasks. LEAs will also implement CORE-designed CCSS-aligned performance tasks as formative assessments to inform targeted, grade-level instruction for all students, including those with disabilities and low achieving students. Tasks can be broken into modules in order to tailor speed of content delivery and scaffolded into learning progressions to provide access to Common Core concepts at a level of reduced complexity and to bring students with significant cognitive disabilities towards grade-level understanding these concepts. Teachers of low achieving students as well as students with disabilities can use broken apart performance tasks to formatively measure their students' ongoing progress or lack thereof.

- Teachers of students with disabilities will be supported with professional development to ensure a smooth transition for their students from STAR to SBAC. CORE will assist participating LEAs in the design and provision professional development to support students with disabilities and other traditionally low-achieving student groups. LEAs are expected to:
    - Include teachers of students with disabilities in all SBAC or assessment transition professional development for general education teachers
    - Incorporate additional professional development for teachers to ensure student individualized educational programs (IEPs) support the transition from CMAs to SBAC and are aligned with the standards, practices and high expectations demanded by SBAC and the Common Core State Standards
    - Provide clear and articulated test taking supports(within the SBAC constructs) and designated services to meet the unique needs of Students with Disabilities
    - LEAs will fully implement CCSS at the start of the 2013-2014 school year, thereby providing teachers experiential training on teaching the new standards, as well as the requirements of the new SBAC context. This transition will include the use of the released SBAC performance tasks and other LEA and CORE developed performance tasks to assess student understanding and learning of CCSS concepts prior to SBAC implementation and increase student familiarity with CCSS-aligned performance tasks

No more than 2% of students will be eligible for inclusion in the CORE School Quality Improvement System based on their CMA score (prior to the transition to SBAC CCSS-aligned assessments).

In 2014-15, with the transition to SBAC, students with the more severe disabilities will continue to take the CAPA (or an equivalent CCSS-aligned assessment). No more than 1% of students will be eligible for inclusion in the School Quality Improvement System based on their score on the CAPA (or equivalent assessment).

The CORE Board has developed a high quality plan (see below) to promote a culture of high expectations and rapid academic growth for all students, but especially spotlight the issue of traditionally underperforming subgroups. With respect to subgroups the plan includes the following:

Phase I: Beginning in 2011-12 the Participating LEAs initiated professional development opportunities through cross-LEA collaboration sessions and a Summer Assessment Design Institute. During 2012-13, Participating LEAs began to develop CCSS-aligned instructional plans, English Language Development standards, and CORE-developed performance tasks.

- Phase II (year 1): In 2012-13 the Participating LEAs adopted and began to build common knowledge related new California ELD standards aligned learning targets and developed instructional plans with special focus on EL students and EL benchmarks and achievement indicators. This work is ongoing and will need to be resourced to support implementation.
- Phase II (year 2): In August 2013, Participating LEAs will participate in a Summer Symposium focused on integrating the CCSS ELA standards to the new CA ELD standards centering on the vital importance of academic language, and designing the best instructional delivery plans to guarantee accelerated English language development and high levels of learning and achievement. In 2013-14, as all Participating LEAs have fully implemented CCSS in ELA and math for all students, they will also document standards and associated instructional tools and pedagogical shifts that support low achieving students align with CCSS. This effort will require release time for staff, professional development related to the CCSS and serving the needs of all students along with the potential purchase of resources. This is a major change in instructional practice and metrics in which the CORE LEAs are taking the vanguard in California, thereby providing substantive advance work that can be shared with other LEAs over time.
- Phase III: Participating LEAs will begin to administer CCSS-aligned testing in ELA and math for all students (with exception of the most cognitively delayed students).

Table 2: High Quality Plan for Common Core State Standards Implementation

Key Milestone or Activity	Time-line	Responsible	Evidence of Progress (Attachment)	Resources	Significant Obstacles
Phase I: Building Shared Knowledge and Understanding	2011-12 SY	•Participating LEAs	•PD opportunities, cross-LEA collaboration sessions, Summer Assessment Design Institute	•Already complete; future LEA and CORE staff time for additional participating LEAs	•Already complete
Phase II (year 1): Transition – Apply resources to implement CCSS, pilot new resources, expand collaboration	2012-13 SY	•Participating LEAs •CORE staff	•CCSS-aligned instructional plans, English Language Development standards, CORE-developed performance tasks	•Already complete	•Already complete
EL student transition	2013-14 SY	•Participating LEAs	•English-Language Development Standards-aligned learning targets; instructional plans with consideration for ELLs; ELL benchmarks and achievement indicators	• Already complete • Ongoing LEA and CORE staff time	•Learning and transitioning to the New CA ELD Standards will require significant PD and implementation monitoring
SWD student transition	2013-14 SY	•Participating LEAs	•IEP Goals, PD and instructional plans with consideration for SWDs	• Already complete • Ongoing LEA and CORE staff time	
Low achieving students – gain access to and learning content aligned with such standards	2013-14 SY	•Participating LEAs	•PD and instructional plans with consideration for low achieving students	•LEA and CORE staff time	

Key Milestone or Activity	Time-line	Responsible	Evidence of Progress (Attachment)	Resources	Significant Obstacles
Phase II (year 2): Full implementation of CCSS in ELA and math for all students	2013-14 SY	•Participating LEAs	•All Participating LEAs have developed (and new Participating LEAs will include) CCSS transition plans (documented in the Waiver narrative) which include CCSS implementation for all students in the 2013-14 •District participation in CCSS Implementation Plan Review and Collaboration and completed rubrics as required for convening • End of year documentation of standards and associated instructional tools that align with CCSS	•LEA staff time release for PD, CCSS-aligned resource purchases	•CCSS is a large, complex change for LEAs for which adequate PD and resources can ease the transition
Participating LEAs meet with peer review partners to ensure full implementation of CCSS, including access for ELL students, SWDs, and low-achieving students	2013-14 SY and beyond	•Participating LEAs; CORE	•Participating LEAs are accountable to their peer review partner and complete an official peer review at the annual CCSS convening; peers will check in with their partners informally throughout the year •Peer LEA notifies CORE if LEA falls out of good standing •LEAs to provide CORE with regular status reports for reporting purposes	•LEA and CORE staff time	•CORE will ensure that LEAs meet with peer review partner regularly by collecting progress reports on implementation for tracking and reporting purposes

Key Milestone or Activity	Time-line	Responsible	Evidence of Progress (Attachment)	Resources	Significant Obstacles
Participating LEAs implement CCSS-aligned SBAC assessments	2014-15 SY	•Participating LEAs	•LEAs administer SBAC assessments for all students	•LEA staff training and administration time	•Delayed SBAC implementation

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

California is part of the Smarter Balanced Assessment Consortia, one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the CCSS. The summative assessment system was piloted in the spring of 2013 and will be field-tested in the 2013-14 school year in CORE LEAs and others across California. Because California is a governing state in the SBAC, as defined in the governance document, the state is required to take an active role in supporting the work of the consortium. CORE is closely following California's work within the SBAC to inform our LEAs' transition to and implementation of the CCSS and new

assessment system.

CORE is committed to supporting school districts in the transition to the new CCSS, culminating with implementation of a new statewide assessment in 2014-15. Although California has pledged to implement a new assessment system by 2014-15, further legislative action is required to adopt such a new testing system once the state's Standardized Testing and Reporting (STAR) program sunsets in 2014. If that transition facilitated by the California Department of Education (CDE) becomes delayed, CORE and Participating LEAs will need to determine the best path to take to ensure tight alignment between the taught and tested curricula along with test taking support for low achieving students and students with disabilities.

During the period of transition from the California Standards Tests (CSTs) to the SBAC, CORE LEAs are participating in SBAC field-test assessments and implementing performance tasks that are aligned to draft SBAC assessments. Both initiatives are informing district professional development needs, instructional content and pedagogical shifts. Additionally, districts are using the CORE-developed CCSS- and SBAC-aligned performance task modules to prepare teachers and administrators for the transition, by offering exposure and experience to and with the new types of assessments that are redefining student learning.

As described in more detail under Principle 2, until California formally moves to the new performance-based summative assessment system in 2014-15, CORE LEAs will continue to administer the CSTs in grades 2-11 for accountability purposes. However, to inform CCSS implantation and student learning progress of the new standards, the LEA will also implement CORE-developed Performance Task Assessment Modules as well as other publisher-developed interim assessments for formative use.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

From the first discussion to the actual work of drafting this application, it has been clear that The Superintendents of the CORE Board are passionately committed to preparing college- and career-ready graduates, tackling equity and access for success; increasing student achievement for all students; closing achievement gaps; and maintaining healthy and positive school environments. Despite the fact that current NCLB accountability regulations do not reach beyond narrow achievement targets and cut points, the Participating LEAs strongly believe that social-emotional and school culture and climate factors play important roles in preparing all students to be college- and career-ready. Accordingly, the Participating LEAs believe that indicators in both of these domains should be included in a new system of accountability to drive overall student achievement improvement. Therefore, CORE is proposing an alternative accountability model – the School Quality Improvement System -- grounded in the concept of moral imperative outlined in the work[17]of Michael Fullan, Ph.D. The central tenet is that college-and career-readiness can only be achieved if disproportionality in academic inputs and outcomes is eliminated.

The School Quality Improvement System is designed with the recognition that the federal expectations for meeting students' needs have been too narrow for too long. LEA's have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. The LEAs participating in the School Quality Improvement System are rejecting this narrow focus and accept the radical ideal that true success for all students can only be achieved through a holistic approach. It is underpinned by a moral imperative to help all students succeed, and is driven by a commitment to collaborate through communities of practice, school pairings and shared/mutual accountability. It includes annual expectations for progress as well as absolute levels of performance and growth. LEAs participating in the School Quality Improvement System are committed to hold themselves and each other accountable for student success on the Common Core State Standards, as measured by both absolute performance and growth over time. However, significant research has found that by only focusing on academic success, the true picture of a student's college and career readiness is obscured. The Participating LEAs want to be held to a higher standard on a much more comprehensive range of measures that collectively indicate students' college and career readiness, and are more effective drivers of change.

Our School Quality Improvement System recognizes the importance of and values not only academic preparedness but also multiple measures of student success in students' social-emotional development and the critical role of a school's culture and climate. Within these three domains, the

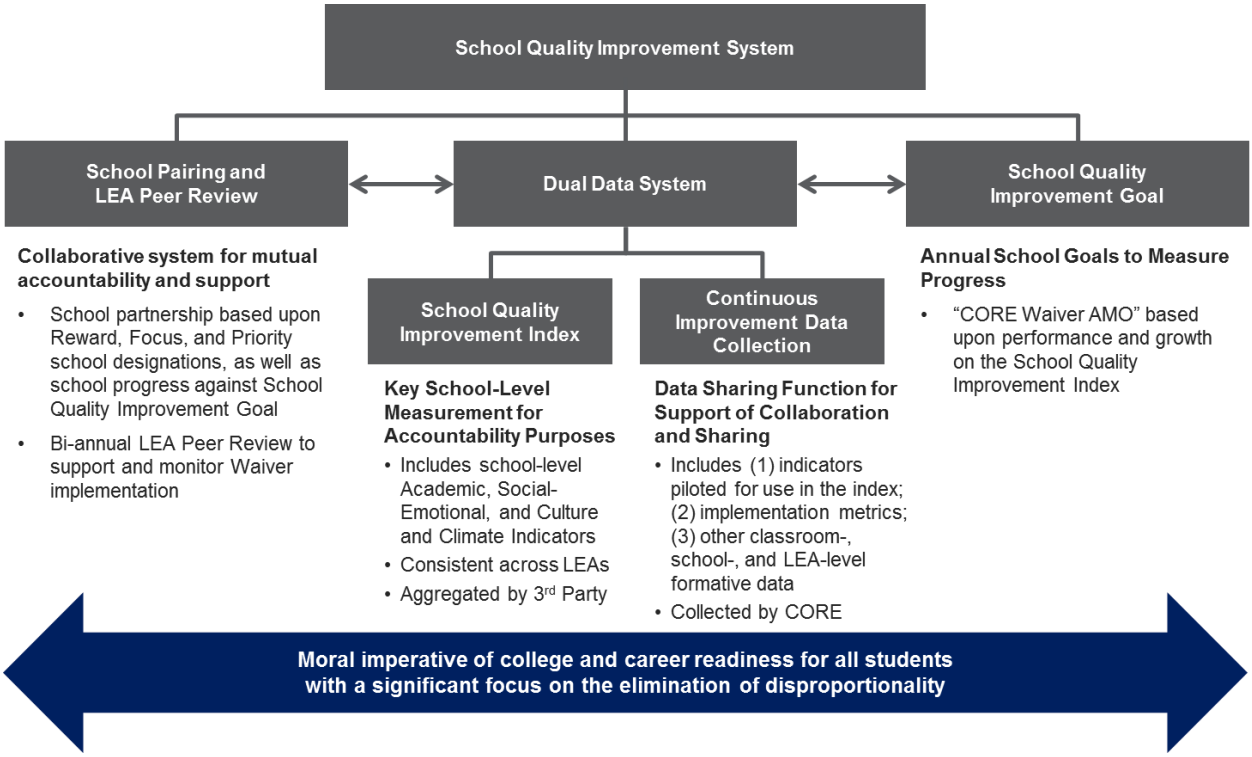
[17] Fullan, Michael. (2011).

School Quality Improvement System focuses on metrics that will drive the system in the right direction to achieve better outcomes for all students. (Further details on the measures within these domains, the rationale for their selection, proposed weighting of the various domains and particular measures, and plan for finalizing it, and targets are presented below.)

Success in the social-emotional and school culture and climate domains do not operate independent of success in the academic domain. The Participating LEAs' belief in the importance of these variables is supported by substantial bodies of research. For instance, chronic absence and suspensions are predictors of poor academic achievement and dropping out of school. Students who are strong in social-emotional skills and mindsets, such as self-discipline and belief in themselves, tend to do better in school and in life than those who are not as strong in these areas. Moreover, schools can address these social-emotional factors through particular approaches to help students develop additional skills beyond academic preparedness, along with school culture and climate measures, and thereby improve students' engagement in school and academic achievement, and ensure that they graduate equipped with the 21st Century skills that are crucial to college and career preparedness and success in life. (Please see the summary of research, presented later in section 2A, supporting our inclusion of social-emotional and school culture and climate factors in the CORE accountability model.)

Figure 15 illustrates the components of the School Quality Improvement System:

Figure 15. CORE School Quality Improvement System



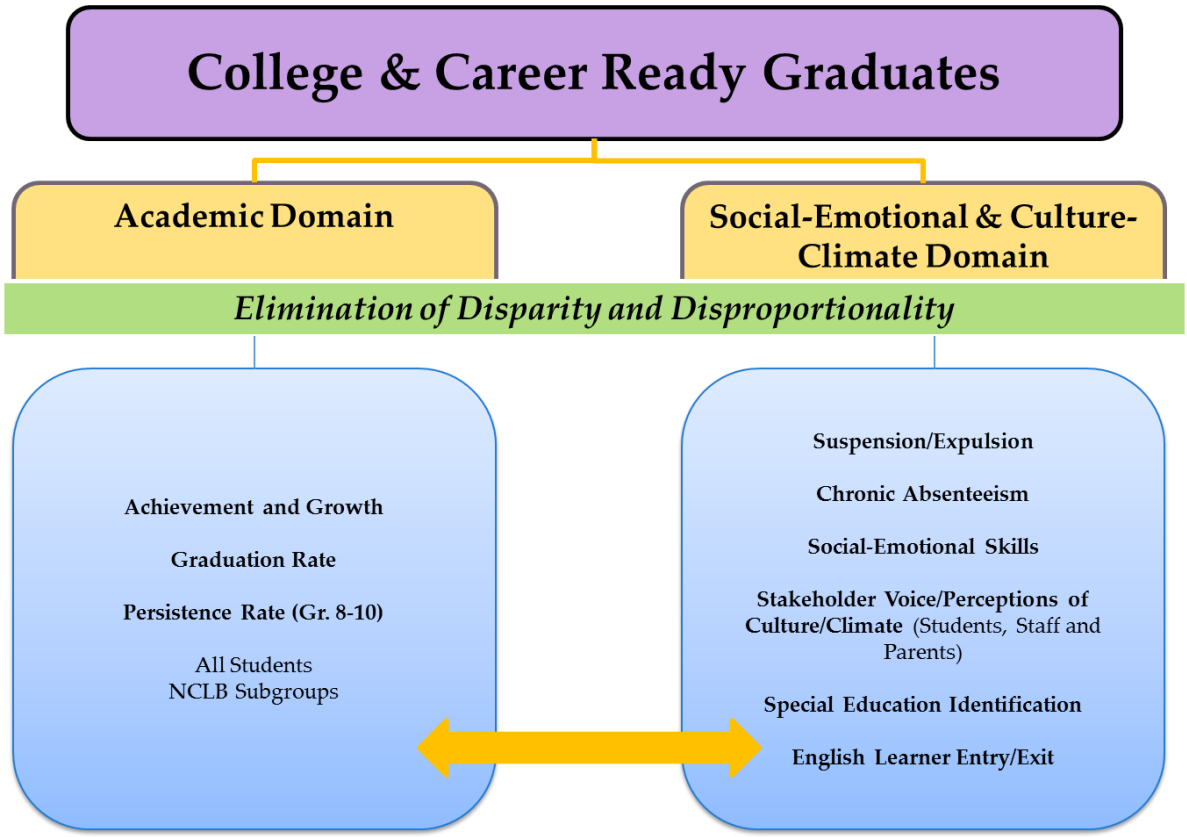
As depicted in Figure 15, key features of the School Quality Improvement System include:

- The *School Quality Improvement Index* – an accountability calculation that is at the heart of the proposed alternative accountability system. *School Quality Improvement Goals* – Intended to be used as the LEAs' Annual Measurable Objectives once fully implemented.

- A *Dual Data System* that combines summative data for accountability reporting purposes (*School Quality Improvement Index*) with formative measures (Continuous Improvement Data Collection System) to support schools and districts in continuous improvement initiatives
- Provisions for *School Pairing and LEA Peer Review* – collaboration for mutual accountability and support

The Participating LEAs have designed the School Quality Improvement Index, a rigorous accountability structure (Figure 16) with metrics that will be used to measure student, school, and district achievement, progress, and success, and will provide schools, teachers, and administrators with clear, in-depth feedback on areas of strength and those in need of improvement in support of the overall goal of students' college- and career-readiness. It will move Participating LEAs toward an outcomes-based system where LEAs and schools jointly hold each other accountable for ensuring that students matriculate between grade levels prepared for continued success.

Figure 16. CORE School Quality Improvement Index



A central tenet of the School Quality Improvement System is that college and career readiness for all students can only be achieved if disparity and disproportionality are eliminated. This is why the minimum sample ("n") size for inclusion of subgroup performance in the School Quality Improvement Index is 20 students, as compared to 100 students under current state and federal accountability systems. This change was not requested or required by the U.S. Department of Education. However, during the development of the School Quality Improvement System, it became clear to the CORE Board that making this change was critical to ensure we're best serving

our most vulnerable students.

A study by the Aspen Institute's Commission on No Child Left Behind found that "In practice…many states have allowed schools to omit significant numbers of students by setting large minimum sizes (n-sizes) for calculating subgroups' performance. Used appropriately, these measures are needed to maintain statistical reliability and protect student privacy, but they can be—and have been—abused. As a result, large numbers of schools have not been held accountable for the performance of significant numbers of students." In order "to ensure that large number of students do not remain 'invisible,'" the Commission recommends strengthening school accountability requirements by restricting the minimum subgroup size to no more than 20 students.

Analysis indicates that reducing the n-size to 20 – from the current system with an n of 100– will increase the overall number of students for which Participating LEAs will be accountable for by 15%. In the current CORE LEAs alone, the number of African American students that would be accounted for would increase by 26,900 — a 74% increase over the 36,200 in the current system under NCLB. There would be a 10% increase in English Learners and a 262% increase in students with disabilities for which schools and the Participating LEAs would be held accountable. As a result, the Participating LEAs have agreed to use an n-size of 20 for all recognized subgroups. This measure will ensure that a bright light is shined on achievement and support for all students at every school. Across the current eight participating LEAs, schools will be held accountable for reporting progress of nearly 153,000 additional students, of whom a large percentage are African American, Latino, English Learner, or are students with disabilities.

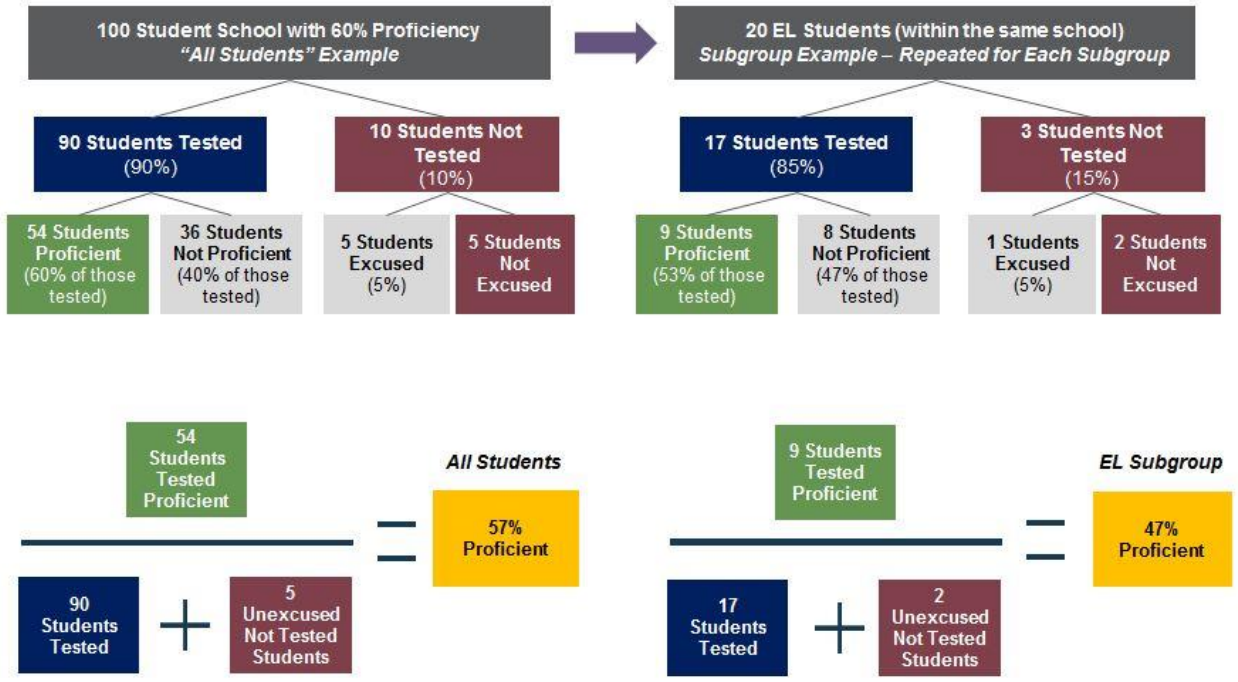
We also want to highlight that in the academic domain, the CORE School Quality Improvement System will encompass a substantially more robust set of measures than what is used currently in California's Academic Performance Index (API) system and to determine whether schools in California are making Adequate Yearly Progress under NCLB. Currently California high schools are only held accountable for their California High School Exit Exam proficiency rates among 10th graders, their ELA and Math California Standards Test results, Academic Performance Index, and their 4-year cohort graduation rates. Under the CORE Waiver, Participating LEAs and high schools will be asked to focus on a much more robust set of measures looking across multiple subjects and years by using all state tests administered in the high school grades, as well as 4-, 5-, and 6-year graduation rates. Middle schools will be accountable for all state tests administered as well as the rate of persistence to high school, as measured not by students who enroll in 9th grade but by persistence into 10th grade. Superintendents from the Participating LEAs felt it was important to include this dimension because they know from experience their districts lose many students during 9th grade or in the summer after 9th grade. Schools will additionally be accountable for various measures in the social/emotional and school culture and climate domains.

Therefore, LEAs and schools will be gathering, reporting, and utilizing for continuous improvement a great deal of information – on all assessments administered in all grade levels of state testing and high school graduation as well as attendance and suspension/expulsion rates, stakeholder perception surveys, social-emotional measures, identification of Special Education students and redesignation of English Learners as formative building blocks toward college- and career-preparedness. In short, the expected outcomes do not change, but the drivers of change reflect Fullan's crucial elements for whole system reform, including intrinsic motivation, instructional improvement, teamwork and "allness."[18]

[18] Fullan, M. (2011).

In addition, Participating LEAs will be held accountable for meeting a 95% participation rate on all state assessments. Beginning in 2014-15, schools in Participating LEAs will only be able to be designated reward schools if at least 95% of their students in the all students group and all individual subgroups are tested on state assessments. Moreover, any school with less than 95% of students in the all students group or any individual subgroup tested will receive an adjusted performance score on their School Quality Improvement Index Score that includes the number of non-tested students as "non-proficient" for both the "all students" and subgroups raising each to the total number of students to the equivalent of 95%. If a school tests <90% of eligible students in the all students group or any individual subgroup, it will automatically be designated as a Focus school. See figure 17 for an example calculation.

Figure 17. Schools Below 95% State Assessment Participation Rate for "All Students" Group and Subgroups Example Calculation



Academic Domain Performance scores and growth for students with disabilities will be based on alternative assessments (CMA and CAPA) until the implementation of the CCSS-aligned assessment (SBAC) in 2014-15 (Figure 14). At that time students with moderate cognitive disabilities will be assessed using the CCSS-aligned assessment. However, until that time no more than 2% of students will be eligible for inclusion in the School Quality Improvement Index based on their CMA score. Students with the most severe cognitive disabilities will continue to be assessed with the CAPA or an appropriate CCSS aligned assessment. No more than 1% of students will be eligible for inclusion in the School Quality Improvement index based on their CAPA (or an equivalent CCSS-aligned assessment) score.

Figure 18. CORE Plan –Academic Assessments for Students with Disabilities

	SWDs – Significant Cognitive Disabilities (1%)	SWDs – Moderate Cognitive Disabilities (2%)
Current California Assessment	California Alternate Performance Assessment (CAPA) An alternate assessment to assess students with significant disabilities to a modified set of standards	California Modified Assessment (CMA) An alternate assessment to assess students with moderate disabilities to a modified set of standards
2013-2014 SY: Inclusion in School Quality Improvement Index	Academic Domain Performance and Growth scores for students with significant disabilities will be based on CAPA assessments	Academic Domain Performance and Growth scores for students with moderate disabilities will be based on CMA assessments
2014-15 SY: Changes Under SBAC Implementation	Academic Domain Performance and Growth scores for students with significant disabilities will be based on CAPA assessments. If California changes CAPA assessments, LEAs will use an appropriate alternate modified assessment	Academic Domain Performance and Growth scores for students with moderate disabilities will be based on a CCSS-aligned adaptive assessment (e.g. SBAC)
Application of ESEA Waiver Caps	No more than 1% of students will be eligible for inclusion in the School Quality Improvement Index based on their CAPA score (or equivalent assessment score)	No more than 2% of students will be eligible for inclusion in the School Quality Improvement Index based on their CMA score (through 2013-14) or SBAC assessment score

The School Quality Improvement System will be implemented in all schools across Participating LEAs, ensuring consistent, rigorous standards across districts representing over one million students, at a minimum. We also anticipate that many more California LEAs are likely to sign onto the CORE Waiver in the coming years, thereby extending the reach of the School Quality Improvement System.

The School Quality Improvement System's Dual Data System for Data Collection, Reporting, and Sharing

In addition to being accountable to outcomes at the school and LEA level, CORE is committed to ongoing monitoring and publishing of benchmarked, multi-faceted data indicators in order to provide formative inputs and to help districts develop a repository of best practices for success.

In recent years, in the absence of this requested ESEA Flexibility Waiver, all CORE LEAs have developed and employed internal accountability systems (or district data dashboards) that reach beyond current federal NCLB expectations to gauge academic progress and student success within schools and districts in order to inform decisions for continuous improvement. Districts also have constructed guiding goals based on local contexts and challenges, ensuring that local values, as well as community cultures and needs, are included within district accountability systems.

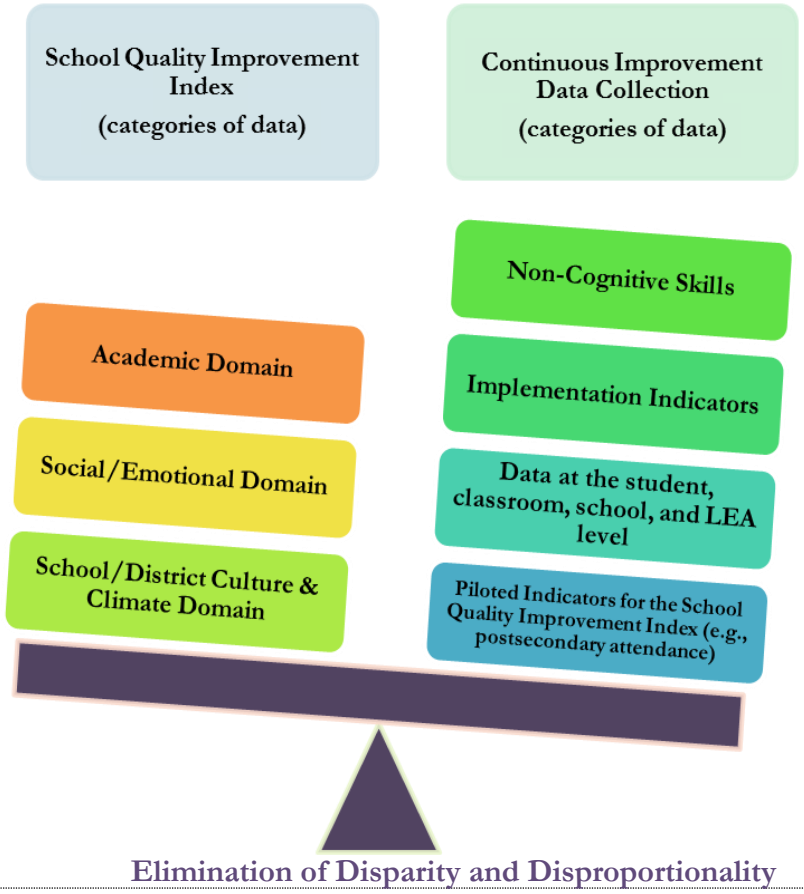
The natural next step in this evolution is the CORE proposed system of differentiated recognition,

accountability, and support, which focuses on continuous improvement, addresses the needs of individual district student and community populations, and satisfies the ESEA Flexibility Waiver based on guidelines for 2A Option B.

The Participating LEAs view this ESEA Waiver as an opportunity to shift the current system of sticks and carrots into one that fosters an environment of continuous improvement based on collaboration at all levels. To that end, and in absence of a state data system to inform continuous improvement, all Participating LEAs have agreed upon the need to collect and report school achievement and progress data that reach *far beyond* just what are represented in the proposed CORE federal accountability structure (School Quality Improvement Index) and current California Academic Performance Index (API).

To effectively implement the School Quality Improvement System, Participating LEAs will employ a shared Dual K-12 Data Collection and Information System (Figure 19) to collect and analyze student-, school-, and district-level performance to not only identify, reward, and support schools, but to monitor progress with an eye on continuous improvement. As noted, this system will encompass academic achievement, graduation, persistence, and multiple social-emotional components, and school culture and climate indicators. This robust longitudinal data system will assure that information from all domains is useful to inform instructional and programmatic data-informed decision making across the Participating LEAs. It ultimately will enable LEAs to share formative achievement and environmental data in a mutually transparent manner for regular review of system drivers for effectiveness and improvement.

Figure 19. Dual Data Collection and Information System for Continuous Improvement



The CORE Dual Data System for Continuous Improvement will house (1) summative data for accountability reporting purposes (*School Quality Improvement Index*), and (2) formative measures (*Continuous Improvement Data Collection System)* to support schools and districts in continuous improvement initiatives, the transition to the CCSS/SBAC, and educator evaluation systems. This dual system will allow continuous monitoring of systemic and school progress toward the final measures of accountability. In order to maintain the focus of eliminating disparity and disproportionality, all categories of data will be disaggregated and reported for all of the existing NCLB subgroups. As noted, changing the n-size to a minimum of 20 will require and enable the participating LEAs to be accountable for substantially increased numbers of students from underserved groups.

All participating LEAs currently employ individual longitudinal data systems for reporting and decision making. It is not the CORE Board's intention for the Dual Data System for Continuous Improvement to layer additional data collection, but rather to offer an opportunity to make data collection, reporting, analysis, and application more collaborative for the entire CORE network, to produce better measurable results for all students. By rolling local district data up to a larger system, it is believed that districts will create better transparency around innovative and successful programs, and encourage data driven cross-district collaboration and teaming focused on common problems of practice. The opportunity to examine and analyze common data points across all of the participating LEAs will allow the LEAs and CORE to identify early indicators for dialogue, professional development, and systemic intervention. Such convenings, professional development, and interventions will be designed and facilitated by CORE staff with the input of Participating LEAs through cross-district collaboration, planning, and implementation.

Evidence of a participating LEA that has successfully incorporated the ongoing use of data for continuous improvement is Long Beach Unified School District. The Long Beach Unified and Fresno Unified partnership is also an example of successful data-driven collaboration, problem solving and intervention design. Participating LEAs will be able to follow the two Districts" lead in continuous improvement based on this model.

District Vignettes – Using a Data System for Continuous Improvement: Long Beach Unified School District

Long Beach Unified has developed a robust data system, LROIX, which drives LBUSD's strategic plan, accountability model, and student performance monitoring. LROIX tracks achievement, participation, attendance, and disciplinary action at the student, school, and district level. LROIX was implemented district wide in 2012. Using this system, LBUSD already is exceeding Principle 2 requirements:

- Recognition: High-performing schools (as identified by state and district measures) are presented with a large star to place on the outside of their buildings.
- Support: Struggling schools (as identified by state and district measures) are provided additional coaches and/or additional training and professional development.
- Accountability: The district sets ambitious goals and each Principal sets goals at the beginning of each year related to district-level objectives. Principals are held accountable for their school's goals.
- Transparency: Additional data are available to students and parents, and schools are

recognized in more than three categories.

Emerging evidence that the use of data in district partnerships to build a culture and execute plans for continuous improvement is found in the longstanding district partnership of two participating LEAs, the Fresno and Long Beach unified school districts. Each of the two districts maintains a local data system to inform district decisions and monitor individual progress (described in the vignette found in the Overview section), but they have also continuously shared data/evidence-based reform successes and challenges to support one another's continuous improvement efforts.

Participating LEA superintendents aspire to institute the robust longitudinal CORE Dual Data System for Continuous Improvement that will employ a dashboard concept enabling teachers, coaches, school site and district administrators—all the way to the superintendent level—to have a live glimpse into the ongoing achievements, growth, gaps, and learning needs of the students they serve, and need for interventions in the realm of school culture and climate, based on the agreed-upon metrics. Both LBUSD and FUSD have embraced and currently use a dashboard concept and development process to accomplish this goal.

District Vignettes – Innovative Use of District Data Systems in Partnership for Continuous Improvement: Fresno and Long Beach Unified School Districts

- In Fresno Unified, data on attendance and achievement performance are updated daily. Using their ATLAS dashboards, Fresno teachers also can incorporate behavioral and demographic student data.
- Using LROIX, Long Beach Unified's robust data system, teachers immediately scan test results following assessments. Long Beach adds hundreds of end-of-course exams and district-level local assessments to statewide and nationwide standardized test results.

CORE will engage in an RFP process to identify an external entity/consultant to join, adopt, or build the Dual Data Collection and Information System during the summer of 2013. By signing the CORE Waiver MOU, Participating LEAs agree to share data and evidence with CORE for reporting via the CORE Dual Data System for Continuous Improvement.

College- and Career-Ready Graduates

Graduating college- and career-ready students is the pinnacle goal of participating LEAs and therefore the entire School Quality Improvement System builds to support and promote that expectation. All data indicators to be collected within the three domains of the School Quality Improvement System are expected to lead to successful college and career graduates. The CORE Districts have been collaborating throughout the spring of 2013 to ensure that the right drivers are chosen and included within the three domains in order to accurately measure school and district success through the lens of preparing all students for success in post-secondary admission and enrollment and/or immediate entry into the workforce. While all data points identified in the School Quality Improvement System will be collected and reported for annual accountability and monitoring, Participating LEAs recognize that supporting data of other key indicators will inform and support the ongoing efforts to reach rigorous accountability outcomes. Therefore, additional data sets will be identified for collection as interim progress measures allowing for productive cross-district collaboration and teaming and housed in the Continuous Improvement Data Collection System. Such measures will be identified in all of the categories listed within the CORE Dual Data Collection and Information System, as described below.

To date, the characteristics of a California college- and/or career-ready graduate are left for

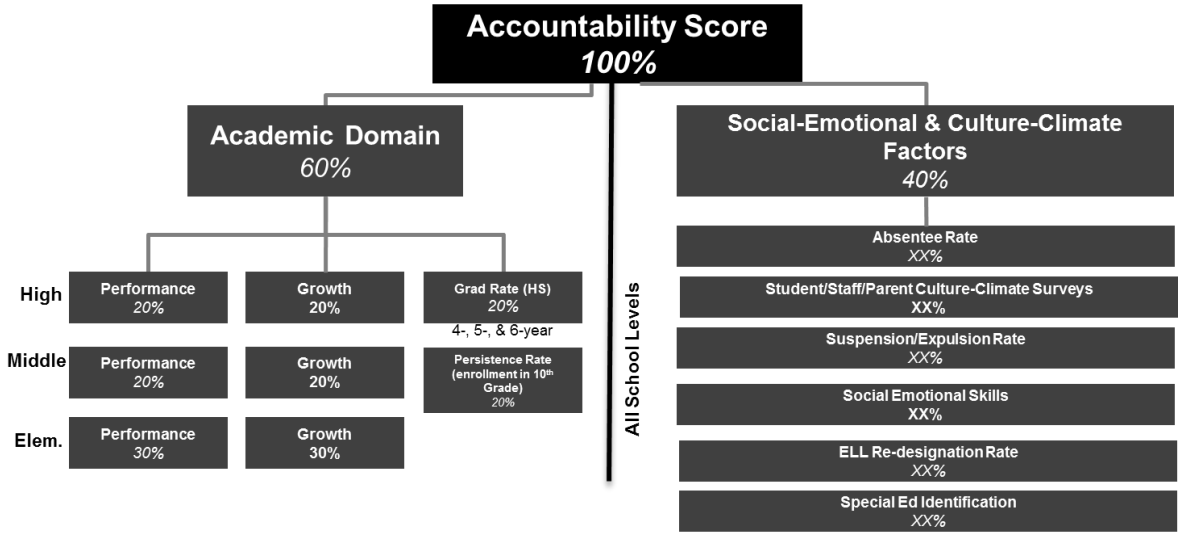
determination by individual LEAs. It is, however, the intention of the Participating LEAs to develop or adopt a common College and Career Readiness Framework to drive college- and career-readiness and support data collection within the Continuous Improvement Data Collection System for informed decision making and collaboration. Based on current research in the field and engagement with California partner organizations such as the Linked Learning Alliance and ConnectEd, the Participating LEAs will either adopt an existing framework from a partnering organization or develop a customized first-draft framework during the 2013-14 school year (Conley).[19]

As noted, the School Quality Improvement Index will encompass these domains:

1. Academic performance
2. Social-emotional factors and school culture-climate factors

CORE has refined the School Quality Improvement Index (Figure 16) since our initial Waiver application. We have refined the list of measures to be used in the Academic domain for 2013-14, 2014-15, and 2015-16 and beyond, and have preliminarily determined weights for all factors. Overall weights for the Social-Emotional and School Culture-Climate Domains are also defined, with 40% deriving from a variety of Social-Emotional and School Culture-Climate factors.

Figure 20. CORE School Quality Improvement Index

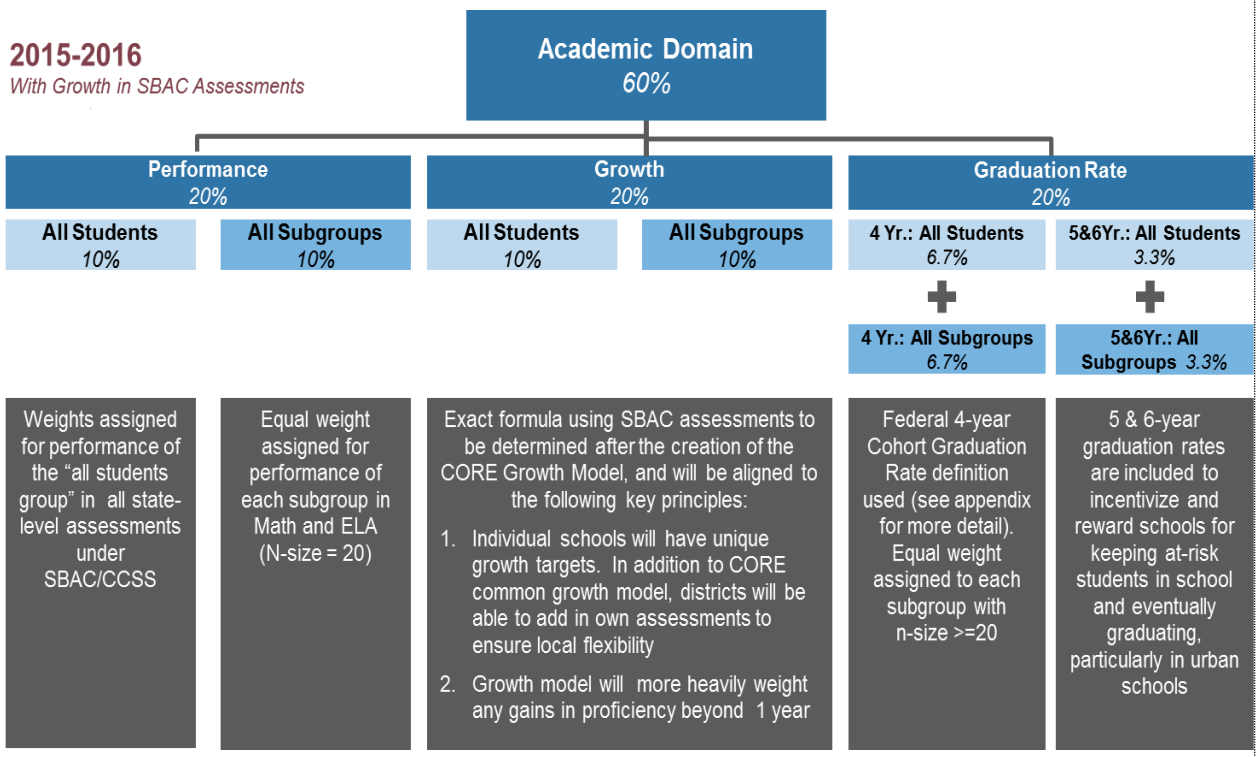


As shown in Figure 20, when the School Quality Improvement System is fully implemented in 2015-16, we are proposing that measures in the Academic domain will account for 60% of the School Qualiaty Improvement Index.

Figure 21 details the breakdown of the different factors in the Academic Domain for high schools (student performance, growth, and graduation rate) and how they will be weighted once the School Quality Improvement Index is fully implemented in 2015-16.

[19] Conley, David. (2007). *Redefining College Readiness*. EPIC: Educational Policy Improvement Center. Retrieved 2012, from http://www.aypf.org/documents/RedefiningCollegeReadiness.pdf

Figure 21. CORE School Quality Improvement Index
Academic Domain – Measures and Weighting



We will work with a statistician and with USED over the next year to thoughtfully develop the weighting of measures within the Social-Emotional and School Culture/Climate Domains, to ensure that we have a robust model that highlights the right measures and weightings by the 2014-15 school year and potentially refine the weightings over time based on learning from the pilot and School Qualitiy Improvement Index.

Guiding Principles for the Rollout of the School Quality Improvement Index

As the SQII represents a substantial shift in accountability metrics, the following principles have been applied to the timing and rollout of the metrics in the SQII:

- **Limied stakes the first time a metric is introduced:** Depending on the metric, some or all districts will be introducing a new measure to educators and other stakeholders. To maximize the ability of school stakeholders to understand and respond to these data, the first time an indicator is introduced, it should have limited stakes in terms of impacts on accountability. The updated rollout timeline below reflects this principle.

- **Where feasible, historic data provided for up to three years by November for the year in which a metric "counts" for the first time:** To the extent historic data is available, educators and other stakeholders will be provided with three years of baseline data by November of the year in which a metric will count for the first time on the SQII. So, for isntance, by November 2014, stakeholders will receive baseline performance data on and finalized weights for metrics that will be added to the SQII based upon performance in the 2014-15 school year.

- **Clear, transparent decision-making processes:** A SQII Committee consisting of one official designee from each CORE district participating in the waiver will be formally empaneled in June 2014.[20] The SQII Committee will be responsible for making recommendations to the CORE Board regarding adjustments to any of the metrics, performance thresholds for translating performance on any particular metric into SQII points, establishment of and refinements to metric weights, refinements to designation criteria, and refinments to exit criteria. SQII Committee members will be responsible for engaging stakeholders in their districts on these items, and bringing that input to the committee. Recommendations from the SQII Committee will be posted on the CORE website with opportunities for public comment at least two weeks in advance of the CORE Board meeting at which they will be discussed.

What follows is a description of the components and weighting of the School Quality Improvement Index during the transition years (2013-14 and 2014-15) prior to full implementation of the School Quality Improvement System. Subsequently we discuss the rationale for inclusion of the measures incorporated under the social-emotional and school culture and climate domains and their weighting. Later in this application we include a high quality work plan and timeline for finalizing the weights of the social-emotional and school culture/climate domains, the student growth model, and the overall design of the School Quality Improvement System.

Academic Domain – Sole Domain for Accountability in 2013-14

California's current NCLB accountability formula rewards only proficient and advanced achievement and lacks measures of academic progress and achievement growth. Strong desire among participating LEAs exists to include academic growth in the alternative accountability system. The development of the growth model is planned to occur during the 2014-2015 school year, with the 2014-15 year serving as a baseline for achievement on the new SBAC assessments and the full-growth model included for accountability with two years of data in the 2015-16 school year. This timeline will not only allow for thoughtful development, but also enable Participating LEAs to develop proficiency cut points for the new assessments as they progress in their transitions to full implementation of the Common Core State Standards and SBAC assessments. CORE will hire a consulting partner to help review the Participating LEAs goals and needs and develop an appropriate growth model to be used in the CORE Accountability Structure.

Until California has fully transitioned to SBAC assessments and the vertically aligned CCSS in 2014-15, the current state assessments will be used for achievement-only accountability purposes. Those measures include: California Standards Tests (CSTs) for grades 2 to 8, the major component of the Standardized Testing and Reporting (STAR) Program; the CAHSEE for grade 10, the assessment currently used by California in AYP at the high school level; the California Modified Assessment (CMA), and the California Alternative Performance Assessment (CAPA). The CSTs measure student progress toward achieving California's pre-CCSS state-adopted academic content standards in English-language arts (ELA), mathematics, science, and history/social science.[21] We will use high school graduation rate as our end of high school indicator.

With waiver application approval, Participating LEAs will continue to administer all state assessments, including SBAC field tests for grades 3-8 and 11 in 2013-14, and the CAHSEE. Additionally, the CMA and CAPA, or their equivalent (if available) for the SBAC field test, will be

[20] A similar group, termed the "Data Leads" has met several times during 2013-14.

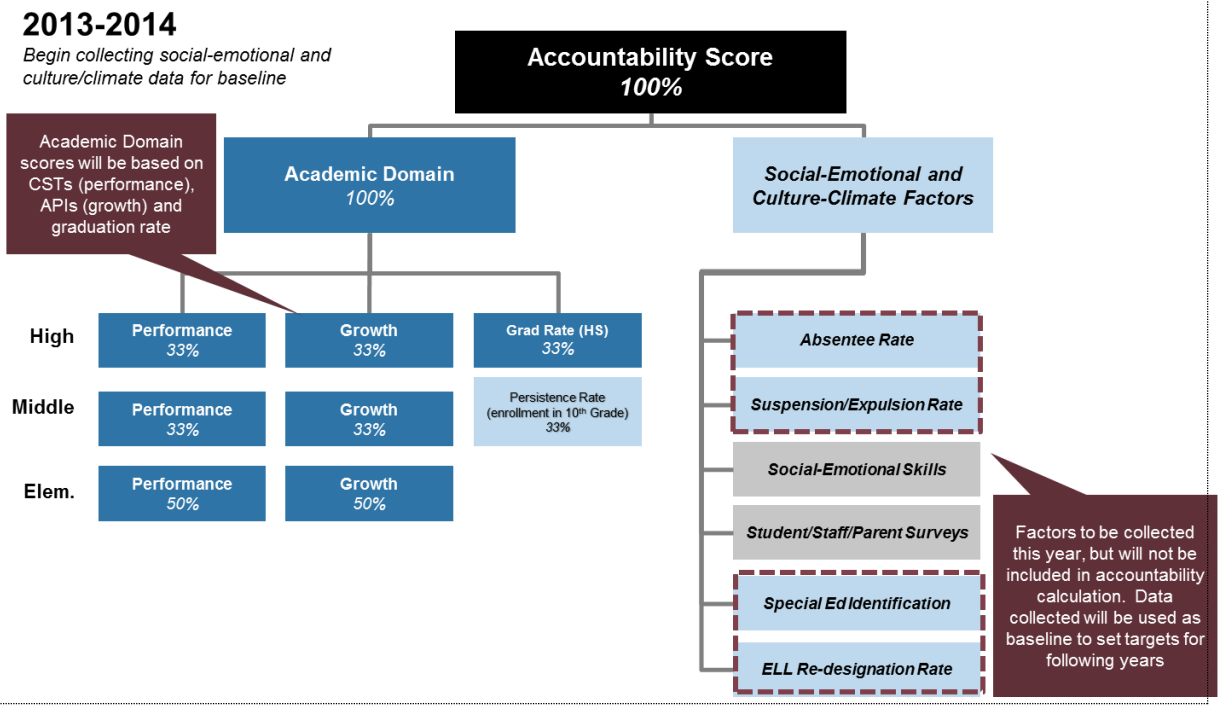
[21] For more information, see Standardized Testing and Reporting Program (STAR) website: http://www.startest.org/

administered to assess learning progressions, based on alternate academic achievement standards and appropriate accommodations, for students with disabilities who have an individualized education program (IEP) or the most significant cognitive disabilities for at least the 2013-14 school year. The same guidelines will be followed for the administration of the California English Language Development test (under current California guidelines or follow alternate guidelines if they are adjusted by the state to measure academic growth and language development of English learners). All Participating LEAs agree to employ the following assessments for accountability during the single 2013-14 school year:

- ✓ SBAC ELA field test assessments at every grade level of state administration
- ✓ SBAC mathematics field test assessments at every grade level of state administration
- ✓ CAHSEE
- ✓ District developed and/or adopted (CORE facilitation available) CCSS/SBAC aligned interim assessments in grades 1, 3, 4, 7, and 9 in ELA and mathematics as interim formative measures

Moreover, in order to ensure the smoothest transition possible, during 2013-14, the School Quality Improvement Index (accountability score) will be based fully on the Academic domain. School and district academic domain scores will be based on CST/CAPA/CMA/CAHSEE scores (performance), APIs (to capture growth), and graduation rates, weighted as shown in Figure 22. The 2013-14 school year will be a transition year to collect and report baseline data on elements of the Social-Emotional and Culture-Climate domain where districts already collect and have historic data from which to construct baseline measures. Although they will be collected, they will not be included in the accountability calculation in summer/fall 2014.

Figure 22. 2013-14 Transition year School Quality Improvement Index



Beginning in the 2014-15 school year, Participating LEAs will implement the CORE-developed School Quality Improvement System. At that time, the Academic Domain will account for 60% of the total 100 point School Quality Improvement Index score. It will incorporate, at a minimum:

1. Student academic performance (overall and disaggregated by subgroup) as part of the transition to CCSS-aligned assessments (SBAC)
2. High school graduation rates (4-, 5-, and 6-year rates)
3. Persistence rates (enrollment in 10th grade, for middle school accountability)

Note: Growth in academic performance will not yet be included in the Index since 2014-15 will be a baseline year for SBAC data and thus there will no growth data available.

Student performance in the Academic Domain will be determined by student results on the SBAC assessments as follows:

- ELA assessments at every grade level of State administration
- Mathematics assessments at every grade level of State administration
- Writing assessments at every grade level of State administration
- Science assessments at every grade level of State administration
- History/Social Science at every grade level of State administration
- Any State administered subject assessment as new assessments come online (e.g., an assessment associated with Next Generation Science Standards)

All assessments used in the accountability model will be grade-specific, aligned to grade-level curriculum standards. Thus the reviewers' concern that multi-grade assessments may result in out-of-grade level assessments and instruction is no longer an issue.

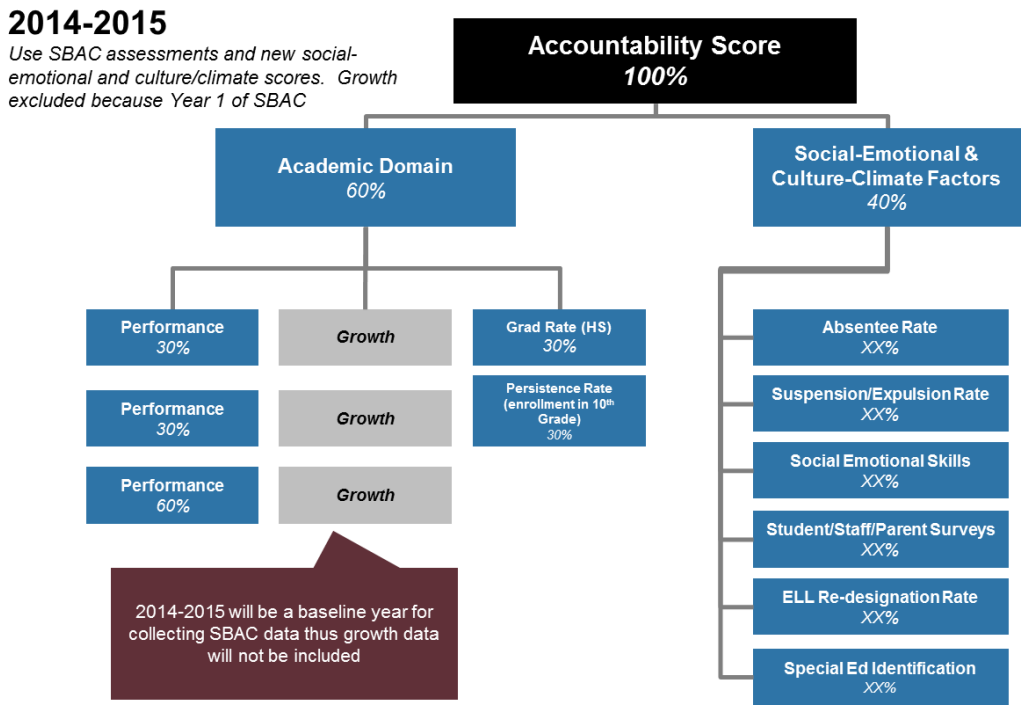
For students with disabilities, beginning in 2014-15 with the implementation of the SBAC assessments, Participating LEAs will no longer use the California Modified Assessments, and most students with disabilities will participate in the SBAC assessments. CORE and the Participating LEAS will continue to ensure that no more than 1% of students (those with the most severe disabilities) are assessed utilizing the California Alternative Performance Assessment. Performance on testing by all students with disabilities will be factored into the School Quality Improvement Index.

LEAs will have the option of incorporating locally developed assessments into their local accountability structures, but these measures will not be included in the School Quality Improvement Index. Therefore they will not factor into school performance ratings under this system and will not be taken into consideration in schools being designated reward, priority, or focus schools.

Also in 2014-15, the School Quality Improvement Index will begin to factor in Social-Emotional and School Culture and Climate measures. (Note: The rationale for these measures and their proposed weighting are presented later in this section.)

Figure 23 depicts the components that will be included in the School Quality Improvement Index in 2014-15.

Figure 23. 2014-15 School Quality Improvement Index – Baseline year for SBAC Assessments

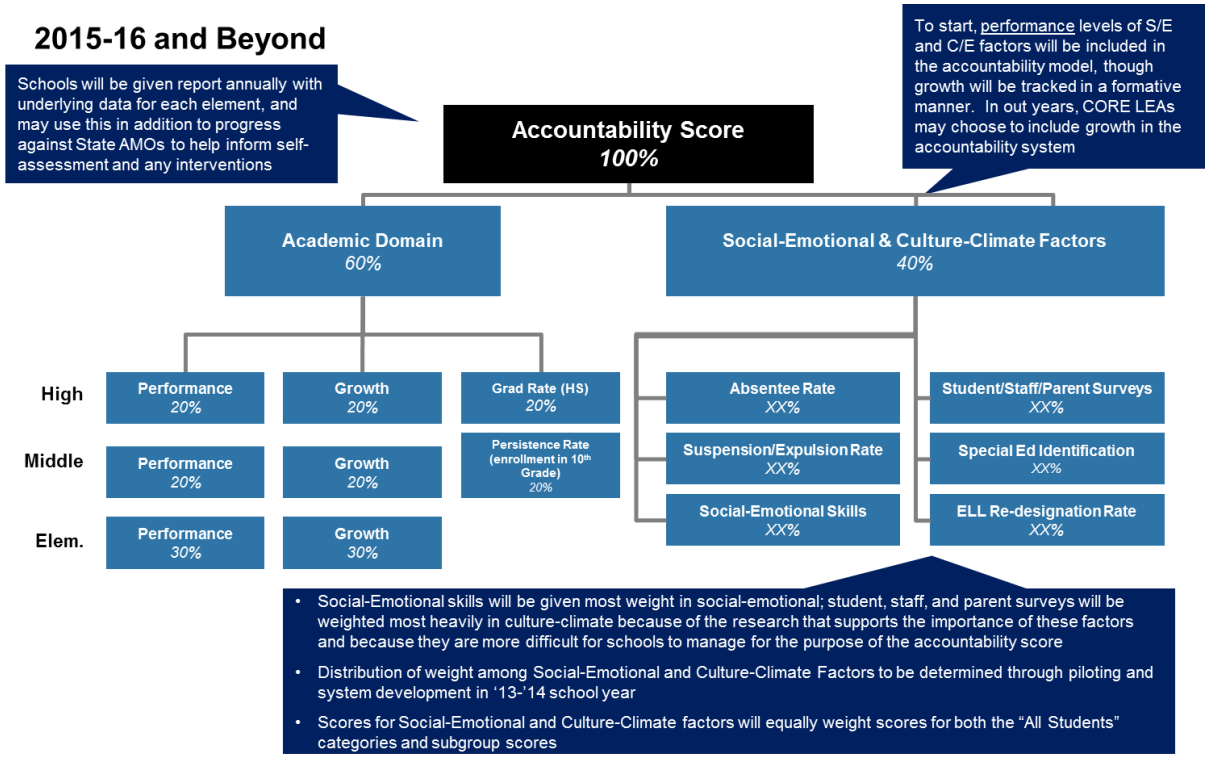


By 2015-16, all components of the School Quality Improvement System will be in place; the School Quality Improvement Index will include the components and weighting depicted in Figure 24.

At that time, the Academic Domain of the Index will begin to incorporate student growth in academic achievement, now that there will be two years of SBAC assessments.

As noted, we will have defined the specific weighting percentages for the measures in the Social-Emotional and School Culture and Climate Domains.

Figure 24. 2015-16 – Full Implementation of CORE Quality Improvement Index



As shown in Figure 24, weighting of the 60 points allocated to the Academic Domain for high schools will be equally divided between performance, growth, and graduation rate. (Note: Figure 24 also details the percentage allocations for middle schools (persistence rate instead of graduation rate) and elementary schools (30% each allocated to performance and growth).

The proposed accountability model (School Quality Improvement System) is designed to hold schools and districts accountable for the performance of ***all*** students across a variety of factors.

Beginning in 2015-16, all schools in the Participating LEAs will receive an annual overall accountability score on a 100-point scale that is based on student- and school-level performance in the academic, and social-emotional and school culture-climate domains. The designations of reward, priority, and focus schools will be based on a rank order of these scores for all Title I schools across all Participating LEAs. Schools will receive annual detailed reports highlighting performance in:

- Proficiency in Math ("all students" and all subgroups), ELA ("all students" and all subgroups), History/Social Science ("all students" only), and Science ("all students only)
- Student growth ("all students" and all subgroups)
- Persistence rate (enrollment in 10th grade for middle school accountability)
- Graduation rate ("all students" and all subgroups (4-, 5-, and 6-year rates). As shown in the Figure 20, graduation rate is a key component of the accountability, accounting for 20% of the overall accountability index. The 4-year graduation rate (4-year or extended-year adjusted graduation rate as defined by 24 CFR 200.19(b)(i)) will account for two-thirds of the 20% and the 5- and 6-year rates one-third. "All students" and "all subgroups" (with an N-size of at least

20) will have equal weighting within these scores.

- Social-Emotional and Culture-Climate factors: absentee rate, suspension/expulsion rate, social emotional skills, student, school staff and parent surveys, ("all students" and all subgroups); and ELL redesignation, and (disproportionality in) Special Education identification
- As aligned with the central goal of preparing students for success in college and beyond, CORE hopes to include college completion rates should high quality data becomes available

Performance by subgroups will have a substantial impact on each school's and LEAs overall score, incentivizing schools and districts to improve proficiency among underperforming schools across each factor in the domains of the SQII. Participating LEAs will have the flexibility to hold schools accountable to additional locally-relevant measures, but these will not be integrated into a school's accountability score.

Figures 25 and 26 provide examples of how "all students" and "subgroups" could be factored into the scoring of the "Performance" component of the Academic domain of a high school's School Quality Improvement Index. As noted in the high quality plan table included in this waiver, CORE will engage a statistician to determine the exact scoring methodology.

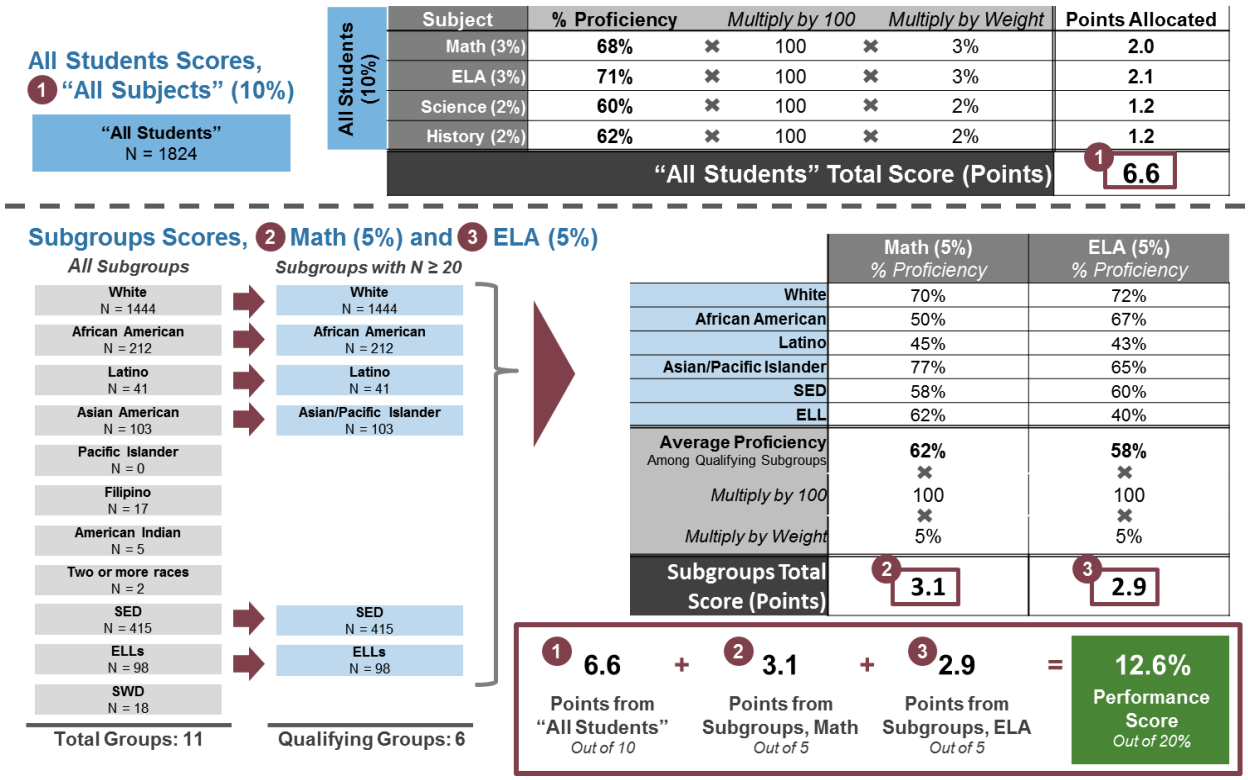
Figure 25. Academic Domain – Performance
Example of High School Scoring

	Performance (20%)			
	% Proficient (up to 100)		Weight (Overall)	Calculation
All Students (10%)	Math, "All Students"		✖ 3%	**Math:** % Students scoring Proficient in Math assessment * 100 points * 3% weight
	ELA, "All Students"		✖ 3%	**ELA:** % Students scoring Proficient in ELA assessment * 100 points * 3% weight
	Science, "All Students"		✖ 2%	**Science:** % Students scoring Proficient in Common-Core aligned Science assessments at appropriate grade levels * 100 points * 2% weight
	History, "All Students"		✖ 2%	**History/SS:** % Students scoring Proficient in Common-Core aligned History/SS assessments at appropriate grade levels * 100 points * 2% weight
Subgroups (10%) Math (5%)	Math, White	Average Proficiency of Qualifying Subgroups	✖ 5%	1.Determine number of qualifying subgroups (number of students in subgroup ≥20) 2.Calculate % Proficient in Math for each qualifying NCLB subgroup 3.Average % Proficient in Math among qualifying subgroups 4.Multiply average * 100 * 5%
	Math, African American			
	Math, Latino			
	Math, Asian American			
	Math, Pacific Islander			
	Math, Filipino			
	Math, American Indian			
	Math, Two or more races			
	Math, SED			
	Math, ELLs			
	Math, SWD			
Subgroups (10%) ELA (5%)	ELA, White	Average Proficiency of Qualifying Subgroups	✖ 5%	1.Determine number of qualifying subgroups (number of students in subgroup ≥20) 2.Calculate % Proficient in ELA for each qualifying NCLB subgroup 3.Average % Proficient in ELA among qualifying subgroups 4.Multiply average * 100 * 5% weight
	ELA, African American			
	ELA, Latino			
	ELA, Asian American			
	ELA, Pacific Islander			
	ELA, Filipino			
	ELA, American Indian			
	ELA, Two or more races			
	ELA, SED			
	ELA, ELLs			
	ELA, SWD			
Total			**20%**	**Overall Performance Points:** Sum of performance subgroup weighted percentage points (20 possible overall points)

SWDs are included as one of the subgroups measured across the School Quality Improvement System

CORE and participating LEAs will continue to ensure that only 2% of students are included in SQII using alternative state-administered assessments after CMA sunsets. Participating LEAs will also ensure that no more than 1% of students take CAPA, or another state-administered test for students with severe disabilities if CAPA is no longer in use

Figure 26. Academic Domain – Performance
Example of High School Scoring
N ≥ 20 Subgroup Threshold Scenario



Participating LEAs will have the flexibility to hold schools accountable to additional locally-relevant measures, but these will not be integrated into a school's accountability score.

Over time, additional measures in the Continuous Improvement Data Collection system may become incorporated in the School Quality Improvement System accountability model, if they are found to be predictors of college- and career-readiness and therefore worthwhile drivers to be addressed in a thoughtful way by districts and schools. For example, from a scan in May 2012 of the CORE Districts' local accountability models related to college- and career-readiness, it was discovered that at least four common indicators currently are found in five of eight CORE District systems, thus indicating that the districts find those data important for monitoring and promoting continuous improvement. Additionally, three other common data points are collected by half of the districts (Table 3).

Table 3. College- and Career-Readiness Indicators for CORE Districts

	10 Grade CAHSEE Passage Rates	4 Year Graduation Rates	AP Course Enrollment	AP Assessment Passage	A-G Course Completion	SAT/ACT Participation /Passage Rate	EAP Participation/ Passage Rate
Number of CORE Districts (8 at time of research)	4	6	5	5	5	4	4

At a minimum, it is anticipated those indicators will be included as additional data collection points

within the Continuous Improvement Data Collection categories. Over time, one or more of them may be incorporated in the School Quality Improvement System.

Rationale for the Inclusion of Social-Emotional Measures

As was well-stated by Maria "Cuca" Robledo Montecel, Executive Director, Intercultural Development Research Association, *"We cannot layer new accountability measures on old educational inequities and expect to get different results."* Guided by **the unwavering belief in ensuring equity and access for all students,** the Participating LEAs share a fundamental belief that *all* students can achieve at high levels. Evidence of this belief is demonstrated within the Participating LEAs' incorporation of indicators to monitor equity within their own local accountability systems.

Research tells us that school attendance and access to high-quality instruction matter, which grounds the Participating LEAs' belief that ensuring both can reduce the existing condition of disproportionality. Moreover, there is a body of research (examples cited below) showing that suspensions and expulsions are predictors of poor outcomes in school. Finally, there is a nascent consensus on the importance of social-emotional skills – categorized in the "intrapersonal" and "interpersonal" spheres – in helping students succeed in school and in life.

Beginning in the 2014-15 school year, Participating LEAs agree to implement the School Quality Improvement System, in which, as presented earlier, the social-emotional skills and measures will account be part of the 40% accounted for in the Social-Emotional and Culture-Climate Factors domain of the School Quality Improvement Index. Components \ will include, at a minimum:

- ✓ Social/Emotional Domain (Access, Equity, and Success)
  - Chronic absentee rate
  - Suspension and expulsion rates
  - Students' social-emotional skills

Rationale for inclusion of chronic absentee rate

Extensive research correlates school attendance and absence with student achievement. For instance (bold face type added for emphasis below):

- Reviewing of research on attendance rates and graduation Balfanz reported that "In some districts, **students who missed a month or more of school (roughly, 90% attendance rates or less) had greatly diminished graduation odds**. In other districts, like Philadelphia, students needed to miss two or more months (roughly, attendance of 80% or less) to achieve similar outcomes. **This suggests that both the number of days a student misses and how his or her attendance compares with that of peers signal that a student is not fully engaged and is in danger of falling off the graduation path.**"[22]
- Buehler et al found that on scores on state assessments, all students showed improvement over the years, but that "**the kindergartners with the highest absenteeism rates were not likely to catch up to their peers**. The second cohort, with test results from sixth through 10th grades, shows a nearly identical pattern…[**T]he results do suggest a clear and consistent relationship between early attendance and later achievemen**t. A similar analysis of math achievement suggests the same thing."[23]

[22] Balfanz (2009). *Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief*, National Middle School Association; http://www.nationalpirc.org/engagement_forum/resources.cgi?item=46

[23] Buehler, Taponga, and Chang (2012).*Why Being in School Matters: Chronic Absenteeism in Oregon Public Schools*. Research Brief. ECONorthwest.

- They further found that "**by 6th grade, chronic absence begins to predict high school dropout rates**, a study of Baltimore students showed. **By 9th grade, missing 20 percent of school can be a better predictor of dropout rates than 8th-grade test scores are**, Chicago researchers found. Along with behavior problems and failure in core academic courses, **poor student attendance is a critical early warning sign of dropout.**"[24]
- A study by Applied Survey Research found that "on San Mateo and Santa Clara counties in California, "**students who arrived at school academically ready to learn but were then chronically absent in kindergarten and first grade scored 60 points below good attenders on third grade reading tests and close to 100 points below on mathematics tests.**"[25]
- Another study, on students in Baltimore, found that "students who were chronically absent in both pre-k and kindergarten often continued to be chronically absent in later years, and are more likely to be retained and have lower achievement."[26]

Attendance rates are a predictor or marker of achievement and graduation. Making schools and districts accountable for student attendance by including it in the School Quality Improvement System recognizes the role that attendance plays in preparing students to be college- and career-ready.

Rationale for inclusion of suspension and expulsion rates

Similarly, there is a documented relationship between suspension, expulsion, and student achievement outcomes:

- A report by the American Psychological Association Zero Tolerance Task Force, citing other researchers, states that "A key assumption of zero tolerance policy is that the removal of disruptive students will result in a safer climate for others (Ewing, 2000). Although the assumption is strongly intuitive, data on a number of indicators of school climate have shown the opposite effect, that is, that schools with higher rates of school suspension and expulsion appear to have less satisfactory ratings of school climate (Bickel & Qualls, 1980), to have less satisfactory school governance structures (Wu et al., 1982), and to spend a disproportionate amount of time on disciplinary matters (Scott & Barrett, 2004). Perhaps more important, **recent research indicates a negative relationship between the use of school suspension and expulsion and school wide academic achievement**, even when controlling for demographics such as socioeconomic status (J. E. Davis & Jordan, 1994; Raffaele-Mendez, 2003; Skiba & Rausch, 2006). Although such findings do not demonstrate causality, **it becomes difficult to argue that zero tolerance creates more positive school climates when its use is associated with more negative achievement outcomes.**"[27]
- The same report goes on to say that "Rather than reducing the likelihood of disruption…school suspension in general appears to predict higher future rates of misbehavior and suspension

[24] *Buehler, Tapogna, and Chang (2012).*

[25] Applied Survey Research (2011). *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes.* Cited in Balfanz and Byrnes (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.* Johns Hopkins University Press.

[26] Connolly F, Olson, LS. (2012). *Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten.* Baltimore Education Research Consortium, Baltimore, MD. Cited in *Balfanz and Byrnes (2012);* Baltimore Education Research Consortium (2011). *Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools: Their Prevalence and Impact.* BERC: Baltimore, MD.

[27] *Are Zero Tolerance Policies Effective in Schools? An Evidentiary Review and Recommendations* (2006). A Report by American Psychological Association Zero Tolerance Task Force; http://www.apa.org/pubs/info/reports/zero-tolerance.pdf

among those students who are suspended (Bowditch, 1993; Costenbader & Markson, 1998; Raffaele-Mendez, 2003; Tobin, Sugai, & Colvin, 1996). **In the long term, school suspension and expulsion are moderately associated with a higher likelihood of school dropout and failure to graduate on time** (Bowditch, 1993; Ekstrom, Goertz, Pollack, & Rock, 1986; Wehlage & Rutter, 1986)."[28]

- B**eing suspended even once in ninth grade is associated with a twofold increase in the likelihood of dropping out, from 16% for those not suspended to 32% for those suspended just once** (Balfanz, 2013).[29]
- A report by the Council of State Governments Justice Center, citing other studies, noted that **schools with higher rates of suspension reap no gains in achievement, but they do have higher dropout rates and increase the risk that their students will become embroiled in the juvenile justice system** (Balfanz, 2013; Fabelo, 2011; Schollenberger, 2013). Moreover, **the frequent use of suspensions could be a detriment to school and community safety because it increases student disengagement and diminishes trust between students and adults** (Finn, 2013)(Steinberg 2013). Finally, the tremendous disparities in the use of suspension at the secondary level may violate civil rights law (Kim, Losen, & Hewitt 2010)."[30]

Suspension and expulsion, like chronic absenteeism, predict poor academic achievement and dropping out. Making schools and districts accountable for these disciplinary outcomes – and for addressing and reducing them through school culture and climate and other approaches – will serve the goals of college- and career-readiness for all students.

Rationale for inclusion of social-emotional skills

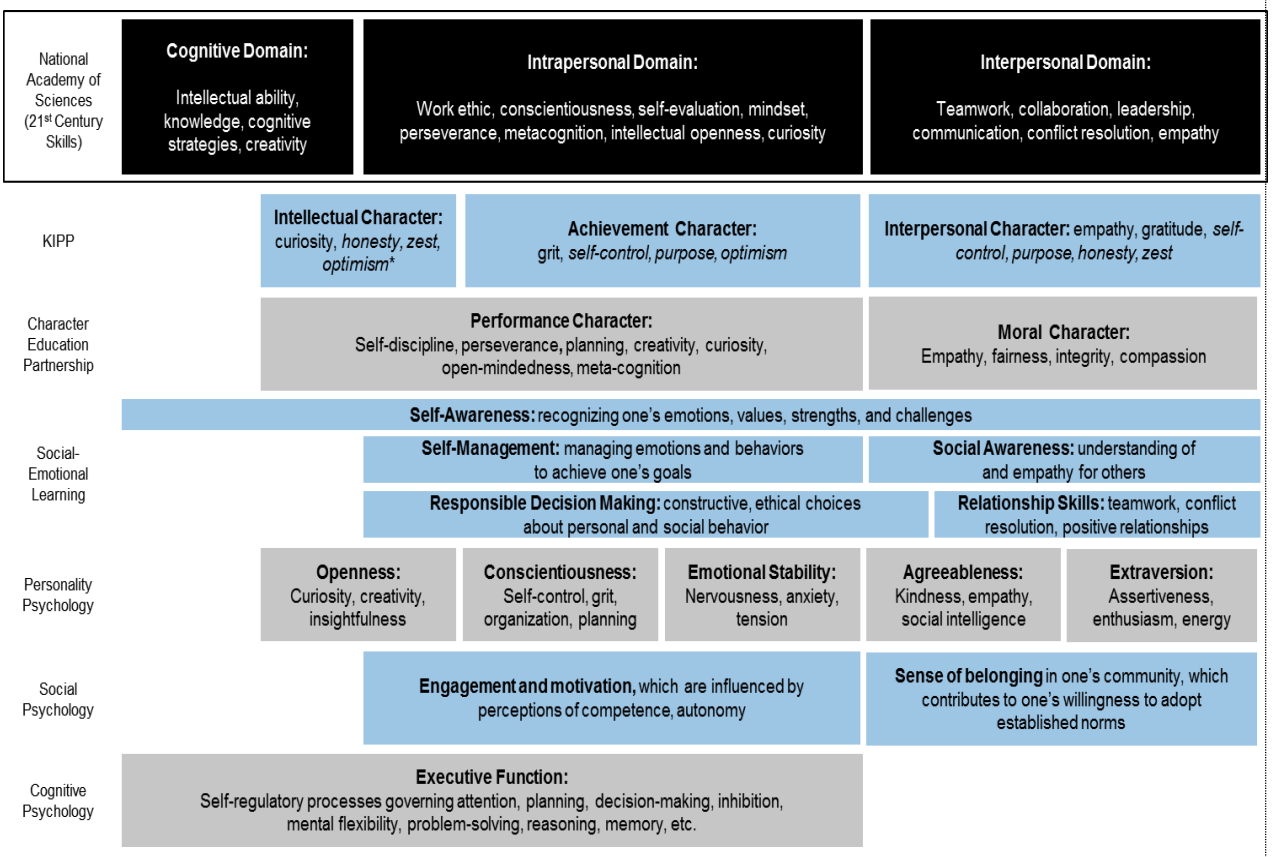
The National Academy of Sciences has categorized essential 21st Century skills into three categories:

- Cognitive domain: intellectual ability, knowledge, cognitive strategies, and creativity.
- Intrapersonal domain: work ethic, conscientiousness, self-evaluation, mindset, perseverance, metacognition, intellectual openness, curiosity.
- Interpersonal domain: teamwork, collaboration, leadership, communication, conflict resolution, empathy.

This same taxonomy can be used to encompass different mindsets, skills, and habits that can help students succeed identified by various sources, learning theories, and academic disciplines, as shown in Figure 27.

[28] American Psychological Association Zero Tolerance Task Force (2006).
[29] Cited in Losen and Martinez, *Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools* (2010). A Report by the Council of State Governments Justice Center; http://csgjusticecenter.org/youth/publications/out-of-school-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools/
[30] Cited in Report by the Council of State Governments Justice Center (2010).

Figure 27. Cognitive vs. Non-Cognitive Mindsets, Skills, and Habits



There is a growing body of research linking particular non-cognitive or social-emotional skills and success in school and beyond – and suggesting that by considering and promoting students' social-emotional skills, schools can improve student achievement.

For instance, Nobel prize winner James Heckman demonstrated that, in addition to cognitive abilities (such as arithmetic reasoning, word knowledge, and reading comprehension), students' self-esteem and locus of control (the degree to which individuals feel they are in control of their own life) are important predicators of educational attainment (graduating from a 4-year college by age 30, as well as future employment, wages, and avoidance of risky behaviors.[31]

The well-known "marshmallow test" study conducted by Stanford University professor Walter Mischel and colleagues showed that the ability to delay gratification (an intrapersonal skill and example of self-management) at age 4 predicted academic and social competence during adolescence.[32] Similarly, the 30-year Dunedin study showed that childhood self-control predicts high school completion and other key life outcomes, such as physical health, substance dependence,

[31] Heckman, Stixrud, Urzua (2006). The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior. *Journal of Labor Economics*, 24, 411-482.
[32] Mischel W, Shoda Y, Rodriguez ML (1989). Delay of gratification in Children. *Science*, 244, 933-938; Shoda, Mischel, Peake (1990). Predicting adolescence cognitive and self-regulatory competencies from preschool delay of gratification. *Developmental Psychology*, 26, 879-986.

financial stability, single parenthood, and criminal involvement – controlling for intelligence and socioeconomic status.[33]

In a longitudinal study of 140 eighth-grade students, self-discipline measured by self-report, parent report, teacher report, and monetary choice questionnaires in the fall predicted final grades, school attendance, standardized achievement-test scores, and selection into a competitive high school program the following spring. In a replication with 164 eighth graders…**[s]elf-discipline measured in the fall accounted for more than twice as much variance as IQ in final grades, high school selection, school attendance, hours spent doing homework, hours spent watching television (inversely), and the time of day students began their homework**. The effect of self-discipline on final grades held even when controlling for first-marking-period grades, achievement-test scores, and measured IQ. **These findings suggest a major reason for students falling short of their intellectual potential: their failure to exercise self-discipline**.[34]

Researchers studying the cognitive and non-cognitive contributors to achievement test scores found that: "[T]he decline in test scores during the test picks up something else than just cognition. The size of the decline in test scores during the test is related to personality traits, mainly to agreeableness, and to motivational attitudes towards learning. It also predicts outcomes in later life such as income and smoking in addition to the pure test score. **The motivation effect can explain 19 percent of the variation in the average test scores between countries**."[35]

In a study of findings on mindsets and skills that promote long-term learning, Dweck et al report that "Psychological factors--often called motivational or non-cognitive factors -- can matter even more than cognitive factors for students' academic performance. These may include students' beliefs about themselves, their feelings about school, or their habits of self-control. Indeed, there is a growing recognition in education, psychology, and economics of the importance of non-cognitive factors in achievement both in school and in the labor market (Duckworth & Seligman, 2005; Dweck, 1999; Heckman, Stixrud, & Urzua, 2006; Steele, Spencer, & Aronson, 2002). There has also been a recognition that these factors offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income (Heckman et al., 2006**). [This research] shows that educational interventions and initiatives that target these psychological factors can have transformative effects on students' experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later**."[36]

A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found that, compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.[37]

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[33] Moffitt et al. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academic of Sciences USA*, 108, 2693-2698.
[34] Study cited in Duckworth and Seligman (2005). *Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents.* Association for Psychological Science.
[35] Borghans and Schils (2012).*The Leaning Tower of Pisa: Decomposing Achievement Test Scores Into Cognitive and Noncognitive Components* Maastricht University.
[36] Dweck, Walton, & Cohen (2011). *Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning* (2011). Paper prepared for the Gates Foundation.

[37] Durlak et al (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82, 405-432.

These findings suggest that by considering the contribution of social-emotional factors to students' learning and outcomes, schools can create cultures to improve student achievement. A 2013 U.S. Department of Education confirms that "A growing corpus of research suggests that [factors such as grit, tenacity, and perseverance] can be just as important as intellectual abilities for success…**it is the responsibility of the educational community to design learning environments that promote these factors so that students are prepared to meet 21st century challenges**."[38]

The Participating LEAs agree that monitoring and promoting students' social-emotional skills is an indispensable factor in ensuring the reparation of college- and career-ready graduates. Including social-emotional skills in the School Quality Improvement System is strongly supported by research. We will determine the weighting among Social-Emotional and Culture-Climate Domain factors through piloting and system development in the 2013-14 school year, finalizing weights by January 2015, which will allow for sufficient stakeholder engagement in regard to the baseline data and proposed weights that will be released in Fall 2014. (Scores will equally weight scores for the "all students" category and subgroups.)The accountability system will both require Participating LEAs and all of their schools to monitor these skills and encourage them to address them – by shaping classrooms and other supports at schools to promote students' social-emotional development, and by equipping educators to teach specific non-cognitive mindsets, skills, and behaviors that contribute to improved academic performance.

Data collection for Social-Emotional Domain measures. The majority of the Participating LEAs already collects and report data on two of these measures – student attendance and student suspensions and expulsions – to aid in the reduction of disproportionality and access to high-quality instruction. The indicators on student attendance and disciplinary measures currently used by Participating LEAs will be included in both the School Quality Improvement System data sets and as additional data collection points within the Continuous Improvement Data Collection categories for instructional and programmatic decision making.

The identification of a measurement for social-emotional skills is yet to be determined. The Participating LEAs will examine the research and existing measures in the field to determine the best measures or indicators for use and data collection during the spring/summer of 2013. During the same window of time, the Participating LEAs will also determine which indicators will be employed for accountability and which will be used for decision making and interventions for continuous improvement.

School/District Culture and Climate Measures

To create optimum conditions for student learning, the Participating LEAs acknowledge that school environment and student engagement must be continuously analyzed and nurtured to ensure safe and equitable learning experiences for all students.

There is substantial research on the impact of elements of school culture and climate – the quality and supports available in the overall learning environment – on a students' engagement in school, sense of self-efficacy, and other important social-emotional factors that underlie students' success. As noted by Farrington et al, commenting on a study by the National Research Council and the Institute of Medicine, "**positive engagement and self-efficacy in any given subject is contingent upon 'creat[ing] a set of circumstances in which students take pleasure in learning and come to believe that the information and skills they are being asked to learn**

[38] US Department of Education. Office of Educational Technology. (2013 Draft). Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century.

are important and meaningful for them and worth their effort, and that they can reasonably expect to be able to learn the material." Drawing on a large body of research, these authors go on to summarize aspects of the learning environment that help to engage students and foster learning, noting that "conditions in the classroom that have been shown to affect students' mindsets include the level of academic challenge and teacher expectations for success (Conchas, 2006; Rosenthal & Jacobson, 1968; Shouse, 1996; Wentzel, 2002); student choice and autonomy in academic work (Stefanou, Perencevich, DiCintio, & Turner, 2004): the clarity and relevance of learning goals (Grant & Dweck, 2003); availability of supports for learning (Gordon & Bridglall, 2006); grading structures and policies (Assessment Reform Group, 2002; Berliner, 1984; Black & Wiliam, 2004; Brookhart, 1994, 2004; Butler & Nisan, 1986; Covington & Müeller, 2001; Crooks, 1988; Harter, Whitesell, & Kowalski, 1992; Kaplan, Peck, & Kaplan, 1997; Weiner, 1979); the nature of the academic tasks students are asked to do (Bridgeland, DiJulio, & Morison, 2006; Eccles & Wigfield, 1995); the type, usefulness, and frequency of feedback on student work (Brookhart, 1994, 2004; Brophy, 1981; Cohen, Steele, & Ross, 1999; Hamre & Pianta, 2005; Harber, 2004; Stipek, 2001); and classroom norms of behavior and level of trust and safety (Bryk & Driscoll, 1988)."[39] These findings demonstrate how an educational system or school can influence students' engagement, disposition for learning, and academic behaviors (e.g., school attendance, assignment completion) and thereby influence student academic performance.

Many participating LEAs already utilize student, staff, and parent surveys to examine stakeholders' perceptions of school culture and climate, and to use the resulting data to design appropriate interventions for guaranteeing productive school and learning environments. Under the new School Quality Improvement System, Participating LEAs will still be able to administer these local-level surveys. However, all Participating LEAs will be required to include a number of common cross-LEA questions for use in the School Improvement Index. Specific questions will be used to elicit stakeholders' perceptions regarding the following aspects of school culture and climate:

- ✓ The degree that students feel:
  - cared about at school and have adults they can talk to
  - that their teachers have high expectations for them
  - that they have meaningful opportunities to participate in shaping their education
  - accepted by their peers
  - safe at school
- ✓ The degree that educators feel:
  - supported by their Principal and the district administration
  - that the school environment is safe, clean, and conducive to learning
- ✓ The degree that parents feel:
  - that their children are safe at school
  - that their children are challenged and supported

[39] Farrington CA, Roderick M, Allensworth E, et al. (2012). Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. University of Chicago Consortium on Chicago School Research.

- that their children are engaged in school and are learning
- that the school engages them (parents) to support their children's success
- that they are welcomed by the school and have meaningful opportunities to contribute to it

The Participating LEAs will use these instruments as a starting point to develop the specific surveys to be used to elicit each group of stakeholders' perceptions about their school culture and climate. Survey results will be built into the School Quality Improvement Index – and will provide school and districts with robust data to guide improvements in the school culture and climate.

The CORE Board believes it is important to include identification for Special Education in the School Quality Improvement Index in order to advance efforts to end disproportionality in this identification, as part of all Participating LEAs' priority on ensuring equity and access shared by the Participating LEAs. As described in the Individuals with Disabilities Education Act, continuous monitoring by OCR, and more than 30 years of litigation, some argue that the degree of over-representation of minority students has receded slightly, though the basic findings have remained fairly consistent: over-representation affects the so-called high incidence (emotional disturbance, MMR, and learning disabilities) or "judgmental" disabilities, and the students that are consistently affected at the national level are African Americans, particularly males in mental retardation (MR) and emotional disturbance (ED) programs Latinos and American Indian students are over-represented in some disability categories in selected school districts and states. The misplacement of students in special education is problematic in that it is not only stigmatizing, but it can also deny individuals the high quality and life enhancing education to which they are entitled.[40]

English learners account for approximately 250,000 students within the participating LEAs. They have historically been identified as a significant underachieving population. Many are long-term English Learners – struggling to become fluent in English and have full access to a college- and career-preparatory curriculum. As noted in *Reparable Harm, Fulfilling the Unkept Promise of Educational Opportunity for California Long Term English Learners*,[41] a definitional characteristic of long-term English learners is that they are not doing well academically. They are not progressing in English language development as would normatively be expected, and they struggle with the academic work expected of them. Typically, grades plummet, and the general profile of a long-term English Learner is a student with a grade point average of less than 2.0. Test scores tend to show that achievement in math and English language arts is two to three years below grade level. The gaps are apparent by fourth grade in math as well as English language arts. By eighth grade, students who are still classified as English Learners demonstrate some of the lowest performance of any student group. English-language development and English learner achievement is an important focus of attention for all of the Participating LEAs. We believe it is imperative to direct strong and immediate attention to addressing this crucial concern. Therefore, EL achievement, growth, and redesignation data will be included in both components of the CORE Dual Data Collection System for annual accountability reporting as well as informing continuous improvement, collaboration, and decision making.

[40] Artiles AJ, Harry B, Reschly DJ, Chinn PC (2001). Over-Identification of Students of Color in Special Educaiton: A Critical Overview. Monarch Center. The National Technical Assistance Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education.

[41] Olsen L (2010). *Reparable Harm, Fulfilling the Unkept Promise of Educational Opportunity for California Long Term English Learners.* A Californians Together Research and Policy Publication.

In order to prevent schools from falsely identifying students as English Learners or students with disabilities, ELL re-designation and SWD identification metrics will be developed with regard to a "normative band" for each subgroup, such that the expectation will be that no subgroup is referred at differentially higher rates in Participating LEAs.

Currently each of the eight Participating LEAs closely monitor the English-language development and academic proficiency of EL students with metrics built into their local accountability models, which makes a statement of the high value the Participating LEAs place on ensuring that their EL student populations receive the instruction, support, and interventions necessary for progress and success. Table 4 details the particular indicators currently used among the Participating LEAs to monitor the progress of their English learner students. We have included one of them – the EL redesignation rate – in the School Culture and Climate Domain of the School Quality Improvement Index. ELs will also be a subgroup for which results will be accounted for in the measures across all three domains of the Index. We anticipate that achievement and advancement on the CELDT (California English Language Development Test) will be included as additional data collection points within the Continuous Improvement Data Collection categories for informing EL instructional and programmatic decision making.

Table 4. English Learner Development and Achievement

	STAR ELA Proficiency	STAR Math Proficiency	STAR Growth	CELDT Achievement	CELDT Advancement	Redesignation Rate
Number of CORE Districts	8	8	2	3	2	4

Inclusion of social-emotional and school culture and climate factors in the School Quality Improvement Index ensures that schools are accountable for the entire student experience – including "outside-the-classroom" factors that are proven to have a significant impact on student learning and achievement. However, weighting the Academic Domain 60% ensures that strong performance along the social-emotional and culture-climate domains will not mask poor or stagnant academic performance. Furthermore, the Index's subgroup n of 20, and its heavy point allocation to subgroup performance, ensures that schools and districts will be accountable for a larger number of students, particularly those from under-served groups. The Participating LEAs feel that the extant research strongly supports the inclusion of Social-Emotional and Culture/Climate indicators in the accountability system so that we can monitor and address them and thereby indirectly support consistent improvement in achievement for all students and reduction of extant achievement gaps. The Social-Emotional and Culture/Climate indicators will be piloted during the 2013-14 school year and will be developed thoughtfully with input from the Participating LEAs and attention to preventing unintended consequences. Moreover, the indicators are most likely to result in unintended consequences (e.g., lowering the standards for ELL redesignation, decreasing identification of students with disabilities) will be weighted lower than other indicators in their domains. Both of these indicators will be developed with regard to a "normative band" for each subgroup, such that the expectation will be that no subgroup is redesignated at higher rates or referred for Special Education at lower rates.

Table 5. High Quality Plan to develop and adopt CORE School Quality Improvement System

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
Identify factors to be included in accountability system	Already developed	• CORE with input from participating LEAs	• List is included in Waiver application	• CORE and LEA staff time needed to determine indicators	• n/a
Determine weighting of Academic Domain indicators for elementary, middle, and high school for 2013-2014, 2014-2015, and for 2015-2016 and beyond	Already developed	• CORE with input from participating LEAs	• Described in waiver narrative and supporting materials	• CORE and LEA staff time needed to develop weighting system	• Indicator weighting may be re-adjusted upon engaging with statistician
Engage 3rd party data partner to develop data aggregation, analysis, and reporting plan for all participating districts	Complete	• CORE with input from participating LEAs	• Signed MOU indicating LEAs support data sharing	• Funding for data aggregator (amount TBD) • CORE and LEA staff time for engagement with data aggregator • All participating LEAs must sign data sharing agreement before engaging	• Funding required • Selecting and engaging appropriate vendor
Develop infrastructure and communication plan/documents for new accountability system, including a plan for making school accountability scores publically available	By January 2015	• CORE with support from LEA communications teams • 3rd party data partner • Potential website designer	• Initial communications plan included in Waiver application • Updated communication plan to be developed by CORE and shared with key LEA personnel	• CORE and LEA time to develop communication plan and documents • Potential funding for website designer (amount TBD)	• Potential funding required • Potentially requires selecting and engaging appropriate vendor

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
Engage statistician to more fully develop accountability system model and Academic Domain system weighting	By January 2015	• CORE with input from participating LEAs and 3rd party data partner if necessary	• Updated list of guidelines in Waiver section 2.G	• Funding for statistician (amount TBD) • CORE and LEA staff time for sourcing and vetting statistician	• Funding required • Selecting and engaging appropriate vendor
Collect absentee rate and suspension data in 2013-2014SY; Data collected will be used to finalize weighting in the accountability system under the Social-Emotional Domain	By October 2014	• LEAs responsible for data collection and sharing with 3rd party data partner • 3rd party data partner	• LEAs responsible for collecting and sharing data with 3rd party data	• CORE and LEA time for collecting and reporting data • 3rd party data partner in place by start of 2013-2014 SY	• Securing 3rd party data partner may take longer than expected • May require expert opinion to avoid risk of perverse incentives
CORE partners with external vendor to develop a student growth model for use in accountability system and can be used in teacher evaluations (if districts so choose)	Now through SY 2014-15	• CORE selects external vendor with LEA input	• Updated list of guidelines for the student growth model included in section 2.A	• Engage with an external vendor • CORE requires additional resources to develop accountability growth model (which includes to student growth model) (amount TBD)	• Funding required • Selecting and engaging appropriate vendor
Develop student/parent/teacher surveys to track Social-Emotional skills indicators and Culture/Climate indicators **(Participating LEAs will use a common set of questions to ensure consistency in data used in accountability score across participating districts; these questions can be integrated into existing surveys)**	By January 2015	• CORE with support from participating LEAs • Psychometrician/ assessment developer to design effective and appropriate questions • LEAs to develop LEA-specific survey plans	• List of factors surveys will be testing for included in description of accountability system • Required list of questions to be shared with LEAs by CORE	• Funding for Psychometrician/ assessment developer (amount TBD) • CORE and LEA time to transition to use of surveys (e.g. PD time)	• Funding required • Selecting and engaging appropriate vendor

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
Engage statistician or other expert to develop method for measuring ELL re-designation with LEA input	Now through January 2015	• CORE with input from participating LEAs • 3rd party data aggregator	• Updated list of guidelines to be developed	• Funding for statistician or expert (amount TBD) • CORE and LEA staff time for engagement with statistician	• Funding required • Selecting and engaging appropriate vendor • Will require clear guidelines and ground rules for all LEAs to avoid risk of perverse incentives
Engage third party expert to incorporate Special Ed identification into accountability model with LEA input	Now through January 2015	• CORE with input from participating LEAs • 3rd party expert	• Updated list of guidelines to be developed	• Funding for third party expert (amount TBD) • CORE and LEA staff time for engagement with statistician	• Funding required • Selecting and engaging appropriate vendor • Will require clear guidelines and ground rules for all LEAs to avoid risk of perverse incentives
Finalize weighting of Social-Emotional Domain and Culture/Climate Domain indicators	By January 2015	• CORE with input from participating LEAs, Psychometrician, statistician, and 3rd party data partner as needed	• CORE to updated accountability score model and communicate to LEAs	• CORE and LEA staff time needed to develop weighting system • Useable, actionable data for absentee and suspension rates as collected during 2013-2014SY • Input from statistician and Psychometrician	• Delays in earlier steps could delay finalized weighting
Re-assess weighting of Academic Domain indicators with LEA input under new SBAC assessments with LEA input	By 2015-2016 SY	• CORE with input from participating LEAs	• Updated list of guidelines as needed	• CORE and LEA staff time needed to review impact of SBAC and CCSS, and to determine new weightings as needed	• Indicator weighting may be re-adjusted and re-communicated to LEAs, staff, students, and parents

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

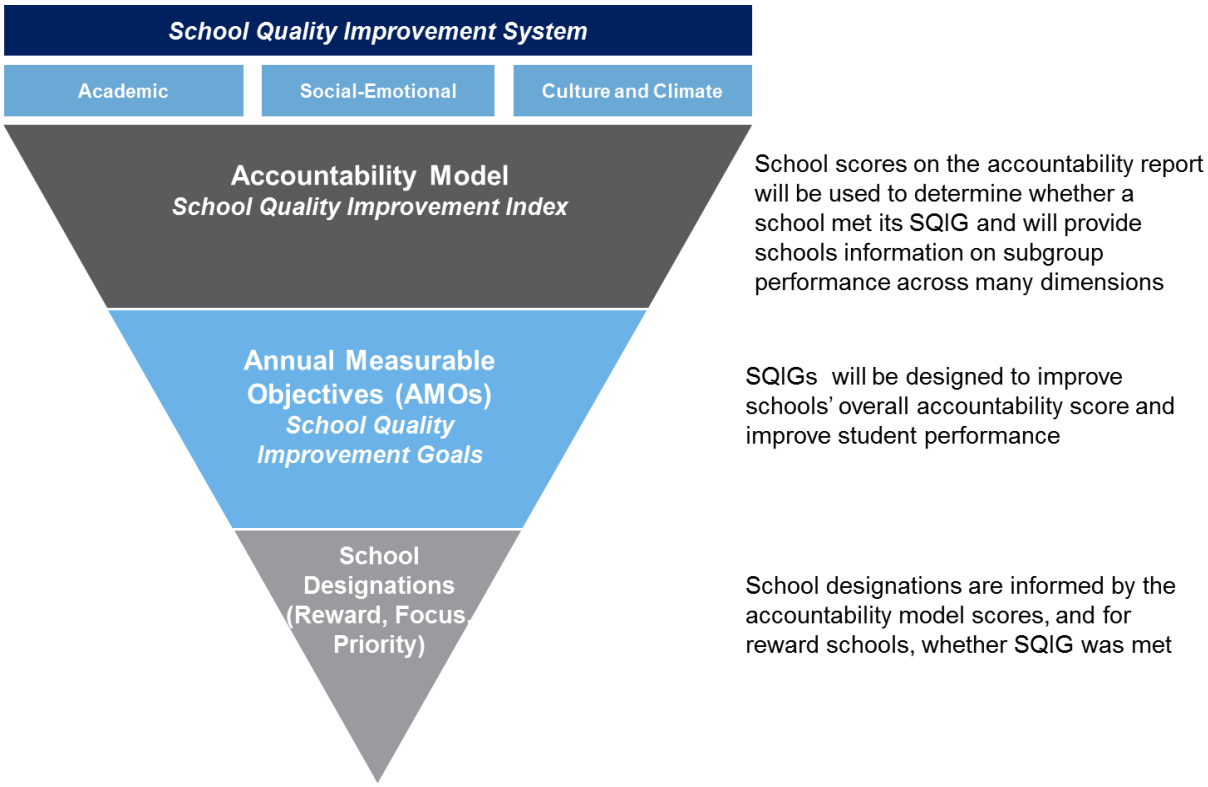
Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

The Participating LEAs agree to employ the CORE developed School Quality Improvement Goals (Annual Measurable Objectives or AMOs) for continuous improvement to drive reform within their LEAs. While each LEA is recognized and valued as an individual organization with its own set of core values, traits, and culture, together, the Participating LEAs agree that a common set of new School Quality Improvement Goals will allow them to focus on the right drivers to positively turn the educational tide in California. Hence, all Participating LEAs voluntarily agree to implement the School Quality Improvement Goals, which aim to improve performance across the three domains of the School Quality Improvement System: Academic, Social/Emotional, and School/District Culture and Climate.

Despite the fact that current NCLB accountability regulations do not reach beyond narrow achievement targets and cut points, the Participating LEAs strongly believe that social-emotional and school climate factors play important roles in preparing all students to be college and career-ready. Accordingly, the CORE Board has included indicators in both the social-emotional and school culture and climate domains in our alternate system of accountability to drive overall student achievement improvement. As was referenced in Principle 2, Section A, many Participating LEAs currently reach beyond NCLB criteria by including such additional measures within their local accountability systems, thus emphasizing the importance of valuing measures beyond simply academics when preparing college- and career-ready graduates.

Figure 28 illustrates the role of CORE's School Quality Improvement Goals (AMOs) within the School Quality Improvement System

Figure 28.



The CORE Board has developed the framework and system for establishing School Quality Improvement Goals for each school during the spring of 2013. Each school's School Quality

Improvement Index score will inform its School Quality Improvement Goal. Each school will have the goal of either:

- Reaching 90% (90 points on the School Quality Improvement Index), or
- Improving their School Quality Improvement Index by increasing 2 percentage points in 2 years, and 4 percentage points in 4 years.

Schools that are far below 90 points will therefore have a more ambitious School Quality Improvement Goal than schools that have a higher Index because they will need to continually improve over time.

Schools will receive a detailed report on their School Quality Improvement Index that outlines each domain's and subcomponent's point distribution so that schools are able to identify focus areas of improvement.

Performance on School Quality Improvement Goals will be used to drive interventions or rewards. Schools that do not meet their School Quality Improvement Goal after two years will be required to join a community of practice focused on the area(s) highlighted on the schools' School Quality Improvement Index as most in need of improvement. Schools must have met their School Quality Improvement Goal (and perform at the highest 10% level among schools in Participating LEAs) in order to be designated a high-performing reward school.

After 2 years:

(1) Schools that did not meet their School Quality Improvement Goal after 2 years will be required to join a community of practice focused on the area highlighted on the schools' accountability score card as most in need of improvement

After 4 years:

(1) Schools that did not meet their either their 2- or 4-year School Quality Improvement Goal will be required to enter into a peer pairing.

2) Schools that did meet their 2 year School Quality Improvement Goal but not their 4 year goal will be required to join a community of practice.

Implementation of the School Quality Improvement Goals will occur during the 2014-15 school year, the first year of SBAC assessments along with indicators in the other School Quality Improvement Index domains. Full transition to the School Quality Improvement Goals will mirror the transition to the CORE School Quality Improvement System, as presented in Figures 29 and 30 below. In 2015-16, CORE will analyze the first year of SBAC results, and the impact of adding growth to the School Quality Improvement Index, and recalibrate goals of reaching 90 if necessary.

Figure 29. Timeline for Transition to School Quality Improvement Goals

Accountability system implementation phase and initial intervention timeline

	2013-2014 *Planning and Piloting*	2014-2015 *Initial Implementation*	2015-2016 *Full Implementation*
Accountability structure in place	• Academic domain only: ○ Proficiency rates will be based on CST ○ Growth will be measured by whether or not a school met their API target	• All participating districts and schools will transition to the new CORE accountability model that will include: ○ Academic domain scores based on SBAC performance. Academic domain will not include growth ○ Social-Emotional and Culture-Climate Factors scores	• Full implementation of the CORE accountability model • 2015-16 will be the baseline year for school scores (out of 100%) moving forward
Implications for AMOs	• AMO (at end of 2013-14) will be based upon 2013 API (bottom 30% considered for not meeting the AMO), and whether or not schools met their California API Growth and/or graduation targets	• AMOs will be based on schools' 2014-2015 accountability scores, excluding growth: ○ Schools in all participating districts will be accountable to the CORE-wide AMOs of either reaching a score of 90 or improving the accountability score by increasing 2 percentage points in 2 years, and 4 percentage points in 4 years	• CORE will analyze the first year of SBAC results, and the impact of adding growth to the accountability score, and recalibrate an AMO of reaching 90 if necessary • Based on their accountability score schools will be given specific focus areas of improvement, and will have the opportunity to enter into PLCs or participated in CORE-facilitated PD in those areas
Priority and Focus Schools Intervention Timeline ***(For priority and focus schools identified in Spring 2013 only)***	• Priority schools identified in Spring 2013 enter into 1 year needs assessment and intervention planning process utilizing 7 turnaround principles. Schools complete an initial self-evaluation, followed by in-depth peer review with partner reward school • Focus schools identified in Spring 2013 implement interventions immediately, beginning with self review and then partnering with reward school	• List of focus, priority and reward schools is re-calculated at EOY • Interventions in priority schools identified in Spring 2013 begin in the first semester • Focus schools identified in Spring 2013 continue to implement the interventions determined through the needs assessment until they are removed from focus designation	• Priority schools listed as priority in 2013-2014 continue to implement interventions until at least 2016-2017 • Focus schools identified in Spring 2013 continue to implement the interventions determined through the needs assessment until they are removed from focus designation

Figure 30. Long Term School Quality Improvement Goal Timeline

Long-term interventions timeline

2014-15	2015-2016	2016-2017	2017-2018	2018-2019
• **School Quality Improvement Index fully implemented and School Quality Improvement Goals established** • **Goals for all schools are improving overall school scores by 2 points in 2 years, and 4 points in 4 years** • **Reward, Priority, Focus school list re-calculated**	• Newly identified priority schools enter into 1 year needs assessment and intervention planning process utilizing 7 turnaround principles • Needs assessment will be conducted using Sacramento City's School Quality Review – schools complete an initial self-evaluation, followed by in-depth peer review with partner reward school • Newly identified focus schools undergo a self-evaluation and join appropriate communities of practice, with the option to partner with a reward school • All other schools will work towards their School Quality Improvement Goal with the option of entering into communities of practice or partnerships with schools with demonstrated success in their biggest area of need	• Priority schools implement Y1 of interventions with support from peer partner school • All other schools (including focus) will work towards their School Quality Improvement Goal. Non-focus schools will have the option of entering into communities of practice or partnerships with schools with demonstrated success in their biggest area of need • At EOY Gardener Center makes public School Quality Improvement Index scores and determines whether or not schools met their goal of increasing their overall school score by 2 points in 2 years • **Schools that did not meet their goal will be required to join communities of practice focused on the area highlighted on the schools' School Quality Improvement Index score card as most in need of improvement**	• Priority schools implement Y2 of interventions with support from peer partner school • Focus schools continue to implement interventions and participate in communities of practice as needed. Schools identified as focus schools for 3 consecutive years will be required to partner with a reward school • Schools identified as missing their School Quality Improvement Goal in 2018-2019 continue to work with their communities of practice • All other schools will work towards their School Quality Improvement Goal with the option of entering into communities of practice or partnerships with schools with demonstrated success in their biggest area of need	• Priority schools implement Y3 of interventions with support from peer partner school • Focus schools continue to implement interventions and participate in communities of practice and reward school partnerships as needed • Schools identified as missing their goal in 2018-2019 continue to work with their communities of practice • At EOY Gardener Center makes public school index scores and determines whether or not schools met their goal of increasing their overall school score by 4 points in 4 years • **Schools that did not meet either their 2- or 4-year goal will be required to enter into a peer pairing** • **Schools that did meet their 2-year goal but not their 4-year goal will be required to join a communities of practice**

School Quality Improvement Index and Goal will be recalibrated if necessary after full School Quality Improvement System is implemented with SBAC (including growth)

Once the ESEA Waiver is approved, Participating LEAs will still be measured by California's Annual Measurable Objectives system. However, interventions will be driven by Waiver designations and school performance in the School Quality Improvement System and whether or not schools meet their School Quality Improvement Goal. However, schools and LEAs will still continue to reference California's AMOs to help inform interventions. Figure 31 below presents how CORE will use the State's existing AMOs in addition to the CORE-level School Quality Improvement Goals.

Figure 31 – Use of both CORE School Quality Improvement Goals and State AMOs

State AMO System
(100% proficiency by 2014)

	All Students	All NCLB Subgroups N>= 100
Math	100% proficiency by 2014	100% proficiency by 2014
ELA	100% proficiency by 2014	100% proficiency by 2014
API Growth	800 by 2014	n/a
Cohort Graduation Rate	83.6% by 2014	n/a

Waiver School Quality Improvement Goal
(90% or 4 point improvement in 4 years)

- Individual AMOs are not set for each subgroup but successfully meeting the School Quality Improvement Goal is reliant upon subgroup performance – it accounts for ~60% of each school's score and is a part of every category of the accountability system
- Math and ELA proficiency rates are used as key metrics of school performance, growth, and gaps
- This state AMO will be integrated into the School Quality Improvement Goal - meeting API Growth Targets will account for 100% of the Growth score in the accountability system for '13-'14
- Graduation rates account for 20% of high schools' academic domain score

- **School performance on the state accountability system will still be published by the schools**
- **Schools may still use this information to inform self-reflection, school pairings, and areas of focus**
- **Schools that don't meet AMOs will still be designated "Program Improvement" schools**
- **However, interventions will no longer be based on this system**

- **Interventions will be determined based on school performance in the accountability system and whether or not schools met their School Quality Improvement Goal**
- **Schools will need to publish the waiver School Quality Improvement Index**
- **School waiver high-performing reward designations will be based on this score**

Transition Timelines – Implementing School Quality Improvement Goals for the Two Domains of the CORE School Quality Improvement System

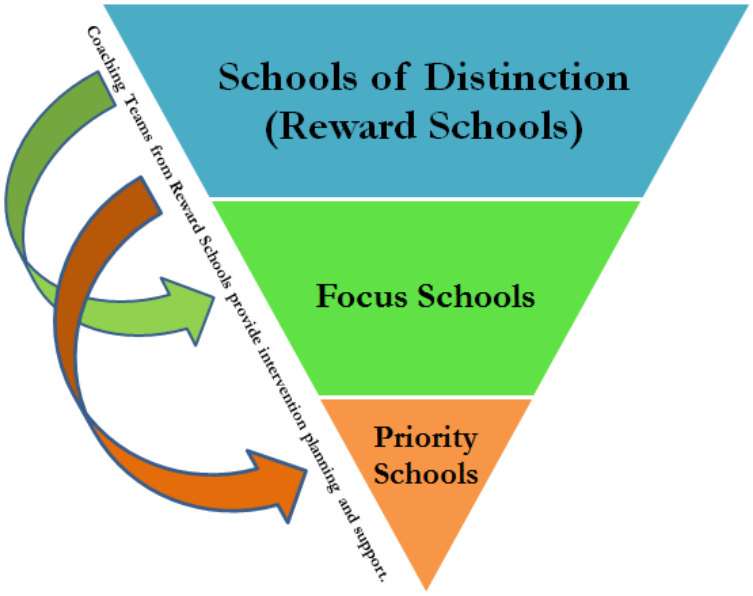
In the academic domain, proficiency is the expectation. However, the Participating LEAs recognize that not all students learn or progress at the same pace, and to set targets that require all students to achieve at the same trajectory is unrealistic, inappropriate—even unfair. The Participating LEAs therefore endeavor to serve all students' learning needs with individualized instruction leading to accelerated academic growth and achievement. Academic targets will be based on the expectation that students progress on a trajectory to achieve proficiency as soon as possible.

In the absence of a new state assessment system aligned to the CCSS, the Participating LEAs will

implement a transitional model that leverages existing accountability measures while beginning to move the system toward a more holistic, collaborative, and non-punitive approach (see non-academic domain measures in the next section). During 2012-13 and 2013-14, as the districts prepare to implement the SBAC CCSS-aligned assessment, accountability metrics will include a combination of 2010-11 Average Yearly Progress (AYP) targets (math/ELA school and subgroup proficiency cut points), and the achievement of the currently projected Academic Performance Index (API) growth targets. Participating LEAs will be responsible for communicating and publically reporting both the new School Quality Improvement Index goals and scores, as well as the CA NCLB Accountability Workbook AMOs for all Title I schools. Schools and LEAs must also use existing CA AMO data for reflection, intervention planning and indicators to drive continuous improvement (approved by LEA superintendent). For example, if a school fails to meet a State AMO such as ELA proficiency for a subgroup due to a drop in proficiency achievement according to state reporting, and those results are consistent with the aligned sub-part of the School Quality Improvement Index; the school and LEA should take action to improve programs and interventions directed toward the students identified in that subgroup. Consistency between the CA AMOs and the School Quality Improvement Index score is not guaranteed due the difference in sample "n" sizes.

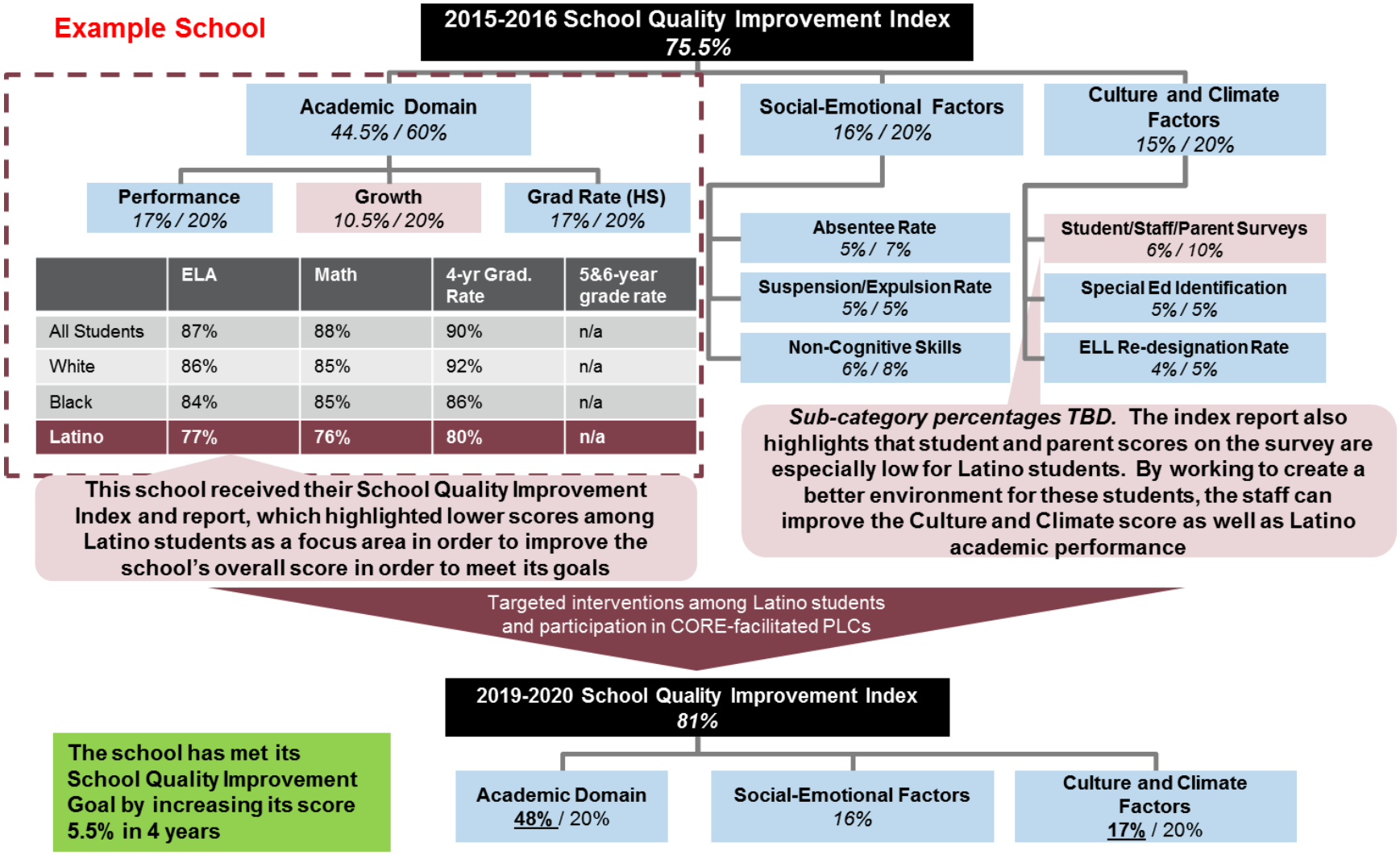
These measures will serve as the primary methodology within the Academic Domain for school identification (as schools of distinction/reward, priority, or focus schools) and implementation of appropriate supports and interventions for all schools in the 2013-14 year, based on 2012-13 performance achievement data. It is not the intention of Participating LEAs to continue to use the API or California's NCLB Accountability Workbook measures as drivers once all LEAs have transitioned to the CCSS and the aligned SBAC assessments. Therefore the School Quality Improvement Goals will transition to an altered model in 2014-15.

Figure 33. School Quality Improvement System Classification of Schools



School Quality Improvement Index for example school. By taking into account measures under the three domains of the CORE School Quality Improvement System, the School Quality Improvement Index will highlight where schools are struggling the most, enable schools to address these areas, and reward schools for doing so effectively. Figure 34 provides an example of a high school with a 75.5% score in 2015-16 that improved to 81% (5.5% improvement) in four years, therefore exceeding the School Quality Improvement Goal of a 4% increase over four years. (Note that Figure 34 organizes the Index into three domains, according to the original design. The final calculation method will organize the Index into two domains, according to the revised Index described in previous sections).

Figure 34 – Scenario for Meeting School Quality Improvement Goal
Example High School



2.C Reward Schools

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as Reward schools . If the SEA's methodology is not based on the definition of Reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The CORE Participating LEAs have established methodologies for identifying and rewarding schools in two categories: Highest Performing and High-Progress. These School Quality Improvement System "Reward schools," will be determined based on criteria developed by the CORE Board. Elementary, middle, and high schools that demonstrate prescribed achievement and growth against CORE School Quality Improvement Goals for all students and subgroups and that fall within the categories outlined in **Tables 6a and 6b** will be recognized publically within their own districts, the State of California, and nationally within these categories.

The Reward schools list for the 2013-14 year has been determined using CST data from the most recent three consecutive years in accordance with USED guidance. General guidelines for identification of Reward schools are outlined in **Tables 6 and 7**

All Reward, Priority, and Focus lists will be recalculated if new Participating LEAs join the CORE Waiver.

Table 6a. 2013-14 Reward School Criteria

Reward Schools	Criteria (Based on three years' worth of data)

Highest-Performing
Title I Schools
	• Top 30% of schools based on performance in 2010-2012, and based on 2012 graduation rates; and
	• Within-school achievement gap in the lowest 30% across all participating schools; or
	• The lowest performing subgroup in each school has improved since 2010 (i.e., change is >0); and
	  ▪ Schools cannot be designated highest-performing if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a highest-performing school must not have significant achievement gaps that are not closing.
	• Met AYP in 2012, defined as:
	  ▪ Met proficiency rates for all students and all subgroups; and
	  ▪ Reached 740 API or grew by at least 1 point; and
	  ▪ (or the growth target)

High-Progress Title I Schools	• Top 10% most improved academic performance across ELA and Math in all grades in the "all students" group; and • Top 30% most improved graduation rate; and • The lowest performing subgroup in each school has improved by at least 5% since 2010 ▪ Schools cannot be designated highest-progress if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a High-Progress school must not have significant achievement gaps that are not closing.

Table 6b. 2014-15 Reward School Criteria (Lists Released in Summer/Fall 2014)

Reward Schools	Criteria (Based on three years' worth of data)
Highest-Performing Title I Schools	• Top 30% of schools based on performance in 2011-2013, and based on 2013 graduation rates; and • Within-school achievement gap in the lowest 30% across all participating schools; or • The lowest performing subgroup in each school has improved since 2011 (i.e., change is >0); and ▪ Schools cannot be designated highest-performing if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a highest-performing school must not have significant achievement gaps that are not closing. • Met AYP in 2013, defined as: ▪ Met proficiency rates for all students and all subgroups; and ▪ Reached 770 API or grew by at least 1 point; and ▪ (or the growth target)
High-Progress Title I Schools	• Top 10% most improved academic performance across ELA and Math in all grades in the "all students" group; and • Top 30% most improved graduation rate; and • The lowest performing subgroup in each school has improved by at least 5% since 2011 ▪ Schools cannot be designated highest-progress if they have a

	stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a High-Progress school must not have significant achievement gaps that are not closing.

For 2014-15, an updated list of Reward schools will be released no later than September 1, 2014.

Table 7 provides the criteria for Reward schools in 2015-16 and subsequent years as new CCSS-aligned testing (e.g., SBAC and district-wide testing in subject areas and grade levels not otherwise tested) is implemented and the School Quality Improvement Index and Goals are rolled out to the field.

Table 7. 2015-16 and beyond – Reward School Criteria

Reward Schools	Criteria
Highest-Performing Title I Schools	• Performing in the top 10% of all CORE Title I Schools as measured by academic achievement scores on the School Quality Improvement Index • Met School Quality Improvement Goal • Cannot have significant achievement gaps that are not closing • Include only schools that have testing data for at least 95% of students
High-Progress Title I Schools	• Are among the top 10% of CORE Title I Schools, highest score on the growth factor of School Quality Improvement Index for the all students and all subgroups for 3 years • Cannot have significant achievement gaps that are not closing • Include only schools that have testing data for at least 95% of students

2.C.ii Provide the SEA's list of Reward schools in Table 2 (Please see Appendix E-9).

2.C.iii Describe how the SEA will publicly recognize and, if possible, Reward highest-performing and high-progress schools.

All Reward schools (High-Progress and Highest-Performing), their districts and governing boards will be recognized locally and state-wide by CORE Board Members and staff, local Boards of Education and/or media. Additionally, Reward schools will receive professional development to develop their coaching capacity to share successful practices as interventions for Priority and Focus schools (see sections 2.D. Priority Schools and 2.E. Focus Schools). Individual LEAs have the option to provide additional recognition such as certificates, banner/plaques, ceremonies, special Reward designation logos on the school website, and inclusion of school staff on important district task forces. These Rewards have been developed in partnership and close consultation with all participating LEA Superintendents, and key staff,

in and ensure that high performing and high progress schools are provided meaningful Rewards.

Some, but not necessarily all Reward schools will serve as collaborative partners to Priority or Focus schools. A key benefit of Reward school status is the opportunity for effective teachers and principals to reflect on best practices at their school and to learn how to share that information with other educators. Research shows that this process in and of itself deepens educators' understanding of "the work" and helps them to hone their skills in an intentional way as they prepare to train and coach other educators. They learn how better to practice effective listening, giving constructive feedback, Focused observation, and relationship building – all skills that are highly useful in their own classrooms and schools.[42] Reward school teachers will also have greater exposure and access to new teaching and classroom management techniques, particularly as they focus acutely on traditionally under-served populations that are likely to be over-represented among Focus and Priority schools. Finally, Reward school teachers and principals will benefit from their participating in professional learning communities within the Reward schools themselves, their districts, and across the CORE network.[43]

The process of pairing Reward and Focus or Priority schools is quite deliberate. Once schools have been identified for one of the four options (Reward highest-performing and high-progress, Focus, and Priority), CORE will administer a short questionnaire to the schools to better understand their self-diagnosed strengths and needs. Their performance on the School Quality Improvement Index, as well as in meeting School Quality Improvement Goals and the specific areas of strength and weakness against those goals will also inform CORE as it seeks to pair schools, also taking into consideration geographic proximity and demographic profiles as mentioned above.

If schools are not able to match on a one-to-one basis, there may be situations with a two-to-one or one-to-two basis. There may also be situations where there are an insufficient number of schools that meet the Reward criteria at a particular school level to have a sufficient set of schools to support Priority schools. In these cases, other high performing and/or higher progress schools may be utilized as pairs as long as such schools have met the current AMO and there is evidence that the pairing will be fruitful (e.g., similarities in school populations). Schools that are acting in support of Priority or Focus schools in the School Pairing

[42] Pianta, R.C., Teaching Children Well: New Evidence-Based Approaches to Teacher Professional Development and Training, Center for American Progress, 2011.
[43] Little, J.W., Professional Community and Professional Development in the Learning-Centered School, National Education Association Working Paper, 2006.

Program – whether they be Reward schools or other high performing/high progress schools – will be termed "collaborative partners"). Participating LEAs may be asked to provide seconded staff to support the pairing process over time. CORE and Participating LEAs will oversee the pairing and ensure that the relationship is working effectively and that the parties are meeting at least monthly to support implementation of the school improvement plan.

The peer LEAs will ensure that as one of their first activities, Priority and Focus school teams will conduct a needs assessment, or utilize a recently completed needs assessment. The process may be similar to a School Quality Review[44] or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Priority and paired Focus schools will share their needs assessment with their collaborative partner school.

CORE Participating LEAs hold graduation from their K-12 systems as the most important indicator of high school success. If students graduate by accomplishing rigorous graduation requirements, it is expected that they have the skills and abilities to successfully embrace the next educational, workplace, or life experiences presented to them. Therefore, that value will be reflected in the CORE School Quality Improvement Goals beginning in 2013-14 year. The California High School Exit exam is currently included within the California API, which is included in the 2013-14 school classification methodology. In future years, graduation rates will continue to carry heavy weight in the School Quality Improvement Goals.

Technical assistance and professional development will be required to ensure that Reward schools are successful in their coaching and support responsibilities toward the Focus and Priority schools. Priority schools and Reward schools will be paired together to learn from each other as peers. Schools will be collaborative partners. CORE will develop a support plan with each district in order to ensure that schools understand their role as collaborative partners and that they have the support needed in order to engage in a meaningful relationship. The professional development and support outreach provided will be financed with Title I funds from LEAs with Priority and Focus schools and subsidized with philanthropic support via CORE. It is worthwhile to note that material awards such as plaques, flags, etc. cannot and will not be accrued using Title I funds. CORE will annually facilitate a "Partnership Building Convening" to facilitate the first opportunity for paired schools to learn together, develop common expectations and begin the peer review and collaboration work as partners.

[44] A School Quality Review is an external, unbiased validation of the school's work and effectiveness. A team of stakeholders (e.g., parents and students (in secondary schools), teachers, and other trained observers visit each school for several days, observe classes, conduct interviews and focus groups, review the school's self-assessment and analyze school and student outcomes. The team will map the data gathered onto rubrics which describe the characteristics of a quality school. This assessment is presented to all stakeholders, including the superintendent and the Board of Education. This process results in actionable knowledge about the schools' strengths and weaknesses that will help school stakeholders refine and focus the ongoing school improvement work to promote better student outcomes. It is designed to assist districts to develop a clear picture of the quality of education provided in its schools. It provides schools a comprehensive report that outlines their strengths and areas for development which enable them to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. In essence, it is a powerful formative tool used to guide districts and schools as they engage in the cycle of continuous improvement.

Under current NCLB interventions, schools and LEAs are mandated to contract with state approved vendors for technical assistance focused on school and LEA reform. Such interventions have not proven to be as effective as many in the educational community had hoped. Therefore, the CORE Board directly developed the proposed system of recognition for Reward schools and pairing with Focus and Priority schools because the most effective reforms within the CORE LEAs have been those that have learned from each other and worked collaboratively to share and implement the best reform practices. (e.g., Fresno, Long Beach partnership) The superintendents raised a concern about the efficacy of having Highest-Performing schools acting as Reward schools in a pairing process with Focus and Priority schools that are demographically dissimilar. The Participating LEAs are, in fact, much more interested in identifying schools that have succeeded by effectively serving traditionally underserved and/or underrepresented student populations. Reward schools may be required to participate in the school pairing program. There may be excess reward schools in any given year which may not participate, but if a reward school is asked to partner with a Priority or Focus school, it must agree to do so. Schools may also be categorized both as Priority because of their SIG funding and High-Progress Reward because of their growth. These schools likely show great promise as strong and relatable role models for other Priority and Focus schools.

If an LEA or school falls out of compliance with the requirements of the MOU or the school peer pairing agreement, it is the responsibility of the peer LEA or school to notify the LEA and CORE of the noncompliance so that action can be taken.

2.D Priority Schools

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as Priority schools. If the SEA's methodology is not based on the definition of Priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Figure 31 below lays out the process used to identify Priority schools for the 2013-14 school year during which there are an estimated 970 Title I schools from which to draw, indicating the need to identify 49 schools as Priority in order to be in accordance with USED guidelines. CORE has identified 58 using the following methodology:

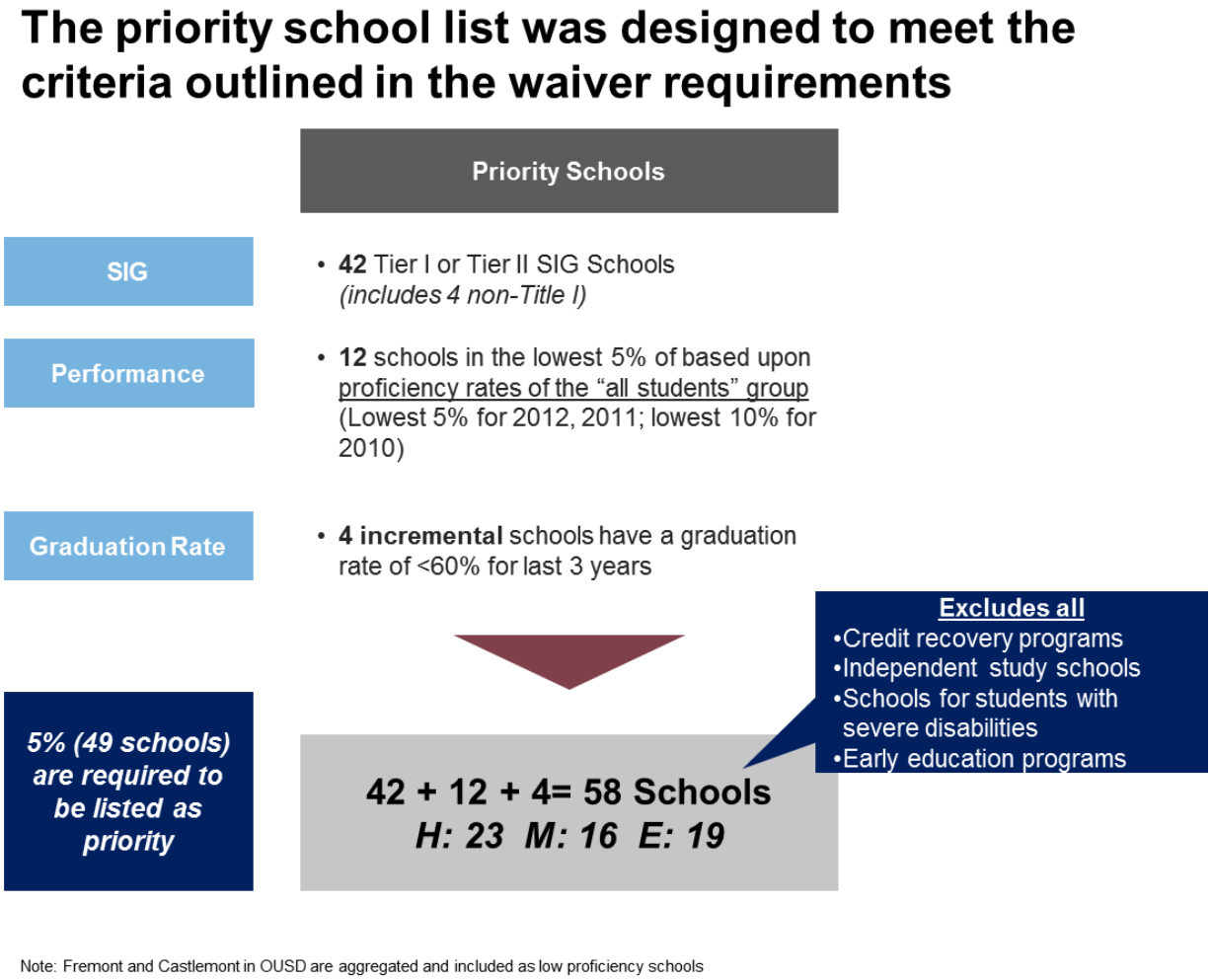
- Priority schools have been drawn from the roster of current SIG schools (42 schools), the persistently lowest performing schools (Lowest 5% for 2012, 2011; lowest 10% for 2010) based on the proficiency rates of the "all students" group in ELA and math (12 schools); and high schools with less than a 60% cohort graduation rate for last 3 years (4 schools), for a total of 58 schools (Priority schools comprise 5.5% of Title I schools).

This listing of Priority schools explicitly excludes all: credit recovery programs, independent study schools, schools for students with severe disabilities, schools for expelled students, and early childhood education programs.

The CORE definition of Priority and Focus schools are mutually exclusive. Therefore, there is no overlap between these two categories of schools. However, some existing SIG schools that have been designated as Priority schools have also demonstrated enough growth in recent years to be recognized as Reward schools. While the CORE Board wants to recognize and celebrate the outstanding growth and progress, those schools won't serve as a sole reward pairing for another Priority school until exiting Priority. Such schools will be excellent resources for other Priority schools.

Similarly, the School Quality Improvement System requires that all Title I high schools with a graduation rate of less than 60% over a number of years will be classified as Priority schools.

Figure 35. Priority Schools



Note: Fremont and Castlemont in OUSD are aggregated and included as low proficiency schools

In general, it is not the intention of the CORE districts to update the Priority school list for SY 2014-15. That said, for new schools that join the waiver for SY 2014-15 (e.g., schools that were not previously Title I or schools that had insufficient data to be reviewed in the initial set of designations), we will consider addition to Priority List under the following conditions:

- Performance: Lowest 5% for 2013, 2012; lowest 10% for 2011
- Graduation: Graduation rate of less than 60% for 2011, 2012 and 2013

These are the same criteria that were used for the initial set of designations for SY 2013-14, updating the analyses to use the most recent three years of data.

While a clear methodology and set of criteria are proposed to identify Participating LEA Priority schools, all criteria will be deeply examined and refined for tight alignment with the School Quality Improvement Index and changing state assessments as they unfold over the next few years.

Similarly, the current mix of academic, social-emotional, and school culture and climate criteria that comprise the School Quality Improvement Goals will be tested over time to ensure that they adequately act as criteria for *measuring* whole school improvement and determining whether schools are progressing

adequately and are eligible to exit from Priority status. As currently defined, a 90% rating on the School Quality Improvement Index or four percentage point improvement over four years will constitute meeting these Goals with direct attention the indicators that caused the school to be designated as Priority.

2.D.ii Provide the SEA's **list of Priority schools in Table 2** (please see **Appendix E-9**).

2.D.iii Describe the meaningful interventions aligned with the seven turnaround principles that an LEA with Priority schools will implement.

The School Quality Improvement System is predicated on pairing Reward schools with Priority (and Focus) schools to provide meaningful, pragmatic support for school transformation. This professional development is designed to help the principal of the Priority school rethink components of the school structure, communications, professional development, instructional practices, and family engagement that are not currently achieving desired outcomes and substitute them with proven strategies that are aligned to best practices – all of which are guided by the seven turnaround principles.

The school pairing process is modeled after other states, cities and countries that have found success by implementing the intervention strategy of partnering schools. Figure 36. provides research regarding the successful pairing efforts that have produced increases in student achievement and school success. Therefore, the participating LEAs believe that matching will provide priority schools with sufficient support to make significant and sustained improvement.

Figure 36. Research Presentation Regarding Other States, Countries and Cities that have Implemented Pairing as a Successful Intervention Strategy

	Kansas Learning Network	OFIP (Canada)	Federation (UK)	QEG (China)
Program Description	• Pairs high- and low-performing schools throughout Kansas	• Places low-performing Ontario schools in supported professional learning communities	• Pairs high- and low-performing schools throughout the United Kingdom	• Places low-performing schools in consortium led by Qibao Secondary School , a high-performing school
Program Results	• KLN districts consistently increased achievement scores on state reading and math assessments at a faster pace than students in non-KLN districts • Between 2006-2011, KLN districts outperformed non-KLN districts in 64% of the achievement comparisons in reading and in 57% of the achievement comparisons in math	• OFIP schools consistently increased achievement scores on provincial reading and math assessments at a faster pace than students in non-OFIP schools • In 2010-2011, OFIP schools outperformed non-OFIP schools in year-over-year improvement by an average of 2.7 percentage points	• The proportion of achievement variance explained between federated and non-federated schools has been shown to increase both with time and cohort • The average proportion of between-school variance explained by federation rose from 11.95, in 2007 to 31.78 in 2010	• All participating schools have demonstrated continuous improvement since becoming members of the QEG • Shanghai students scored highest on the 2009 PISA tests, achieving average scores of 556 in reading, 600 in mathematics, and 575 in science

School collaboration and pairing programs have proven to be effective strategies for improving student outcomes and have also been included in successful state waivers (Iowa, Connecticut, Kentucky). The most successful are multi-year efforts

To ensure thorough and consistent implementation of the seven turnaround principles in all Priority schools, the CORE Board established a precise list of interventions to address each principle. When identifying interventions for reform, Priority Schools must adopt all of the strategies/activities directly identified from the proposed list found in Table 8 for each of the seven turnaround principles.

Table 8. School Quality Improvement System Priority School Interventions Mapped to 7 Turnaround Principles

7 Turnaround Principles	School Quality Improvement System Proposed Interventions

1. Provide Strong Leadership	• LEA must review school leader effectiveness and replace leader if deemed necessary through review before the start of the 2014-15 school year
	• LEA must develop criteria to hire an instructional leader and provide evidence the new principal:
	  o Has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school
	  o Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead
	  o Has a minimum of 3 years' experience as a principal
	  o Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL
	• LEA must also provide evidence that:
	  o There is a program in place that supports the leadership team in their instructional and management skill development
	  o The new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates
	  o LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction

2. Ensure that teachers are effective and able to improve instruction	• Analyze data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan • Develop new job descriptions around critical teaching elements, hiring rubrics and interview protocols to recruit critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL) • Provide teacher and administrators with PD related to low-performing area(s) • Develop plan to transfer effective teachers to low performing schools; LEA screens teachers before transferring to the priority school • Implement walk through protocols including teacher support • Participate in professional learning provided by CORE • Have access to an instructional coach to engage teachers in school-based, job-embedded professional learning
3. Redesign the school day, week or year to include additional time for student learning and teacher collaboration	• Create a plan to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography • Explore and capitalize on opportunities outside of the regular student day to enhance student learning; could include after-school, before-school, lunch time , or extended year opportunities • Ensure that extended learning time is available to all students • Evaluate the effectiveness of the extended learning time

4. Strengthen school's instructional program	• Implement curriculum fully aligned to the Common Core Standards • Schedule continuous, data-based curriculum review • Support instruction with pacing guides, curriculum maps and/or sample instructional strategies
5. Use data to inform instruction and for continuous improvement	• Develop and implement a short-term action plan to achieve the goals in the school improvement plan • Develop a leadership team and meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan • Design local data system , which includes multiple-levels of assessments and informs programmatic/instructional decisions • Facilitate data-driven conversations in learning communities • Train and support teachers' data use through formal & informal PD; Differentiate PD for new teachers
6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	• Develop a sustained and shared philosophy, mission, and vision • Maintain facilities that support a culturally responsive and safe environment • Analyze teacher attendance and develop a plan for improvement, if needed • Analyze student attendance and develop a plan for improvement, if needed • Identify students who are at-risk of not graduating and develop a plan of action for supporting those students • Analyze student discipline referrals and develop a plan for improvement, if needed
7. Providing ongoing mechanisms for family and community engagement	• Develop and implement a plan for student, family and community engagement • Provide evidence of efforts to increase effective parental and community involvement

In addition to the proposed intervention strategies/activities found in Table 8., Priority schools will also engage in the following targeted activities related to each Turnaround Principle:

1. Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

In the first year of designation and as one of their first activities, Priority school teams will conduct a needs assessment, or utilize a recently completed needs assessment. The process may be similar to a School Quality Review[45] or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Priority schools will share their needs assessment with their partner school. Reward school partners may be asked to participate in peer reviews as an additional initial step, but the role of evaluating schools (e.g., in terms of conducting an external needs assessment if appropriate and in terms of monitoring the implementation of school improvement plans) will be the responsibility of the LEA. Needs assessment information collected by the LEA may be used by the LEA to make decisions that may result in replacement of the principal or, if appropriate, endorsement of the

[45] As noted, an SQR is an external, unbiased validation of the school's work and effectiveness. The SQR program is designed to assist districts in developing a clear picture of the quality of education provided in its schools. It provides schools a comprehensive report that outlines their strengths, areas for development, plus challenges and successes, which enable them to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. In essence, it is a powerful formative tool used to guide districts and schools as they engage in the cycle of continuous improvement.

principal's leadership and greater operational flexibility to lead the turnaround effort.

Priority schools that are already participating in SIG will continue their plans implementing the turnaround actions that have been initiated through the SIG process for a minimum total of three years. If a school's SIG plan already includes partnering within an education management organization, within a SIG Turnaround Office, or within a similar organization, then that school has the option of partnering within their EMO, SIG Turnaround Office or similar organization, provided that their EMO, SIG Turnaround Office or similar organization structures peer learning with other schools into the intervention approach. SIG schools that are identified as Priority schools are not required to implement interventions for an additional three years on top of the interventions required by the SIG program but rather a total of three years and exit from Priority school status.

2. Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

The CORE Waiver and SQR process will provide the principal with greater control over instructional practices in a Priority school. Additionally, as described in Section 2.C above, assistance from CORE and Participating LEAs' Reward schools will provide teachers with the job-embedded professional development necessary to support them to be more effective educators. If a teacher proves not to be effective, the principal will have greater latitude to take necessary action to remove him/her from the Priority school staff.

3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

The school principal with staff, LEA, stakeholders and partner Reward school input shall evaluate the existing school schedules to ensure that students are receiving maximum time to fully learn all standards while receiving high quality instruction. If deemed necessary and appropriate, the principal is expected to redesign school time to best meet student needs and increase teacher collaboration to Focus data with the purpose of improving teaching and learning.

4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. The System also assures that Priority Schools shall simultaneously apply meaningful interventions aligned with the seven turnaround principles;

Since Priority schools will receive substantial professional development and support to use evidence-based instructional programming in order to meet the needs of students and to thereby improve student outcomes, we expect that participating schools will demonstrate significant improvement on their School Quality Improvement Index and will meet their School Quality Improvement Goals. Since CCSS and associated assessments will be rolled out during this time period, LEAs will provide professional development for Priority schools as they navigate this major change in curriculum and instructional practice. Since principal and teacher performance reviews and subsequent personnel decisions will be substantially affected by student academic performance, and since social-emotional and culture-climate factors are drivers of academic performance, greater accountability for student outcomes will be supported at the classroom and building levels.

5. Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

The CORE Waiver request is fundamentally based on a data-driven system for measuring student outcomes – with a laser-like focus on ensuring that all students graduate from high school college and career ready. The School Quality Improvement Index is based on a thoughtful analysis of a variety of student outcomes – academic, social-emotional and measures of the culture and climate of the school. Not only will the Gardner Center, CORE's external data aggregator (in collaboration with Participating LEAs) gather and analyze quantitative measures of academic achievement and behavior (e.g., attendance), they will also gather mixed methods (quantitative and qualitative) measures of satisfaction and suggestions for improvement from parents, faculty, staff and students.

Common interim assessments will be administered several times each year with consistency across grade levels and subject matter district-wide. These data points will be provided to teachers and principals in a timely manner so that they can be used to drive instructional practice, pacing, and interventions. Teachers will also be provided greater opportunities for collaboration with their peers – with the clear support and guidance of committed instructional leaders to ensure that this time is optimized.

6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and

A significant part of the School Quality Improvement Index is based on student social-emotional performance and on the culture and climate of the school. Factors such as attendance, disciplinary actions, and perceptions of safety at school will be meaningful components of the school's metrics for self-evaluation, peer coaching, and exiting Priority status and meeting AYP. These measures will be meaningful elements in the overall accountability framework for all Priority schools.

7. Providing ongoing mechanisms for family and community engagement.

Parents are intimately involved in the needs assessment process at the beginning of the CORE Waiver process for each individual school and in the annual needs assessment process for the entire time that schools are in Priority status. It is recommended that exited Priority schools continue to use a needs assessment process annually to maintain a focus on continuous improvement. The annual needs assessment process will involve families by way of: 1) parent and student perception surveys; 2) transparent achievement and accountability reporting; 3) communication and outreach to inform and engage families in the transition to CCSS and aligned testing, new standards for English learners and overall academic expectations.

Specific Interventions Tailored to School Strengths and Needs

To encourage innovative work, LEAs may implement additional turnaround principle aligned strategies/activities that are above and beyond the ones found in Table 8. However, if an LEA proposes strategies/activities that are substantially different that the approved list in Table 8, the LEAs must request an amendment from the USED via CORE. All intervention strategies/activities must be in alignment with the 7 turnaround principles. CORE will work closely with the USED flex team to determine when proposed strategies require processing through the amendment procedure. The process for amending the list of turnaround principle intervention strategies/actions is described below and graphically represented in Figure 35.

1. The Priority School may submit the proposed strategy/activity to their LEA for consideration of approval,
2. If approved by the LEA, the LEA shall submit a request to the CORE Board via CORE staff who may approve the additional strategy/activity and forward the request to the USED Flex Team in

the form of an amendment request through the USED amendment submissions request process.

3. If the amendment submission request is approved by the USED Flex Team, the additional strategy/activity may be adopted and implemented by the requesting Priority School as well as any other Priority Schools across the School Quality Improvement System network of schools.

CORE Staff will formally amend the School Quality Improvement System Turnaround Principle Interventions list to include the newly approved strategy/activity.

Figure 37. Process for Amending the List of Turnaround Principle Intervention Strategies/Activities

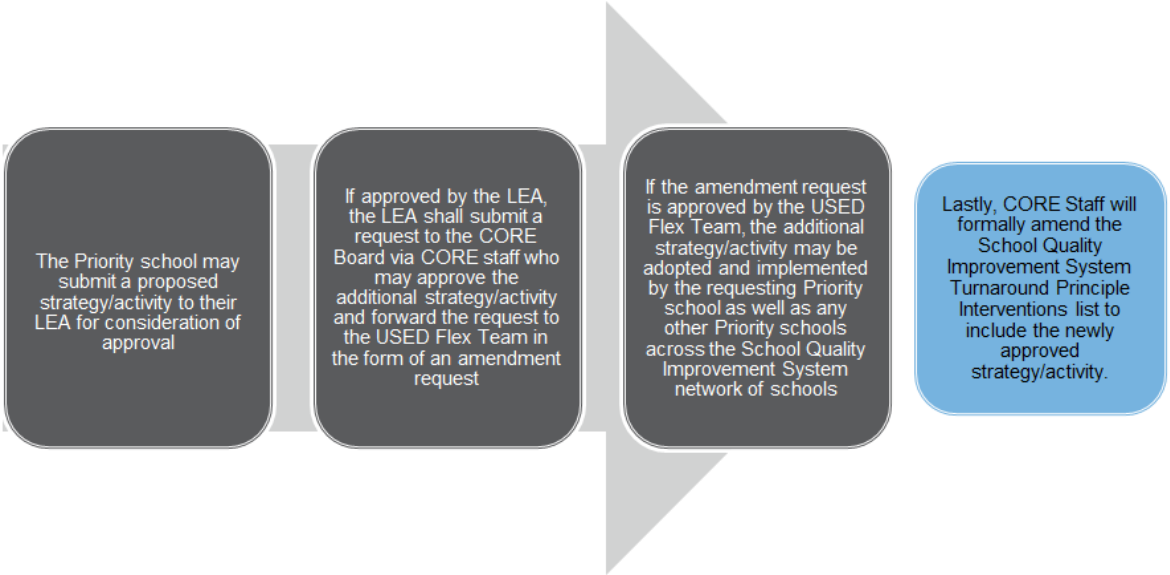
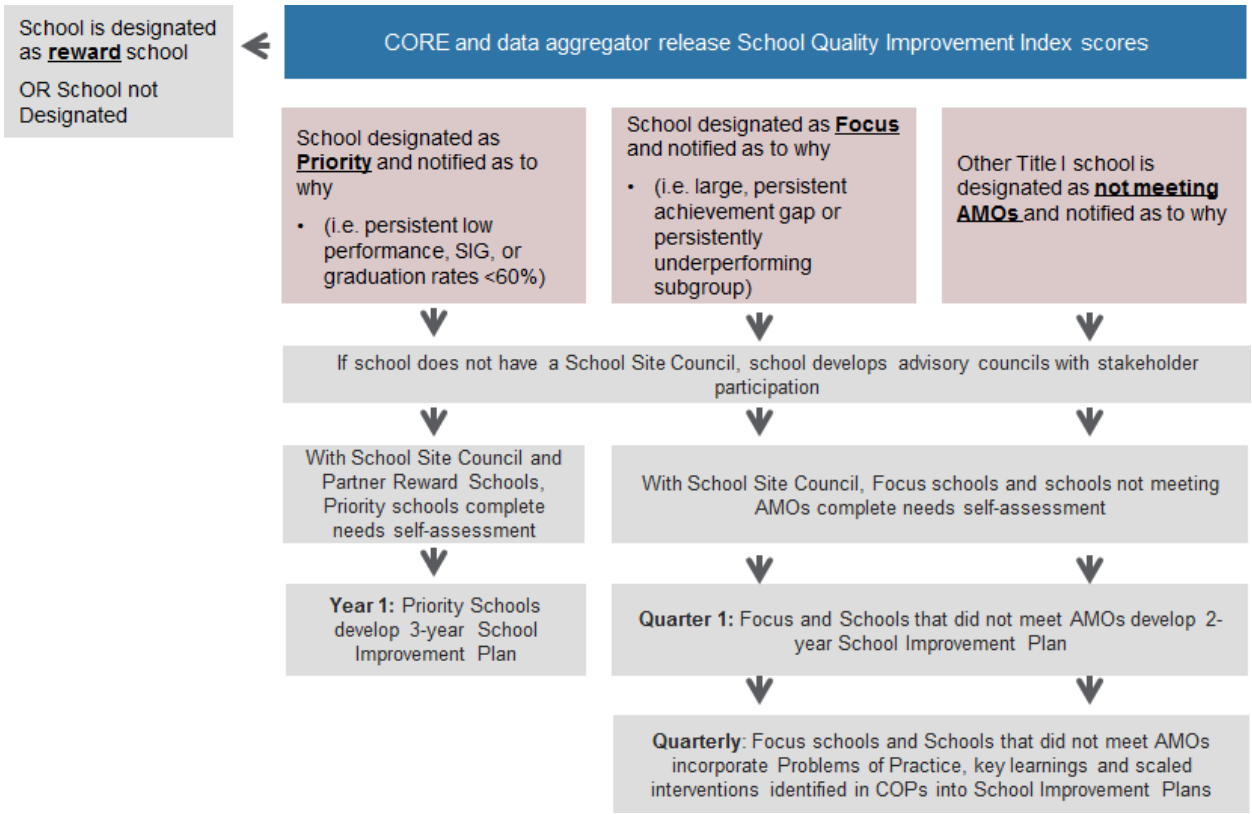


Figure 35 provides a research-based framework for building-level interventions that are tailored to the unique circumstances of Priority, Focus, and "other" Title I schools in Participating LEAs. The Tier 3 (most intensive) options are primarily focused on Priority schools whose School Improvement Plans have not been executed with fidelity or have not been effective over time. Tier 2 (targeted) interventions will be provided for all Priority and Focus schools. Tier 1 (access and support for all) will be available for all Title 1 schools in Participating LEAs.

School Improvement Planning

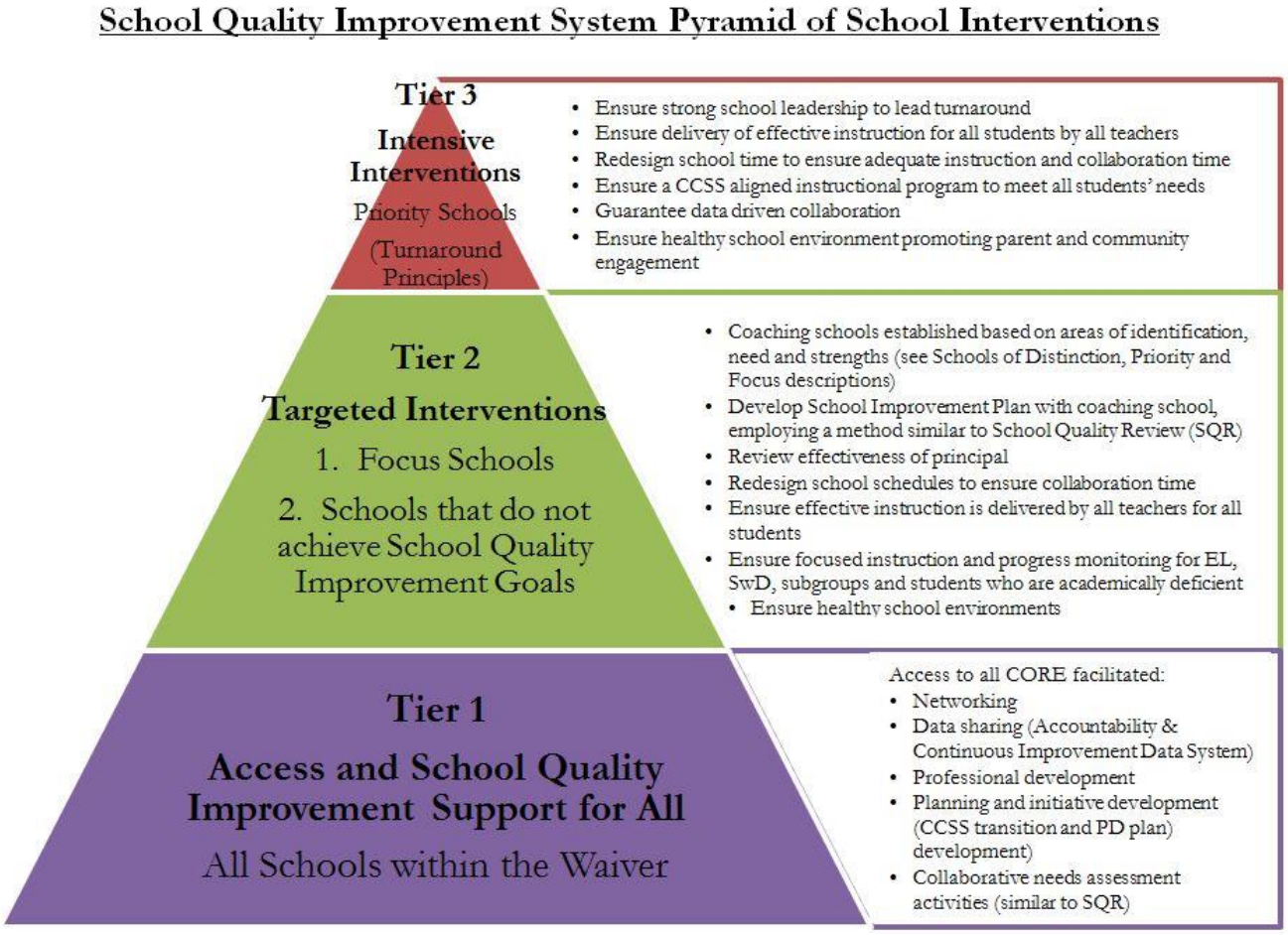
All Title I schools are required to write Single School Plans for Student Achievement. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the SPSA. To the extent possible Priority and Focus schools should combine all school improvement planning into the SPSA after engaging in the school improvement planning process depicted in Figure 38.

Figure 38. School Improvement Planning Process



Within the SPSA, Reward, Focus and other Title I schools will clearly articulate the school's annual progress on the School Quality Improvement Index (reflecting the n size of 20), as well as required and aligned interventions to promote continual improvement.

Figure 39. School Quality Improvement System Pyramid of School Interventions



Differentiated Interventions

Additional specific interventions that Priority schools might pursue will be aligned to the system reform drivers identified by Michael Fullan, Ph.D. (fostering intrinsic motivation, continuous improvement, collective team work, and "allness") and aligned to the domains of metrics will guide School Quality Improvement System data collection and reporting (academic achievement, social-emotional measures, and school and district culture and climate). This means focusing on interventions that "situate the energy of educators and students as the central driving force" of change.[46] In all cases, schools that are struggling will be paired with Reward schools so they can observe and collaborate around successful exemplars.

Tier three, intensive interventions will be applied for school needs analysis and planning in the 2013-14 year (first year of designation) and implementation in fall 2014-15 year (second year of designation) for designated Priority schools. Table 8 lays out the approved list of interventions that all Priority schools must apply for three years. The tier two, targeted interventions shall be implemented by all designated Focus schools beginning in the fall semester of the 2013-14 year (or first year of designation). Note that all of these interventions are designed to be teacher, student, and/or family-driven, synergistic, and designed to impact the entire school community.

[46] Fullan, M. (2011).

Since the pairing of Reward and Focus and Priority schools is at the heart of the SQIS's process, it is important to note that Reward schools may be provided professional development and have the option to participate in a community of practice network to help Reward teachers and principals identify, name, and share the strategies that have been effective in their schools, while also considering any demographic, contextual, or resource disparities between Reward and Priority schools.. The efficacy of the pairing process and the technical assistance provided will be subjected to thorough and on-going scrutiny – collecting both quantitative (e.g., dosage) and qualitative (e.g., "fit" and relationship development) data that may explain differential outcomes. At a minimum, Reward schools will have intensive contact with their Priority partner school on a monthly basis, and principals will have more frequent contact in person, by phone, and by email to establish a coaching relationship.

Table 9. Categories of Additional Differentiated Analysis Processes and Interventions

Categories of Analysis Processes and Interventions	Description
Needs Assessment	As noted above, a model needs assessment process, which may be similar to School Quality Review, will be used to help Focus and Priority schools work with their partnering schools of distinction to target areas for reform and intervention. The needs assessment should provide schools a comprehensive report outlining strengths, areas for development, plus challenges and successes, which enable staff and coaches to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. It is intended to serve as a powerful formative tool to guide schools and districts in the cycle of continuous improvement.
Academic Achievement	Teachers will be engaged in action research and cycles of inquiry to more deeply understand and take focused action on an area of low student achievement. For example, if the school identified a gap in literacy development at the fourth grade level for English learners, the entire staff would collaborate to study how their collective actions have contributed to that gap, identify collective action across grade-levels, study the results, and deepen their practice in response.
Social/ Emotional & School Culture/ Climate	Where there are consistent and/or disproportionate patterns of social/emotional challenges (e.g. rising suspension and expulsions, bullying incidents, lack of safety on campus), principals and teachers will drive a community engagement campaign that leverages parent and student voice and input and builds a sense of community around solving the problem. The solutions will engage all school stakeholders in meaningful and high-impact roles. Schools that demonstrate disproportionate special education identification, or patterns of EL students failing to achieve re-designation, will partner with external entities to study those trends and their underlying causes. A task force of affected administrators, teachers, parents, and students will collaborate to understand and address the issues, through a combination of visits to successful models, literature studies, and action research within the school.

To ensure thorough and consistent implementation of the school pairing intervention strategy and activities that are precise across all participating LEAs schools, CORE has created a clear and articulated plan and timeline for full execution of the program (Figure 40.).

Figure 40. School Pairing Implementation Plan and Timeline

	Owner 1	Owner 2	Fall Semester		Spring Semester	
			Q3	Q4	Q1	Q2
• GC collects and analyzes school performance data	GC	LEA				
• GC designates reward, priority, and focus schools	GC	CORE				
• CORE collects and provides School Pairing Satisfaction Survey Data to LEAs	CORE	LEAs				
• LEA administers school pairing survey as needed to determine specific needs for priority and focus schools	LEAs	CORE				
• CORE/LEAs pair reward/other collaborative partner schools with priority/focus schools as desired or as necessary	CORE	LEAs				
• LEAs assign focus schools into communities of practice	LEAs	CORE				
• CORE holds Partner Institute for reward/other collaborative partner and priority/focus school delegates	CORE	LEAs				
• LEAs send out School Pairing Satisfaction Survey	CORE	LEAs				
• CORE/LEAs pair reward/other collaborative partner schools with focus schools that did not meet 2-year School Improvement Goals (2016-2017)	LEAs	CORE				
• Schools that do not meet 2-year School Improvement Goals are notified and entered into communities of practice (2017-2018 and 2018-2019)	LEAs	CORE				

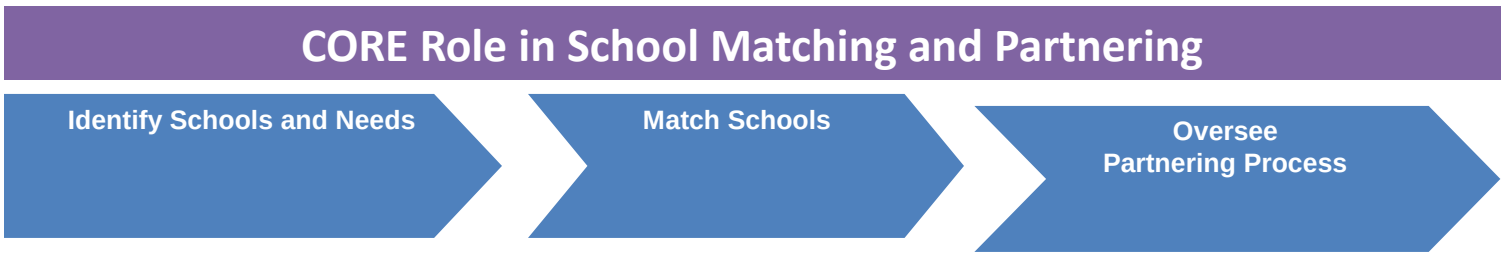
All school paring implementation facilitation will be supported and monitored by CORE School Pairing Program Managers who will oversee and facilitate the partnership between Reward and Priority or Focus

schools and centrally support communities of practice within schools. More specifically, key activities will include:

- Finalizing the implementation plan for school pairing and communities of practice
- Annually matching reward and priority schools into pairs using school pairing surveys and school data
- Assigning and supporting focus schools within communities of practice, as well as annually matching reward and priority schools into pairs as needed
- Organizing annual Coaching and Partner Institutes for school delegates of the Reward and Focus or Priority schools, including planning and developing content, confirming expert speakers to deliver PD, and aggregating and acting on feedback from Institute participants
- Supporting school pairings throughout the year, which could include:
    - Helping schools develop their improvement plans
    - Conducting regular check-ins with school pairings to ensure fidelity of implementation

CORE will play a central role in the school matching and pairing process. That role is depicted in Figure 41.

Figure 41. CORE Role in School Matching and Pairing



- Identify reward, priority, and focus schools on an annual basis to be in "pool" of schools to be matched for pairing process
- Administer short questionnaire to schools (as needed) to seek schools' stated strengths and needs for 2013-2014 school year
    - In May of each year, CORE will administer a School Pairing Satisfaction Survey in order to evaluate effectiveness of pairings and re-assign as needed
- Use School Quality Improvement Index score and progress against State AMOs to assess school needs

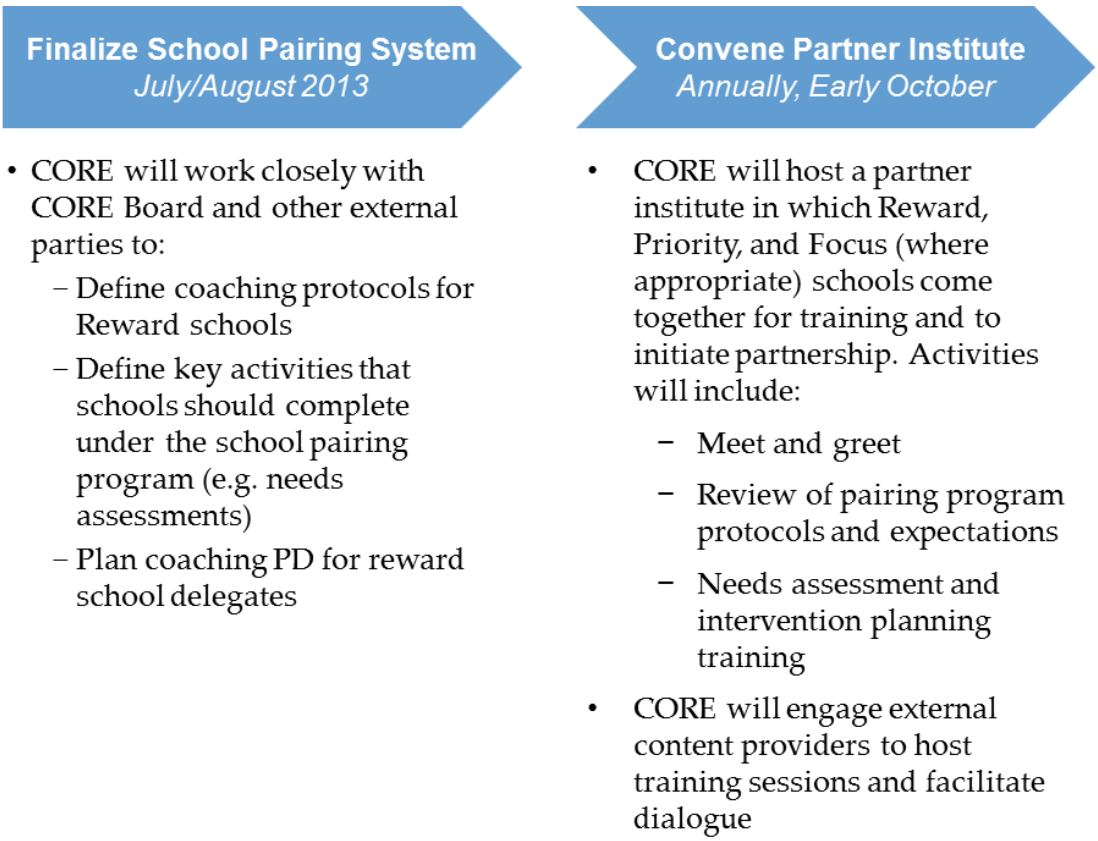
- CORE will pair schools considering the following:
    - Reward or other Collaborative Partner with priority or focus
    - Geographic proximity
    - Areas of strength and need as identified by School Quality Improvement Index Scores
    - Stated areas of need/areas of strength as listed in School Pairing Survey
- If schools are not able to match on a 1:1 basis
    - There may be situations with a 1:2 or 2:1 approach
    - Other high-performing/other high-progress schools that are

- CORE will add full time staff (School Pairing Program Managers) to oversee the partnering process, including matching, creation of materials to support district relationship, and checking in with schools to ensure their needs are being met
- *(Proposed option)* Post 2013-2014, districts will provide staff on secondment for a 2 year basis to build capacity at CORE and provide professional learning opportunities for district personnel. Feasibility and details to be confirmed with CORE Board

For consistent roll-out and communication of expectations, CORE will facilitate institutes each year for the school matching and pairing process are described as follows and are reflected in Figure 42.

1. Each fall:
    a. Participating LEAs' schools will be designated into for Reward, Priority and Focus status categories based on the previous year's performance on the School Quality Improvement Index
    b. A pairing survey along with data matching for common demographics and geography will analyzed
    c. All newly designated Priority schools will be paired with a Reward school that has similar demographics and is within realistic proximity
    d. CORE staff will facilitate a Partnering School Institute for all paired schools' reform teams for team building; shared learning regarding school reform, designed pairing curriculum, protocols and expectations; and initial planning steps (Early October)
    e. School partners' work together in conjunction with their assigned CORE program manager to implement intervention strategies (Turnaround Principles for Reward schools and targeted interventions for voluntary Focus schools) shared learning and school-wide reform efforts to promote effective classroom instruction and increase student achievement.
    f. School partners' work together in conjunction with their assigned CORE program manager to implement intervention strategies (Turnaround Principles for Reward schools and targeted interventions for voluntary Focus schools) shared learning and school-wide reform efforts to promote effective classroom instruction and increase student achievement.

Figure 42. School Pairing Institutes



At least annually, (April/May) all partnering schools (Reward, Priority and opt-in Focus schools) will be asked to participate in a formal survey (to be developed by March of 2013 and reviewed annually) related to their experiences and learning as a result of the partnership work. These survey data will be aggregated and analyzed by CORE staff for presentation back to the partnering schools by Program Managers for reflection and action to improve the partnering relationship if necessary. The data will also be presented to the CORE Board for information and reflection on pairing as an intervention strategy.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority schools implement meaningful interventions aligned with the turnaround principles in each Priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Process of Implementing the CORE Waiver

Figures 28 and 29 found earlier, provide a detailed timeline for implementation of the School Quality Improvement System as the participating LEAs roll out the accountability framework and support systems for the Reward, Focus, and Priority schools – as well as (less formally) for the 75% "other" Title I schools that do not fit into any of these categories. This timeline provides a projected scope beginning in 2013-14

and ending in 2018-19 as cohorts of schools exit from Priority and Focus status and new schools are accepted into the intervention process. The timeline also identifies the process that will be employed to bridge accountability for results from the current testing process that primarily emphasizes high stakes standardized testing in ELA and math to a more robust system of accountability that utilizes CSS and an aligned testing mechanism, social-emotional factors, and measures of school climate and culture. Since our proposed accountability system must show change over time across all domains, we have identified how new baselines will be established and when comparative data will be available that is based on the new system of accountability.

The timeline also makes it clear that the School Quality Improvement Index will be subjected to careful scrutiny to ensure that measures are properly weighted as a part of the system of accountability. For example, in the social-emotional domain, we will be assigning weights to absenteeism, suspension/expulsion rates, and social-emotional skills, and devising measurement systems for all of these factors. Distribution of weight among social-emotional and school culture/climate factors will be determined through piloting and system development during the 2013-14 school year. (See figures 22, 23 and 24 for graphic representation of the School Quality Improvement System implementation timelines)

The School Quality Improvement Index is an integral part of our intervention process and is aligned to the seven turnaround principles. Districts and schools will be provided a composite score on a scale of 1 to 100, but they will also be provided the underlying data for each element which allows for a more granular response to the needs of students and their schools and allows teachers to build on the strengths of their current efforts.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits Priority status and a justification for the criteria selected.

As outlined in Figure 33 below, schools shall move out of Priority status by demonstrating successful and continued achievement beyond the "performing criteria" for a minimum of two consecutive years, reduce the number of non- proficient students by 25% and raise their graduation rate to at least 60% or grow by 10% points. Schools that exit Priority status must continue to implement turnaround principles for a total of three years following designation.

Figure 43. Exit Criteria for Priority Schools

Requirements to Exit:	Priority Schools
Proficiency	• School has reduced the number of non- proficient students by 25% in the "all students" group – Baseline is calculated using the year of data during which a school is designated – This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards
+ Graduation	**AND for high schools identified as Priority Schools with a persistent graduation rate of <60%** • Graduation rate must reach at least 60% OR • Graduation rate must grow by 10 percentage points • Schools will be held to the goal that requires the greatest amount of growth in graduation rate – Baseline is calculated using the year of data during which a school is designated – The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012 – We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013
+ AMOs	**AND (Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)** • Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan (SIP). The school will continue to implement all turnaround principles and any incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.

Priority schools that exit and maintain improved performance may be given the opportunity to act as a peer reviewer for other Priority schools. CORE and the Participating LEAs believe that this opportunity, thoughtfully implemented, can be extremely powerful and effective. It makes use of school leaders and teachers who have done "the work" of reforming an underperforming school. And it is likely that these schools may be demographically similar to new Priority schools – therefore, making the reforms more transferable and relevant to schools entering the process. We are aware that this type of pairing could be premature, might dilute human resources at the recently exited Priority schools and thereby erode the progress still underway. For this reason, such an assignment would be carefully reviewed by the superintendent(s) involved and the CORE team.

Priority schools must make significant progress across all academic dimensions and meet their School Quality Index Goal before exiting priority status

Priority School

Intervention first steps

- Schools and parents will be notified as to the reason for priority designation
- Priority schools will be paired with highest-performing reward schools for ongoing coaching and collaboration
- Priority schools will undergo a year-long needs assessment and planning process that includes both self-evaluation and peer-review with their partner reward school
- Districts will ensure timely implementation of the 7 turnaround principles

Requirements to exit

- **School has reduced the number of non-proficient students by 25% in the "all students" group**
  - Baseline is calculated using the year of data during which a school is designated
  - This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards

For Schools Entering Priority or Focus Status due to <60% Graduation Rate

- Graduation rate must reach at least 60% OR
- Graduation rate must grow by 10 percentage points
- Schools will be held to the goal that requires the greatest amount of growth in graduation rate
  - Baseline is calculated using the year of data during which a school is designated
  - The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012
  - We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013

(Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)

- Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

After exiting status

- The 7 turnaround principles will be implemented for 3 years following designation, regardless of whether or not a school has met exit criteria
- Districts must continue to monitor and publically report these schools' performance following exit from status
- Schools that exit status and maintain improved performance will be given the opportunity to act in a peer reviewer capacity for other priority schools

Schools that do not make adequate progress on their School Quality Improvement Goals

Priority schools that do not demonstrate adequate progress (either by reaching 90 points or meeting 4-year goals) will be required to engage in more intensive interventions, up to and including conversion to charter or closure. Table 10 below outlines the options available to ensure that schools do not languish in Priority status for a number of years. The year one interventions focus primarily on evidence-based practices that are designed to improve school leadership, instructional practices, as well as parental engagement and school choice. In year two, progressive development will include: structural changes to the school day, teacher evaluation informing professional development, and assurance that at least 85% of school staff are rated as effective. In years three and four, the LEA will have the option to convert underperforming schools to charters or close the school.

Table 9. Preventing Low Performing Schools From Languishing for Numerous Years

Describe the steps participating districts/CORE will take to ensure meaningful consequences for Priority/Focus Schools that do not make progress after full implementation of interventions				
	Y1	Y2	Y3	Y4
Schools that are in year 4 or 5 of Program Improvement, and are listed as Priority Schools due to sustained low performance (in the bottom 5% of schools based on proficiency)	In addition to partnering with a reward mentor school, these schools will immediately: ▪ Ensure effective leadership is in place ▪ Give the principal increased flexibility in the areas of staffing, scheduling, curriculum ▪ Increase use of student data to inform instruction ▪ Increase mechanisms for parent engagement ▪ Schools will be publically listed as priority, and parents will be given the option to transfer	Y1 interventions, and: ▪ Review principal and teachers; staff to 85% efficiency ▪ Utilize teacher evaluation system to employ targeted, required professional development ▪ Redesign school day to provide additional learning and teacher collaboration time	Y1 and Y2 interventions and ▪ If a school does not show progress after Year 5 and 2 years of implementation of 7 turnaround principles, the district will have the option to convert the school to charter or school closure	▪ If a school does not show progress after Years 4 & 5 and implementation of 7 turnaround principles, the district will have the option to convert the school to charter or school closure
School progress will be monitored by districts, CORE, and through the peer review process twice annually				

2.E Focus Schools

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "Focus schools." If the SEA's methodology is not based on the definition of Focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

While a general methodology and set of criteria are being proposed to identify Participating LEA Focus schools, as with the growth model and School Quality Improvement Goals, all criteria will be deeply examined and refined for tight alignment with the transitional accountability model and changing state assessments. The initial methodology presented for determining the annual list of CORE District Focus schools is as follows:

CORE Participating LEAs have identified Focus schools for 2013-14 based on the agreed upon thresholds with an emphasis on eliminating disparity, disproportionality, and ultimately achievement gaps. See Figure 34 below for the process used to make this designation. Currently CORE Participating LEAs have identified 12 schools in the lowest 5% of Participating LEA's Title I schools for the 2010, 2011 and 2012 school years based on the magnitude of their achievement gaps. An additional 103 schools have been identified with subgroups with less than 20% average proficiency on math and ELA assessments and less than five percentage points of improvement over three years. Since all high schools with graduation rates below 60% have been assigned to the Priority school cohort, no schools have been assigned to Focus status for this reason. The total number of identified Focus schools is 115 which constitutes 12% of the Participating LEAs' Title I schools. Participating LEAs have committed to report to CORE and to the public their lists of Focus schools which in total will represent at least 10% of all Participating LEAs Title 1 schools on an annual basis.

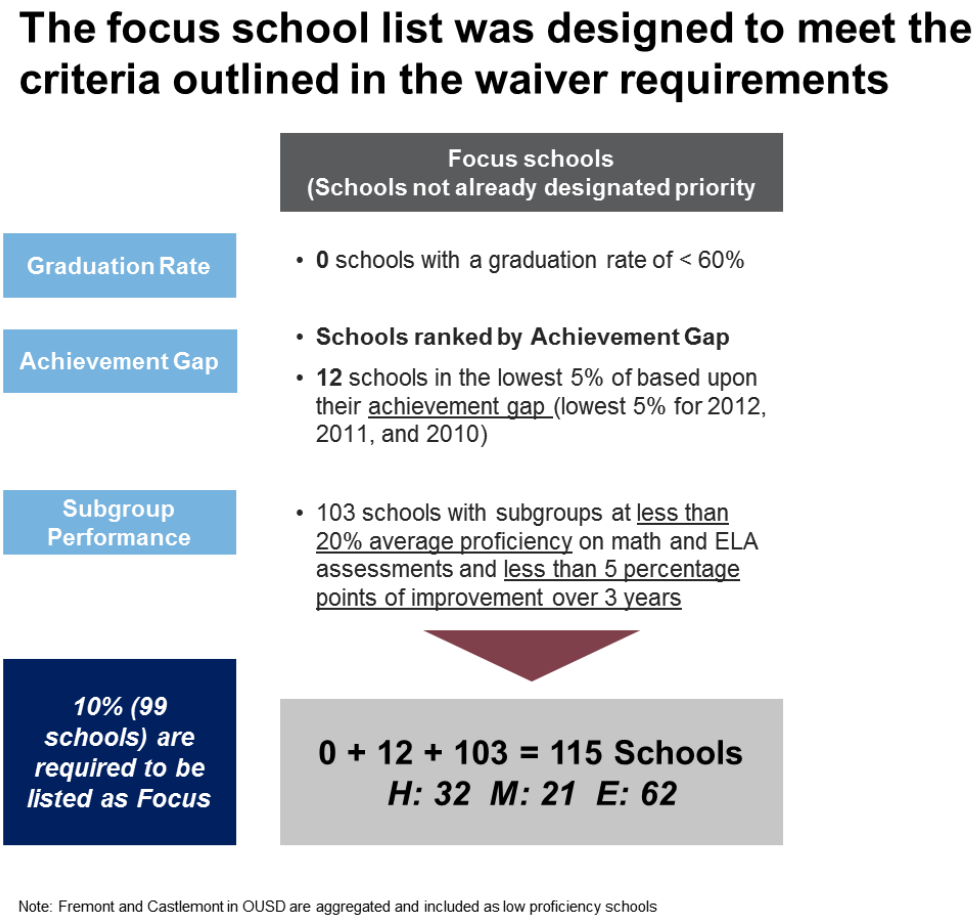
As noted above, this listing of Focus schools explicitly excludes all: credit recovery programs, independent study schools, schools for students with severe disabilities, schools for expelled students, and early

childhood education programs.

The CORE definition of Priority and Focus schools are mutually exclusive. Therefore, there is no overlap between these two categories of schools.

Similarly, the School Quality Improvement System requires that all Title I high schools with a graduation rate of less than 60% will be classified as Priority schools and thus cannot be assigned to Focus school status.

Figure 44. Focus School List Criteria



In general, it is not the intention of the CORE districts to update the Focus school list for SY 2014-15. That said, for new schools that join the waiver for SY 2014-15 (e.g., schools that were not previously Title I or schools that had insufficient data to be reviewed in the initial set of designations), we will consider addition to Focus List under the following conditions:

- Graduation: Graduation rate of <60%
- Achievement Gap: Lowest 5% based upon their achievement gap (lowest 5% for 2013, 2012, and 2011
- Subgroup Performance: Less 20% average proficiency on math and ELA assessments in 2013 and less than 5 percentage points of improvement over 3 years (between 2011 and 2013)

2.E.ii Provide the SEA's list of Focus schools in Table 2 (please see Attachment E.9).

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more Focus schools will identify the specific needs of the LEA's Focus schools and their students. Provide examples of and justifications for the interventions Focus schools will be required to implement to improve the performance of students who are the furthest behind.

CORE Participating LEAs posit that the best experience-based reform experts come from within successful schools. Those experts are teachers and principals who have demonstrated successful reform, achievement, and/or growth over time. Therefore, teacher and principal teams from Reward schools will be trained to serve as reform coaches to team with Focus school site teams. Based on a Response to Intervention model, the Focus school intervention options will be applied based on individual school need, again embracing the notion that all schools receive tier one treatment as the CORE network of support with Focus schools engaging in tiers two and three delivered by trained coaching teams from School Quality Improvement System Reward schools. These options will include a significant and structured locally driven community engagement process to inform the local School Board's decisions based on the seven turnaround principles.

1. **Supports & Interventions** that address effective teaching, needs assessment, school improvement planning, and include corrective action requirements as in current policy.
2. **CORE-defined peer-reviewed process** for Participating LEA-initiated plans to improve Priority and/or Focus schools.
3. **Restart under LEA operation** or under alternative charter management –the chartering/management entity must have proven track record for student achievement and a district-approved plan for school design and operation that meets rigorous district approval criteria.
4. **School Closure**

With reference to the interventions required to support performance improvement in Focus schools, please refer to Table 7 above where these interventions are spelled out for both Priority and Focus schools. Primary differences between Focus and Priority schools are that Focus schools immediately implement interventions aligned to the components causing the school to be designated as a Focus school. Focus schools are required, as one of their first activities, to conduct a needs assessment, or utilize a recently completed needs assessment. The process may be similar to a School Quality Review or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Focus schools will share relevant portions of their needs assessment within their CoPs, and/or with their paired school.

Steps of Focus School Interventions

Upon designation as a focus school, schools will be provided with data analysis from Gardner Center, highlighting reasons for designation as a focus school, as well as subgroup-specific indicators in other Academic, Social-Emotional, and Culture/Climate domains, and data on school and subgroup progress against State AMOs, to create a holistic understanding of student, subgroup and school performance.

Required interventions for focus schools include:

1. Similar to the Georgia model, focus schools will use the data provided by the Gardner Center, in addition to consultation with school advisory groups, to undergo a self-review and needs assessment to inform the creation of a 2-year plan
    a. Schools in California have advisory groups, such as School Site Councils, that include teachers, parents, and other key stakeholders. If a school does not have such a group, the

school would be required to form one as part of this waiver effort

2. Beginning in Fall 2013, and every fall thereafter upon designation, Focus schools will be required to join communities of practice focused on improving performance in the subgroups in which low achievement led to the designation as a Focus school
    a. Focus schools will address the reason that they have been identified as a Focus school. Schools' problem(s) of practice will derive from their needs assessment, which will include a deeper analysis of several data points (quantitative and qualitative). The Communities of Practice may be organized based upon a variety of factors, including, but not limited to the reason a school was identified as focus, similarity in problem(s) of practice, similarity in the interventions being used to address problem(s) of practice, geography, and/or similarities in school population.
    b. Communities of practice plan, do, study, act cycles will occur quarterly with each Focus school participating in at least three full cycles annually (while designated as Focus schools). And, each Focus school will participate in at least one full COP cycle in the first semester of the first year of designation. (i.e. every school designated as Focus for the first time in the fall of 2013-14 will participate in at least one full COP cycle within the first semester of the that school year.)
    c. Schools will remain in relevant communities of practice until exiting Focus status, but will have the option of appealing to CORE (or a CORE-appointed committee) to join another community of practice if the school feels theirs is ineffective
    d. Schools will have the option of continued participation after exiting status
3. If a school does not exit focus status within two years, the school will, at the start of the third year, be required to partner with a reward school that has demonstrated success in raising achievement in the subgroups that led to the designation as a focus school.
    a. Focus schools will have the option of partnering with reward schools in Years1 and 2 of designation, starting in Fall 2013
    b. If not enough schools are designated as reward,, CORE will identify others that have performed well in the focus schools' area(s) of relative weakness
4. If after 4 years, a Focus School has not exited Focus status, the following district-managed turnaround principles are required (similar to interventions applied in the approved Alabama waiver application):
    a. The school will lose the autonomy to select and implement interventions to address the learning needs of students
    b. Changes in leaders and teachers may be made
    c. A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the school improvement plan is carried out to fidelity
    d. The District may intervene in the daily operations of the school

Throughout the intervention timeline, districts will aggregate and report out comments and feedback from Focus schools on specific interventions, teaching methodologies, and/or trainings that worked well, and those that did not. This data will be aggregated and best practices shared among CORE districts.

Communities of Practice

The term Community of Practice (COP) was first coined by Lave and Wenger (1991) to describe a theoretical perspective that attributes all learning to engagement in the activities of common groups of people or communities. Wenger (1998) further defined the theory as it related to COPs that involved shared goals and mutual accountability referencing COPs as a stored repertoire of discourse and action, asserting that, "communities of practice can be thought of as shared histories of learning". As of late, Wenger (2002) has documented examples of COPs being successfully used in leading organizations across a wide range of industries. Examples include Microsoft, Procter & Gamble, federal agencies, Proctor and

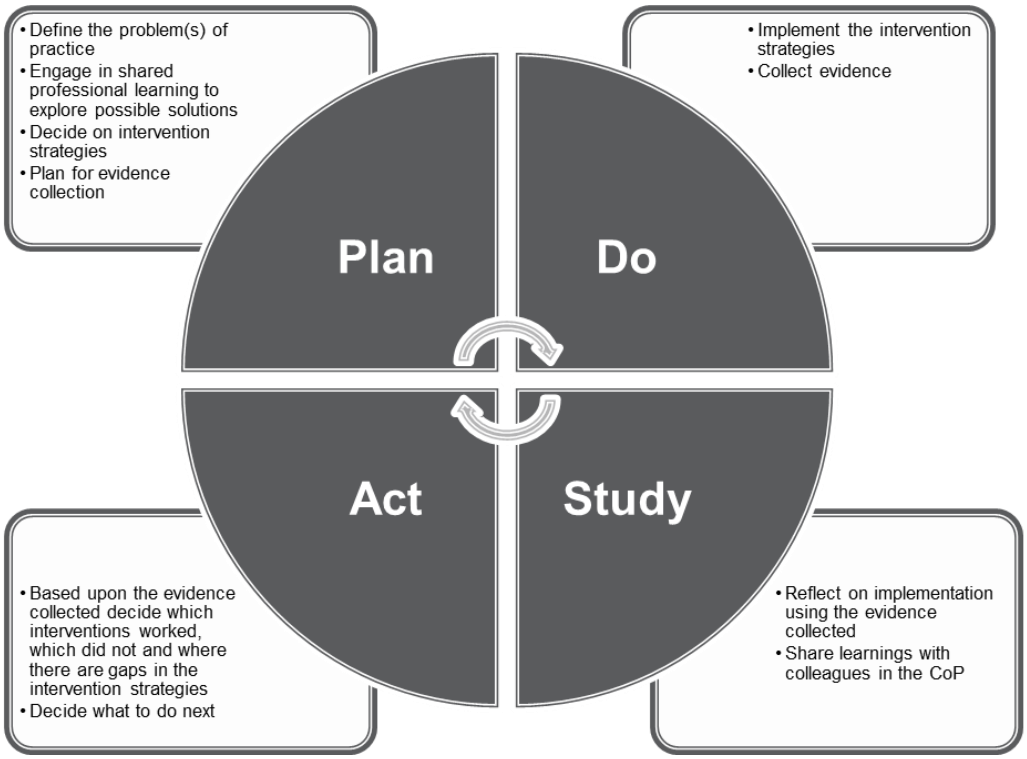
Gamble, US military branches, non-profits, school organizations and citizen groups. COPs provide practical ways to manage knowledge. Based on the research and theories of Lave, Wenger, et al., As a vehicle for developing strategic capabilities, the following characteristics helped to solidify the decision of the CORE LEAs to use COPs as a research based method to collaboratively engage schools and LEAs to implement reform strategies for changing practice, improving student learning and enhancing school and LEA culture. :

- Communities of practice enable practitioners to take collective responsibility for managing the knowledge they need, recognizing that, given the proper structure, they are in the best position to do this.
- Communities among practitioners create a direct link between learning and performance, because the same people participate in communities of practice and in teams and business units.
- Practitioners can address the tacit and dynamic aspects of knowledge creation and sharing, as well as the more explicit aspects.
- Communities are not limited by formal structures: they create connections among people across organizational and geographic boundaries.

Focus schools, and all other Title I schools that do not meet their annual School Quality Improvement Index goals, will be required to participate in quarterly plan/do/study/act cycles, facilitated by CORE and/or participating LEAs. COPs may occur within or across districts. That said, CORE districts are committed to inter-district learning. Every year there will be at least one inter-district COP focusing on one topic, where select schools and districts will participate. This inter-district COP will take place virtually and/or in person.

As described above, schools' problem(s) of practice will derive from their needs assessment, which will include a deeper analysis of several data points (quantitative and qualitative). The Communities of Practice may be organized based upon a variety of factors, including, but not limited to the reason a school was identified as focus, similarity in problems of practices, similarity in the interventions being used to address problem(s) of practice, geography, and/or similarities in school population. Following each COP gathering, all schools will be responsible for reporting key learnings and feedback gathered to their School Site Councils (as defined by CA Ed Code and documented in the Single School Plan for Student Achievement, which is annual approved by LEA superintendent and school board). Schools will then work in partnership with their School Site or Advisory Councils to review and revise improvement plans as necessary, and implement reform strategies for the remainder of the quarter before returning back to the larger COP with data to determine effectiveness and scalability. A full COP cycle will occur each quarter and a minimum of three cycles will occur each school year. Every Focus school will have completed at least one COP cycle by the end of the first semester of each school year. At the end of each school year, LEAs will be responsible for reviewing Focus school performance on the School Quality Improvement Index to ensure that COPs are resulting in improved student outcomes. The COP Feedback Loop will serve as a continuous cycle to drill deeply into the POPs for full implementation and reform ultimately resulting in increased student learning and achievement. Figure 45. reflects the Plan, Do, Study, Act (PDSA) Feedback loop design for COPS.

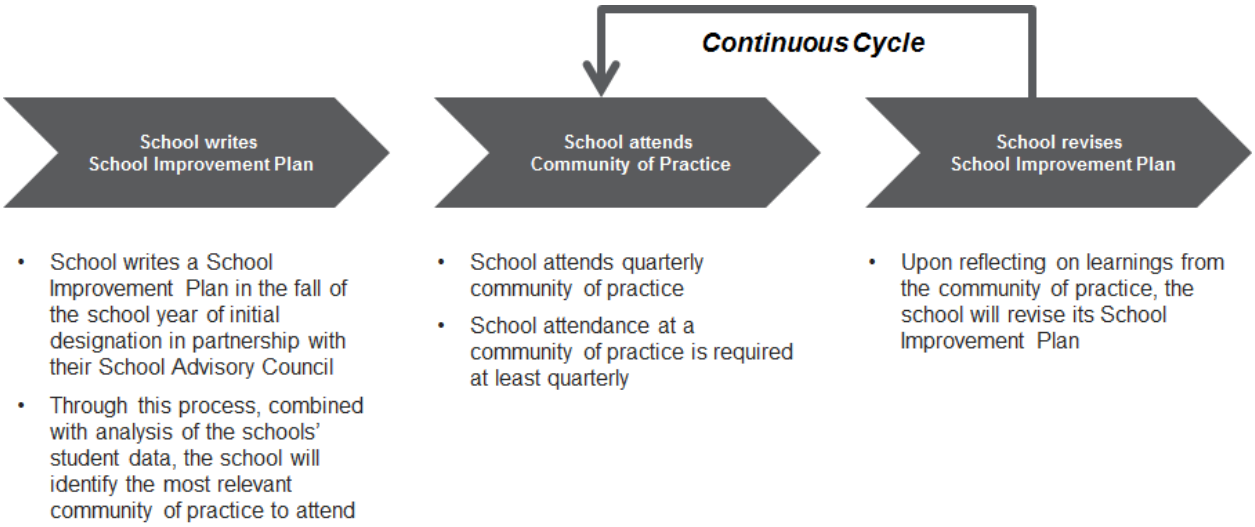
Figure 45. Community of Practice PDSA Feedback Loop



Schools that participate in COPs will cycle through the feedback loop on at least a quarterly basis. Some COPs may choose to engage in more expedited loops dependent upon the POPs.

Focus schools will be expected to link the interventions, shared learning and data analysis into their School Improvement plans by incorporating the POPs into the original development and key learnings and including scaled interventions as modification to the School Improvement Plans. Figure 46 depicts the minimum quarterly cycle of the COPs and how the intervention process links to each Focus school's School Improvement Plan.

Figure 46. Community of Practice Intervention Cycle



Focus schools may choose to participate in a school pairing in lieu of participating in a Community of Practice. All Priority schools need to be paired before offering pairing opportunities to Focus schools. Both the LEA and the Reward school need to support the pairing. Since the pairing of Reward and Focus and Priority schools is at the heart of the SQIS's process, it is important to note that Reward schools may be provided professional development and have the option to participate in a community of practice network to help Reward teachers and principals identify, name, and share the strategies that have been effective in their schools, while also considering any demographic, contextual, or resource disparities between Reward and Priority schools. The efficacy of the pairing process and the technical assistance provided will be subjected to thorough and on-going scrutiny – collecting both quantitative (e.g., dosage) and qualitative (e.g., "fit" and relationship development) data that may explain differential outcomes. If a Focus school is paired with a Reward school, they will have contact with each other at least monthly either in person, or via telephone. Principals will also contact each other on a monthly basis in person, by internet meeting, by phone and/or via email, in order to establish and maintain a productive relationship. Given the intensive nature of the pairing experience, Focus schools that participate in School Pairing may elect not to join a Community of Practice as well. School pairing will service as the primary support for Focus schools in such cases.

Since Focus schools are especially challenged by poor performance and performance disparities among specific subgroups (e.g., English learners, students with disabilities, and under-represented minority groups), the focus of pairing and subsequent intervention will be on schools and strategies that have been particularly effective at eliminating these disparities.

The CORE Board has developed a high quality plan to promote a culture of high expectations and rapid academic growth for all students, but especially spotlight the issue of traditionally underperforming subgroups. With respect to subgroups the plan includes the following:

- Phase I: Beginning in 2011-12 the Participating LEAs initiated professional development opportunities through cross-LEA collaboration sessions and a Summer Assessment Design Institute. During 2012-13, Participating LEAs began to develop CCSS-aligned instructional plans, English Language Development standards, and CORE-developed performance tasks. In August 2013, Participating LEAs will participate in a Summer Symposium Focused on aligning the CCSS

ELA standards to the new CA ELD standards and designing the best instructional delivery plans to guarantee accelerated academic language development and high levels of learning and achievement.

- Phase II: In 2012-13 the Participating LEAs began to set ELD standards aligned learning targets and developed instructional plans with special Focus on EL students and EL benchmarks and achievement indicators. This work is ongoing and will need to be resourced to support implementation. In 2012-13 Participating LEAs have also provided their staff professional development that supports scaffolding instructional plans to support students with disabilities and other traditionally low-achieving subgroups. Schools and teachers are expected to:
    1. Provide clear and articulated supports and designated services to meet the unique needs of Students with Disabilities
    2. Ensure that Individualized Educational Plans include goals that are linked to each student's grade level expectations aligned to the CCSS
- Phase III: At the start of 2013-14 all participating LEAs will fully implement CCSS in ELA and math for all students. They will also be documenting standards and associated instructional tools and pedagogical shifts that align with CCSS. This effort will require released time for staff, professional development related to the CCSS and serving the needs of all students along with the potential purchase of resources. This is a major change in instructional practice and metrics in which the Participating LEAs will be taking the vanguard, thereby providing substantive advance work that can be disseminated to new Participating LEAs over time. In 2014-15, Participating LEAs will begin to administer SBAC in ELA and math for all students (with exception of the most cognitively delayed students).

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status and a justification for the criteria selected.

Schools shall move out of Focus status by demonstrating successful and continued reduction of achievement gaps for a minimum of two consecutive years. Specifically:

As outlined in Figure 45 below, schools shall move out of Focus status by demonstrating successful and continued achievement at or beyond the "performing criteria" for a minimum of two consecutive years, reduce the number of non- proficient student in the focus subgroup(s) by 25% and achieve a graduation rate of at least 60% or raise the graduation rate by 10 percentage points.

Figure 47. Focus Schools Exit Criteria

Requirements to Exit:	Focus Schools
Proficiency	• School has reduced the number of non- proficient students by 25% in the focus subgroup(s) – Baseline is calculated using the year of data during which a school is designated – This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards
+ Graduation	**For high schools identified as Focus Schools with a persistent graduation rate of <60% (none currently and n/a given CORE's definition of Priority)** • Graduation rate must reach at least 60% OR • Graduation rate must grow by 10 percentage points • Schools will be held to the goal that requires the greatest amount of growth in graduation rate – Baseline is calculated using the year of data during which a school is designated – The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012 – We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013
+ AMOs	**AND (Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)** • Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan (SIP). The school will continue to implement any incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.

Following focus status exit, schools must continue to monitor, maintain improved performance and publically report on subgroup performance.

Focus Schools must make significant progress toward closing large within-school achievement gaps and/or improving performance of their lowest performing subgroup, and meet their school Quality Improvement Goal, before exiting focus school status.

Focus Schools Interventions and Exit Criteria

Intervention first steps

- Schools will be will be provided data analysis from Gardner Center, highlighting reasons for designation
- Focus schools will complete needs self-assessment and work with school advisory councils (which will include key stakeholders) to develop 2-year improvement plan
- Beginning in Fall 2013, and every Fall there after, focus schools will join appropriate communities of practice, which will convene at least quarterly to address specific needs
  - Schools will stay in the same communities of practice until exiting Focus status, but will have the option of appealing to CORE to join another community of practice if the school feels theirs is ineffective
- In years 1 & 2 of designation, focus schools will have the option to pair with peer reward schools that have demonstrated excellence in closing achievement gaps, or in improving results for traditionally underserved subgroups to assist in developing improvement plan

Intervention subsequent steps, if necessary

- If a focus school has not exited status by the end of Year 2, the school will be required to partner with a reward school at the start of Year 3
  - If not enough schools are designated as reward, CORE will identify others that have performed well in the focus schools' area(s) of relative weakness
- If a focus school has not exited status by the end of Year 4, the following district-managed turnaround principles are required (from the Alabama waiver):
  - The school will lose the autonomy to select and implement interventions to address the learning needs of students
  - Changes in leaders and teachers may be made
  - A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the school improvement plan is carried out to fidelity
  - The District may intervene in the daily operations of the school

Requirements to exit

- **School has reduced the number of non-proficient students by 25% in the focus subgroup(s)**
  - Baseline is calculated using the year of data during which a school is designated
  - This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards

For high schools identified as Focus Schools with a persistent graduation rate of <60% (none currently and n/a given CORE's definition of Priority)

- Graduation rate must reach at least 60% OR
- Graduation rate must grow by 10 percentage points
- Schools will be held to the goal that requires the greatest amount of growth in graduation rate
  - Baseline is calculated using the year of data during which a school is designated
  - The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012
  - We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013

(Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)

- Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

After exiting status

- Schools must continue to monitor and publically report these groups' performance following exit from status
- Schools that exit status and maintain improved performance will be given the opportunity to act in a peer reviewer capacity for other focus schools

Focus schools that exit and maintain improved performance may be given the opportunity to act as a peer reviewer for other Focus schools. CORE and the Participating LEAs believe that this opportunity, thoughtfully implemented, can be extremely powerful and effective. It makes use of school leaders and teachers who have done "the work" of reforming an underperforming school. And it is likely that these schools may be demographically similar to new Priority schools – therefore, making the reforms more transferable and relevant to schools entering the process. We are aware that this type of pairing could be premature, might dilute human resources at the recently exited Priority schools and thereby erode the progress still underway. For this reason, such an assignment would be carefully reviewed by the superintendent(s) involved and the CORE team.

Schools that do not make adequate progress on their School Quality Improvement Goals

Focus schools that do not demonstrate adequate progress (either by reaching 90 points or meeting their 2-year or 4-year goals) will be required by their LEA to engage in more intensive interventions, up to and including conversion to charter or closure.

The rationale for using school pairing as an intervention approach is explained above under priority school rationale. Other aspects of the intervention strategy are also explained. However, Focus schools are uniquely charged with reducing performance disparities which may require greater granularity in the reform process to ensure that all student groups are progressing and teachers and principals have the resources necessary to achieve their School Improvement Plans. As a result, every effort will be made to pair reward schools that have significant, comparable and prospering subgroups to those of the focus school.

Table 10: Reward, Priority, and Focus Schools

Provide the SEA's list of Reward, Priority, and Focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a Reward, Priority, or Focus school.

TABLE 10: REWARD, PRIORITY, AND FOCUS SCHOOLS (Appendix E-9)
Total # of Title I schools in the Participating LEAs (State): _910[47]___

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Ahwahnee Middle	061455001704				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Ann B. Leavenworth	061455003019				G: Low Achieving Subgroup	Yes
Fresno Unified	Calwa Elementary	061455001713				G: Low Achieving Subgroup	Yes
Fresno Unified	Columbia Elementary	061455001716				G: Low Achieving Subgroup	Yes
Fresno Unified	Cooper Middle	061455001717	B: High-progress school				
Fresno Unified	Deborah A. Williams Elementary	061455011895				G: Low Achieving Subgroup	Yes

[47] 970 schools were included in the originally approached request. Out of those schools, 60 were from Sacramento City Unfied School District, which is no longer part of the CORE Waiver, leaving 910 from the originally approved request.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Edison High	061455001723				F: Within-School Gap	(newly identified)
Fresno Unified	Elizabeth Terronez Middle	061455004484				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Fort Miller Middle	061455001731				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Heaton Elementary	061455001735				G: Low Achieving Subgroup	Yes
Fresno Unified	Holland Elementary	061455001738	B: High-progress school				
Fresno Unified	Homan Elementary	061455001739				G: Low Achieving Subgroup	Yes
Fresno Unified	Jackson Elementary	061455001741				G: Low Achieving Subgroup	Yes
Fresno Unified	King Elementary	061455001743				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Kings Canyon Middle	061455001744	B: High-progress school				
Fresno Unified	Lawless Elementary	061455007720				G: Low Achieving Subgroup	Yes
Fresno Unified	McLane High	061455001754				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Norseman Elementary	061455001756				G: Low Achieving Subgroup	Yes
Fresno Unified	Roosevelt High	061455001762				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Scandinavia n Middle	061455001764				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Sequoia Middle	061455001765		C: Lowest 5%	(newly identified)		
Fresno Unified	Slater Elementary	061455001767				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Sunnyside High	061455007963				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Susan B. Anthony Elementary	061455003007				G: Low Achieving Subgroup	Yes
Fresno Unified	Tehipite Middle	061455001770	B: High-progress school				
Fresno Unified	Tioga Middle	061455001773	B: High-progress school				
Fresno Unified	Turner Elementary	061455001774				G: Low Achieving Subgroup	Yes
Fresno Unified	Vang Pao Elementary	061455012411	B: High-progress school				
Fresno Unified	Wawona Middle	061455001777				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Webster Elementary	061455001778	B: High-progress school	E: SIG (exit priority)	Yes		
Fresno Unified	Winchell Elementary	061455001780				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Yosemite Middle	061455001783		E: SIG	Yes		
Long Beach Unified	Burcham K-8	062250002703				G: Low Achieving Subgroup	Yes
Long Beach Unified	Franklin Classical Middle	062250002713	B: High-progress school				
Long Beach Unified	Harte Elementary	062250002720				G: Low Achieving Subgroup	Yes
Long Beach Unified	Jefferson Leadership Academies	062250002727	B: High-progress school			G: Low Achieving Subgroup	Yes
Long Beach Unified	Lindbergh Middle	062250002736	B: High-progress school				
Los Angeles Unified	Academy of Environmental & Social Policy	062271012733				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Albion Street Elementary	062271002803	B: High-progress school				
Los Angeles Unified	Alexander Hamilton Senior High	062271003064				F: Within-School Gap	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Alexandria Avenue Elementary	062271002805				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Alta California Elementary	062271012806				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ann Street Elementary	062271002817	B: High-progress school				
Los Angeles Unified	Arleta High	062271011652				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Arroyo Seco Museum Science	062271008888	A: Highest-performing school				
Los Angeles Unified	Barack Obama Global Preparation Academy	062271012771		C: Lowest 5%	(newly identified)		
Los Angeles Unified	Bell Senior High	062271002844				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Belmont Senior High	062271007751		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Benjamin Franklin Senior High	062271003021				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Bret Harte Preparatory Middle	062271003073		C: Lowest 5%	Yes		
Los Angeles Unified	Bridge Street Elementary	062271002864				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Broad Avenue Elementary	062271002865	B: High-progress school				
Los Angeles Unified	Bushnell Way Elementary	062271002877				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Carson-Gore Academy of Enviornmental Stu	062271012721				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Castelar Street Elementary	062271002903	A: Highest-performing school			G: Low Achieving Subgroup (focus exit)	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Charles Drew Middle	062271002966		E: SIG	Yes		
Los Angeles Unified	Chatsworth Senior High	062271002916				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Chester W. Nimitz Middle	062271003216				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Cimarron Avenue Elementary	062271002920	B: High-progress school				
Los Angeles Unified	City Terrace Elementary	062271002921	B: High-progress school				
Los Angeles Unified	Coliseum Street Elementary	062271002930				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Columbus Avenue	062271010527				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Crenshaw Senior High	062271002941		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	David Starr Jordan Senior High	062271003109		C: Lowest 5% D: Grad rate <60%	Yes		
Los Angeles Unified	Delevan Drive Elementary	062271002954	A: Highest-performing school				
Los Angeles Unified	Dolores Huerta Elementary	062271012688	B: High-progress school				
Los Angeles Unified	Dominguez Elementary	062271002963	B: High-progress school				
Los Angeles Unified	Downtown Business High	062271007757	A: Highest-performing school				
Los Angeles Unified	Dr. James Edward Jones Primary Center	062271012223	B: High-progress school				
Los Angeles Unified	East Los Angeles Performing Arts Academy	062271012787				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	East Los Angeles Renaissance Academy at	062271012657				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	East Valley Senior High	062271011651		E: SIG	Yes		
Los Angeles Unified	Edwin Markham Middle	062271003168	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Ellen Ochoa Learning Center	062271008510				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Engineering and Technology Academy at Es	062271012819				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ernest Lawrence Middle	062271003128				F: Within-School Gap	Yes
Los Angeles Unified	Esperanza Elementary	062271000451				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Euclid Avenue Elementary	062271002993				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fairfax Senior High	062271002998				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fifty-Ninth Street Elementary	062271003004				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Florence Avenue Elementary	062271003013	B: High-progress school				
Los Angeles Unified	Florence Griffith Joyner Elementary	062271003244		E: SIG	Yes		
Los Angeles Unified	Gardena Senior High	062271003034		E: SIG	Yes		
Los Angeles Unified	Garza (Carmen Lomas) Primary Center	062271010873	A: Highest-performing school				
Los Angeles Unified	Gaspar De Portola Middle	062271003289				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	George K. Porter Middle	062271003287				F: Within-School Gap	Yes
Los Angeles Unified	George Washington Carver Middle	062271002902		E: SIG	Yes		
Los Angeles Unified	George Washington Preparatory High	062271003444		E: SIG	Yes		
Los Angeles Unified	Glen Alta Elementary	062271003044				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Graham Elementary	062271003048				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Grover Cleveland High	062271002923				F: Within-School Gap	Yes
Los Angeles Unified	Harbor Teacher Preparation Academy	062271010844	A: Highest-performing school				
Los Angeles Unified	Hart Street Elementary	062271003072				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Henry T. Gage Middle	062271003030		E: SIG	Yes		
Los Angeles Unified	Hillcrest Drive Elementary	062271003084	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Hollenbeck Middle	062271003087		C: Lowest 5%	Yes		
Los Angeles Unified	Hollywood Senior High	062271003088				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Horace Mann Junior High	062271003162		C: Lowest 5%	Yes		
Los Angeles Unified	Humanitas Academy of Art and Technology	062271012711				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	James A. Garfield Senior High	062271003037				G: Low Achieving Subgroup	Yes
Los Angeles Unified	James Monroe High	062271003193				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	John Adams Middle	062271002800				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John C. Fremont Senior High	062271003023		C: Lowest 5% D: Grad rate <60%	Yes		
Los Angeles Unified	John Marshall Senior High	062271003171				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John Muir Middle	062271003204		E: SIG	Yes		
Los Angeles Unified	Johnnie Cochran, Jr., Middle	062271003202		C: Lowest 5%	Yes		
Los Angeles Unified	Kester Avenue Elementary	062271003115	A: Highest-performing school				
Los Angeles Unified	King/Drew Medical Magnet High	062271009150	A: Highest-performing school				
Los Angeles Unified	Kingsley Elementary	062271010885				G: Low Achieving Subgroup (focus exit)	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Latona Avenue Elementary	062271003126				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Lexington Avenue Primary Center	062271011619	B: High-progress school				
Los Angeles Unified	Lillian Street Elementary	062271003137				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Limerick Avenue Elementary	062271003138				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Los Angeles Teachers Preparatory Academy	062271012335		C: Lowest 5%	Yes		
Los Angeles Unified	Magnolia Avenue Elementary	062271003157	B: High-progress school			G: Low Achieving Subgroup (focus exit)	Yes
Los Angeles Unified	Manhattan Place Elementary	062271003161	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Manual Arts Senior High	062271003163		E: SIG	Yes		
Los Angeles Unified	Mary McLeod Bethune Middle	062271002856				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Math, Science, & Technology Magnet Acade	062271012791	A: Highest-performing school				
Los Angeles Unified	Mayall Street Elementary	062271003174	A: Highest-performing school				
Los Angeles Unified	Mayberry Street Elementary	062271003175				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Maywood Academy High	062271010889		E: SIG	Yes		
Los Angeles Unified	McKinley Avenue Elementary	062271003177				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Meyler Street Elementary	062271003182				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mid-City's Prescott School of Enriched S	062271002823	B: High-progress school				
Los Angeles Unified	Miramonte Elementary	062271003188				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mountain View Elementary	062271003199	A: Highest-performin g school				
Los Angeles Unified	Nathaniel Narbonne Senior High	062271003209				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Nevin Avenue Elementary	062271003212	B: High-progress school				
Los Angeles Unified	Nora Sterry Elementary	062271003371	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	North Hollywood Senior High	062271003230				F: Within-School Gap	Yes
Los Angeles Unified	One Hundred Ninth Street Elementary	062271003243				G: Low Achieving Subgroup	Yes
Los Angeles Unified	One Hundred Twelfth Street Elementary	062271003250				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Orchard Academies 2B	062271012825				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Orchard Academies 2C	062271012779	B: High-progress school				
Los Angeles Unified	Pacoima Middle	062271003263				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Palms Elementary	062271003266	B: High-progress school				
Los Angeles Unified	Panorama City Elementary	062271010884				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Playa del Rey Elementary	062271003283	B: High-progress school				
Los Angeles Unified	Quincy Jones Elementary	062271012667	B: High-progress school				
Los Angeles Unified	Ralph Waldo Emerson Middle	062271002987				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Rio Vista Elementary	062271003309	B: High-progress school				
Los Angeles Unified	Robert Hill Lane Elementary	062271003122	B: High-progress school				
Los Angeles Unified	Robert Louis Stevenson Middle	062271003372		E: SIG	Yes		
Los Angeles Unified	Rudecinda Sepulveda Dodson Middle	062271002960				F: Within-School Gap	Yes
Los Angeles Unified	Samuel Gompers Middle	062271003047		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	San Fernando Senior High	062271003325				G: Low Achieving Subgroup	Yes
Los Angeles Unified	San Jose Street Elementary	062271003328	B: High-progress school				
Los Angeles Unified	San Pedro Senior High	062271003330				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School for the Visual Arts and Humanities	062271012370				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School of Communications, New Media and	062271003315				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Selma Avenue Elementary	062271003339	B: High-progress school				
Los Angeles Unified	Sharp Avenue Elementary	062271003347	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Sixty-Eighth Street Elementary	062271003357				G: Low Achieving Subgroup	Yes
Los Angeles Unified	South East High	062271010888		E: SIG	Yes		
Los Angeles Unified	South Gate Middle	062271003363				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Southeast Middle	062271010860				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Stoner Avenue Elementary	062271003375	B: High-progress school				
Los Angeles Unified	Sun Valley High	062271012520				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Sun Valley Middle	062271003378				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Susan Miller Dorsey Senior High	062271002965				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Sylmar Senior High	062271003385				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Tarzana Elementary	062271003390				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Thirty-Second Street USC Performing Arts	062271003395	B: High-progress school				
Los Angeles Unified	Thomas Jefferson Senior High	062271003106		E: SIG	Yes		
Los Angeles Unified	Twenty-Fourth Street Elementary	062271003410				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Ulysses S. Grant Senior High	062271003052				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Union Avenue Elementary	062271003412				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Utah Street Elementary	062271003414				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valerio Street Elementary	062271003415				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valley Alternative Magnet	062271003416	B: High-progress school				
Los Angeles Unified	Van Nuys Senior High	062271003424				F: Within-School Gap	Yes
Los Angeles Unified	Vanalden Avenue Elementary	062271003425	B: High-progress school				
Los Angeles Unified	Venice Senior High	062271003429				F: Within-School Gap	Yes
Los Angeles Unified	Virginia Road Elementary	062271003440				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Washington Irving Middle	062271003102				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	West Adams Preparatory High	062271012114				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Westminster Avenue Elementary	062271003457	B: High-progress school				
Los Angeles Unified	William Jefferson Clinton Middle	062271011649		E: SIG	Yes		
Los Angeles Unified	Woodcrest Elementary	062271003471		C: Lowest 5%	Yes		
Los Angeles Unified	Woodland Hills Academy	062271003271				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Woodrow Wilson Senior High	062271003466				G: Low Achieving Subgroup	Yes
Oakland Unified	Alliance Academy	062805012027		E: SIG	Yes		
Oakland Unified	Bret Harte Middle	062805004242				G: Low Achieving Subgroup	Yes
Oakland Unified	Castlemont High	062805012992		C: Lowest 5%	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	East Oakland Pride Elementary	062805012059				G: Low Achieving Subgroup	Yes
Oakland Unified	Elmhurst Community Prep	062805011961		E: SIG	Yes		
Oakland Unified	Fremont High	062805013062		C: Lowest 5%	Yes		
Oakland Unified	Frick Middle	062805004263				G: Low Achieving Subgroup	Yes
Oakland Unified	Fruitvale Elementary	062805004264				G: Low Achieving Subgroup	Yes
Oakland Unified	Lafayette Elementary	062805004285				G: Low Achieving Subgroup	Yes
Oakland Unified	McClymonds High	062805011555				G: Low Achieving Subgroup	Yes
Oakland Unified	Oakland High	062805004304				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	Oakland International High	062805012049		C: Lowest 5%	(newly identified)		
Oakland Unified	Parker Elementary	062805004306	A: Highest-performing school				
Oakland Unified	Reach Academy	062805011556		C: Lowest 5%	Yes		
Oakland Unified	ROOTS International Academy	062805011907		E: SIG	Yes		
Oakland Unified	United for Success Academy	062805011909		E: SIG	Yes		
Oakland Unified	West Oakland Middle	062805012048		C: Lowest 5%	Yes		
San Francisco Unified	Bryant Elementary	063441005592		E: SIG	Yes		
San Francisco Unified	Buena Vista/ Horace Mann K-8	063441005626		E: SIG (exit priority)	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Carver (George Washington) Elementary	063441005616		E: SIG	Yes		
San Francisco Unified	Chavez (Cesar) Elementary	063441005623		E: SIG	Yes		
San Francisco Unified	Chin (John Yehall) Elementary	063441005369	A: Highest-performin g school B: High-progress school				
San Francisco Unified	Cleveland Elementary	063441005597	B: High-progress school				
San Francisco Unified	El Dorado Elementary	063441005605				G: Low Achieving Subgroup	Yes
San Francisco Unified	Everett Middle	063441007842	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Fairmount Elementary	063441005607	B: High-progress school				
San Francisco Unified	Francisco Middle	063441005610				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Hillcrest Elementary	063441005625				G: Low Achieving Subgroup	Yes
San Francisco Unified	Hoover (Herbert) Middle	063441005624				G: Low Achieving Subgroup	(newly identified)
San Francisco Unified	King Jr. (Martin Luther) Academic Middle	063441005655				G: Low Achieving Subgroup	Yes
San Francisco Unified	Lau (Gordon J.) Elementary	063441005599	A: Highest-performing school				
San Francisco Unified	Longfellow Elementary	063441005641				G: Low Achieving Subgroup	Yes
San Francisco Unified	Mission Education Center	063441005649		C: Lowest 5%	(newly identified)		
San Francisco Unified	Mission High	063441005650		E: SIG	Yes		
San Francisco Unified	Muir (John) Elementary	063441005633		E: SIG	Yes		
San Francisco Unified	O'Connell (John) High	063441007350		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Parks (Rosa) Elementary	063441005658	B: High-progress school				
San Francisco Unified	Revere (Paul) Elementary	063441005654	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Sutro Elementary	063441005674	A: Highest-performing school				
San Francisco Unified	Tenderloin Community	063441007732				G: Low Achieving Subgroup	Yes
San Francisco Unified	Visitacion Valley Middle	063441005678				G: Low Achieving Subgroup	Yes
Sanger Unified	Centerville Elementary	063525005968	A: Highest-performing school				
Sanger Unified	Jefferson Elementary	063525005972	A: Highest-performing school B: High-progress school				
Sanger Unified	Lincoln Elementary	063525005975	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Santa Ana Unified	Adams Elementary	063531005981	B: High-progress school				
Santa Ana Unified	Middle College High	063531007197	A: Highest-performing school				
Santa Ana Unified	Walker Elementary	063531002346	B: High-progress school				
Santa Ana Unified	Willard Intermediate	063531006013		C: Lowest 5%	Yes		

Key

Reward School Criteria: (67 Designated)

A. Highest-performing school (18 Schools)

B. High-progress school (51 Schools)

Priority School Criteria: (46 Required, 47 Designated in 2013-14,[48] 4 newly identified)

C. Among the lowest five percent of Title I schools across participating districts based on the proficiency and lack of progress of the "all students" group - as demonstrated by

a. 2013-14 Designations: being in the lowest 5% across participating districts for 2012, 2011; lowest 10% for 2010 (13 Schools, including 2 with graduation rates less than 60% over 3 years)

b. 2014-15 Additions: being in the lowest 5% across participating districts for 2013, 2012; lowest 10% for 2011 (4 Schools)

D. Title I-participating high school with graduation rates less than 60% over 3 years (2 Schools, both of which qualify for a C designation)

E. Tier I or Tier II SIG school implementing a school intervention model (34 Schools with 4 meeting exit criteria)

Focus School Criteria: (91 Required, 100 Designated in 2013-14, 20 newly identified)

F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate – as demonstrated by

a. 2013-14 Designations: being the 5% in terms of achievement gap width for 2012, 2011, and 2010 (8 Schools)

b. 2014-15 Additions: being the 5% in terms of achievement gap width for 2013, 2012, and 2011 (1 School)

G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate – as defined by

a. 2013-14 Designations: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2010 to 2012 (92 schools with 3 meeting exit criteria)

b. 2014-15 Additions: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2011 to 2013 (19 schools)

[48] One Priority school identified in SY 2013-14 closed and is not included in this count. Four schools exited Priority and are included in the count of 47 schools.

2.F Provide Incentives and Supports for other Title I Schools

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Participating LEAs' Title I schools that are not designated as Priority or Focus schools and have not met their School Quality Improvement Goals will be required to participate in intervention activities similar to Focus schools. These schools will be identified through the School Quality Improvement System in that they will not have met their School Quality Improvement Goal. Figure 48. below provides a timeline of the annual AMO metrics used for calculation and determination of interventions for 2012-13 through the 2016-17 school years. During the 2012-13 and 2013-14 years, non-designated Title one schools must meet their California API target and graduation rate target (for high schools) to avoid mandatory interventions. In the event that schools do not meet their annual CA API growth or graduation rate target and are in the bottom 30% of the CA API scores for the state, the school shall join a Community of Practice as defined in Table 1. Escalating Interventions. Given that there were no new state tests with student results in 2013-14, schools that were identified in Fall 2013 based upon missing their AMOs will continue to participate in Communities of Practice in 2014-15, removing schools that met the interim AMO using the 2012-13 API and graduation data. Schools that did not meet the AMO for the first time when analyzed in Summer 2014 (based upon being in the bottom 30% of 2013 API and missing their state API and/or graduation target in 2013) will be in year 1 of missing their AMO in 2014-15. If such schools miss the interim AMO again using end of year 2014-15 SQII results (e.g., performing in the bottom 30% in SQII scores), these schools will enter Communities of Practice starting in 2015-16. "Other Title I Schools" that are participating in Communities of Practice and other escalating interventions will be called "other support schools."

Figure 48. Annual Calculation of CORE AMOs and Use in Determination of Interventions in "Other Support Schools" Until Full AMO Implementation

	2012-13	2013-14	2014-15	2015-16	2016-17
CORE AMO Development			• Baseline year for CORE School Quality Improvement Index • School Quality Improvement Goal determined for each school		• First year of determination of progress against the School Quality Improvement Goal (2-year progress based off of 2014-15.
Interim CORE AMO	• Status on API and graduation rate target drive interventions for "Other Title I Schools" in 2013-14 SY • Interventions in "Other Title I Schools" for those in the bottom 30% on the API that are not Priority or Focus	• Status on API and graduation rate target drive interventions for "Other Title I Schools" in 2014-15 SY • Interventions in "Other Title I Schools" for those in the bottom 30% on the API that are not Priority or Focus and that missed the AMO in 2012-13 & 2013-14	• CORE School Quality Improvement Index used to set AMO (bottom 30%) • Interventions in "Other Title I Schools" next year for schools missing the AMO in 2013-14 & 2014-15 that are not Priority or Focus Schools	• CORE School Quality Improvement Index used to set AMO (bottom 30%) • Interventions in "Other Title I Schools" next year for schools missing the AMO in 2014-15 & 2015-16 that are not Priority or Focus Schools	• Full AMO goal in effect • Interventions in "Other Title I Schools" next year for schools missing the AMO in 2015-16 & 2016-17 that are not Priority or Focus Schools

Schools will write to progress on California AMOs in the school improvement plans

Beginning in 2015-16 schools will be accountable to the full School Quality Improvement Index such as not achieving their two- or four-year growth targets, not reaching 90 points on the accountability framework or languishing for up to six years. These schools will engage primarily with their LEA to determine appropriate supports/interventions, but may request technical assistance from another participating LEA and will be required to be paired for coaching with a Reward school after failing to meet goals for four years. All Participating LEAs have access to cross-district collaboration and CORE sponsored capacity building initiatives.

All Title I Schools that do not meet their School Quality Improvement Goals beginning in 2014-15 are required to participate in the following intervention timeline and activities:

- After 2 years: will be required to join a Community of Practice focused on the area highlighted on the schools' accountability score card as most in need of improvement
- After 4 years: (1) Schools that did not meet their either their 2 or 4 year School Quality Improvement Goal will be required to enter into a peer pairing and (2) Schools that did meet their 2 year School Quality Improvement Goal but not their 4 year goal will be required to join a Community Of Practice
- After 6 years of not meeting the School Quality Improvement Goal, the LEA-managed turnaround principles are required (same as for Focus Schools)

Since it is likely that these underperforming Title I schools will have achievement gaps between English learners, students with disabilities, low-income and different ethnic and racial groups, it would be most appropriate for them to align with the work of Focus schools which are working to

overcome these same challenges. They will have access to the professional development provided to Focus schools. Being part of a community of practice focused on these same issues is a powerful approach to changing attitudes, beliefs and practices about the capacity of these student groups. They will also be utilizing the School Quality Improvement Goals as their accountability framework which is 60% weighted to addressing the achievement of subgroups and reducing the achievement gap. This also means that school performance status and principal/teacher evaluations will be focused on these issues to a significant degree. And, to hone their focus on continuous improvement it is recommended that they implement a needs assessment process. The process may be similar to a School Quality Review or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Based on a school's identified area for growth as well the indicators the caused the school to require interventions will determine at which level of placement on the escalation of interventions table below.

Table 11. Escalation of Interventions Table

Category	Detailed Actions
1. Develop school improvement plan and participate in communities of practice	• Create school improvement plan which addresses reason school did not make target, review suggested resources • Participate in community of practice • Revise and implement plan with LEA approval
2. Pair with collaborative partner school	• Develop improvement plan and participate in school partnership program with collaborative partner school
3. Complete 7 turnaround principles	• Undertake turnaround principles after 6 years of not meeting the AMOs • LEA approves the school interventions to be applied in support of the turnaround principles

Additionally, Title I schools that fail to meet their CA AMOs and or their School Quality Improvement System growth goal will be required help inform appropriate interventions and shall indicate so in its annual Single School Plan for Student Achievement (SPSA) by adding the Status and Interventions form and answering template questions provided by CORE staff to participating LEA. A template to indicate AMO achievement and questions for 2013-14 SSPs are as follows:

CA State AMO and School Quality Improvement Goal		
School:		
LEA:		
Year:		

Current Year AMOs	Yes	No
Did the school meet this year's API growth target? (CA AMO)		
Did the school meet this year's achievement target? (CA AMO)		
Did the schoool meet the graduation rate target? (if applicable)		
Did the school meet this year's School Quality Improvement Goal?		

Prior Year AMOs	Yes	No
Did the school meet this year's API growth target? (CA AMO)		
Did the school meet this year's achievement target? (CA AMO)		
Did the schoool meet the graduation rate target? (if applicable)		
Did the school meet this year's School Quality Improvement Goal?		

1. Based on analysis of the CA AMOs, graduation rates and School Quality Improvement System, which subgroups and content areas will the school target for improved achievement in the 2013-14 school year?
2. Are there existing goals within the SPSA addressing the target areas for improved academic achievement identified in the Status and Intervention form?
   a. If so, please indicate where those goals are found.
   b. If not, please list goals to address the target areas for improved academic achievement identified in the Status and Intervention form.
3. Are there existing interventions planned to address the target areas for improved academic achievement linked to the goals related to the Status and Intervention form?
   a. If so, please indicate where those interventions are found.
   b. If not, please list superintendent (or designee) approved intervention plans to address the target areas for improved academic achievement identified in the Status and Intervention form.
4. What indicators will be used to measure success of the applied interventions?

Specific opportunities for "other underperforming Title I schools are as follows:

- LEAs will use existing data management systems to collect data on all aspects of the Academic, Social/Emotional, and Culture/Climate domains
- CORE will facilitate a partnership with the Gardner Center to analyze data and identify schools not included in Reward-Focus-Priority School Identification System, but which are in need of additional support
    - Additionally, schools will use progress against State AMOs to inform self-assessment

and any needed interventions

- CORE will facilitate professional development and external expert partnerships in order to engage districts and schools in shared learning and collaboration through convenings, shared resources, online engagement, and webinars *(mandatory if schools miss School Quality Improvement Goals)*
- Schools that are not captured under the Reward designation, but which have shown strong gains in subgroup achievement, will be publically recognized and offered the opportunity to share best practices through this channel
- Data will be analyzed for themes to focus on improvement twice yearly with the goal of offering at least two professional development or collaboration sessions per semester
- At least one session per year will focus on improving proficiency among the EL and students with disabilities subgroups
- CORE recommends the use of a robust needs assessment process, which may be similar to the School Quality Review approach, as a strategy for all school to focus on continuous improvement: *(mandatory if schools miss School Quality Improvement Goals)*

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority and Focus schools;

ii. ensuring sufficient support for implementation of interventions in Priority schools, Focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their Priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As a collaborative endeavor, the Participating LEAs have and will sign formal MOUs that clearly spell out the agreements and accountability of all partners. Among those commitments is the agreement to build LEA and school capacity to improve student learning, particularly in priority and focus schools, by Focusing on shared accountability and the use of student achievement data to inform instructional and curricular decision making as well as teacher and administrator supervision and evaluation systems for continuous instructional improvement.

Participating LEAs are committed to developing communities of practice and aligning professional development initiatives with CCSS, performance task assessment methods (SBAC), improved instructional delivery and college- and career-readiness strategies – such as developing student social-emotional skills. CORE is committed to supporting Participating LEAs in leadership capacity building, professional development, and continuous improvement initiatives linked to the CORE accountability system and transitional plans referenced in this application.

The following figures detail some of the specific commitments and timelines that will govern the peer review and partnership component of the CORE Waiver.

Participating LEAs will participate in a peer partnership program to ensure timely and effective implementation of waiver principles.

Figure 49. Peer Review Structure

Activities monitored or completed through LEA peer review and partnerships

Participating districts, as part of the LEA peer reviewing and partnership program will:

- Ensure that their partner LEA's are implementing CCSS in classrooms by 2014-2015, and complete all preparatory activities as outlined in the High Quality Plan tables for Principle 1, including:
  - Developing CCSS-aligned instructional plans and instructional materials
  - Developing and implementing CCSS professional development for all teachers
- Monitor interventions in schools in their partner LEA through school peer pairing program effectiveness by:
  - Ensuring strategic school pairings so that schools are paired on the relative strengths and areas in need of improvement
  - Ensuring reward schools fulfill responsibilities related to mentoring priority and focus schools
  - Ensuring that all other Title 1 schools engaging in school peer pairings fulfill their agreed upon responsibilities
  - Ensuring that priority and focus schools conduct needs assessments through the School Quality Review and implement interventions in a timely manner
- Ensure that their partner LEA meets key educator evaluation system development milestones in 2013-2014; pilots in 2014-2015; and implements in 2015-2016 educator evaluation systems that include the principles agreed upon as part of the Waiver MOU, and participate in all necessary activities related to implementing this evaluation system as described in the High Quality Plan tables for Principle 3

If a peer LEA falls out of compliance with the requirements of the MOU, it is the responsibility of the peer LEA to notify the LEA and CORE of the noncompliance

Figure 50. Peer Review Structure

CORE will provide central guidance for district peer, school partnerships, and individual school actions

CORE Oversight

- CORE staff will organize regular meetings to check in with and support LEAs in implementation of the waiver plan, including CCSS, teacher and principal evaluation system, and peer partnership responsibilities
- CORE will collect any necessary information from LEAs and is responsible for communicating with USED
- CORE staff, plus district FTEs on secondment, will train LEAs and schools on how to be a successful partner within the district peer or school partnership relationships

District Peer Accountability

- LEAs engage in peer review processes periodically to review implementation of CCSS and teacher and principal evaluation systems
  - Between CORE-facilitated meetings, LEAs could be responsible for meeting with a peer LEA to discuss progress on CCSS implementation or against AMOs, for example

School Partnership

- Reward schools work closely with priority and focus schools at least on a monthly basis to support priority and focus schools' implementation of their school plan for improvement
- If priority or focus schools are not following their plan, it is the responsibility of the reward school to notify the LEA which will notify CORE

Individual School Actions

- Priority and focus schools are required to implement the interventions as described in the waiver

Rigor of the Peer Support Process

As noted above, the peer support and technical assistance process begins with a comprehensive needs assessment process, or utilization of a recently completed needs assessment. The process may be similar to a School Quality Review or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Priority schools will share their needs assessment with their partner school. Focus schools will share relevant portions of their needs assessment within their CoPs, and/or with their paired school. It includes a self-assessment which includes a broad cross section of local stakeholders including students, parents, teachers, and interested community members (e.g., businesses, faith community, etc.). This is followed by a thorough initial partnership building experience with school's partner Reward school that has been carefully chosen by the CORE staff and seconded LEA staff to ensure that the Reward school is able to provide meaningful support to the Focus or Priority schools based on demographics, community characteristics (e.g., urban or rural), and presenting issues (e.g., academic, social-emotional, climate and culture, etc.). Once the pairing is complete, the Reward school is responsible for meeting with their Focus or Priority counterpart at least once per month in an intensive manner.

Figure 50 above clarifies the role of the CORE staff and the LEAs in providing central guidance for district and school peer partnerships and individual school activities to ensure implementation with fidelity. CORE staff will continue to organize regular meetings of LEAs to monitor and support the implementation of the Waiver plan, including CCSS implementation, the teacher and principal evaluation system and the peer partnerships between Reward schools and their Focus and Priority counterparts. The Participating LEAs are deeply committed to these partnerships and to creating mutual accountability among all members.

When there are implementation challenges that are identified at the partnership level, CORE will conduct fact finding efforts, identify the barriers to implementation and any potential solutions. Depending on the nature of the problem, CORE will bring the issue to the individual LEA, partner LEAs, the CORE Participating LEAs group, and the US Department of Education if warranted.

When concerns about implementation emerge at the practitioner level, the reporting process involves the peer Reward school reporting to the LEA, the LEA reporting to CORE, and ultimately CORE to the USED. Only USED can terminate the Waiver as it relates to a district or districts.

In order to adequately support the pairing process at the district and site level, districts will be asked to second staff to the CORE Waiver effort. These staff will work closely with the CORE staff to train LEAs and schools on successful partnership approaches to support the entire process.

The LEAs will conduct annual peer review processes to determine how well the Waiver implementation process is going in each LEA. LEAs are responsible for assessing how well the technical assistance, professional learning community and school pairing efforts are going. Reward school partners may be asked to participate in peer reviews, but the role of evaluating schools (e.g., in terms of monitoring the implementation of school improvement plans) will be the responsibility of the LEA.

Process for Rigorous Review and Approval of External Providers

As has been agreed in the CORE MOU, Participating LEAs will be responsible for employing district-designed processes for sourcing and vetting, as well as monitoring the effectiveness of any external partners or providers districts need in order to accomplish any part of the Waiver process.

However, CORE will develop a set of guidelines for districts to adhere to when reviewing, re-engaging, and renewing providers. Guidelines will be similar to California Department of Education's guidelines for provider approval.

LEAs will be required to engage in a contract review whenever a contract is renewed or annually, whichever comes first.

All providers sourced and retained by CORE (e.g., data analysis partner, external professional development providers) will be evaluated on an annual basis by the CORE Board.

Leveraging Federal, State, Local and ESEA Funding

It is the intent of the School Quality Improvement System to ensure that priority in resource allocation is given to those schools with overall low achievement and achievement gaps across student sub-groups. Therefore, participating LEAs are required to use previously held Title I funds intended for NCLB sanctions for the following school and LEA activities and programs, as well as maintain compliance with all Federal Guidelines related to Title I expenditures. (Ranked in descending order of expected magnitude of spending)

Figure 51. Use of NCLB Title I 20% Set Asides

Use of NCLB Title I 20% Set Asides

Large Categories of Allowable Title I Expenditures
In Descending Order

1. School Interventions and supporting programs for:
   - Priority
   - Focus
   - Other Title I Schools
   - Low-Achieving Student Groups (SWD, ELL, low-achieving)
2. Support for school partnering teams – Priority, Focus (optional)
3. Support for communities of practice
4. Waiver implementation at the LEA level
5. Extended learning time including but not limited to before, after school and summer learning programs
6. CCSS implementation and assessment transition in Title I schools
   - Extending STEM programs in Title I schools
7. Stakeholder outreach and Parent/Guardian engagement
8. Transportation to support school-choice (if district chooses)

Figure 52 below provides a framework for costs that can also be paid using Title I funds that were previously held as Program Improvement set aside funds specifically earmarked for school choice/transportation and Supplemental Educational Services, so long as the LEAs are not supplanting programs and expenditures typically funded with other sources. In general, LEAs may use Title I funds to cover expenses associated with professional development of Title I schools.

However, all participating LEAs have committed to provide focused attention on professional development to ensure the instructional capacity of school and district leaders, as well as teacher to implement appropriate school reform and instructional interventions for the students with disabilities sub-group and individual students with disabilities. All LEAs understand that no Title I funds may be used or commingled with non-Title I funds in instances where non-Title I schools are being served.

Figure 52. Costs Associated with CORE Waiver

CORE Waiver LEAs will be expected to contribute funds to cover the cost of Waiver activities

Costs to be covered by CORE Waiver LEAs

1) **Activities related to the school pairing program in which high-performing and high-progress reward schools are paired with priority and focus schools, including:**
   - Travel costs for school staff - mileage, gas, airfare, hotels, meals as needed
   - Release time for school staff
   - PD content (including development for PD specific to priority and focus school needs), facilitation, and materials

2) **Activities related to the school pairing program in which other Title 1 schools not designated as reward, priority, or focus are paired or participate in PLCs (as desired, or as required if SQIGs are not met), including:**
   - Travel costs for school staff - mileage, gas, airfare, hotels, meals as needed
   - Release time for staff
   - PD content (including development for PD specific to priority and focus school needs), facilitation, and materials

3) **Other Costs**
   - Potential reward school costs, such as recognition, plaques or certificates
   - Shared communication costs for parents and community members to understand new accountability system

Participating LEAs are also responsible for all district-level costs associated with faithful implementation of the CORE Waiver requirements (e.g., implementing CCSS, common assessments, and teacher and principal evaluation systems)

All activities involving both Title I and non-Title I schools will be funded out of LEAs' general discretionary funds (i.e. not Title I funds)

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

CORE's goal in focusing on effective leadership and instruction is to fundamentally transform the way Participating LEAs recruit, prepare, evaluate, and develop effective teachers and leaders to ensure that every student will have access to highly effective teachers and leaders. All Participating LEAs want teachers and administrative leaders to feel valued as professionals who have constant opportunities to learn, grow, and be rewarded for their dedication and results. As stated in California's Superintendent of Public Instruction Tom Torlakson's taskforce report, "*Greatness by Design,* Supporting Outstanding Teaching to Sustain a Golden State," "California urgently needs to provide a highly skilled and trained workforce, and meeting this challenge requires school systems to evaluate educators in a manner that research shows is most likely to improve student achievement."[49] This waiver is aligned to the overarching recommendations from this report as well as ESEA Flexibility Request Guidelines. Outlined in this section is CORE's plan to develop and implement evaluation systems that carry out Superintendent Torlakson's call for a highly effective workforce by promoting continuous instructional improvement and providing support for teachers and leaders as means to: 1) Ensure educator performance is assessed against multiple measures as

[49] California Department of Education. (2012).

outlined in the new support and evaluation system including measures of student learning and growth; 2) Provide educators access to a more robust and comprehensive feedback system; 3) Celebrate, leverage, and accelerate the skills of our most effective teachers and leaders; 4) Differentiate teacher supports with targeted opportunities based on their level of performance and individual needs; and 5) Develop procedures to intervene and address those with persistent performance issues.

Participating LEAs will include the parameters described in Principle 3 of this application for full implementation by the 2015-16 school year. The following parameters provide the framework that reflects the participating LEAs' commitments to create meaningful evaluation systems for teachers and principals which include:

- A common set of educator effectiveness indicators that cross-cut the professional standards currently used in the CORE LEAs identified in early August of 2013 and agreed upon by the CORE Board;
- At least one significant component of the evaluation based on a measure of student academic achievement and growth see figure 54. Teacher and Principal Evaluation and Support Systems;
- Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards;
- Data collection with sufficient frequency to provide a basis for evaluation;
- Ratings that meaningfully differentiate among levels of teaching effectiveness preferably employing four, but must include no fewer than three categories;
- Support for professional growth and capacity building;
- Increase in teacher collaboration to inform classroom instruction for increased academic achievement;
- A consistent rubric for evaluating implementation of proposed evaluation reforms across the participating LEAs.

The above CORE parameters are reflected in the Principle 3 narrative and are organized within the 6 ESEA guidelines (as follows) for educator evaluation and support.

1. Ensure continual improvement of instruction
2. Differentiate the performance of teachers and principals using at least three performance levels
3. Use multiple valid measures to determine performance levels including, as a significant factor student growth for all students and other professional practices
4. Evaluate teacher and principals on a regular basis
5. Provide clear and timely and useful feedback to guide professional development
6. Use evaluations to inform personnel decisions

All California educator evaluation systems and practices are governed by AB 293, "The Stull Act." Originally passed by the California Legislature and signed into law by the governor on July 20, 1971,

it became Article 5.5 of the Education Code. The intent of the act was to establish a uniform system for evaluating teachers and administrators as it reasonably relates to: the progress of pupils toward district standards, and if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments; the instructional techniques and strategies used by the employee; and may also include any objective standards from the National Board for Professional Teaching Standards or any objective standards from the California Standards for the Teaching Profession. The Stull Act was expanded in 1999 to mandate additional pupil progress measures in the assessment of certificated employees' performance: pupil progress toward the state adopted academic content standards as measured by state-adopted assessments.

While the Stull Act has been around for more than 40 years, many of its provisions have not been fully implemented in LEAs across the state. CORE and the participating LEAs recognizes that the Stull Act, when fully implemented, is a critical precedent and positive catalyst for our commitment to improve student achievement for every child. As is required in the Stull Act and the participating LEAs agree that student achievement growth must be included as a significant factor in the process for evaluating teacher, principal, and superintendent effectiveness, as it is a strong indicator of whether a school or entire LEA is effectively preparing students for college- and career-readiness and creates powerful opportunities to address disproportionality and eliminate achievement gaps. The participating LEAs are fully committed to ensuring that the Stull Act to support teacher development and ensure effective instruction in every classroom is wholly implemented.

The CORE LEAs equally believe one-size-fits-all mandates are counterproductive. Therefore, the CORE Board has identified LEA designees comprised of Professional Capital administrators, teacher leaders and union representatives to convene for the purpose of developing guidelines for local teacher, and principal evaluation and support systems (August 5-7, 2013) that support, allow for and encourage local innovation and implementation. Once complete, CORE staff will prepare the guidelines for consideration of approval by the CORE Board. In this vein, district evaluation systems will be commonly based on multiple measures, including student academic growth among the all-student group and subgroups, to ensure that teachers/schools/districts are working in concert to accelerate the achievement of all students. This model demands a vertically aligned assessment system that allows us to capture growth over time, an example being the national system of Smarter Balanced Assessment Consortium (SBAC) developed assessments.

It is important to acknowledge that CORE LEAs will be developing and adopting evaluation systems for teachers and principals while simultaneously executing full implementation of CCSS in 2013-14. CORE's plan is to thoughtfully leverage this confluence of important reforms to boldly chart a practical path forward into a new era of educator support and evaluation.

This work represents a framework for innovation where each participating LEA has the autonomy to address its local context while developing and implementing systems that meet the tenets of the waiver as guidelines for local teacher, principal, and superintendent evaluation and support systems. With student achievement as the paramount focus, the Participating LEAs' evaluation systems will be based upon a deep and driving belief in local control established by the uniqueness of each individual community and culture. CORE believes that by allowing local innovation rooted in an unwavering dedication to a moral imperative to serve all children, the best results will be realized.

Many participating LEAs have already worked locally to refine and develop teacher, principal, and superintendent support and evaluation systems with further efforts continuing in 2013-14 and implementation in 2014-15 when CCSS and an aligned student assessment system (SBAC) will be fully implemented across the participating LEAs. All participating LEAs have agreed to the phased

in approach and timelines set forth in this application. See the High Quality Plan to ensure that participating LEAs develop and adopt evaluation systems that are consistent with CORE's guidelines. The timelines within the High Quality Plan reflect a logical sequencing of the key steps necessary to implement the support and evaluation systems.

The phased approach presented in this application provides time for LEAs to pilot the evaluation process and to understand what is and is not working and why, and allow for cross-LEA collaboration and shared learning – leading to successful implementation. Throughout the process CORE staff will support and facilitate cross-LEA collaboration to ensure that all participating LEAs are able to: fully develop rigorous systems that address the common agreements; meet their local needs; and establish measures for benchmarking progress toward implementation of the teacher, principal, and superintendent evaluation and support systems. CORE staff will hold and coordinate bi-annual superintendent convenings to promote ongoing and purposeful communications and give districts the chance to join forces around implementation challenges and successes. In addition, other district staff (e.g., talent management, curriculum and instruction, student services, etc.) will meet monthly to share and collaborate about challenges, solutions, effective professional development, and other planned innovations. CORE staff will also engage in and distribute research-based best practices and implementation strategies among CORE LEAs and more broadly to partners across the state to further enhance and inform the process.

The participating LEAs are committed to the fully addressing and implementing the guidelines set forth by ESEA flexibility waiver guidance in the following ways:

1. Ensure continual improvement of instruction

As stated earlier in the Waiver proposal, by signing the common MOU, each participating LEA commits to fully implementing the Stull Act. Specifically related to instructional improvement, The Stull Act states: "Any evaluation performed pursuant to this article which contains an unsatisfactory rating of an employee's performance in the area of teaching methods or instruction may include the requirement that the certificated employee shall, as determined necessary by the employing authority, participate in a program designed to improve appropriate areas of the employee's performance and to further pupil achievement and the instructional objectives of the employing authority…." - CA Education Code § 44664 And, while the Stull Act references instructional improvement as a focal point for educators with unsatisfactory performance, the participating LEAs view this component as a necessary function for all educators.

Accomplishing such bold goals requires a shift in current practices and beliefs. Participating LEAs are taking on this challenge by committing to exercising effective evaluation systems for teachers, principals, and superintendents/CEOs to ensure that all teachers provide highly and principals support effective instruction as a focal point for improving performance thus creating learning environments that eliminate achievement gaps and raise achievement levels for all students. The CORE framework for Principle 3 reflects the widespread recognition that effective teachers and principals make a critical difference in student learning.

In order to successfully adopt the guidelines outlined in the collaboratively created framework for evaluation and support, the participating LEAs recognize the need to unite CCSS with the innovative and aligned SBAC assessments to create a vertically aligned system that will allow for a better capture of multiple measures, in particular ensuring student academic growth, over time. Educators will be expected to use student achievement data from SBAC and locally aligned assessments in a formative manner to inform instructional pacing and targeted delivery.

The participating LEAs' evaluation systems are expected to support professional growth and capacity building by providing educators with a clear set of expectations for professional practice, curricular and pedagogical alignment to the CCSS for both teachers and principals. Based on those expectations, ratings and feedback given during evaluation processes will inform targets for professional learning and change or adjustment in practice. Additionally, the participating LEAs agree to include provide teachers and principals with annual clear and actionable feedback that can be used to inform and improve on instruction.

To perpetuate professional growth the CORE LEAs agree that all educators must practice and hone their craft in collaborative settings. Therefore, the participating LEAs have committed to include an increase in teacher collaboration practice and time to inform professional growth and classroom instruction for increased academic achievement. Principal collaboration time and practices will also be facilitated in the participating LEAs as a means to support school site leaders in professional growth related to observing and monitoring classroom instruction for academic achievement.

2. Differentiate the performance of teachers and principals using at least three performance levels

The participating LEAs agree that systems with limited options for rating educator effectiveness lack usefulness in targeting areas for educators to identify personal professional growth areas and for designing professional development plans for individuals, schools and districts. Therefore, the participating LEAs have committed to include ratings that meaningfully differentiate levels of teaching performance and effectiveness using at least <u>three</u> categories, but strive to employ <u>four</u> categories.

To maintain CORE's ethos of valuing local context and the individuality of each LEA, the exact differentiated effectiveness ratings will not be standard across all of the LEAs. As each participating LEA develops or modifies their own local evaluation systems, a commitment to establish a minimum of three categories is included. Some of the participating LEAs' systems currently meet this expectation, while others will engage with stakeholders to adopt ratings to reflect their local effectiveness expectations.

The varied rating categories by LEA will be defined in each LEA's evaluation system plan and supporting documents. All plans and supporting documents will be annually reviewed and peer-evaluated against the common LEA evaluation system design and implementation rubric.

3. Use multiple valid measures to determine performance levels including, as a significant factor student growth for all students and other professional practices

Participating LEAs have committed to including at least one significant component of teacher and principal evaluations based on a measure of student academic achievement and growth and state law allows for the use of pupil progress to be included in evaluation systems. <u>As defined by the USED and adopted for the purposes of this waiver application,</u> student growth is the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student's score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.

- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

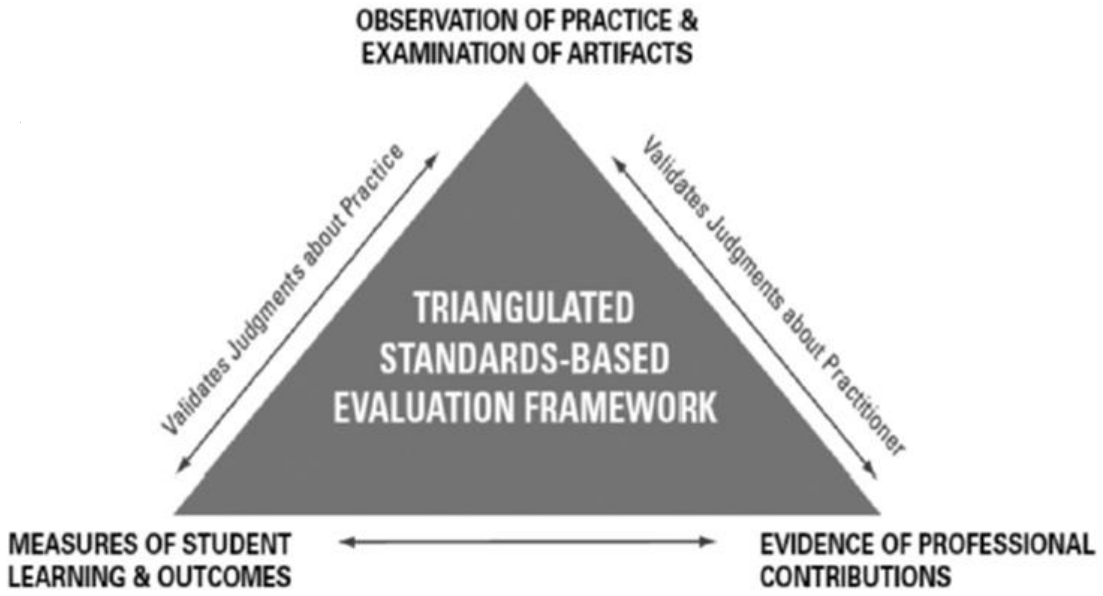
The California Education Code § 44662 states, "The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to: (1) The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments. (2) The instructional techniques and strategies used by the employee. (3) the employee's adherence to curricular objectives. (4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities…."

In alignment with Superintendent Torlakson's Teacher and Administrator Evaluation Framework[50] and supported by the national Measures of Effective Teaching research,[51] Participating LEAs will develop and adopt guidelines for local evaluation, development, and support systems that will include quantitative and qualitative non-student growth measures. These measures shall constitute rigorous, transparent, and fair evaluation systems for teachers, principals, and superintendents. Areas that Participating LEAs are encouraged to address include measures of student engagement and parent/guardian perception/satisfaction. Additional quantitative and qualitative measures may include teacher attendance, student attendance, persistence/graduation rates, teacher and principal self-evaluation, measures of commitment to collaboration, and other classroom observation measures.

[50] California Department of Education. (2012).

[51] Cantrell, S., Kane, T. (2013). *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study.* Bill & Melinda Gates Foundation. Retrieved 2012, from http://metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

Figure 53. Teacher & Administrator Evaluation Framework

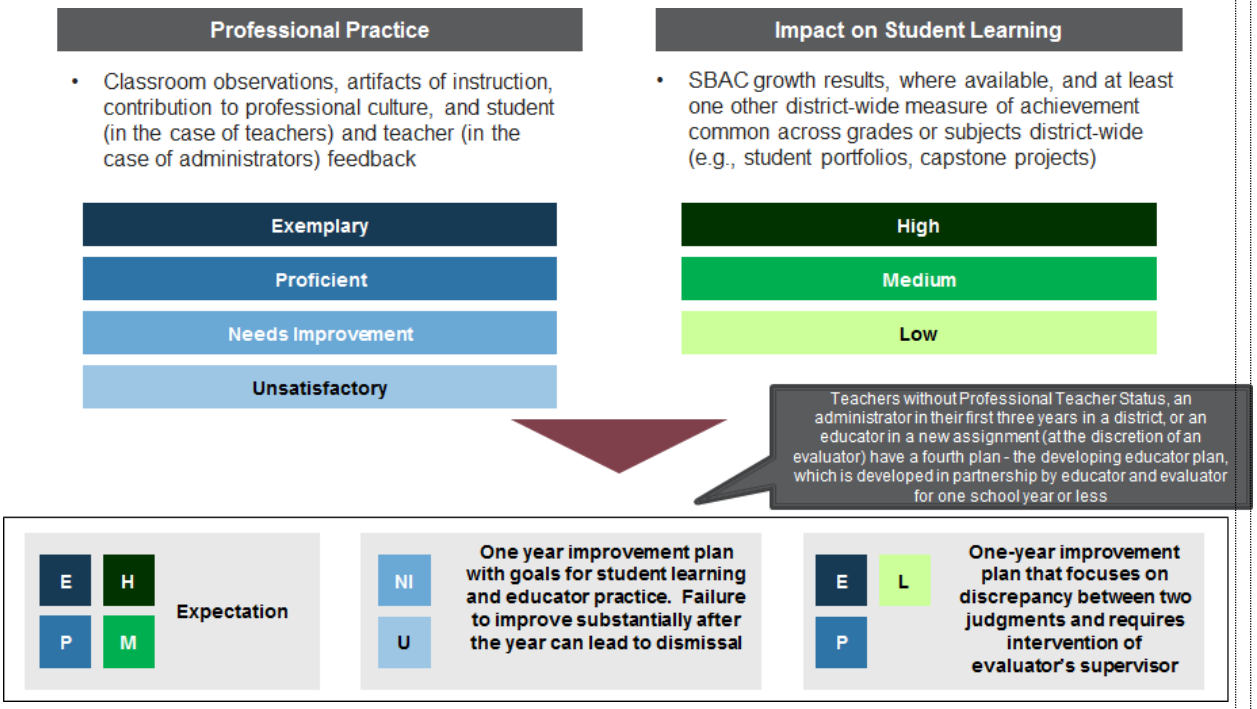


Participating LEAs have agreed to adopt the CORE Growth Model and to design or adjust their existing evaluation and support systems for teachers, principals, and superintendents/CEOs in a way that meets the Growth Model and the needs of their communities. However, if an LEA currently uses or seeks to use a high quality student growth model, they will have the opportunity to apply to the CORE Board for the option to use an alternate method which must have a strong research-based rationale. All approved growth models will include student academic growth as a significant part of the evaluation. Portions of the teacher, principal and superintendent evaluation system may be based on local measures, providing they are common across grades or subjects within the LEA – that is, not limited to individual schools or clusters of schools.

Participating LEAs will choose between a "trigger" system of teacher and principal evaluation and one that bases the evaluations significantly (at least 20% of the overall performance rating) on a calculation of student growth.

The trigger system (similar to the Massachusetts model) takes into account measures of teacher/principal professional practice measured by classroom observation, teacher participation in professional development and collaboration, and other locally determined factors on a CORE peer-reviewed rubric. The trigger system also takes into account student growth as a significant measure. Where professional practice and student growth measures are congruently positive, no intervention will be required. But when student growth is not satisfactory and professional practices are classified as needing improvement (NI) or unsatisfactory (U), a teacher or principal improvement plan will be developed with goals for student learning and professional practice. Failure to improve substantially during the intervention year can lead to disciplinary action up to and including dismissal. In cases, however, where student growth is not sufficient despite apparently strong professional practice (e.g., an Exemplary or Proficient rating), a one year intervention plan will also be developed (engaging the evaluator's supervisor) to address the disparate evaluation outcomes. Each LEA is responsible for designing and implement steps that may be required if the one year intervention plan does not support or produce improvement.

Figure 54. Teacher and Principal Evaluation and Support Systems



The second option, while similar in that it includes a combination of measures of professional practice and student growth, defines student growth as at least 20% of the overall rating of teacher and principal performance. This system will utilize a similar three- or four-tiered rating system for teacher and principal professional practice and a system to be determined by each LEA for assessing student performance on SBAC measures of proficiency and other district-wide measures of student achievement with either the trigger or 20% models. (Note: LAUSD's "Teaching and Learning Framework" is an example of such a system; please see Figure 55) In this option, at least 20% of the evaluation system must be represented by the State Assessment. CST growth (2013-14 and 2014-15) and SBAC growth results starting in 2015-16. Other district-wide measure of achievement that are common across grades or subject matter (as determined locally by the LEA) can reach beyond the 20%. How the growth measures are factored into the evaluation system will be established individually by each LEA. But, the totality of student growth measures will be at least 20% derived by state assessments.

One potential challenge that the participating LEAs face is "…the timelines for implementing the Common Core and new assessments designed to measure students' progress toward college and career readiness in many cases conflict with the timelines for new teacher evaluation policies that heavily weigh the results of tests based on outdated standards."[52] This situation could easily undermine the appropriate implementation of teacher/principal evaluation because student growth cannot be effectively measured during the transition from STAR testing to another form

[52] Wiener, R., *Teaching to the Core: Integrating Implementation of Common Core and Teacher Effectiveness Policies*, Aspen Institute, 2013

of student testing such as the SBAC. To address this issue, CORE proposes a timeline (see below) that sequences the implementation of the CCSS and teacher, principal and superintendent evaluation processes in such a way to build on the professional development, restructuring, and support that is being deployed to support the overall system reform effort.

4. Evaluate teachers on a regular basis

Today, each participating LEA has a bargaining agreement with their own local labor partners that clearly lays out evaluation frequency and parameters often times depending on educators' experience levels and previous years' evaluations results of performance/effectiveness and identified improvement goals/recommendations. All LEAs are currently compliant with the Stull Act which requires school districts to "periodically" evaluate the performance of certificated employees (Education Code 44660-44665). And while evaluation frequency will not be standard across all participating LEAs, a guarantee to annually provide clear, timely, useful and actionable feedback to all certificated educators will be common. (see ESEA guideline 5 next for further information)

The participating LEAs embrace the notion that evaluation frequency should be designed to promote a system of growth-orientation focused on improvement over time rather than solely high-stakes rewards and rankings. (Fullan, 2012) Thereby, LEAs will make every effort while working with stakeholders to create cycles of evaluation frequency that allow effective timespans for professional collaborative learning, application and analysis of new strategies and practices.

5. Provide clear, timely and useful feedback to guide professional development

The participating LEAs have committed to system-wide professional capital development by providing actionable feedback that recognizes educators as professionals who desire to increase learning and guarantee achievement growth for every student. Therefore, LEAs will offer crafted feedback, at least annually, to acknowledge and inform instructional improvement, professional development and advancement of professional practice both at the individual and system-wide levels. LEAs will also engage stakeholders in the design of feedback parameters to promote meaningfulness. The annual useful and actionable feedback will be offered through by not limited to the following protocols and activities:

- High quality formal and informal instructional/classroom observations aligned to LEA priorities and CORE agreed upon common effectiveness indicators
- Collaboration and collegiality
- Qualitative and quantitative data from formal evaluation processes and supporting documentation
- professional learning communities
- professional development endeavors
- student achievement data analysis of formative and summative assessment results

The Stull Act supports the above commitments within the evaluation process through the following language, "The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee…. The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavour to assist the employee in his or her performance…." CA

Education Code § 44664

6. Use evaluations to inform personnel decisions

All participating LEAs either do currently or have committed to use their educator evaluation systems to inform personnel decisions that include at a minimum permanency, transfer, promotion and termination of employment. The Stull Act allows for the use of evaluation in employment decisions, "… If any permanent certificated employee has received an unsatisfactory evaluation, the employing authority shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the district." - CA Education Code § 44664 While Stull Act language is rather limited in terms of informing personnel decisions for all educators, the participating LEAs recognize that evaluation information and data should and will be embraced as a means to recognize educators' growth efforts and accomplishments with students and colleagues. This notion will be included in on-going discussions and stakeholder engagement efforts in an effort to define all possible and viable uses of evaluation data in personnel decisions.

District-Led Innovation (examples)

Participating LEAs are currently in different phases of development and implementation of their support and evaluation systems. All participating LEAs will either design, or revisit their evaluation systems for adjustment and alignment to the common CORE waiver proposal guidelines once determined and published. In the meantime, both Long Beach and Los Angeles Unified School Districts are leading evaluation reform efforts in alignment with the ESEA Flexibility Guidelines and CORE parameters.

Long Beach Unified School District (LBUSD) is involved in a multi-year pilot for teacher evaluation that is planned to be fully implemented by 2013-14. Approximately 50 percent of teachers are currently being assessed on the pilot system, which includes the following items:

- Incorporating a robust set of standards: LBUSD relies on the California Standards for the Teaching Profession (CSTP) and incorporates all six standards into summative evaluation forms and processes for first and second year teachers. Additional and different evaluation criteria are used for teachers with more than two years of experience.
- Including multiple approaches to measurement: LBUSD's system includes classroom observations, self-reporting, as well as student performance measures.
- Student performance is a critical element of LBUSD's evaluation system. Achievement data are used to determine progress toward standards of achievement and include but are not limited to CSTs, quarterly assessments, subgroup disaggregation, and API performance band movement.
- All teachers and evaluators develop goals toward increased student achievement, action plans for goal achievement, and concrete methods to measure progress against the goals.
- Timely and frequent feedback: Formal observations occur three times in the evaluation year and informal observations may occur on an unlimited basis. Formal evaluations are followed by a conference to assess and discuss progress and areas for improvement.

LBUSD uses evaluation data to meaningfully inform personnel decisions. Within the pilot teacher evaluation program, teachers receive ratings for each of the six CSTP elements, thereby falling in corresponding performance categories. These data are used as teachers and evaluators review and agree upon affirmative assistance plans to support teachers' efforts to reach annual goals, objectives and District expectations.

During the 2011-2012 school year a committee of both district administrators and union members met regularly and drafted a new evaluation handbook and form developed to reflect the full pilot evaluation system. Within that system LBUSD has established a New/Draft Evaluation Tool to be negotiated in the Fall 2013 based on CSTPs. Within the tool are the following pilot differentiated teacher effectiveness ratings:

1. Distinguished
2. Meets Expectations
3. Developing
4. Unsatisfactory

Participating LEA's Example Reform Strategies – Interim Progress toward Implementation

- ✓ Long Beach Unified School District is involved in a multi-year pilot in line for full implementation by 2015-16.
- ✓ San Francisco Unified is focusing on formative and summative assessment in transition to the Common Core State Standards
- ✓ Fresno Unified School District is focused on teacher and principal evaluation and is moving toward a system that tightly aligns to what is laid out in the CORE waiver application.
- ✓ LAUSD has made the District teacher evaluation framework substantially more robust and is implementing the use of quantitative academic Growth-over-Time measures in evaluation.

LBUSD is also piloting a system for administrators that, is expected to be in place for all K-8 principals in the 2013-14 school year. The standards used to evaluate principals are taken from the National Center for Educational Achievement (NCEA) Core Practices Framework[53] and are combined with LBUSD's values/beliefs to create the following standards:

- Curriculum and academic goals,
- Staff selection, leadership, and capacity building,
- Instructional programs, practices, and arrangements,
- Monitoring, compliance, analysis and use of data,
- Recognition, intervention, and adjustments, and
- Relational leadership.

The newly developed LBUSD differentiated effectiveness ratings for the pilot principal evaluation are as follows:

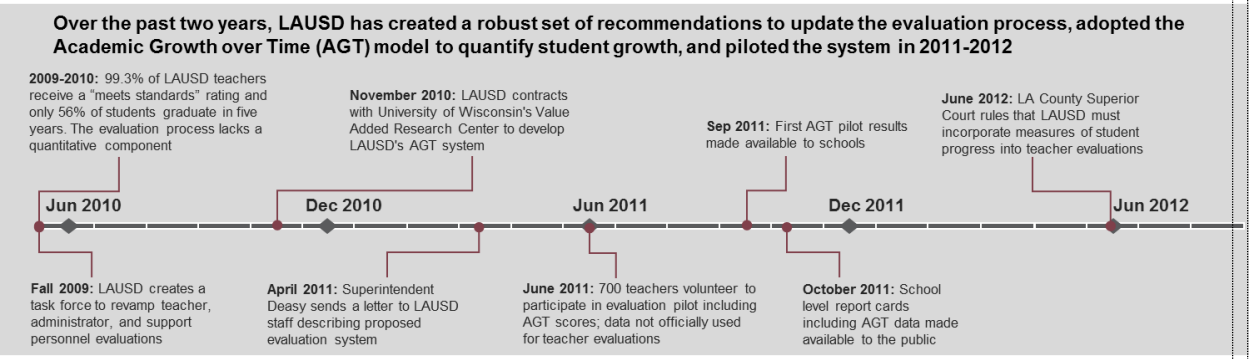
1. Exemplary
2. Proficient
3. Needs to Improve
4. Unsatisfactory

Los Angeles Unified School District (LAUSD), another Participating LEA, is in the midst of implementing a system to identify the strengths of educators and to provide them with meaningful professional growth opportunities to strengthen their practice and ultimately accelerate student achievement. Its new teacher evaluation system incorporates multiple measures of teacher effectiveness and a rigorous quantitative measure, Academic Growth-over-Time (AGT) which represents 20% of the overall performance rating. LAUSD has been working in

[53] National Center for Educational Achievement. (2012). *Core Practice Framework*. ACT. Retrieved 2012, from: http://www.nc4ea.org/linkservid/E463BC7A-AB8D-3CDC-1AEAF16F08754E8B/showMeta/0/

partnership with teachers, administrators, students, parents, and community organizations to ensure the new system is fair, transparent, grounded in research, and provides usable and meaningful feedback in order to help all students achieve. This process was designed to engage and collaborate with teachers to build an evaluation system that values and respects the role of the teaching profession.

Figure 55. District Vignette – LAUSD Pilot Evaluation System



Source: Jones, B. (2012, June 19). Teacher evaluation plan, a test for LAUSD Superintendent John Deasy. *Daily News*. Retrieved 2012, from http://www.dailynews.com/news/ci_20879293/teacher-evaluation-plan-test-lausd-superintendent-john-deasy.; Los Angeles Unified School District and Teachers' Union agree to include student test scores in teacher evaluations. (2012, July 7). Huffington Post. Retrieved 2012, from: http://www.huffingtonpost.com/2012/07/25/la-school-district-and-it_n_1703823.html.

LAUSD's pilot teacher evaluation framework, which is based on the work of Charlotte Danielson, is significantly more robust than the previous framework. It includes multiple measures of performance (observations, artifacts, surveys, etc.) and each subtopic within each of the six categories creates more than 60 detailed areas of review per assessment. The previous system relied almost exclusively on classroom observations and had four general prompts for open-ended feedback by principals and other evaluators, prompting less thorough or specific feedback than the pilot system.

Figure 56. District Vignette – Adopted LAUSD Teaching and Learning Framework

Planning and Preparation	Classroom Environment	Delivery of Instruction	Additional Professional Responsibilities	Professional Growth	Student Performance and Growth Measures
– Demonstrating knowledge of content and pedagogy – Demonstrating knowledge of students – Establishing instructional outcomes – Designing coherent instruction – Designing student assessment	– Creating an environment of respect and rapport – Establishing a culture for learning – Managing classroom procedures – Managing student behavior	– Communicating with students – Using questioning and discussion techniques – Engaging students in learning – Using assessment in instruction – Demonstrating flexibility and responsiveness	– Maintaining accurate records – Communicating with families – Demonstrating professionalism	– Reflecting on practice – Participating in a professional community	– Test Scores – AGT scores
					It is not yet determined how these measures will factor in to teacher evaluations

Source: Los Angeles Unified School District. (2012). LAUSD Teaching and Learning Framework. Talent Management Division. Retrieved 2012, from: http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/ADS/TLF%20Booklet%20(Color%20Version).pdf

Supporting LEAs in the Development and Implementation of Newly Developed or Modified Evaluation Systems

To best support the development and implementation of robust evaluation systems employing the guidelines laid out within this application, the participating LEAs believe that the design and delivery of support, development, and support systems/processes based on each LEA's local context is critical. CORE staff will facilitate monthly collaborative convenings for the CORE LEAs to promote shared learning and peer-to-peer support throughout the design and implementation of newly developed or modified evaluation systems. While many topics for research, discussion and professional learning will rise out of the design and implementation work, at a minimum, the following topics are believed to be valuable:

- Building Professional Capital to achieve the Moral Imperative
- Collaborative discussions and shared practices regarding stakeholder engagement
- Common bargaining topics and best practices
- Designing individual and group support plans/programs for professional improvement
    - Comprehensive support plans to improve instruction among first and second year teachers in the lowest and second lowest categories of performance
    - Comprehensive support plans to improve instruction and performance for permanent teachers identified in the lowest performance category
    - Voluntary support plans to improve instruction and performance for teachers in the second lowest category of performance, including one-on-one mentoring
- Implementation steps and procedures of new or newly modified evaluation systems

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

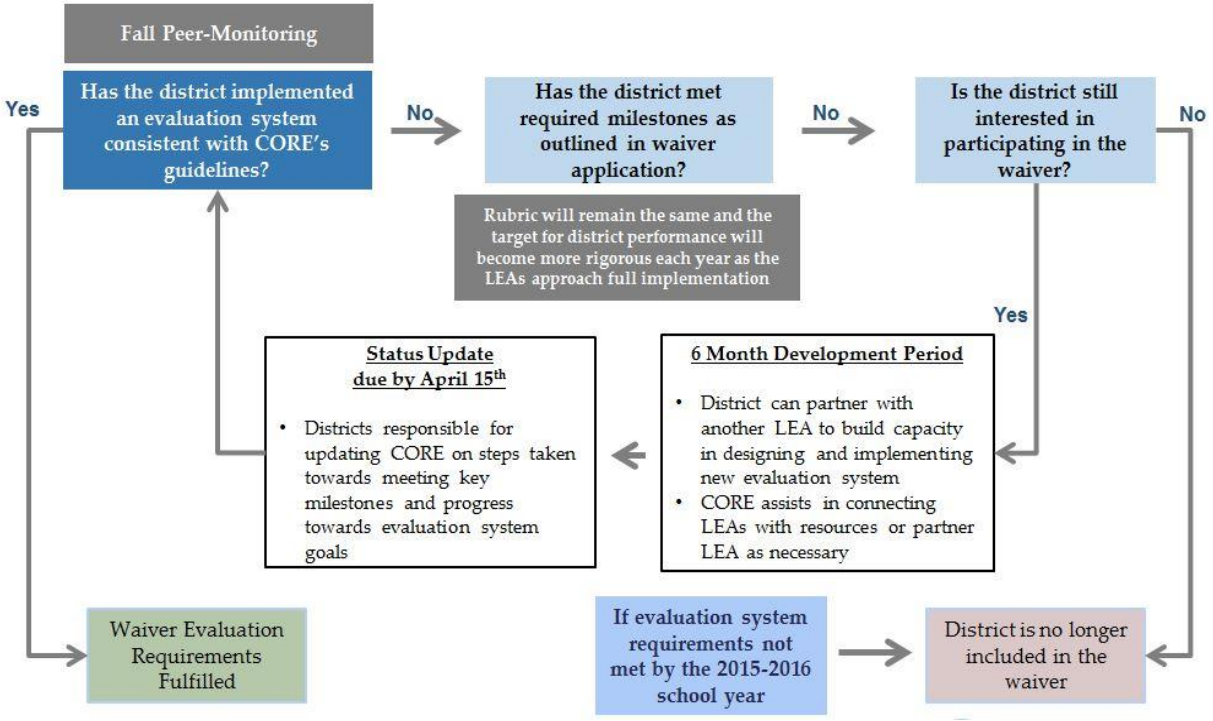
3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

As a collaborative group focused on continuous improvement, CORE LEAs are committed to regularly and purposefully sharing learning and monitoring progress with implementation, thereby fostering a collaborative culture of continuous learning and growth. Participating LEAs are dedicated to recognizing and understanding when and where growth and/or improvement is occurring in classrooms, schools, and districts because of their moral imperative to serve all children. This moral imperative drives all collaborative efforts, serves as the backbone of this application, and will increase the quality of instruction for students and improve student achievement overall. As stated throughout the application, CORE LEAs believe strongly that even higher-reaching goals than were called for in No Child Left Behind can be attained.

Through teacher and principal development and effective instructional delivery for all students, the CORE LEAs aspire to develop college- and career-ready graduates as well as eliminate achievement gaps—by holding one another mutually accountable through shared transparency and joint accountability rather than external sanctions. Participating LEAs agree to participate in cross-district, rubric based, peer review of evaluation system adequacy and alignment to the principles laid out in this application.

To facilitate the development and implementation of high quality evaluation systems and ensure shared accountability, a preliminary rubric to measure development and implementation of the aforementioned teacher, principal and superintendent evaluation systems has been developed (see Appendix H). The rubric will be finalized during a convening of all LEAs' Professional Capital and teacher union representatives in early August 2013 and will be recommended to the CORE Board for adoption the by CORE Staff shortly thereafter. The rubric will be utilized as a part of the overall accountability to determine ongoing participation in the School Quality Improvement System. This rubric will be prepared for pilot implementation prior to the start of the 2013-14 school year and fully implemented across the participating LEAs by the 2014-15 school year. The rubric will be used each fall or after finalized renegotiated collective bargaining agreements to measure the degree to which each LEAs' evaluation systems are designed and being utilized to improve professional practice and student growth; and whether it is being applied in such decisions as recruitment, promotion, tenure, transfer, layoff and dismissal. LEAs that do not meet the minimum required peer review score (to be determined) on the rubric will enter into the Evaluation System Cycle of Review (Figure 41) adding an additional step of monitoring and support to ensure that the LEA modifies or speeds up their process of system design and/or implementation. If an LEA is unable to meet the required design guidelines defined in the rubric or achieve the adoption and/or implementation deadlines, exclusion from the School Quality Improvement System participation will be recommend by the CORE Board to the USED. Figure 41, Evaluation System Cycle of Review depicts the flow of the LEAs work through the design and implementation of new and/or modified evaluation systems.

Figure 57. Evaluation System Cycle of Review



To guide the development and implementation of the rubric (Appendix H.) and peer evaluation process, LEAs, CORE Board and staff will follow the Evaluation Systems Cycle of Review High Quality Plan depicted in Table 13. The plan is intended to guarantee timely and full realization of evaluation systems that ensure LEAs develop, adopt, pilot and implement systems that are consistent with the CORE guidelines.

Table 12. Evaluation System Cycle of Review High Quality Plan

	Evaluation System Cycle of Review
By 2013-2014 School Year	• The CORE Board will develop a rubric to measure development and implementation of teacher, principal, and superintendent evaluation systems as outlined in the waiver application • Starting in Fall 2013, LEAs will enter into peer review to ensure progress against the milestones outlined in the rubric
By 2014-2015 School Year & Ongoing	• Rubric will be fully implemented across the Participating LEAs by the 2014-15 school year • It will be utilized as a part of the overall LEA accountability process in order to determine ongoing participation in the School Quality Improvement System • Rubric will be used to measure the degree to which LEAs' evaluation systems are designed and being utilized to improve professional practice and student growth; and whether it is being utilized in such decisions as recruitment, promotion, tenure, transfer, layoff and dismissal • Rubric will also inform admittance into the Evaluation System Cycle of Review
Cycle of Review	• LEAs that do not meet the minimum required peer review score (to be determined) on the rubric will enter into the Evaluation System Cycle of Review adding an additional step of monitoring and support to ensure that the LEA modifies or speeds up their process of system design and/or implementation • If an LEA is unable to meet the required design guidelines defined in the rubric or achieve the adoption and/or implementation deadlines, exclusion from the School Quality Improvement System participation will be recommend by the CORE Board to the USDE

Superintendents of Participating LEAs will convene on a bi-annual basis to monitor the implementation of the LEAs' evaluation systems. In addition, as noted, other district staff (e.g., curriculum and instruction, student services, etc.) will meet monthly to share challenges, solutions, effective professional development, and other planned innovations. As demonstrated in Figures 58 and 59, governance of this and other waiver processes blends individual district accountability, CORE facilitation, and partnership with external vendors who will bring the expertise required to develop value-added student achievement measures, and aggregate data that supports decision making. These work plans depict the minimum timeline for implementation and manner in which specific processes are used to develop and monitor evaluation and support systems across Participating LEAs.

With a strong ongoing commitment to mutual accountability and ensuring outstanding instruction for every student in every CORE classroom, the participating LEAs have agreed to engage in an annual peer review process as a part of the Evaluation System Cycle of Review. This annual process will rate and provide feedback for alignment to an agreed upon set of expectations. Each fall, all participating LEAs will engage in an evaluation system review convening designed and carried out by CORE staff, to facilitate the peer review and feedback process, and deliver professional learning presentations and activities related to developing Professional Capital (Fullan, 2012) system-wide. This annual Evaluation System Design and Implementation Peer Review and Collaboration Convening spanning two full days, will engage the participating LEAs in shared learning engagement to strengthen all evaluation system design and implementation strategies.

The execution steps for the annual Evaluation System Design and Implementation Peer Review and Collaboration Convening are as follows:

1. Participating LEAs submit Evaluation System Design and Implementation to CORE.

2. CORE Staff plans (with input from all CORE LEAs) disseminates information regarding the convening which include:
    a. Logistics: dates, times, location
    b. Expectations: rubrics, agenda, expected outcomes
    c. Resources: All Evaluation System Design and Implementation Plans, rubric (Appendix H.) and supporting documents from expert presenters and facilitators
3. CORE Staff carries out the Annual Evaluation System Design and Implementation Peer Review and Collaboration Convening which includes:
    a. Peer review of design and implementation steps using CORE developed common holistic rubric
    b. Peer reviewers provide ratings and comments based on the corresponding rubric (Appendix H.)
    c. Professional development provided by Professional Capital experts to best present and facilitate shared learning on key issues targeted by the CORE LEAs
4. After the convening, participating LEAs will modify Evaluation System Design and Implementation plans and submit to the CORE staff for review.
5. All of the ratings, feedback and revised plans will be consolidated by CORE Staff for an annual report for both the CORE Board as well as the School Quality Improvement System Oversight Panel.
6. Each participating LEA will use its Evaluation System Design and Implementation to produce a year-end status report which will be included within the annual School Quality Improvement System Implementation Report for the CORE Board and the School Quality Improvement System Oversight Panel.

Many of the Principle 2 and 3 commitments are directly linked to the design and implementation of the evaluation systems. A number of the commitments also rely on the assistance and support of third party vendors or outside partners. One example of such is the development of the CORE growth model which will be used with the School Quality Improvement Index as well as the educator evaluation systems. A table of further examples is found below.

Figure 58.

Many Principle 2 commitments will be managed through dual processes between the districts and external partners

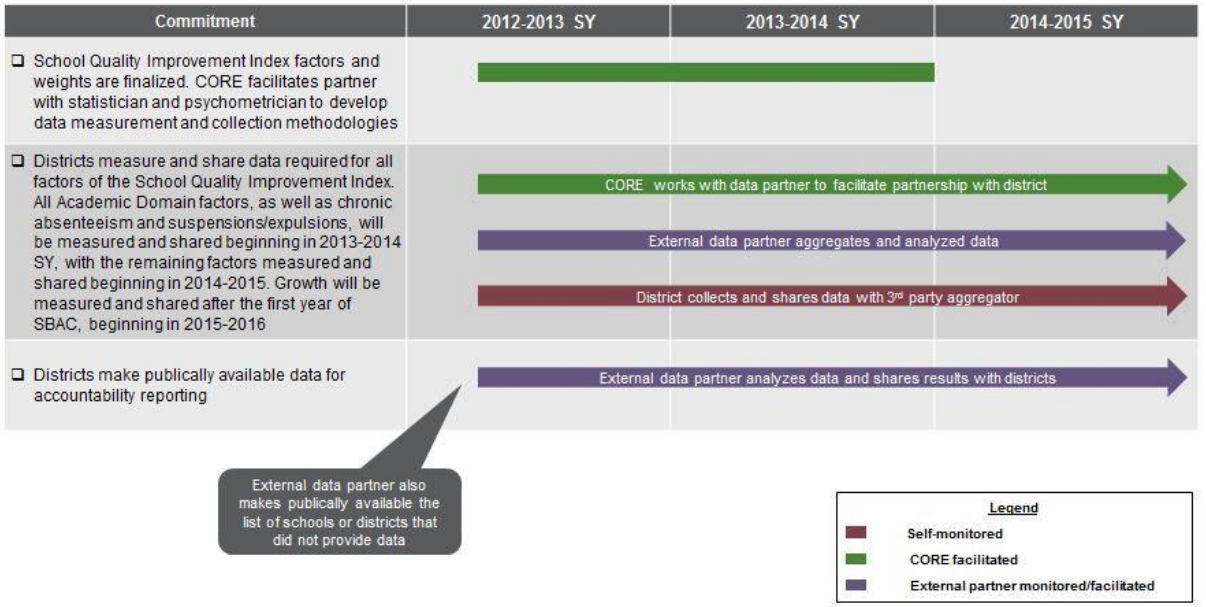
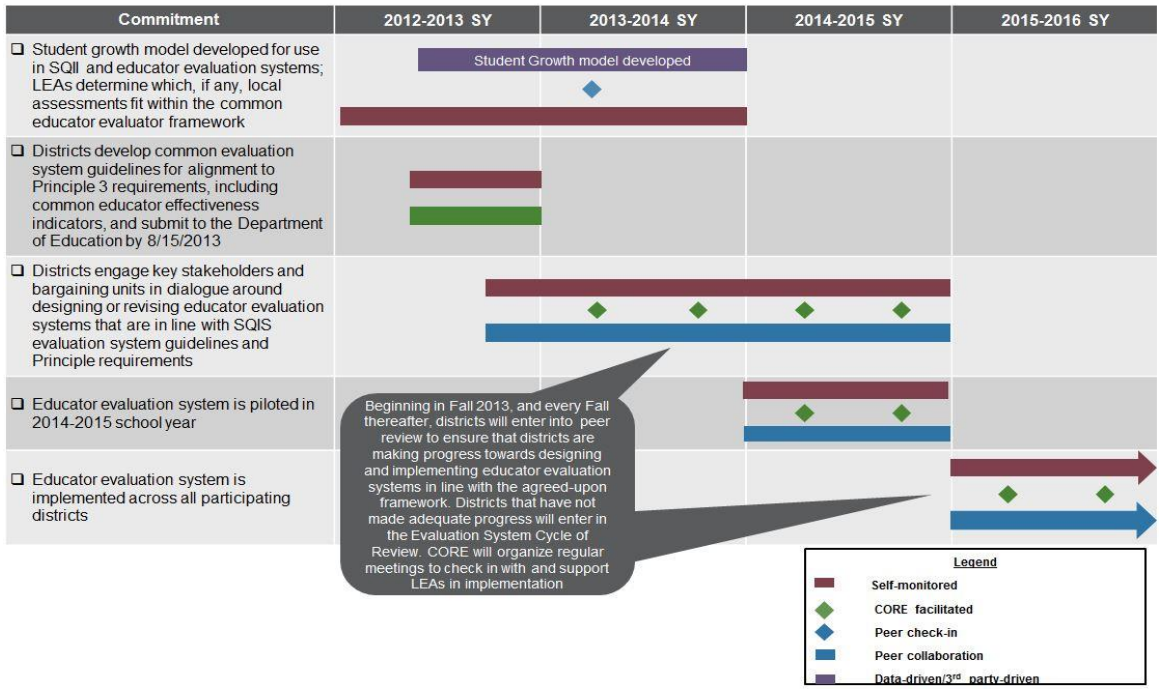


Figure 59.

Principle 3 deliverables will be largely self-managed, with twice yearly collaboration sessions facilitated by CORE



Educator Engagement

In the process of building unique systems to support effective instruction and leadership among teachers, principals, and superintendents, the participating LEAs will be establishing trust, building engagement, and setting the stage for success by creating familiarity with the new educator support and evaluation model. Participating LEAs intend or have started to work with teachers, labor units and administrators to design, refine, and/or train staff prior to full implementation of their evaluation systems.

By including educators in the process, participating LEAs are ensuring all voices are at the table to adequately guide the plans for differentiating effectiveness, which include multiple measures and student growth data. For example, LAUSD has adopted changes to their teacher evaluation system and piloted its model for student growth with the direct involvement of teachers and other educators, fulfilling the preliminary waiver requirements (Principle 3.A.i.Option B.iii.). Through the LAUSD pilot, teachers offered feedback on the new system and how it helped to identify and celebrate good teaching practice.

Table 14 below, provides a high quality plan that outlines the minimum activities, timeline, parties responsible, evidence of progress, resources needed, and potential obstacles vis-à-vis meaningful educator engagement in the planning of the teacher, principal, and superintendent evaluation process. The participating LEAs are committed to utilizing this process to ensure that educators have a robust opportunity to provide feedback and guidance on the development of this important element of the Waiver Plan. Special effort will be made to ensure that teachers and principals of diverse student populations (e.g., English learners, students with disabilities, and other traditionally underrepresented and underserved populations) will be included in the planning of all evaluation systems.

In order to obtain this level of participation, the participating LEAs will approach this process with transparency. CORE has developed a communication plan in collaboration with the superintendents and their communications officers to ensure that educators and their bargaining units are informed of the teacher, principal and superintendent evaluation plans and have ample opportunity to comment on the principles and processes for implementation.

Specific timelines for pre-implementation planning

Teacher and administrative input is built into the High Quality Plan for development of guidelines for teacher and principal evaluation and support systems. As indicated earlier, the CORE LEAs including teacher and administrative representatives are convening in early August to establish common educator effectiveness guidelines and corresponding rubrics for the participating LEAs to work from as a blueprint to design or modify local evaluation systems. Once finalized by the CORE staff, the drafted guidelines and rubrics will be sent to the USED for consideration. From August 15 to September 25, 2013, all participating LEA superintendents and their designees will solicit feedback from local teachers, administrators and other stakeholders regarding the CORE common educator effectiveness guidelines. This outreach is a requirement of waiver participation for all participating LEAs and the teacher and principal feedback will be incorporated by CORE staff into the final guidelines for approval of the CORE board and submission to the USED.

Table 13.

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
CORE and participating LEAs created a general set of design principles that will inform teacher, principal, and superintendent evaluation & support systems	Already developed	• CORE	• Design principles are included as a checklist within 3.A	• n/a	• n/a
Convene LEAs' professional capital and teacher representatives to establish detailed evaluation system guidelines	August 5-7 2013	• CORE staff with experts facilitate in-person meetings	• Detailed set of updated guidelines	• CORE and LEA staff time; CORE has funding to pay for convenings	
Submit draft of evaluation system guidelines to USED which included teachers in the development process	August 15, 2013	• CORE staff, LEA superintendents	• Detailed set of updated guidelines submitted to USED	• CORE and LEA staff time	
LEAs invite additional feedback from local stakeholder groups (i.e., labor partners)	By September 25, 2013	• LEA Superintendents	• Documentation of process and stakeholder feedback	• Dedicated LEA staff time	• Labor partners or other stakeholders could show resistance; LEAs plan to increase transparency and communication and opportunities for stakeholder feedback
Submit finalized evaluation system guidelines to USED which incorporates stakeholder feedback	December 1, 2013	• CORE staff, LEA superintendents	• Detailed set of finalized guidelines submitted to USED	• CORE and LEA staff time	

Specific timelines for evaluation systems design/modification and implementation planning

After the guidelines are finalized and published, as detailed in the Plan for Educator Engagement (Table 14), participating LEAs shall institute efforts to engage their local stakeholder groups in the design and development of the local evaluation systems. Districts' modified piloted evaluation systems to CORE waiver requirements by June 2014. Throughout the pilot year, LEAs may form teacher and principal task force groups to provide input on the implementation of the evaluation system. Each LEA's pilot process should answer at a minimum the following questions:

1. Did teachers receive meaningful and actionable feedback related to instructional feedback?
2. What percentage of teachers fell into each of the LEA's effectiveness categories? And, what information can be learned from the distribution of teachers?
3. What anecdotal feedback was collected from evaluates and evaluators during the pilot?
4. Were subject or grade-wide performance tasks able to be used for teachers in non-tested subjects? If not, what changes should be made for next year?
5. How were teachers and principals informed of the pilot? What changes to the system have been suggested by stakeholders?
6. What questions were raised about the systems which should be addressed proactively during full system rollout?

Participating LEAs have the opportunity to build on Long Beach USD's current work to engage teachers and principals in evaluation system development.

The participating LEAs agree to the common implementation timeline represented in the high quality plan below as the minimum pace for implementing their teacher and principal evaluation systems.

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (1/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
CORE partners with external vendor to develop a student growth model which can be used in teacher evaluations	September 2013 through start of 2014-15 SY	• CORE selects external vendor with LEA input	• Updated documentation of the student growth model	• Engage with an external vendor • CORE requires additional resources to develop accountability growth model (which includes to student growth model) $500K	• Funding required • Selecting and engaging appropriate vendor
CORE executes secondary research to develop a student growth recommendation for non-tested subjects	September to November 2013	• CORE reviews USED webinars and other states' systems, meets with experts on student achievement for non-tested subjects	• Updated documentation of the student growth model	• CORE staff time, cost of expert time	• Funding required
CORE designs preliminary student growth model and educator evaluation system in consultation with experts	September 30, 2013 – January 15, 2014	• CORE develops student growth model to be used in teacher evaluations • CORE develops first draft of educator evaluation system	• Updated documentation of the student growth model • Updated documentation of the evaluation system	• CORE staff time • Engage a psychometrician • Engage experts for consultation	• Funding required • Selecting and engaging appropriate experts / psychometrician
LEAs invites feedback from local stakeholder groups on student growth model and evaluation system	January 15 – February 15, 2014	• LEA Superintendents	• Same as earlier feedback opportunity • Updated model documentation	• Dedicated LEA staff time	• Same as earlier feedback opportunity

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (2/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Reconvene superintendents and designees in January 14 to respond to concerns, comments, recommendations; modify if necessary, adopt	February 15, 2014	• CORE staff, LEA superintendents	• List of finalized guidelines	• CORE and LEA staff time; CORE has funding to pay experts as well as covenings	
Evaluation of participating LEAs systems to see if they meet CORE guidelines	February 15 – March 15, 2014	• CORE conducts a pro forma analysis	• Updated documentation of the evaluation system	• CORE and LEA staff time	• Participating LEAs may have non-compliant systems
Districts go through cycle to redesign or modify evaluation systems	March 15 – June 15, 2014	• CORE staff and LEA superintendents evaluate system and integrate new information and feedback	• Updated documentation of the evaluation system	• CORE and LEA staff time	
Districts participate, and engage representative teacher groups, representative principal groups, or collective bargaining units, in modifying evaluation systems to CORE waiver requirements	June 15 – August 15, 2014	• LEAs engage labor partners to modify evaluation systems • CORE facilitates bi-annual meetings for districts to collaborate, share best practices, and ensure local evaluation system meet framework outlined in MOU • Districts engage in the peer review process; CORE also reviews plans to ensure meet MOU	• Districts accountable to develop plan to engage partners, redesign, pilot process • Written documentation of updated evaluation systems that meet guidelines for each LEA	• LEA staff and meeting time • CORE and LEA staff time to convene • CORE already has funding to cover convening costs	• Early engagement of stakeholders will hopefully lead to buy-in of evaluation system

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (3/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Design pilot educator evaluation system for LEAs who redesigned or modified evaluation systems, including key questions to be answered by pilot	June – August 2014	• CORE and LEAs run initial pilot of evaluator systems to streamline full pilot implementation	• Updated plans for full pilot of evaluation system	• CORE and LEA staff time	
Educator evaluation system is piloted in 14-15 SY	2014-15 SY	• LEAs pilot evaluation system and meet with peers throughout the year to ensure system as implemented still meets guidelines • LEAs seek stakeholder input on implementation of system and may choose modifications	• Interim meetings throughout year with peers and stakeholders	• LEA staff time	• Early implementation challenges can be mitigated through peer support
Track LEA's aggregate distribution of teachers and principals by performance level	2014-15 SY	• LEAs commit to tracking distribution to ensure that poor and minority students are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers	• LEA internal documents which track teacher distribution	• LEA staff time	
Evaluate first year pilot of educator evaluation system; Solicit feedback from stakeholders (i.e. teachers and principals) and modify as necessary	June-August 2015	• CORE and LEAs identify whether the pilot was successful and make modifications over the summer for full implementation in 2015-16 SY	• Updated documentation of the evaluation system	• CORE and LEA staff time	

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (4/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Educator evaluation system is implemented across all districts	2015-16 SY	• CORE facilitates bi-annual meetings for districts to collaborate, share best practices, and ensure implemented local evaluation system meets guidelines • LEAs: Evaluation systems enter into peer review at the end of year 1 of implementation and at any time the evaluation changes as a result of an agreement with a districts' bargaining unit	• Peer review documents, CORE meeting agendas and minutes	• LEA and CORE staff time	• Early implementation challenges can be mitigated through peer and CORE support
Report data publically	2015-16 SY	• LEAs	• Evaluation data will be shared publically at the school and LEA level	• LEA staff time	

ADDITIONAL CONSIDERATIONS

Reporting

As a tenet of the School Quality Improvement System, and more specifically in alignment with CORE's desire to improve student achievement by establishing a transparent, long-term, collaborative-wide accountability system, all participating LEAs agree to implement the developed measures outlined above in order to benchmark progress in teacher, principal, and superintendent evaluation and to support system implementation. As part of the LEAs' agreement to report on implementation progress, participating LEAs will share data, reports, and evidence regarding progress in increasing student outcomes and closing the achievement gap and will:

- Track beginning no later than the 2014–2015 school year, LEAs aggregate distribution of teachers and principals by performance level, and will
- Report these data publicly by the 2015-2016 school year.

This process will be facilitated by CORE and supported by an external vendor with expertise in data aggregation, analysis, and reporting. Through the process of collecting and analyzing data on multiple occasions throughout the school year, participating LEAs will be able to provide annual actionable feedback and support to educators on a regular basis as part of an ongoing process of evaluation. And in this way, systems for support and evaluation will be used to support continuous improvement of instruction and function as a major tenet of this application. As participating LEAs create support and evaluation systems that meet local-level needs, we expect that educator effectiveness ratings for both teachers and principals will be used effectively to make staffing decisions such as recruitment, tenure, promotion, transfer, layoff, and dismissal, ensuring that every child has access to highly effective teachers and leaders.

CORE has developed a comprehensive communications plan for outreach and implementation of the School Quality Improvement System. (Appendix G.) This communication plan will be implemented across all participating LEAs and will focus on the multiple stakeholders to this waiver proposal – including, LEA staff, parents, students, higher education, the California Department of Education, and the U.S. Department of Education. This plan will ensure that all key areas are addressed, including but not limited to: student academic growth for all students and subgroups; distribution of effective teachers and principals across schools in participating LEAs; and measures of academic, student social-emotional indicators, and school culture and climate by LEA, school and subgroup.

Participation in School Quality Improvement System, Monitoring and Escalating LEA Interventions

All participating LEAs will be required to sign on to the CORE MOU and all of the MOU's associated responsibilities.

Once an LEA has become a part of the School Quality Improvement System, it will be subjected to consistent and careful monitoring described in the waiver proposal which will be afforded to all participating LEAs. This includes monitoring the implementation of performance measures at the student, teacher, principal, school and LEA levels – including all subgroups larger than 20 students.

If an LEA fails to meet the implementation, reporting and monitoring obligations as submitted in and peer-reviewed annual (June) School Quality Improvement System Implementation Report, CORE staff will support the LEA to design and apply implementation steps for successful implementation in the following year. The LEA will then submit a mid-year interim report by February 1 of year two participation for a second peer-review cycle. If the LEA still has not been able to fully implement the School Quality Improvement System based on the common evaluation rubric, by the 2nd Friday in April, CORE will notify

the Oversight Panel of the LEAs inability comply. The Oversight panel will make a decision whether or not to recommend to the USED if a waiver revocation is necessary due the LEA's inability to comply with full implementation. The USED is solely responsible for revocation of Waiver agreements.

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APPENDIX A: CORE MEMORANDUM OF UNDERSTANDING

Participating LEA MOU Checklist

- ☐ Acquire signature of LEA superintendent
- ☐ Fill out additional fields as necessary
- ☐ No changes or alterations are allowed to the MOU
- ☐ Please refer to http://coredistricts.org/ for a detailed list of FAQs

Participating LEA
Memorandum of Understanding

DEFINITIONS
CORE (California Office to Reform Education): CORE is an organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning among its ten **Member Districts**: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified. Together these districts serve more than one million Californian students and their families. The CORE board consists of the Superintendents of each member districts.

Participating LEA: Any CORE LEA (including, but not limited to CORE districts) agreeing to abide by the principles outlined in the MOU.

OVERVIEW
This Memorandum of Understanding ("MOU") is entered into by and between CORE and _____ ("Participating LEA"), and also represents the Participating LEA's agreement to abide by the principles outlined and agreed to by the CORE Member Districts, with input from other Participating LEAs. The Participating LEA County-District-School (CDS) code is: _____. The purpose of this agreement is to establish a framework of collaboration around continuous school improvement and preparing college and career ready graduates amongst the Member Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of the approved Request for Flexibility application submitted by CORE. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of this document with support from CORE.

I. SCOPE OF WORK
Exhibit I, the Preliminary Scope of Work, indicates the Participating LEA is agreeing to implement CORE's proposed reform plans (in Exhibit I).

II. PROJECT ADMINISTRATION
A. DISTRICT/LEA RESPONSIBILITIES
Member Districts and Participating LEAs will implement the following tasks and activities described in the CORE Flexibility Request in full cooperation with CORE staff:

1. Participating LEAs agree to implement the Common Core State Standards, the School Quality Improvement System, and teacher and principal evaluation systems aligned to CORE Waiver requirements
2. All LEAs will provide, in a timely manner, all required reports, data, and evidence regarding progress in implementing the plans contained throughout this request
3. All LEAs will participate in meetings and communications as set by CORE staff

B. CORE STAFF RESPONSIBILITIES
In assisting Participating LEAs in implementing their tasks and activities described in the CORE Flexibility Request, CORE staff shall:

1. Facilitate meetings and set communication guidelines to enable LEAs to share progress made towards improvement plans
2. Contract with 3rd party vendors as directed by the CORE Board of Directors (e.g. 3rd party data aggregators.)
3. Facilitate the creation of the School Quality Improvement System Oversight Panel, prior to the first

meeting in January 2014. (As described in the overview narrative)

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties to this MOU, and in consultation with the CORE Board of Directors.

IV. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if the CORE Request for Flexibility is approved, ending upon the Flexibility Request period, or upon written, duly authorized mutual agreement of the parties, whichever occurs first.

The Memorandum of Understanding may also be terminated by the CORE Board of Directors in the event of non-compliance.

LEAs may choose to terminate their participation in the CORE Request for Flexibility following presenting the CORE Board and USED with a written intent to terminate.

VI. SIGNATURES

Participating LEA Superintendent (or equivalent authorized signatory) - required:

_____
Signature/Date

_____
Print Name/Title

Please print the name, title and email address of the individual submitting the MOU document:

Name:_____

Title:_____

Email:_____

Phone:_____

Exhibit I: PRELIMINARY SCOPE OF WORK

The LEA agrees to fully participate in implementing the following portions of the CORE Plan:

1. College and Career-Ready Expectations

A. Adopt college- and career-ready standards
   i. LEA reaffirms that it has adopted the Common Core State Standards (CCSS)

B. Transition to college- and career-ready standards
   i. LEA will develop and implement instructional plans, which include necessary pedagogical shifts and learning targets for engaging all students to master all standards (with additional attention to English Language Learners and students with disabilities), with full implementation in 2013-2014
   ii. LEA may pilot CORE Member District (or locally) developed performance tasks aligned to the CCSS content and Smarter Balanced Assessment Consortium (SBAC). LEA will develop professional development plans for all teachers aligned to CCSS and SBAC (All CORE-Member designed, developed and archived PD shall be available for all Participating LEAs)
   iii. LEA will engage all teacher leaders in CCSS and SBAC based professional development for preparation of CCSS implementation

C. Develop and administer annual, aligned, high-quality assessments that measure students growth
   i. LEA will commit to adopting SBAC or Assessments once STAR sunsets in the 2014-2015 school year

LEA will agree to administer no later than the 2014–2015 school year alternate assessments based

on grade-level academic achievement standards for students currently tested under the California Modified Assessment (CMA) that are aligned with the LEA's college- and career-ready standards (timed to coincide with the introduction of SBAC). Students with the most significant cognitive disabilities will continue to be tested under California Alternate Performance Assessment (CAPA).

2. Recognition, Accountability, and Support

A. Develop and implement a consortium-based system of differentiated recognition, accountability, and support

i. LEA agrees to report all CORE requested data for schools and the LEA overall by the ESEA subgroups, including: ESEA racial subgroups, students in poverty, students with disabilities, and English language learner students for any ESEA subgroup with an N size greater than 20.

ii. LEA agrees to enter into partnership with CORE and a CORE-selected external data aggregator, including by sharing all CORE requested data and signing a data sharing agreement. LEA also agrees to the following:

1. LEA must share all CORE requested data with external data aggregator on the annual deadline set between CORE and the external data aggregator
2. LEA will have a 45 day grace period in which to resolve any outstanding data issues flagged by the external data aggregator
3. The CORE Board will vote on sharing Waiver-specific data externally on an as-needed basis

iii. LEA agrees to adopt the School Quality Improvement System (i.e., CORE Waiver accountability model). LEA may use additional measures for local, formative purposes, but each Participating LEAs will use the same School Quality Improvement System for the purposes of accountability and Annual Measurable Objectives (AMOs)

iv. LEA agrees to annually publicly report the School Quality Improvement Index which includes a score out of 100% and scores for each subcomponent at the school and LEA level by the ESEA subgroups (this information will also be reported centrally by CORE)

v. LEA will continue to administer (at a minimum) all state required assessments and any included in the CORE accountability model

vi. The LEA agrees that the following measurements (at a minimum) will be incorporated into the School Quality Improvement Index:

1. ELA assessments at every grade level of State administration
2. Mathematics assessments at every grade level of State administration
3. Writing assessments at every grade level of State administration
4. Science assessments at every grade level of State administration
5. History/Social Science at every grade level of State administration
6. Any State administered subject assessment as new assessments come online (e.g., an assessment associated with Next Generation Science Standards)
7. 4-, 5- and 6-year cohort graduation rate for high school accountability
8. Persistence rate to 10th grade for middle school accountability

9. Social and Emotional and Culture and Climate indicators to be determined during School Quality Improvement Index development.

vii. The LEA will ensure that the assessments used for accountability provide appropriate accommodations for English Learners

viii. LEA will include in the School Quality Improvement Index Academic Domain proficiency and growth performance for students with disabilities, including proficiency and growth on alternate assessments based on grade-level academic achievement standards for students currently tested under the California Modified Assessment (CMA) – until SBAC implementation in 2014-2015 - and alternate assessments based on alternate academic achievement standards (e.g., (CAPA) for students with the most significant cognitive disabilities

ix. No more than 1% of students will be eligible for inclusion in the School Quality Improvement Index based upon their CAPA score. Prior to SBAC implementation in 2014-2015, no more than 2% of students can be included using the CMA scores. 0% of students can be included using the CMA scores thereafter

B. Set ambitious but achievable annual measurable objectives

i. Participating LEAs will agree to implement the School Quality Improvement Goal (i.e., CORE Waiver AMO target) aligned to the expectation that students will graduate college and career ready. See Waiver narrative for additional detail.

ii. LEA acknowledges that while rewards and sanctions will be based off the School Quality Improvement System, a school's progress against the current California NCLB Workbook and Academic Performance Index will still be made public by the California Department of Education

C. LEA developed (CORE facilitation available) interim assessments are recommended in other grades and non-tested subjects as interim formative measures

D. Create a system for identifying and incenting Reward schools based on CORE Member District established guidelines

i. Using LEA data, CORE will identify and report to the LEA reward schools based on schools' overall performance on the School Quality Improvement Index score in two categories:

1. Highest- Performing, recognizing the highest achieving schools (and those that have met their CORE Waiver AMO) for performance of all students and ESEA subgroups
2. Highest-Progress, recognizing schools that have made the greatest strides towards improving student achievement for all students and ESEA subgroups

ii. Participating LEAs and CORE will report to the public lists of reward schools in two categories based on the School Quality Improvement System

iii. LEA will employ all agreed upon rewards as called for in the Waiver

E. Create a system for identifying and supporting interventions for Priority schools and Focus schools based on CORE district established guidelines

i. Using LEA data, CORE will identify and report to the LEA priority and focus schools based on schools' overall performance on the School Quality Improvement System
ii. Participating LEAs and CORE will report to the public lists of priority schools and focus schools
iii. LEA will employ all agreed upon interventions as called for in the Waiver

F. Build CORE, LEA, and school capacity to improve student learning

i. LEA agrees to be part of a process jointly holding all Participating LEAs accountable for student achievement and growth through reporting, sharing and transparency
ii. LEA agrees to collaborate with and support other Participating LEAs in the area of curriculum, instructional alignment, alignment of LEA expenditures to instructional priorities, development and monitoring of improvement plans and professional development strategies
iii. LEA will support and enable 1) Its Focus and Priority schools to receive technical assistance from Reward schools as well as to use Title I "set aside" funds to pay for, if necessary, the minimal cost of travel, training and release time for their reward school partner and 2) Its Reward schools to provide technical assistance to Focus and Priority schools (at a reasonable level, where schools are deemed to be appropriately similar with respect to the challenges they face and their unique characteristics)
iv. All schools not identified as Reward, Priority, or Focus will be responsible for funding any professional development or technical assistance provided through the CORE network. This work is voluntary unless a school does not meet AMOs, as defined in Section B above

3. Effective Instruction and Leadership

A. Develop and adopt guidelines for local teacher, principal and superintendent evaluation and support systems

i. The LEA agrees to adopt guidelines identified in the CORE Waiver by December 1, 2013 for teacher, principal and superintendent evaluation and support systems that includes the following:
    1. A common set of educator effectiveness indicators, that meaningfully differentiate among teaching effectiveness using at least three levels of performance
    2. Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards
    3. At least one significant component based on a measure of student academic growth
    4. Data collection with sufficient frequency to provide a basis for evaluation
    5. Support for growth and capacity building
    6. Promote and strengthen teacher collaboration to inform classroom instruction for increased academic achievement
ii. LEAs will incorporate student growth in the teacher and principal evaluation systems using

one of the options outlined in the Waiver narrative

iii. Under one of the options outlined in the Waiver narrative, student growth will be calculated using the CORE-developed growth model (to be developed by the 2014-2015 school year). However, if an LEA currently uses or seeks to use another high quality student growth model, the LEA will have the opportunity to apply to CORE for the option to use an alternative method, provided the LEA provides a strong research-based rationale.

iv. The LEA will have the flexibility to develop additional local measures to address local context (i.e., parent/student surveys, self-assessment, etc.)

v. The LEA will develop and implement teacher remediation systems and processes including (at least) the following elements:

1. Comprehensive remediation plans to improve instruction and performance for permanent teachers identified in the lowest performance category
2. Voluntary remediation plans to improve instruction and performance for teachers in the second lowest category of performance, including 1-on-1 mentoring

vi. Include educator effectiveness ratings from evaluations when making staffing decisions such as: Recruitment, Promotion, Tenure, Transfer, Layoff and Dismissal

B. Implement teacher, principal and superintendent evaluation and support systems

i. The LEA agrees to implement the developed measures outlined above for benchmarking progress in teacher, principal and superintendent evaluation and to support system implementation

ii. The LEA agrees to report on implementation progress

iii. The LEA will track beginning no later than the 2014–2015 school year, the aggregate distribution of teachers and principals by performance level, and will report this data publically by the 2015-2016 school year

4. Continuous learning

A. The LEA agrees to be part of a learning collaborative and to participate in shared activities and costs around continuous improvement. Such activities will be CORE District-developed and may include, but not be limited to:

i. Data collection
ii. Peer review and monitoring
iii. Peer assistance and support

5. Costs

A. The LEA agrees to maintain compliance with all Federal Guidelines related to Title I expenditures use previously held Title I funds intended for NCLB sanctions for the following school and LEA activities and programs, in descending order:

i. School interventions and supporting programs for:

1. Priority
2. Focus
3. Other Title 1 schools
4. Low-Achieving student groups (SWD, ELL, low-achieving)

ii. Support for school partnering teams for Priority and Focus schools (as required by Waiver interventions)

iii. Support for communities of practice

iv. Waiver implementation at the LEA level

v. Extended learning time including but not limited to before, after school, and summer learning programs
vi. CCSS implementation and assessment transition in Title I schools
    1. Extending STEM programs in Title I schools
vii. Stakeholder outreach and Parent/Guardian engagement
viii. Transportation to support school-choice (if district chooses)

B. The LEA agrees to utilize general education discretionary funds for items that are not Title 1 Fund eligible

C. The LEA agrees that Title I funds that were previously held as Program Improvement set aside funds specifically earmarked for school choice/transportation and Supplemental Educational Services cannot be used to supplant programs and expenditures typically funded with other sources

6. External Providers

A. If a LEA chooses to engage with an external provider for any services associated with the Waiver, the LEA will be responsible for employing district-designed processes for sourcing and vetting, as well as monitoring the effectiveness, of any external partners or providers districts use as part of the Waiver

B. An LEA agrees to undertake a formal review of the provider prior to renewing a contract or on an annual basis, whichever occurs first.

APPENDIX B: CORE ORGANIZATIONAL CHARTS

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

CORE Board of Directors

Mike Hanson
Board President
Superintendent
Fresno Unified School District

Chris Steinhauser
Board Vice President
Superintendent
Long Beach Unified School District

Janet Young
Board Member
Superintendent
Clovis Unified School District

Gabriela Mafi
Board Member
Superintendent
Garden Grove Unified School District

John E. Deasy
Board Member
Superintendent
Los Angeles Unified School District

Gary Yee
Board Member
Superintendent
Oakland Unified School District

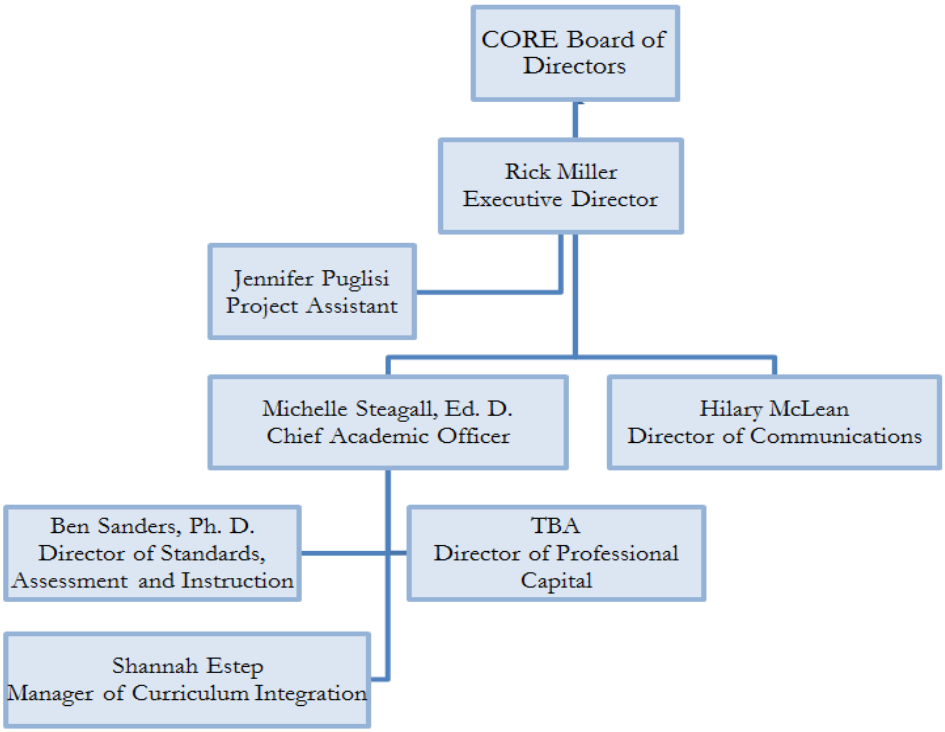
Jonathan Raymond
Board Member
Superintendent
Sacramento City Unified School District

Richard Carranza
Board Member
Superintendent
San Francisco Unified School District

Matt Navo
Board Member
Superintendent
Sanger Unified School District

Charles McCully
Board Member
Interim Superintendent
Santa Ana Unified School District

CORE Organizational Chart



APPENDIX C: CORE MISSION, GOALS & GOVERNANCE AGREEMENTS

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

Board of Directors

Michael Hanson
Board President
Fresno Unified School District

Janet L. Young, Ph. D
Clovis Unified School District

Laura Schwalm, Ph. D
Garden Grove Unified School District

Chris Steinhauser
Long Beach Unified School District

John E. Deasy, Ph. D
Los Angeles Unified School District

Tony Smith, Ph. D
Oakland Unified School District

Jonathan Raymond
Sacramento City Unified School District

Richard Carranza
San Francisco Unified School District

Marc Johnson
Sanger Unified School District

Thelma Meléndez de Santa Ana, Ph. D
Santa Ana Unified School District

Bonnie Reiss
Board Member Emeritus
Former California Secretary of Education

Rick Miller
Executive Director

The California Office to Reform Education (CORE) is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million Californian students and their families.

Why is CORE needed?

CORE exists so that innovative school reform efforts already underway within each individual district are enhanced, expanded, and accelerated though collaboration. CORE districts work together to identify shared goals for systemic reform and to develop and implement strategies to achieve those goals. By working with and learning from each other, the districts strive to improve student achievement and close the achievement gap so that all students are prepared for college and the workforce in the competitive global economy.

What is CORE doing?

In order to change the paradigm through partnership, CORE has established three specific areas of collaboration:

- **Standards, Assessment, and Instruction**

Effectively implementing common core standards in English Language Arts and math, including aligned assessments, instructional materials, and professional development;

- **Talent Management**

Developing, supporting, and empowering great teachers and school leaders through improved recruitment, preparation, and professional support systems, including an effective teacher and principal evaluation system;

- **Building capacity for improvement**

Sharing and using information, knowledge, and experience across districts more effectively to improve instruction and foster systems of continuous improvement, particularly in support of struggling schools.

CORE as a leader of transformative change

CORE districts are working together to address a common set of high-priority challenges in education. CORE staff coordinates and facilitates the collaboration, and ensures ongoing communication between, among, and about the districts to advance the work. As a result, education leaders across California will benefit from new, more efficient, sustainable, and easily-leveraged strategies for improving teaching and learning at a more rapid, sustainable, and scaled pace.

CORE GOVERNANCE AGREEMENTS

I. Board Membership

a. The board is comprised of the Superintendents of the participating member school districts.
b. Board members can also be additional individuals approved by a supermajority of the sitting board members.
c. The board is led by three officers: *President, Vice President, and Secretary*.
d. Officer responsibilities are as follows:
    i. *President:* presides over meetings; sets Board meeting agendas; ensures continuity of board leadership
    ii. *Vice President:* presides over meetings in President's absence; serves a president-elect after the president's second term and then assumes the role of President.
    iii. *Secretary:* oversees proper documentation, execution, and archiving of all board proceedings, decisions, and commitments.
e. Board terms begin July 1 and end June 30th, in order to coincide with school year.
f. Officers serve three year terms, renewable twice.
g. Superintendents serve as CORE Board members for the duration of their superintendency and/or district's participation in CORE, whichever is longer. In other words, once a superintendent leaves his/her school district, the incoming superintendent of that district partner assumes a position on the CORE board of directors.
h. Non-superintendent Board Members serve three year terms, renewable up to two times.

II. School District Membership

a. Charter Membership:
    i. The following school districts are charter members of CORE: Clovis; Fresno; Long Beach; Los Angeles; Sacramento; San Francisco; Sanger
b. New Membership
    i. New District Members can be appointed by supermajority of the board if they agree to adhere to the partnership design principles and organizational commitments.
c. Termination of Membership
    i. District participation will be evaluated at the May Board meeting each year.
    ii. If a district is demonstrating significant challenge in maintaining a high standard of commitment to the partnership principles or operational agreements (see Appendix 1), the board can move that that district's participation in the partnership be terminated at the end of the school year. This motion will be voted on by unanimous consent of the board members present at that meeting.
    iii. A district can opt out of the partnership at the end of a school year by writing a formal letter of resignation to the Board of Directors.

III. Meetings

a. The Board officially meets in person a minimum of three times a year to coincide with key strategic planning cycles for CORE programs:
    i. in August to finalize goals and objectives for the coming school year;
    ii. in January to approve the official fiscal year budget and to check-in on mid-year

program implementation; and

iii. in May to review the year's programmatic work and review the Executive Director's performance.

b. The board and/or Executive can call additional meetings at any time, in person or through the use of technology

c. Meeting are always most productive when Superintendents are present. In his/her absence, a Superintendent or Board members can appoint a senior-level deputy to represent the district, who is empowered as a decision-maker.

IV. Succession Planning

a. Board members agree to support each other in developing clear district succession plans to ensure continuity of leadership of their respective districts—and, in doing so, for leadership of the CORE Board.

b. Board members agree to ensure awareness, buy-in, and long term commitment the CORE work into his/her respective district to ensure sustainability during times of leadership transition.

c. Board agrees to work with his/her internal district leaders, school board, community members to help ensure continuity of membership and participation in CORE beyond their terms as Superintendent.

V. Executive Director

a. The CORE Board of Directors appoints the Executive Director.

b. The Executive Director is responsible for programs, budget, fundraising, and staffing.

c. The Executive Director's performance is reviewed annually by the board.

VI. Budget and Fundraising

a. Board Members approve an annual budget.

b. Board members agree to identify opportunities and support fundraising efforts in order to achieve the mission and goals of the partnership.

c. Board members agree to recuse themselves when a conflict of interest arises in matters of fundraising.

d. Board members agree judiciously to review and approve all grant requests prior to submission to funders, or to appoint a senior member of his/her team to do so.

VII. Communication

a. The Executive Director agrees to send regular communications to Board members to inform them of the ongoing work and of relevant local, state, and national opportunities and contexts.

b. Board members agree to regular communications with each other- the strength of CORE is in the exchange of information and ideas.

APPENDIX D: GLOSSARY OF TERMS

Academic Performance Indicator (API): The API is the cornerstone of California's academic accountability requirements. It measures the performance and growth of schools based upon results of statewide tests at grades two through twelve. API reports provide information about whether schools meet state requirements under the Public Schools Accountability Act (PSAA) of 1999. Similarly, AYP and PI reports provide information about whether schools and local educational agencies (LEAs) meet federal requirements under the Elementary and Secondary Education Act (ESEA).

Accountability: The notion that people (e.g., students or teachers) or an organization (e.g., a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so.

Achievement Gap: A consistent difference in scores on student achievement tests between certain groups of children and children in other groups. The data document a strong association between poverty and students' lack of academic success as measured by achievement tests. And while poverty is not unique to any ethnicity, it does exist in disproportionate rates among African Americans and Hispanics, and among English learners. The reasons behind the achievement gap are multifaceted. They do to some degree stem from factors that children bring with them to school. However, other factors that contribute to the gap stem from students' school experiences.

ACT: A set of college admissions tests and the organization that makes them, the American College Testing Program, located in Iowa City, Iowa. Most colleges now accept either the SAT or the ACT for admissions purposes.

Adequate Yearly Progress (AYP): Adequate Yearly Progress is a set of annual academic performance benchmarks that states, school districts, schools, and subpopulations of students are supposed to achieve if the state receives federal funding under Title I, Part A of the federal No Child Left Behind Act (NCLB). In California, the measures include: (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English language arts and math; (2) participation of at least 95% of students on those tests; (3) specified Academic Performance Index scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate.

A-G Courses: The set of 15 one-year college prep courses high school students must take to be eligible to enter either the California State University (CSU) or University of California (UC) systems. Required a-g courses beginning with the class of 2003 and beyond include: (a) Two history/social science; (b) Four English language arts; (c) Three math (through Algebra II or Integrated Math III); (d) Two laboratory science (two different disciplines); (e) Two foreign language (same language); (f) One visual/performing arts; and (g) One elective from the above subjects. Students must also meet other criteria to gain admission to the university systems.

Annual Measurable Objective (AMO): A measurement used to determine compliance with the federal No Child Left Behind Act (NCLB). States must develop annual measurable objectives (AMOs) that will determine if a school, district, or the state as a whole is making adequate yearly progress (AYP) toward the goal of having all students proficient in English language arts and mathematics by 2013-14. For California, the AMOs are the percent of students that must score proficient or advanced on English language arts and

mathematics tests aligned with state content standards (such as the California Standards Tests and the California High School Exit Exam). For example, for an elementary school in 2004-05, the AMO in English language arts is that 24.4% of its students must test proficient or above on the California Standards Test in that subject.

Assessment: Another name for a test. An assessment can also be a system for testing and evaluating students, groups of students, schools, or districts. (See STAR.) Under the federal No Child Left Behind Act (NCLB), schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.

California Alternate Performance Assessment (CAPA): A test for students with severe disabilities who are unable to participate in the STAR program, even with accommodations. Rather than multiple-choice questions, CAPA is open-ended, with teachers assisting in recording the answers.

California Center for the Future of Teaching and Learning: The Center for the Future of Teaching and Learning at WestEd is dedicated to strengthening teacher development policy and practice. WestEd is a research, development, and service agency whose mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. Since its inception in 1966, WestEd has been guided by knowledge from research and practice, drawing on an ever-growing and constantly refined database in development.

California Collaborative on District Reform: The California Collaborative on District Reform joins researchers, practitioners, policymakers, and funders in ongoing, evidence-based dialogue and collaborative activity to improve instruction and student learning for all students in California's urban school systems.

California Department of Education (CDE): The California Department of Education is an agency that oversees public education, including funding and testing, and holds local educational agencies (LEAs) accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources so that every Californian has access to a good education. The State Board of Education is the governing and policy-making body, and the State Superintendent of Public Instruction is the nonpartisan elected executive officer.

California English Language Development Test (CELDT): A test for students whose primary language-as reported by their parents-is not English. These students take the CELDT upon initial enrollment and annually thereafter until it is determined that they have mastered English. At that point they are reclassified as fluent English proficient (FEP) and are no longer counted as part of a school's English learner (EL) population. The CELDT evaluates listening, speaking, reading, and writing skills.

California High School Exit Exam (CAHSEE): A state exam that California public high school students, beginning with the class of 2006, must pass in order to graduate. The exit exam is not a college entrance or honors exam. Instead, its purpose is to test whether students have mastered the academic skills necessary to succeed in the adult world. It is a pass-fail exam divided into two sections: English language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not take that section again.

California Modified Assessment (CMA): California Modified Assessments are tests based on modified

achievement standards for students with disabilities in grades 3–8 whose IEP team has determined that neither the CAPA nor the CST is the appropriate assessment.

California Office to Reform Education (CORE): CORE is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its 10 member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million Californian students and their families.

California Standards for the Teaching Profession (CSTP): Professional standards adopted by the California Commission on Teacher Credentialing in 1997 to guide teacher preparation programs and new teacher assessments. These standards are organized around six interrelated categories of teaching practice: 1) engaging and supporting all students in learning; 2) creating and maintaining effective environments for student learning; 3) understanding and organizing subject matter for student learning; 4) planning instruction and designing learning experiences for all students; 5) assessing student learning; and 6) developing as a professional educator.

California Standards Tests (CSTs): Tests that are part of the Standardized Testing and Reporting (STAR) program and are based on the state's academic content standards-what teachers are expected to be teaching and what students are expected to be learning. The assessments are primarily multiple choice and cover four subject areas: English language arts (grades 2-11); mathematics (grades 2-11); history/social science (grades 8, 10, and 11); and science (for grades 5, 8, 10, and high school students who are taking specific subjects like biology, chemistry, or integrated science). CSTs are criterion-referenced tests, and students are scored as "far below basic, below basic, basic, proficient, and advanced." The state goal is for every student to score at "proficient" or above. Only California students take these standards-based tests so their results cannot be compared to test scores of students in other states or nations.

Common Core State Standards (CCSS): CCSS describe the knowledge and skills in English Language Arts and Mathematics that students will need when they graduate, whatever their choice of college or career. These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. This state-led effort is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Community of Practice: A group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

ConnectEd: The California Center for College and Career: ConnectEd: The California Center for College and Career is dedicated to advancing practice, policy, and research aimed at helping young people prepare for *both college and career* through Linked Learning — a high school improvement approach.

CORE Districts: There are 7 of the 10 total CORE Districts applying for the Waiver including: Fresno, Long Beach, Los Angeles, Oakland, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million California students and their families. CORE Districts do not include Participating LEAs.

County Office of Education (COE): The agency that provides, in general, educational programs for certain students; business, administrative, and curriculum services to school districts; and financial oversight of districts.

These services are affected by the size and type of districts within the county, the geographical location and size of the county, and the special needs of students that are not met by the districts. Each of California's 58 counties has an office of education.

Danielson's Framework for Teaching: The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

Disparity: The unequal or inequitable treatment of one group as compared to another.

Disproportionality: Disproportionality refers to comparisons made among groups of students by race or ethnicity that are identified for special education services. Where students from particular racial or ethnic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education. In some cases, the percentage of an ethnic or racial group may be less than what is found in the population in general. In this case, the group may be described as underrepresented. Conversely, when a particular ethnic or racial group is represented in special education at a greater rate than the population in general, that group is said to be overrepresented.

Dropout: A grade 7-12 student who left school prior to completing the school year and had not returned by Information Day (a day in October when students throughout the state and counted and enrollment is determined). Students are not considered dropouts if they receive a General Education Development (GED) or California High School Proficiency Examination (CHSPE) certificate, transfer to another high school or to a college, move out of the United States, are suspended or sick that day, or will be enrolling late.

Dropout Rate: California uses two approaches for determining the number of students who drop out of high school. The one-year dropout rate is calculated using enrollment data submitted by school districts and simply indicates how many students in grades 7-12 districts reported as dropouts in a given year. The four-year derived dropout rate is an estimate of the percent of students who would drop out between ninth and 12th grade based on data collected for a single year.

Elementary and Secondary Education Act (ESEA): The principal federal law affecting K-12 education. The No Child Left Behind Act (NCLB) is the most recent reauthorization of the ESEA. Originally enacted in 1965 as part of the War on Poverty, ESEA was created to support the education of the country's poorest children and that remains its overarching purpose. Congress must reauthorize it every six years. Each reauthorization of ESEA has made some changes, but NCLB was the most dramatic revision of the act since its creation. Its provisions represent a significant change in the federal government's influence in public schools and districts throughout the United States, particularly in terms of assessment and teacher quality.

English Learner (EL): Students whose home language is not English and who qualify for extra help. EL students were formerly known as "Limited English Proficient" (LEP). (See CELDT.)

ESEA Flexibility: The U.S. Department of Education has invited each State educational agency (SEA) to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Equity: The belief that state governments have an obligation to equalize students' access to educational opportunities and thus life chances. During the 1970s and 1980s, many state courts found great disparities in base per pupil spending between high and low property-wealth districts. They mandated that these funding disparities be eradicated. In placing districts on a level playing field, the courts often invoked equal protection clauses in state constitutions.

Graduation Rate: There are two approaches for determining the number of students who earned high school diplomas. One approach takes the number of graduates and divides it by graduates plus dropouts over the last four years. This method can overestimate the graduate rate because local schools often under-report the number of students who drop out. A second graduation rate calculation divides the number of graduates by the ninth-grade enrollment four years prior. This method can underestimate the graduation rate in part because it does not account for students who graduated early, moved, or took alternative paths such as passing the California High School Proficiency Exam.

Local Education Agency (LEA): A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts and county offices of education are both LEAs. Sometimes charter schools function as LEAs.

Linked Learning Alliance: The Linked Learning Alliance is a statewide coalition of education, industry, and community organizations dedicated to improving California's high schools and preparing students for postsecondary education and career.

Memorandum of Understanding (MOU): The purpose of the MOU is to establish a framework of collaboration amongst the CORE Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of CORE in its implementation of an approved Request for Flexibility application. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of the MOU with support from CORE.

Multiple Measures: An approach that relies on more than one indicator to measure a student's academic strengths and weaknesses. Measures can include grades, teacher comments, collected samples of a student's work, and standardized test scores. Similarly, multiple measures can be used to evaluate school and school district performance. These might include students' standardized test scores, graduation rates, and dropout rates.

National Assessment of Educational Progress (NAEP): A national test that is given to specific grade levels in specific subjects every other year. A small sample of student representative of the state are tested. NAEP test scores can be compared to national averages. California participates in NAEP, though not all states do. (See NAEP under Nationally Administered Tests.)

No Child Left Behind Act (NCLB): The 2002 reauthorization of the Elementary and Secondary Education Act (ESEA). Originally passed in 1965, ESEA programs provide much of the federal funding for K-12 schools. NCLB's provisions represent a significant change in the federal government's influence in public schools and districts throughout the United States, particularly in terms of assessment, accountability, and teacher quality. It increases the federal focus on the achievement of disadvantaged pupils, including English learners and students who live in poverty, provides funding for "innovative

programs" such as charter schools, and supports the right of parents to transfer their children to a different school if their school is low-performing or unsafe.

NCLB Title I: A federal program that provides funds for educationally disadvantaged students, including the children of migrant workers. Funding is based on the number of low-income children in a school, generally those eligible for the free/reduced price meals program. Title I is intended to supplement, not replace, state and district funds. The funds are distributed to school districts, which make allocations to eligible schools according to criteria in the federal law. Schools receiving Title I monies are supposed to involve parents in deciding how those funds are spent and in reviewing progress. Title I used to be called Chapter One. Part A provides basic grants for school improvement, while Part B focuses on helping schools improve their reading programs. Parts C through I provide funding for a variety of purposes, including advanced placement programs and dropout prevention.

Participating LEA: Participating LEAs are California school districts and charter schools/management organizations that opt to sign the MOU and agree to be held responsible for implementation of and accountability to all commitments outlined in the CORE waiver application and MOU Participating LEAs include CORE Districts.

Policy Analysis for California Education (PACE): Policy Analysis for California Education (PACE) is an independent, non-partisan research center based at Stanford University, the University of California – Berkeley, and the University of Southern California. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system, from early childhood to post-secondary education and training. PACE bridges the gap between research and policy, working with scholars from California's leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California.

Proficiency: Mastery or ability to do something at grade-level. In California, students take California Standards Tests (CSTs) and receive scores that are grouped in five achievement bands ranging from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced."

Propositions 98 and 111: Voter-approved initiatives that amended the California Constitution in 1988 and 1990 to guarantee a minimum amount of funding from property and state taxes for K-14 (kindergarten through community college) education each year. This guarantee of a minimum funding level is unique in the nation. The propositions included formulas for calculating the guarantee under different economic conditions. Proposition 98 also mandated School Accountability Report Cards (SARC) that covers at least 13 required topics such as test scores, dropout rates, and teacher qualifications.

Race to the Top (RTT): A competitive federal grant program run by the U.S. Department of Education that began in 2009 and provides a total of $4 billion in one-time grants to a handful of states that have created conditions for bold, comprehensive action in four reform areas described in the American Recovery and Reinvestment Act (ARRA).

REL West: The Regional Educational Laboratory West (REL West) at WestEd, serving Arizona, California, Nevada, and Utah, is part of a national network of 10 RELs whose mission is to provide research, analytic support, and resources that increase the use of high-quality data and evidence in education decision-making. Most REL work is carried out in partnership with educators—from state and local decision-makers to district and school support providers and practitioners—through eight regional research alliances.

School Accountability Report Card (SARC): An annual report on specified aspects of a school's operation, which is required as part of Proposition 98. Other state legislation and the federal No Child Left Behind Act (NCLB) also require SARCs. (See Propositions 98 and 111.)

School Improvement Program (SIP): A plan for an improved education program developed by a school site council composed of staff, parents, and students (high schools only). Initiated in the late 1970s, SIP programs are in the vast majority of California schools. SIP is one of the few categorical programs that provide discretionary money directly to schools. Typical uses are for instructional aides, classroom materials, technology, and staff development.

School Quality Review (SQR): A School Quality Review is an external, unbiased validation of the school's work and effectiveness. The SQR program is designed to assist districts in developing a clear picture of the quality of education provided in its schools. It provides schools a comprehensive report that outlines their strengths, areas for development, plus challenges and successes, which enable them to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. In essence, it is a powerful formative tool used to guide districts and schools as they engage in the cycle of continuous improvement.

Single School Plan for Student Achievement: The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. All SPSAs require superintendent and school board approval.

School Site Council: California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Smarter Balanced Assessment Consortium (SBAC): Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. California is part of the SBAC, one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the CCSS. The summative assessment system will be field-tested in the 2013-14 school year in CORE Districts and across California.

Standards: Degrees or levels of achievement. The "standards movement" began as an informal effort grown out of a concern that American students were not learning enough and that American schools did not have a rigorous curriculum. The U.S. Congress adopted this concept more formally with its 1994 reauthorization of the federal Title I program.

Standardized Test: A standardized test is a test that is in the same format for all takers. It often relies heavily or exclusively on multiple-choice questions. The testing conditions-including instructions, time limits, and scoring rubrics-are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students. Reporting of scores to parents, students, or schools is the

same. The procedures used for creating the test and analyzing the test results are standardized.

Standardized Testing and Reporting (STAR) Program: A statewide testing system that was enacted in 1997 and required the State Board of Education to select one nationally published test for second- through 11th-grade public school students and to publicize school district and state scores on the Internet in July every year. STAR now has three elements: 1) California Standards Tests (CSTs), which are based on the state's academic content standards; 2) California Achievement Tests, Sixth Edition Survey (CAT/6), a nationally normed, standardized, multiple-choice, basic-skills test that is given only to third and seventh graders; and 3) Aprenda 3, La prueba de logros en español, Tercera edición, a norm-referenced test that is administered to Spanish-speaking English learners who have been in school in the United States fewer than 12 months when tested or who were receiving instruction in Spanish regardless of how long they have been in school in the United States. The Aprenda 3 is gradually being replaced by a designated primary language test. California only administers tests in Spanish for this purpose. That test is known as the Standards-based Tests in Spanish (STS). Student achievement on certain STAR tests largely determines a school's statewide ranking.

State Board of Education (SBE): State Board of Education (SBE) is appointed by the governor with the approval of the state Senate. It is the governing body for the California Department of Education. The SBE is responsible for approving curriculum frameworks, textbooks, statewide assessments, and standards for student performance. It acts as a court of appeals for local decisions (e.g., school district reorganization).

State Education Agency (SEA): The agency primarily responsible for the supervision of a state's public elementary and secondary schools, such as the California Department of Education (CDE).

Student Growth: "Student growth" is the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student's score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

Superintendent of Public Instruction (SPI): Elected on a statewide, non-partisan ballot, the Superintendent of Public Instruction (also called the state superintendent) is in charge of running the California Department of Education. County offices of education are required to inform the state superintendent of approval or disapproval of all school district budgets.

Waiver: Permission from the State Board of Education (SBE) to set aside the requirements of an Education Code provision or administrative regulations upon the request of a school district. The code specifies which laws can be waived.

APPENDIX E: ESEA REQUESTED LIST OF ATTACHMENTS

LABEL	LIST OF ATTACHMENTS – TABLE OF CONTENTS	PAGE
1	Notice to SEA	230
2	Comments on request received from SEA (if applicable)	231
3	Notice and information provided to the public regarding the request	N/A
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	233
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	235
8	A copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	N/A
9	Table 2: Reward, Priority, and Focus Schools	236
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

ATTACHMENT 1: NOTICE TO SEA

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

Board of Directors

Michael Hanson
Board President
Fresno Unified School District

Janet L. Young, Ph. D
Clovis Unified School District

Laura Schwalm, Ph. D
Garden Grove Unified School District

Chris Steinhauser
Long Beach Unified School District

John E. Deasy, Ph. D
Los Angeles Unified School District

Tony Smith, Ph. D
Oakland Unified School District

Jonathan Raymond
Sacramento City Unified School District

Richard Carranza
San Francisco Unified School District

Marc Johnson
Sanger Unified School District

Thelma Meléndez de Santa Ana, Ph. D
Santa Ana Unified School District

Bonnie Reiss
Board Member Emeritus
Former California Secretary of Education

Rick Miller
Executive Director

February 28, 2013

Michael Kirst, President
California State Board of Education
1430 N Street, Room 1101
Sacramento, CA 95814

Dear President Kirst:
The California Office to Reform Education (CORE) has been working over the past year to develop a district-consortium request for a federal NCLB flexibility waiver. To conform to federal requirements, districts seeking such flexibility must first submit waiver requests to their lead state educational agency for review and comment. Therefore, on behalf of nine districts seeking this flexibility, I am pleased to submit to you a bundled set of federal waiver applications, referred to as the CORE Waiver.

The CORE Waiver calls for a reorientation of districts' work towards a collective effort to prepare all students for college and career, with districts assuming unprecedented accountability to eliminate disparity and disproportionality in all subjects and across academic, social/emotional, and culture/climate domains. The participating districts are very excited about the impact of this waiver to improve teaching and learning within their own communities, and ultimately, in any other California local educational agency that choses to participate.
We respectfully request that you review the CORE Waiver and provide any comments before forwarding this flexibility request to the U.S. Department of Education.

Please don't hesitate to contact me if you have any questions.
Sincerely,

Rick Miller
CORE Executive Director

cc: U.S. Secretary of Education Arne Duncan
Governor Jerry Brown
State Superintendent of Public Instruction Tom Torlakson
State Board of Education Executive Director Karen Staph Walters
CORE Board of Directors

ATTACHMENT 2: COMMENTS ON REQUEST RECEIVED FROM SEA

California Office to Reform Education District Waiver

CALIFORNIA STATE BOARD OF EDUCATION

CALIFORNIA DEPARTMENT OF EDUCATION

TOM TORLAKSON,
State Superintendent of Public Instruction
916-319-0800

CALIFORNIA STATE BOARD OF EDUCATION
MICHAEL W. KIRST, President
916-319-0827
1430 N Street Sacramento, CA 95814-5901

March 22, 2013

Deborah S. Delisle, Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

We received your letter dated February 28, 2013, seeking comment from the California State Board of Education (SBE) on the request for a district-level waiver of the Elementary and Secondary Education Act (ESEA) submitted by nine California districts, organized as a consortium called the California Office to Reform Education (CORE). At its March 14, 2013, meeting, the SBE authorized us, SBE President Michael Kirst and Superintendent of Public Instruction Tom Torlakson, to submit comments on its behalf regarding CORE's waiver request.

Over the last year, we have heard from numerous districts about the need for relief from the onerous provisions of ESEA. There is no doubt that ESEA is a failed concept and, while we would prefer that the law be reauthorized, absent such action by Congress we are supportive of any attempt that will grant California's local educational agencies (LEAs) the relief they need. While the CORE waiver presents one opportunity for relief; we heard at the March SBE meeting that superintendents from the CORE districts and other districts would prefer a state-level waiver rather than multiple LEA waivers. With this in mind, we will continue to work with your staff to explore options for granting all California LEAs relief from ESEA.

At the March SBE meeting, Board members expressed enthusiasm for the CORE districts' efforts to design an innovative waiver request based on agreements they hope to make at the local level. As you consider the CORE waiver request, we urge you to continue to work with our staff to address the questions and issues listed below:

If local waivers are approved, will the state monitor implementation and hold districts accountable or will the U.S. Department of Education perform this role? If the state is responsible for monitoring:

How will the federal Student Achievement and School Accountability program monitoring system accommodate dual or multiple systems of accountability in a state's approved Accountability Workbook?

Is the state expected to change its expectations under the approved Consolidated Application Reporting System and/or the Federal Program Monitoring Process for school districts with approved local waivers?

These issues and others will need to be resolved to ensure that district waivers do not conflict with the authority and responsibilities of the California state government.

Will other districts have the opportunity to apply for a flexibility waiver of their own that differs from CORE's, provided it meets

a high bar of quality? Will school districts need to be part of a consortium to be eligible to apply for a waiver?

What process and criteria will be used for approving the CORE waiver request? Will approval automatically be extended to any school district that signs an MOU?

For further discussion of these matters or others related to the CORE waiver or flexibility from ESEA, please contact Karen Stapf Walters, Executive Director, State Board of Education by phone at916-319-0699 or by email at kstapfwalters@cde.ca.gov, and/or Deborah V.H. Sigman, Deputy Superintendent, District, School, and Innovation Branch, by phone at 916-319-0812 or by e-mail atdsigman@cde.ca.gov.

Sincerely,

TOM TORLAKSON
State Superintendent of Public Instruction
California Department of Education

MICHAEL W. KIRST
President
California State Board of Education

ATTACHMENT 4: CALIFORNIA STATE BOARD OF EDUCATION ADOPTS COMMON CORE STATE STANDARD

Excerpted from: FINAL MINUTES, State Board of Education, August 2, 2010

Item 3: Consideration of the California Academic Content Standards Commission's Recommendation to Adopt the Common Core Standards, Including California Specific Standards.

Presenter: Deborah Sigman, Deputy Superintendent of the Curriculum, Learning, and Accountability Branch, presented on this item, and introduced Sue Stickel, Assistant Superintendent of Curriculum and Intervention, Sacramento County Office of Education, and project director of the California State Academic Content Standards Commission (Commission), and Greg Geeting, chair of the Commission.

Public Comment:
Public comment was received from Arun Ramanathan, EdTrust-West, Shelley Kriegler, Center for Math & Teaching; Scott Farrand, California State University Sacramento; Doug McRae, consultant; Kathlan Latimer, California Mathematics Council; Bill Evers, Stanford University; Juan Godinez, Los Angeles Unified School District (LAUSD) District Advisory Council (DAC); Pixie Hayward-Schickele, California Teachers Association (CTA); Dan Vogel, Vice President, CTA; Martha Zaragoza-Diaz, California Association for Bilingual Education (CABE) and Californians Together; Lauri Burnham Massey, CABE; Shelly Spiegel Coleman, Californians Together; Alicia Moran and Harold Boyd Jr., United Teachers of Los Angeles (UTLA); Barbara Flores, Alliance for a Multilingual Multicultural Education; Sherry Griffith, Association of California School Administrators (ACSA); Gretchen Muller, California Math Council; John Deasy, LAUSD; Suzan Solomon, California State Parent Teachers Association (PTA); Fred Navarro, Anaheim Union High School District; Scott Hill, School Innovations & Advocacy; Monica Henestroza, San Diego Unified School District; Chris Steinhauser, Long Beach Unified School District; Mike Hanson, Fresno Unified School District; and Walter Richardson, LAUSD DAC.

The board engaged in a substantive discussion following public comment. Announcing that it was an historic day in California, President Mitchell reminded the board that this discussion was only the beginning of a process and not the end of one. He directed CDE and SBE staff to create an implementation plan as defined in the legislation, and to work with the state Legislature to launch a curriculum development process that would begin to operationalize these standards. He additionally directed Commission staff to proceed with technical cleanup of the draft presented to the board. Further, President Mitchell commended the comments related to English language learners and students with disabilities.

Finally, President Mitchell thanked the members of the California State Academic Content Standards Commission, Commission Chair Greg Geeting, and Project Director Sue Stickel for their extraordinary work on behalf of California and its children for providing high standards and equally high outcomes.

ACTION: Member Arkatov moved that the SBE, pursuant to Senate BillX5 1, adopt the academic content standards as proposed by the California Academic Content Standards Commission in English language arts and mathematics; and that the standards include the Common Core and specific additional standards that the Commission had deemed necessary to maintain the integrity and rigor of California's already extremely high standards. Member Lopez seconded the motion. The board voted, by show of

hands, 9-0 to approve the motion.

ATTACHMENT 7: MEMORANDUM OF UNDERSTANDING BETWEEN CALIFORNIA AND SMARTER BALANCED ASSESSMENT CONSORTIUM

California Department of Education (http://www.cde.ca.gov/nr/ne/yr11/yr11rel43.asp)
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CALIFORNIA DEPARTMENT OF EDUCATION

NEWS RELEASE

TOM TORLAKSON
State Superintendent
of Public Instruction

Release: #11-43
June 9, 2011

Contact: Tina Jung
E-mail: communications@cde.ca.gov
Phone: 916-319-0818

State Education Leaders Jointly Announce California's Role in New Multistate Consortium Formed to Develop New Generation of Assessments

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson and State Board of Education President Michael Kirst today announced that California will join the SMARTER Balanced Assessment Consortium as a governing state.

"Today marks the beginning of a new era in student testing and accountability," Torlakson said. "By working together, we've put California where it belongs—poised to play a leadership role."

"This is a wonderful opportunity for California to step up as a leader in assessment design and provide much more timely information to teachers, parents, and students," Kirst said.

Currently, a total of 30 states have signed up to become members of the SMARTER Balanced Assessment Consortium. Of those, California is one of 18 governing states, which allows decision-making participation. The remaining 12 are advisory states.

The consortium has received a $176 million Race to the Top assessment grant from the U.S. Department of Education to design a new assessment system aligned to the Common Core State Standards. The system will include assessments in English-language arts (ELA) and mathematics in grades three through eight and grade eleven. The new assessments will be in place for the 2014-15 school year.

Torlakson, Kirst, and Governor Jerry Brown signed a Memorandum of Understanding to give California greater involvement in the development of a new generation of student assessments that will emphasize a deep knowledge of core concepts within and across disciplines, problem solving, analysis, synthesis, and critical thinking.

As a governing state, California will have an active role in all decision making, and provide representatives for various work groups and steering committees. The goal of the consortium is to prepare students for college and career by improving teaching and learning in our schools through the development of an innovative system of assessments of the Common Core State Standards in ELA and mathematics that is valid, reliable, and fair for all students.

The SMARTER Balanced assessment system will be designed to meet federal- and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure and track individual student growth.

The assessment system will utilize computer adaptive technologies to design assessments that will minimize the amount of time that students are out of the classroom and away from their teachers, better measure student abilities across the full spectrum of student performance, evaluate growth in learning, and provide more information to teachers, administrators, and parents within weeks of testing.

Teachers will play a critical role in the development of the new assessment system as they will be involved in the design, development, and scoring of assessment items and tasks.

More information on the SMARTER Balanced Assessment Consortium can be found at SMARTER [http://www.k12.wa.us/smarter/] . For more information on the Common Core State Standards Initiative, please visit Common Core State Standards Initiative | Home [http://www.corestandards.org/] .

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Tom Torlakson — State Superintendent of Public Instruction
Communications Division, Room 5206, 916-319-0818, Fax 916-319-0100

ATTACHMENT 9: REWARD, PRIORITY AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Ahwahnee Middle	061455001704				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Ann B. Leavenworth	061455003019				G: Low Achieving Subgroup	Yes
Fresno Unified	Calwa Elementary	061455001713				G: Low Achieving Subgroup	Yes
Fresno Unified	Columbia Elementary	061455001716				G: Low Achieving Subgroup	Yes
Fresno Unified	Cooper Middle	061455001717	B: High-progress school				
Fresno Unified	Deborah A. Williams Elementary	061455011895				G: Low Achieving Subgroup	Yes
Fresno Unified	Edison High	061455001723				F: Within-School Gap	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Elizabeth Terronez Middle	061455004484				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Fort Miller Middle	061455001731				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Heaton Elementary	061455001735				G: Low Achieving Subgroup	Yes
Fresno Unified	Holland Elementary	061455001738	B: High-progress school				
Fresno Unified	Homan Elementary	061455001739				G: Low Achieving Subgroup	Yes
Fresno Unified	Jackson Elementary	061455001741				G: Low Achieving Subgroup	Yes
Fresno Unified	King Elementary	061455001743				G: Low Achieving Subgroup	Yes
Fresno Unified	Kings Canyon Middle	061455001744	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Lawless Elementary	061455007720				G: Low Achieving Subgroup	Yes
Fresno Unified	McLane High	061455001754				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Norseman Elementary	061455001756				G: Low Achieving Subgroup	Yes
Fresno Unified	Roosevelt High	061455001762				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Scandinavian Middle	061455001764				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Sequoia Middle	061455001765		C: Lowest 5%	(newly identified)		
Fresno Unified	Slater Elementary	061455001767				G: Low Achieving Subgroup	Yes
Fresno Unified	Sunnyside High	061455007963				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Susan B. Anthony Elementary	061455003007				G: Low Achieving Subgroup	Yes
Fresno Unified	Tehipite Middle	061455001770	B: High-progress school				
Fresno Unified	Tioga Middle	061455001773	B: High-progress school				
Fresno Unified	Turner Elementary	061455001774				G: Low Achieving Subgroup	Yes
Fresno Unified	Vang Pao Elementary	061455012411	B: High-progress school				
Fresno Unified	Wawona Middle	061455001777				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Webster Elementary	061455001778	B: High-progress school	E: SIG (exit priority)	Yes		
Fresno Unified	Winchell Elementary	061455001780				G: Low Achieving Subgroup	Yes
Fresno Unified	Yosemite Middle	061455001783		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Long Beach Unified	Burcham K-8	062250002703				G: Low Achieving Subgroup	Yes
Long Beach Unified	Franklin Classical Middle	062250002713	B: High-progress school				
Long Beach Unified	Harte Elementary	062250002720				G: Low Achieving Subgroup	Yes
Long Beach Unified	Jefferson Leadership Academies	062250002727	B: High-progress school			G: Low Achieving Subgroup	Yes
Long Beach Unified	Lindbergh Middle	062250002736	B: High-progress school				
Los Angeles Unified	Academy of Environmental & Social Policy	062271012733				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Albion Street Elementary	062271002803	B: High-progress school				
Los Angeles Unified	Alexander Hamilton Senior High	062271003064				F: Within-School Gap	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Alexandria Avenue Elementary	062271002805				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Alta California Elementary	062271012806				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ann Street Elementary	062271002817	B: High-progress school				
Los Angeles Unified	Arleta High	062271011652				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Arroyo Seco Museum Science	062271008888	A: Highest-performin g school				
Los Angeles Unified	Barack Obama Global Preparation Academy	062271012771		C: Lowest 5%	(newly identified)		
Los Angeles Unified	Bell Senior High	062271002844				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Belmont Senior High	062271007751		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Benjamin Franklin Senior High	062271003021				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Bret Harte Preparatory Middle	062271003073		C: Lowest 5%	Yes		
Los Angeles Unified	Bridge Street Elementary	062271002864				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Broad Avenue Elementary	062271002865	B: High-progress school				
Los Angeles Unified	Bushnell Way Elementary	062271002877				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Carson-Gore Academy of Enviornmental Stu	062271012721				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Castelar Street Elementary	062271002903	A: Highest-performing school			G: Low Achieving Subgroup (focus exit)	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Charles Drew Middle	062271002966		E: SIG	Yes		
Los Angeles Unified	Chatsworth Senior High	062271002916				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Chester W. Nimitz Middle	062271003216				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Cimarron Avenue Elementary	062271002920	B: High-progress school				
Los Angeles Unified	City Terrace Elementary	062271002921	B: High-progress school				
Los Angeles Unified	Coliseum Street Elementary	062271002930				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Columbus Avenue	062271010527				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Crenshaw Senior High	062271002941		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	David Starr Jordan Senior High	062271003109		C: Lowest 5% D: Grad rate <60%	Yes		
Los Angeles Unified	Delevan Drive Elementary	062271002954	A: Highest-performing school				
Los Angeles Unified	Dolores Huerta Elementary	062271012688	B: High-progress school				
Los Angeles Unified	Dominguez Elementary	062271002963	B: High-progress school				
Los Angeles Unified	Downtown Business High	062271007757	A: Highest-performing school				
Los Angeles Unified	Dr. James Edward Jones Primary Center	062271012223	B: High-progress school				
Los Angeles Unified	East Los Angeles Performing Arts Academy	062271012787				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	East Los Angeles Renaissance Academy at	062271012657				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	East Valley Senior High	062271011651		E: SIG	Yes		
Los Angeles Unified	Edwin Markham Middle	062271003168	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Ellen Ochoa Learning Center	062271008510				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Engineering and Technology Academy at Es	062271012819				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ernest Lawrence Middle	062271003128				F: Within-School Gap	Yes
Los Angeles Unified	Esperanza Elementary	062271000451				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Euclid Avenue Elementary	062271002993				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fairfax Senior High	062271002998				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fifty-Ninth Street Elementary	062271003004				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Florence Avenue Elementary	062271003013	B: High-progress school				
Los Angeles Unified	Florence Griffith Joyner Elementary	062271003244		E: SIG	Yes		
Los Angeles Unified	Gardena Senior High	062271003034		E: SIG	Yes		
Los Angeles Unified	Garza (Carmen Lomas) Primary Center	062271010873	A: Highest-performing school				
Los Angeles Unified	Gaspar De Portola Middle	062271003289				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	George K. Porter Middle	062271003287				F: Within-School Gap	Yes
Los Angeles Unified	George Washington Carver Middle	062271002902		E: SIG	Yes		
Los Angeles Unified	George Washington Preparatory High	062271003444		E: SIG	Yes		
Los Angeles Unified	Glen Alta Elementary	062271003044				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Graham Elementary	062271003048				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Grover Cleveland High	062271002923				F: Within-School Gap	Yes
Los Angeles Unified	Harbor Teacher Preparation Academy	062271010844	A: Highest-performing school				
Los Angeles Unified	Hart Street Elementary	062271003072				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Henry T. Gage Middle	062271003030		E: SIG	Yes		
Los Angeles Unified	Hillcrest Drive Elementary	062271003084	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Hollenbeck Middle	062271003087		C: Lowest 5%	Yes		
Los Angeles Unified	Hollywood Senior High	062271003088				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Horace Mann Junior High	062271003162		C: Lowest 5%	Yes		
Los Angeles Unified	Humanitas Academy of Art and Technology	062271012711				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	James A. Garfield Senior High	062271003037				G: Low Achieving Subgroup	Yes
Los Angeles Unified	James Monroe High	062271003193				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	John Adams Middle	062271002800				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John C. Fremont Senior High	062271003023		C: Lowest 5% D: Grad rate <60%	Yes		
Los Angeles Unified	John Marshall Senior High	062271003171				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John Muir Middle	062271003204		E: SIG	Yes		
Los Angeles Unified	Johnnie Cochran, Jr., Middle	062271003202		C: Lowest 5%	Yes		
Los Angeles Unified	Kester Avenue Elementary	062271003115	A: Highest-performing school				
Los Angeles Unified	King/Drew Medical Magnet High	062271009150	A: Highest-performing school				
Los Angeles Unified	Kingsley Elementary	062271010885				G: Low Achieving Subgroup (focus exit)	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Latona Avenue Elementary	062271003126				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Lexington Avenue Primary Center	062271011619	B: High-progress school				
Los Angeles Unified	Lillian Street Elementary	062271003137				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Limerick Avenue Elementary	062271003138				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Los Angeles Teachers Preparatory Academy	062271012335		C: Lowest 5%	Yes		
Los Angeles Unified	Magnolia Avenue Elementary	062271003157	B: High-progress school			G: Low Achieving Subgroup (focus exit)	Yes
Los Angeles Unified	Manhattan Place Elementary	062271003161	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Manual Arts Senior High	062271003163		E: SIG	Yes		
Los Angeles Unified	Mary McLeod Bethune Middle	062271002856				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Math, Science, & Technology Magnet Acade	062271012791	A: Highest-performing school				
Los Angeles Unified	Mayall Street Elementary	062271003174	A: Highest-performing school				
Los Angeles Unified	Mayberry Street Elementary	062271003175				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Maywood Academy High	062271010889		E: SIG	Yes		
Los Angeles Unified	McKinley Avenue Elementary	062271003177				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Meyler Street Elementary	062271003182				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mid-City's Prescott School of Enriched S	062271002823	B: High-progress school				
Los Angeles Unified	Miramonte Elementary	062271003188				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mountain View Elementary	062271003199	A: Highest-performing school				
Los Angeles Unified	Nathaniel Narbonne Senior High	062271003209				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Nevin Avenue Elementary	062271003212	B: High-progress school				
Los Angeles Unified	Nora Sterry Elementary	062271003371	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	North Hollywood Senior High	062271003230				F: Within-School Gap	Yes
Los Angeles Unified	One Hundred Ninth Street Elementary	062271003243				G: Low Achieving Subgroup	Yes
Los Angeles Unified	One Hundred Twelfth Street Elementary	062271003250				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Orchard Academies 2B	062271012825				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Orchard Academies 2C	062271012779	B: High-progress school				
Los Angeles Unified	Pacoima Middle	062271003263				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Palms Elementary	062271003266	B: High-progress school				
Los Angeles Unified	Panorama City Elementary	062271010884				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Playa del Rey Elementary	062271003283	B: High-progress school				
Los Angeles Unified	Quincy Jones Elementary	062271012667	B: High-progress school				
Los Angeles Unified	Ralph Waldo Emerson Middle	062271002987				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Rio Vista Elementary	062271003309	B: High-progress school				
Los Angeles Unified	Robert Hill Lane Elementary	062271003122	B: High-progress school				
Los Angeles Unified	Robert Louis Stevenson Middle	062271003372		E: SIG	Yes		
Los Angeles Unified	Rudecinda Sepulveda Dodson Middle	062271002960				F: Within-School Gap	Yes
Los Angeles Unified	Samuel Gompers Middle	062271003047		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	San Fernando Senior High	062271003325				G: Low Achieving Subgroup	Yes
Los Angeles Unified	San Jose Street Elementary	062271003328	B: High-progress school				
Los Angeles Unified	San Pedro Senior High	062271003330				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School for the Visual Arts and Humanities	062271012370				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School of Communications, New Media and	062271003315				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Selma Avenue Elementary	062271003339	B: High-progress school				
Los Angeles Unified	Sharp Avenue Elementary	062271003347	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Sixty-Eighth Street Elementary	062271003357				G: Low Achieving Subgroup	Yes
Los Angeles Unified	South East High	062271010888		E: SIG	Yes		
Los Angeles Unified	South Gate Middle	062271003363				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Southeast Middle	062271010860				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Stoner Avenue Elementary	062271003375	B: High-progress school				
Los Angeles Unified	Sun Valley High	062271012520				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Sun Valley Middle	062271003378				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Susan Miller Dorsey Senior High	062271002965				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Sylmar Senior High	062271003385				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Tarzana Elementary	062271003390				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Thirty-Second Street USC Performing Arts	062271003395	B: High-progress school				
Los Angeles Unified	Thomas Jefferson Senior High	062271003106		E: SIG	Yes		
Los Angeles Unified	Twenty-Fourth Street Elementary	062271003410				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Ulysses S. Grant Senior High	062271003052				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Union Avenue Elementary	062271003412				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Utah Street Elementary	062271003414				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valerio Street Elementary	062271003415				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valley Alternative Magnet	062271003416	B: High-progress school				
Los Angeles Unified	Van Nuys Senior High	062271003424				F: Within-School Gap	Yes
Los Angeles Unified	Vanalden Avenue Elementary	062271003425	B: High-progress school				
Los Angeles Unified	Venice Senior High	062271003429				F: Within-School Gap	Yes
Los Angeles Unified	Virginia Road Elementary	062271003440				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Washington Irving Middle	062271003102				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	West Adams Preparatory High	062271012114				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Westminster Avenue Elementary	062271003457	B: High-progress school				
Los Angeles Unified	William Jefferson Clinton Middle	062271011649		E: SIG	Yes		
Los Angeles Unified	Woodcrest Elementary	062271003471		C: Lowest 5%	Yes		
Los Angeles Unified	Woodland Hills Academy	062271003271				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Woodrow Wilson Senior High	062271003466				G: Low Achieving Subgroup	Yes
Oakland Unified	Alliance Academy	062805012027		E: SIG	Yes		
Oakland Unified	Bret Harte Middle	062805004242				G: Low Achieving Subgroup	Yes
Oakland Unified	Castlemont High	062805012992		C: Lowest 5%	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	East Oakland Pride Elementary	062805012059				G: Low Achieving Subgroup	Yes
Oakland Unified	Elmhurst Community Prep	062805011961		E: SIG	Yes		
Oakland Unified	Fremont High	062805013062		C: Lowest 5%	Yes		
Oakland Unified	Frick Middle	062805004263				G: Low Achieving Subgroup	Yes
Oakland Unified	Fruitvale Elementary	062805004264				G: Low Achieving Subgroup	Yes
Oakland Unified	Lafayette Elementary	062805004285				G: Low Achieving Subgroup	Yes
Oakland Unified	McClymonds High	062805011555				G: Low Achieving Subgroup	Yes
Oakland Unified	Oakland High	062805004304				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	Oakland International High	062805012049		C: Lowest 5%	(newly identified)		
Oakland Unified	Parker Elementary	062805004306	A: Highest-performing school				
Oakland Unified	Reach Academy	062805011556		C: Lowest 5%	Yes		
Oakland Unified	ROOTS International Academy	062805011907		E: SIG	Yes		
Oakland Unified	United for Success Academy	062805011909		E: SIG	Yes		
Oakland Unified	West Oakland Middle	062805012048		C: Lowest 5%	Yes		
San Francisco Unified	Bryant Elementary	063441005592		E: SIG	Yes		
San Francisco Unified	Buena Vista/ Horace Mann K-8	063441005626		E: SIG (exit priority)	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Carver (George Washington) Elementary	063441005616		E: SIG	Yes		
San Francisco Unified	Chavez (Cesar) Elementary	063441005623		E: SIG	Yes		
San Francisco Unified	Chin (John Yehall) Elementary	063441005369	A: Highest-performing school B: High-progress school				
San Francisco Unified	Cleveland Elementary	063441005597	B: High-progress school				
San Francisco Unified	El Dorado Elementary	063441005605				G: Low Achieving Subgroup	Yes
San Francisco Unified	Everett Middle	063441007842	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Fairmount Elementary	063441005607	B: High-progress school				
San Francisco Unified	Francisco Middle	063441005610				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Hillcrest Elementary	063441005625				G: Low Achieving Subgroup	Yes
San Francisco Unified	Hoover (Herbert) Middle	063441005624				G: Low Achieving Subgroup	(newly identified)
San Francisco Unified	King Jr. (Martin Luther) Academic Middle	063441005655				G: Low Achieving Subgroup	Yes
San Francisco Unified	Lau (Gordon J.) Elementary	063441005599	A: Highest-performing school				
San Francisco Unified	Longfellow Elementary	063441005641				G: Low Achieving Subgroup	Yes
San Francisco Unified	Mission Education Center	063441005649		C: Lowest 5%	(newly identified)		
San Francisco Unified	Mission High	063441005650		E: SIG	Yes		
San Francisco Unified	Muir (John) Elementary	063441005633		E: SIG	Yes		
San Francisco Unified	O'Connell (John) High	063441007350		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Parks (Rosa) Elementary	063441005658	B: High-progress school				
San Francisco Unified	Revere (Paul) Elementary	063441005654	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Sutro Elementary	063441005674	A: Highest-performing school				
San Francisco Unified	Tenderloin Community	063441007732				G: Low Achieving Subgroup	Yes
San Francisco Unified	Visitacion Valley Middle	063441005678				G: Low Achieving Subgroup	Yes
Sanger Unified	Centerville Elementary	063525005968	A: Highest-performing school				
Sanger Unified	Jefferson Elementary	063525005972	A: Highest-performing school B: High-progress school				
Sanger Unified	Lincoln Elementary	063525005975	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Santa Ana Unified	Adams Elementary	063531005981	B: High-progress school				
Santa Ana Unified	Middle College High	063531007197	A: Highest-performing school				
Santa Ana Unified	Walker Elementary	063531002346	B: High-progress school				
Santa Ana Unified	Willard Intermediate	063531006013		C: Lowest 5%	Yes		

Total # of Title I schools in Participating Districts: 910

Key	
Reward School Criteria: (67 Designated) **A.** Highest-performing school (18 Schools) **B.** High-progress school (51 Schools) **Priority School Criteria: (46 Required, 47 Designated in 2013-14,[54] 4 newly identified)** **C.** Among the lowest five percent of Title I schools across participating districts based on the proficiency and lack of progress of the "all students" group - as demonstrated by a. 2013-14 Designations: being in the lowest 5% across participating districts for 2012, 2011; lowest 10% for 2010 (13 Schools, including 2 with graduation rates less than 60% over 3 years) b. 2014-15 Additions: being in the lowest 5% across participating districts for 2013, 2012; lowest 10% for 2011 (4 Schools) **D.** Title I-participating high school with graduation rates less than 60% over 3 years (2 Schools, both of which qualify for a C designation) **H.** Tier I or Tier II SIG school implementing a school intervention model (34 Schools with 4 meeting exit criteria)	**Focus School Criteria: (91 Required, 100 Designated in 2013-14, 20 newly identified)** **I.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate – as demonstrated by a. 2013-14 Designations: being the 5% in terms of achievement gap width for 2012, 2011, and 2010 (8 Schools) b. 2014-15 Additions: being the 5% in terms of achievement gap width for 2013, 2012, and 2011 (1 School) **J.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate – as defined by **a.** 2013-14 Designations: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2010 to 2012 (92 schools with 3 meeting exit criteria) **b.** 2014-15 Additions: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2011 to 2013 (19 schools)

[54] One Priority school identified in SY 2013-14 closed and is not included in this count. Four schools exited Priority and are included in the count of 47 schools.

APPENDIX F: SCHOOL IMPROVEMENT SYSTEM COMMUNICATIONS PLAN

School Quality Improvement System Communication Plan

Perspective of the Communications Plan to Ensure Transparency about the School Quality Improvement System

In order for the School Quality Improvement System to be effective in helping schools and districts meet their objective of preparing all students for college and career, there needs to be thorough understanding within district, schools, and communities about what the School Quality Improvement System is, and how it will be implemented, including:

- How it will measure schools' progress across a range of domains;
- Plans for full implementation of the Common Core State Standards and aligned assessments;
- The evolving evaluation and support systems; and
- How schools will be designated.

In addition, particular care must be taken to clearly delineate how the School Quality Improvement System is different from, yet exists alongside, the accountability system used by the State of California – the Academic Performance Index (API) – and the current federal accountability system, which will still be in effect in districts that have not been approved for a waiver to participate in the School Quality Improvement System.

To ensure transparency and clarity about School Quality Improvement System, each participating district agrees to be responsible for executing a robust two-pronged communications campaign that is tailored to effectively inform the internal education community that works at the district-level and in schools, and the external community of parents, media, businesses, and other community stakeholders. This communications campaign will ensure that these critical audiences have access to information in multiple forums that explains exactly how the district will transition to the School Quality Improvement System and how it will work. It also will include information, consultation, and training sessions for stakeholder audiences that are part of the internal education community.

Stakeholder audiences must have the opportunity to express comments and concerns in these sessions. Participating districts will collect and report stakeholder concerns to CORE by early August 2013, and by April 15th of each year thereafter. CORE will aggregate the feedback and the CORE Board will determine response to the aggregated comments and concerns. Districts will be responsible for responding to all non-CORE-wide comments or concerns.

Resources

To support participating districts' work to communicate about the School Quality Improvement System, CORE staff will design a suite of communications resources to help participating districts use the resources. CORE staff will also support participating districts' efforts by offering outreach to inform statewide stakeholder groups, news media, and media influencers about the School Quality Improvement System and how it is will work alongside existing state and federal accountability systems.

One significant resource that CORE staff will develop for participating districts is a School Quality Improvement System Guide which will provide both overview and detailed information about the School Quality Improvement System and how it will operate in context of existing

state and federal accountability systems. This guide will be posted to the public website http://COREdistricts.org, but introductory language in the guide will customizable by any participating district in order to make it more accessible to its community stakeholders.

The matrix below delineates resources that will be developed to support districts' communication about the School Quality Improvement System, with specific detail to be included regarding existing state and federal accountability systems and requirements. All of these resources will be available to the public on the http://COREdistricts.org website and will be customizable so they can be locally branded by participating districts.

Matrix of Resources to be developed to support communication about the

School Quality Improvement System and Intended Audience

	Quality Improvement System Guide	Fact Sheet	Q&A	Website copy	Power point	Letters	Talking Points	News Releases	Op-Ed and Editorial Board Request	Video
District staff and school board members and School Administrators	X	X	X	X	X		X			
School site leaders and administrators	X	X	X		X		X			
Teachers and teacher organizations	X	X	X		X	X	X			X
Parents		X	X	X		X	X			X
Media		X	X		X		X	X	X	X
Business community		X			X		X			
General audiences		X	X	X						X

Required Outreach to Specific Stakeholders

As part of its communications campaign, each participating district will be responsible for conducting outreach about the School Quality Improvement System to the many important stakeholder audiences, including outreach to district staff, school site leaders, teachers and teacher organizations, parents, and other community stakeholders. Districts will conduct outreach and collect stakeholder comments and concerns from the following key stakeholders:

District staff and school board members: Because district staff and school board members will take the lead in communicating about the School Quality Improvement System to school site

leaders, teacher, parents, and community members, participating districts must communicate with district staff and members of school boards so there is deep understanding of the School Quality Improvement System and its distinction from existing state and federal accountability systems. Much of this communication will be conducted though public meetings and staff meetings, and will be augmented and reinforced though use of communications resources developed by CORE staff.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used for outreach to district staff and school boards include:

- School Quality Improvement System Guide
- Fact sheet
- Frequently asked questions and answers
- Website copy
- Power point slide deck
- Talking points

School site leaders: As the School Quality Improvement System is designed to foster a culture of continuous improvement at each school site, school site leaders such as principals, other administrators, and lead teachers need to understand the School Quality Improvement System, the accountability metrics, how schools will be identified, and how schools can access support to improve in various domains. All districts will hold at least one information, consultation, and training session with principals, ensuring participation from principals and key school leaders from priority, focus, and reward schools. Districts will be responsible for collecting comments and concerns from meetings with school site leaders.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used for outreach to school site leaders include:

- School Quality Improvement System Guide
- Fact sheet
- Frequently asked questions and answers
- Power point slide deck
- Talking points

Teachers and teacher organizations: To be an effective driver of continuous improvement in the classroom, teachers, and teachers' organizations must have a deep understanding of the School Quality Improvement System, how schools can access the support network in the system, how teacher effectiveness will be supported, and how the School Quality Improvement System will operate in comparison to existing state and federal accountability systems. Both district staff and school site leaders will be critical messengers about the School Quality Improvement System to teachers at the site level, while district superintendents and labor relations teams must engage teachers and collective bargaining units in communicating and forming consensus around changes to educator evaluation and support systems detailed in the School Quality Improvement System.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to teachers include:

- School Quality Improvement System Guide
- Fact sheet
- Frequently Asked Questions and Answers
- Power point slide deck
- Talking points

Parents: Participating districts will take deliberate steps to inform parents about the School Quality Improvement System and how it will operate in context with existing state and federal accountability systems. Districts' communications plans will specify how outreach to parents will be conducted, in accessible language and in multiple languages, so that parents clearly understand how the School Quality Improvement System will measure and support school and student progress, and how existing state and federal accountability systems will operate. Participating districts will conducting community forums, distribute written updates, update websites, and provide ongoing school-site level outreach. Districts will be responsible for collecting comments and concerns expressed by parents.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to parents include:

- Fact Sheets
- Frequently Asked Questions and Answers
- Website copy
- Letters
- Talking points
- Video

Media: Participating districts communications plans will aim to reinforce and extend the reach of information shared with parents and other community stakeholders about the School Quality Improvement System by conducting outreach to inform news media, via news releases, briefings for reporters, editorial board meetings, and opinion articles.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to media include:

- School Quality Improvement System Guide
- News releases
- Talking points
- Fact sheet
- Talking points
- Sample op-ed
- Editorial Board request
- Video

Business leaders and other community stakeholders: Participating districts will share information about the School Quality Improvement System with the business leaders and other external stakeholders in their local community.

Timeline: Fall 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to businesses and other community stakeholders include:

- Fact sheet
- Power point slide deck
- Talking points

Institutions of Higher Education: participating districts will engage with Institutions of Higher Education to support teacher professional development and expand community knowledge about the School Quality Improvement System.

- Fact sheet
- Power point slide deck
- Talking points

California Department of Education and U.S. Department of Education: Participating districts and CORE staff will continue ongoing communication with appropriate staff at both the California Department of Education and the U.S. Department of Education and will ensure open channels of communication throughout the review process and implementation of the School Quality Improvement System.

APPENDIX G: EVIDENCE OF CONSULTATION

Fresno

Fresno Unified School District

Preparing Career Ready Graduates

BOARD OF EDUCATION
Valerie F. Davis, President
Lindsay Cal Johnson, Clerk
Michelle A. Asadoorian
Luis A. Chavez
Christopher De La Cerda
Carol Mills, J.D.
Janet Ryan

SUPERINTENDENT
Michael E. Hanson

Date: May 1, 2013

To: Kim Mecum, Associate Superintendent

From: Melissa Perez, Administrative Secretary

Regarding: **CORE WAIVER COMMUNICATION MATRIX WITH FTA**

Provided for your information……

DATE:	CORE WAIVER Communication:	Communication Type:
2/28/2013	Media Clip: • FUSD joins consortium seeking Federal NCLB Waiver • FUSD's Hanson, others to seek in federal school accountability rules • California Districts make bid for NCLB Waiver • Nine Districts submit waiver for relief from NCLB	District Email Communication - forwarded to FTA
3/4/2013	Employee Zone : Media Links - • FUSD Michael Hanson to join call for changes in federal accountability rules - Fresno Bee	District Email Communication – forwarded to FTA
3/8/2013	Employee Zone : Media Links - • Districts need waivers; No Child Left Behind is too test oriented	District Email Communication – forwarded to FTA
3/12/2013	Discussion regarding CORE Waiver	Meeting held with FTA, Kim and Superintendent
3/15/2013	Discussion regarding CORE Waiver:	Meeting held with FTA, Kim, and Superintendent
3/19/2013	FTA Executive Board Meeting: • NCLB Waiver will allow us to create our own future/destiny and will give us flexibility	Meeting held with FTA Executive Board, Kim and Superintendent
4/2/2013	Email communication with attachment: • CORE ESEA Flexibility Request Final 2/28/13	Email communication from Sandra Arias to Eva Ruiz
4/8/13	Employee Zone: Media Links – • Officials back "No Child Left Behind" waiver request	District Email Communication – forwarded to FTA

Long Beach

LONG BEACH UNIFIED SCHOOL DISTRICT

SERVING LONG BEACH, LAKEWOOD, SIGNAL HILL AND AVALON

OFFICE OF THE SUPERINTENDENT
1515 HUGHES WAY
LONG BEACH, CALIFORNIA 90810-1839
(562) 997-8242 • FAX (562) 997-8280

Superintendent's Parent Forum Meeting
Wednesday, February 27, 2013
9:30 a.m. Administration Building, Room 143
7:00 p.m. Lee Elementary School Library

1. **Welcome and Introductions**
    a. Superintendent, Chris Steinhauser, welcomed all parents, visitors, presenters and staff to the meeting.
    b. Self-introductions began by attendees stating their names and the school they represent.

2. **Local Funding Initiative Update**
    a. The Governor proposed a new way to fund schools in California.
    b. All the money will be placed in one pot and funding will be according to grade span.
    c. Funds will be placed in the general fund for all programs.
    d. There will be (4) four buckets of money:
        a. COLA at the rate of 1.65%
        b. Funds for a 25-1 teacher student ratio
        c. Funding for Career/Tech Ed Classes
        d. ELL students and students living in poverty will receive extra funding also
    e. Even though this would be a good thing for LBUSD, we'll still need to cover a funding deficit of $20 million this fiscal year.
    f. Next year we are seeing a 1.2% decline in students, which means less money.
    g. Dr. Novak, the Chief Business and Financial Officer for LBUSD, gave a quick synopsis of the budget and the new funding proposed by the Governor.
        a. As the changes occur, the District will have three priorities:
            i. Follow the Accountability Law
            ii. Assess the District needs
            iii. School sites: submit a plan as to how they would utilize the funds.
    h. Parents in attendance requested a document be sent to the parents district-wide explaining how the new plan would work; send it home in the students' opening packet, via School Loop, and at a Board meeting.
    i. California will finally have a multi-year budget of 5 or 6 years - - if there are down turns in the economy.
    j. At the end of the 7th year of funding, LBUSD students will receive $11,057 instead of $6,236 currently.

3. **No Child Left Behind Waiver**
    a. As of July 1st, 5.5% in cuts will be made to the Federal programs (Title I, II, Head Start, etc.). This is a $3-4 million loss.

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b. California wrote a waiver 18 months ago and submitted it to Washington, it was turned down twice. This waiver would have given more flexibility in the way the District can spend Federal funds.
c. Superintendent's from ten (10) school districts joined together to write their own waiver. This group is called CORE (California Office of Education Reform).
d. Participating districts are: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana, equating to 1.5 million students.
e. The waiver will be presented to the Secretary of Education tomorrow, February 28, 2013, and we think we have a really good chance of it being approved.
f. If the waiver is accepted by Arne Duncan, Secretary of Education, there are portions of it that will need to be agreed upon by our union. Nothing supersedes the bargaining agreement.
g. The PowerPoint (attached) was reviewed and Common Core State Standards (CCSS) was discussed.
    a. In 2014 a new test will be implemented for students.
    b. This test will be done on a computer.
h. Parents are requesting training in how to help their students study and pass this type of test.
    a. Becky Afghani will attend the next meeting to give parents some examples in how the test has changed.

Questions:

- Who evaluates who?
    - First of all, parents have no input on teacher evaluations.
    - Principals or vice-principals evaluate teachers.
    - Principals are evaluated by assistant superintendents.
    - Assistant superintendents are evaluated by the Superintendent.
    - Superintendent is evaluated by the Board of Education.
- Who has the flexibility to change a pathway? Some students aren't ready to make a career decision in 9th grade and want to be moved by the time they're in 11th grade.
    - Mr. Davis, Assistant Superintendent of High School.

Meeting adjourned.

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
2011/12

Members

Teachers Association of Long Beach		
	Prisk Elementary	
	Wilson High School	
	Newcomb Academy	
	Hoover Middle School	
	TALB	
District Management		
Ruth Ashley	Human Resources	**rashley@lbschools.net**
	Jordan High School	
Debra Ecung	Employee Relations	**DEcung@lbschools.net**
	Roosevelt Elementary	
	Stephens Middle School	

TALB Office
Ingrid Perez, Secretary
562.426.6433

Employee Relations
Patricia (Patti) Cheshire, Secretary
PCheshire@lbschools.net
562.997.8220

long beach unified school district

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
November 2, 2011

8:30=10:30

Agenda

1. Introductions

2. Purpose of Committee

3. Article XII, Evaluation

4. Review of Materials
   TALB Negotiated Certificated Instructional Personnel Evaluation
   Quality Education for All Students

   Pilot Performance Analysis
   Teacher Evaluation Handbook, Pilot Program

   CSTP – California Standards for the Teaching Profession, 2009 Version

5. Future Meeting Dates/Times
   November 22nd - TALB Office
   December 9th - District Office

   TALB
   4362 Atlantic Avenue
   Long Beach, CA 90807

6. Agenda for Next Meeting

long beach unified school district

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
November 22, 2011

8:30-10:30

Agenda

1. Analyze Pilot Evaluation based on Review of CSTPs
   Standard 1: Engaging and Supporting All Students in Learning
   Standard 2: Creating and Maintaining Effective Environments for Student Learning
   Standard 3: Understanding and Organizing Subject Matter for Student Learning
   Standard 4: Planning Instruction and Designing Learning Experiences for All Students
   Standard 5: Assessing Students for Learning
   Standard 6: Developing as a Professional Educator

2. Analyze Traditional Evaluation based on Review of CSTPs

3. Review Sample Evaluations from Other School Districts

4. Meeting Dates/Times
   November 22nd
   - TALB Office
   - District Office
   - TALB Office

5. Agenda for Next Meeting

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
January 24, 2012

8:30-10:30

Agenda

1. Continue to Analyze CSTPs and Pilot Evaluation
   Starting with Standard 2: Creating and Maintaining Effective Environments for Students

2. Meeting Dates/Times
   - TALB Office
   - District Office
   - TALB Office
   - District Office

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
February 6, 2012

1:00 – 3:00

Agenda

1. Continue to Analyze CSTPs and Pilot Evaluation
   Starting with Standard 6: Developing as a Professional Educator

2. Review Draft Evaluation Format

3. Meeting Dates/Times
   *February 27 - District Office
   *March 13 - TALB Office
   *March 26 - District Office, Tentative Date

   *8:30 Start Time

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
February 27, 2012

8:30-11:30

Agenda

1. Review of Draft Evaluation Format
2. Education Code Provisions/Stull Act
3. District's Philosophy of Education
4. Next Steps
5. Agenda for Next Meeting
6. Meeting Dates/Times
   *March 13 - TALB Office
   *March 26 - District Office, Tentative Date

   *8:30 Start Time

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
March 13, 2012

8:30-10:30

Agenda

1. Discuss Purpose of Green Book

2. Discuss Ed Code and inclusion of specific sections within draft evaluation from Ed Code 44662

3. Continue Review of Handbook
   Start with Section 2, Development of Goals and Objectives, Page 9

4. Agenda for Next Meeting

5. Meeting Dates/Times
   *March 26 - District Office

   *8:30 Start Time

Teachers Association of Long Beach, CTA/NEA

Joint K-12 Evaluation Committee
April 30, 2012

1:00 - 3:30

Agenda

1. Review Draft Copies
   - Certificated Instructional Personnel Evaluation
   - Lesson Performance Analysis
   - Goals and Objectives
   - California Standards for the Teaching Profession (CSTP) (2009)

2. Work of Update of Certificated Evaluation Handbook

3. Meeting Dates/Times
   May 18th, 1:00 – District Office

CORE Waiver Outreach Follow Up Plan and Template for Participating Districts

While the CORE Waiver is in the hands of federal and peer reviewers, each CORE district needs to continue outreach efforts to share information about the CORE Waiver plan with local community members and organizations to seek local input that can help refine the waiver during the iterative federal review process.

The U.S. Department of Education will take into account CORE's demonstrated record of outreach to school boards, teachers unions, and other district stakeholders. It will be important to document the dates of these meetings and show what occurred, as well as keep track of the feedback and comments that were provided. Many CORE districts have already met with and briefed school boards, unions, and other stakeholders. Please check your calendars and notes for documentation of these past meetings as well as all prospective outreach. CORE will be accountable for showing such outreach occurred and highlighting any changes that are made to the CORE Waiver as a result of the feedback received, so these notes will be critically important.

Stakeholders that are willing to provide public support for the CORE waiver are encouraged to submit a letter stating their support. A sample support letter is attached and can be offered to stakeholders to use as a starting point. All letters of support will be shared with the U.S. Department of Education and posted on the CORE website at http://coredistricts.org/core-esea-waiver/.

If desired, CORE staff are available to attend, present at, and/or support districts' outreach efforts. While the appropriate venues for outreach and number of community forums will necessarily be determined by individual CORE districts, the following outreach is strongly advised:

Information presentations to local school board trustees

- Meeting date(s): March 4, 2013 Board Workshop
- Transcript, minutes or synopsis of what occurred at these meetings, including feedback and comments: Agenda attached (attachment #1) and video posted at: http://www.lbschools.net/Main_Offices/Board_of_Education/videos.cfm

Information shared with and input gathered from local labor units

- Meeting date(s): February 4, 2013 – Teacher's Association of Long Beach (TALB)
- Transcript, minutes or synopsis of what occurred at these meetings, including feedback and comments: N/A

Meetings with local educator organizations other than unions

- Meeting date(s): February 4, 2013 – Association of Long Beach Educational Managers and Confidential Employees (ALBEM)
- Transcript, minutes or synopsis of what occurred at these meetings, including feedback and comments: N/A

Community forums or meeting with parent groups, civil rights organizations, or other district stakeholders

- Meeting date(s): February 27, 2013 – Parent Forum Meeting
- Transcript, minutes or synopsis of what occurred at these meetings, including feedback and comments: Agenda attached (attachment #2)

SAMPLE statement / letter of support for CORE Waiver

DATE

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The [your organization] urges the U.S. Department of Education to approve the Education and Secondary Education Act flexibly waiver submitted by districts participating in the California Office to Reform Education (CORE).

The overly rigid No Child Left Behind rules have forced California schools to aim for a bar that has been set too low for too long. We are pleased that the districts participating in the CORE Waiver have committed to reach a much higher goal: college and career readiness for all students with a consistent focus on success for English Learners and the elimination of disparity and disproportionality across all subjects.

The CORE Waiver recognizes that future success for all students is built on many factors and that a collective effort by the entire school, district, and larger community is required to prepare all students for college and career. The orientation towards a collaborative focus on student success is built on the right drivers to achieve results. The districts participating in the CORE Waiver are assuming unprecedented accountability for supporting students' academic, social and emotional development and growth. The focus on these important measures of student success is vital for developing successful citizens who will help communities and the economy thrive in California well into the future.

The CORE waiver is a sound plan for improving teaching and learning in nine California districts that collectively serve more than a million students. It is courageous, it will be challenging, but it is the right thing to do.

I [we] urge the U.S. Department of Education to favorably review the CORE Waiver application. [Your organization] looks forward to working with the districts participating in the CORE Waiver as they work to reorient their work around success for all students.

Sincerely,

_____

OFFICE OF THE SUPERINTENDENT

Attachment #1

SPECIAL MEETING OF THE BOARD OF EDUCATION
LBUSD Administration Building
1515 Hughes Way, Long Beach, California
March 4, 2013

A G E N D A

Monday, March 4, 2013
Community Room
8:30 a.m. – 3:00 p.m.

OPEN SESSION - 8:30 a.m. (Room 464)

1. CALL TO ORDER

2. ANNOUNCEMENTS

In accordance with California Government Code Section 54950 and following, the matters to be considered in Closed Session will be announced.

CLOSED SESSION

3. PUBLIC EMPLOYEE EVALUATION – Superintendent of Schools

B R E A K - 9:30 a.m.

OPEN SESSION - 9:40 a.m. (Community Room)

ORDER OF BUSINESS

4. PUBLIC TESTIMONY

Opportunity for members of the public to address items listed on the agenda pursuant to California Government Code Section 54954.3(a).

5. HOW LBUSD USES ASSESSMENTS TO CLOSE THE ACHIEVEMENT GAP - 9:40 a.m. — Dr. Jill Baker, Pete Davis. Dr. Kristi Kahl *Goals 1 & 2*

Staff will present how assessments are used to drive the district's continuous improvement process around closing the achievement gap.

6. ACADEMIC SUPPORT AMID BUDGET CUTS - 10:45 a.m. — Robert Tagorda *Goal 2*

Staff will present information on select high school student services provided by GEAR UP that increase college and career readiness while minimizing costs.

7. CHILD NET - 11:00 a.m. Kathy Hughes, President/CEO
Goal 4

An overview of the Child Net program will be presented to the Board.

L U N C H – 11:30 a.m.

8. EARLY READING FIRST SPARK GRANT - 12:15 p.m. Laurie Shaw, Donna Ryono, Jeanne Spicer
Goal 1

An overview of the academic literacy gains made in the third year of program implementation in CDC classrooms will be presented, along with the implementation of these effective strategies in all CDC classrooms.

9. HIGH SCHOOL BOUNDARIES - 12:40 p.m. Carri Matsumoto
Goal 4

Staff will present proposed changes in high school attendance boundaries for the 2013-2014 school year.

B R E A K - 1:20 p.m.

10. BUDGET - 1:30 p.m. Dr. James Novak
Goal 4

Staff will present the Governor's Local Control Funding Initiative and its impact on LBUSD.

11. NO CHILD LEFT BEHIND WAIVER - 2:15 p.m. Chris Steinhauser
Goal 4

Staff will highlight the different principles in the district's federal waiver to No Child Left Behind.

ADJOURN — 3:00 p.m.

Note: The times listed on the agenda after the Call to Order are approximations. Although the Board will consider each item in the order listed, individual topics may begin earlier or later than the approximate times listed on the agenda. Members of the public who wish to attend the discussion of a particular topic but not the entire meeting may wish to arrive early in case the workshop runs faster than the approximated times anticipated.

OFFICE OF THE SUPERINTENDENT

Attachment #2

Superintendent's Parent Forum
Wednesday, February 27, 2013
9:30 a.m. - Community Room, Room 143
&
7:00 p.m. – Lee Elementary School Library

AGENDA

1. Welcome and Introductions ..... Chris Steinhauser
   Superintendent of Schools

3. Local Funding Initiative Update ..... Chris Steinhauser
   Superintendent of Schools

4. No Child Left Behind (NCLB) Waiver ..... Chris Steinhauser
   Superintendent of Schools

5. Questions/Concerns ..... Chris Steinhauser
   Superintendent of Schools

Next and Final Meeting for the Year: Wednesday, May 8, 2013

LONG BEACH UNIFIED SCHOOL DISTRICT

SERVING LONG BEACH, LAKEWOOD, SIGNAL HILL AND AVALON

OFFICE OF THE SUPERINTENDENT
1515 HUGHES WAY
LONG BEACH, CALIFORNIA 90810-1839
(562) 997-8242 • FAX (562) 997-8280

GROUP II STAFF MEETING
Agenda

April 11, 2012
Administration Building, Room 143

1. Welcome .....Chris Steinhauser
2. Group Activity / CORE Waiver.....Chris Steinhauser
3. WASC Findings.....Pete Davis
4. IPD and Bechtel Grants .....Chris Dominguez
5. College Update.....Robert Tagorda
6. Questions / Concerns .....Chris Steinhauser

Upcoming Events / Superintendent's Travel

Friday, April 16, 2013	Board Meeting	Room 143	5:00 p.m.
Tuesday, April 23, 2013	CSBA Superintendent's Advisory Council Meeting	Sacramento	
Thursday – Friday, April 25-26, 2013	Linked Learning Advisory Council	Sacramento	
Thursday – Saturday, May 2-4, 2013	Aspen Institute	Buffalo, New York	
Tuesday, May 7, 2013	Board Meeting	Room 143	5:00 p.m.
Wednesday, May 8, 2013	Parent Forum Meetings	AM – Room 143 PM – Henry K-8 Library	9:30 a.m. 7:00 p.m.
Tuesday, May 14, 2013	Coffee with Chris	Franklin MS Library	4:30 p.m.
Thursday, May 9, 2013	Group II Staff Meeting	Room 143	8:00 a.m.
Wednesday, May 15, 2013	CCEJ Humanitarian Awards	Renaissance Hotel	Dinner @ 6:30 p.m.
Friday, May 17, 2013	Fresno Partnership Meeting	Room 143	8:00 a.m.
Friday, May 17, 2013	Classified Employees Celebration	TRC	11:00 a.m. – 2:30 p.m.

Next Scheduled Meeting is Thursday, May 9, 2013

LONG BEACH UNIFIED SCHOOL DISTRICT

SERVING LONG BEACH, LAKEWOOD, SIGNAL HILL AND AVALON

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Next Scheduled Meeting is Thursday, May 9, 2013

These two articles from the Public Information Office went to all employees via the School Bulletin, and to all parents on School Loop (via email, individual school websites, and our home page at www.lbschools.net) on the dates that appear atop the articles (March 7 and April 11 respectively). Both of these stories include a link to the full waiver at the bottom of the page. The second story remains on our home page now, while the first one has been moved to our news archives, which are also publicly accessible.

http://www.lbschools.net/Main_Offices/Superintendent/Public_Information/Newsroom/articleDetails_NEW.cfm?articleID=1656

http://www.lbschools.net/Main_Offices/Superintendent/Public_Information/Newsroom/articleDetails_NEW.cfm?articleID=1670

The first article has received more than 700 page views averaging 2:07 minutes.

The second article has received more than 500 page views averaging 1:29 minutes.

Los Angeles

CORE Board Meeting

January 24, 2013

The Castaway, 1250 Harvard Road, Burbank, CA, 91501

10:00am-3:00pm

Meeting Decisions

- Discuss and potentially approve new CORE member districts
- Discuss and approve contents and next steps for CORE waiver
- Set strategic goals, objectives, and district and staff commitments for 2013
- Review and approve CORE's 2012 financial report and 2013 budget
- Conduct Executive Director's performance review

Documents to review prior to the meeting

- CORE Waiver draft
- Executive Director's self-evaluation (sent under separate cover)

Agenda

Time	Content	Presenters
10-10:15 am	Welcome Introductions Expected Meeting Outcomes	Mike Hanson
10:15 am – 10:30 am	CORE Membership	Mike Hanson
10:30 am - 12:45 pm	Presentation/Discussion/Decision: ESEA Flexibility Waiver Application Content	Rick Miller Michelle Steagall
12:45-1:15 pm	Lunch	
1:15 -1:45 pm	SAI Update	Ben Sanders Shannah Estep SAI Team Members
1:45 -2:00 pm	2012 Financial Report 2013 Budget	Phil Halprin
2–2:30 pm	2013 CORE Aspirations	Rick Miller
2:30-3 pm	Closed Session	Mike Hanson

CORE ESEA Flexibility Waiver Request

January 2013

ESEA Flexibility Request Components

Overview of SEA's Request for the ESEA Flexibility	
Principle 1: College- and Career-Ready Expectations for All Students	
1.A	Adopt college-and career-ready standards
1.B	Transition to college- and career-ready standards
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support
2.B	Set ambitious but achievable annual measurable objectives
2.C	Reward schools
2.D	Priority schools
2.E	Focus schools
2.F	Provide incentives and supports for other Title I schools
2.G	Build SEA, LEA, and school capacity to improve student learning
Principle 3: Supporting Effective Instruction and Leadership	
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems
3.B	Ensure LEAs implement teacher and principal evaluation and support systems

ESEA Flexibility Request

(1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and

(2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date.

*Much of what is included in the CORE Flexibility Request is currently being implemented or measured in the CORE Districts.

CORE ESEA Flexibility Work To-Date

1. Discussions with CORE Superintendents
2. Draft submissions and feedback discussions with US Department of Education
3. Research Interviews conducted by Parthenon Group
4. Discussions with ACSA Superintendents
5. Draft distributions

PRINCIPLE 1: COLLEGE AND CAREER READY EXPECTATIONS FOR ALL STUDENTS

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A. Adopt College- & Career-Ready Expectations for All Students: CA SBE adopted Common Core State Standards (CCSS) in August 2010, fulfilling this waiver requirement.

1B. Transition to College- & Career-Ready Standards: State has initiated this work, but *CORE's plan for implementation accelerates the pace and ensures logical support for Districts and schools.*

1C. Develop & Administer Annual, Statewide, Aligned, High-quality Assessments that Measure Student Growth: California is a governing state in the SMARTER Balanced Assessment Consortium, but legislative action is required to adopt a new testing system once STAR sunsets in 2014. *In preparation, CORE Districts are piloting aligned performance tasks to facilitate professional development and formative assessment.*

PRINCIPLE 1 B. TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

CORE CCSS Transition Timeline

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

CORE Districts ESEA Flexibility Must-Dos

Principle 1: Transition to College and Career Ready Standards

1. Develop district CCSS instructional plans which include necessary pedagogical shifts for engaging all students to master all standards (with EL, SWD emphasis).
2. Identify ELD benchmarked learning targets within the CCSS standards.
3. Develop district professional development plan for all teachers aligned to CCSS and SBAC.
4. Engage all teacher leaders in CCSS and SBAC based professional development for preparation of CCSS implementation.
5. Full District transition to CCSS in 2014-15
6. Agree to fully transition to either SBAC or PARCC (CORE collaborative decision) assessments in 2014-15, even if CA does not.

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Principle 2: State Developed Differentiated Recognition, Accountability and Support

PRINCIPLE 2: KEY REQUIREMENTS

Develop a differentiated recognition, accountability, and support system including:

1. **Set ambitious** but **achievable AMOs**
2. **Reward schools**: Provide incentives and recognition for high-progress and highest-performing Title I schools
3. **Priority schools:** Identify lowest-performing schools and implement interventions aligned with **turnaround principles**
4. **Focus schools:** Close achievement gaps by identifying and implementing interventions in Title I schools with the greatest achievement gaps, low-performing subgroups, or low graduation rates
5. **Provide** incentives and **supports** for **other Title I schools**

CORE Accountability Structure

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CORE Bifurcated Data Collection and Information System

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Implementation Steps for Academic Domain CORE AMOs

Year	
2013-14 Transition Year	• Develop achievement targets and cut points based using CSTs • Administer SBAC/CCSS aligned District/CORE Assessments to inform initial goals for 2014-15 targets and cut points. • CORE Growth Model initial development begins. (Based on the expectation that students who are not academically proficient shall achieve proficiency as soon as realistically possible.) • Develop a scale for each indicator within the CORE Differentiated System of Accountability and Support the all students group and subgroups including: o Achievement targets o Growth targets
2014-15 Baseline Year	• Targets and cut points established for the new SBAC assessments. • CORE achievement targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration and school classification. • CORE growth targets established • New achievement targets and cut points applied to 2014-15 data to establish baselines for future years of accountability. • CORE growth model development finalized for first year implementation in 2015-16.
2015-16 1st Year Implementation	• Achievement targets and cut points applied to 2014-15 and 2015-16 data. • Targets and cut points shall increase over time for the highest grade in each school • CORE Growth Model applied 2014-15 and 2015-16 data.
2016-17 2nd Year Implementation	• Achievement targets and cut points applied using 2014-15 through 2016-17 data. • CORE Growth Model applied using 2014-15 through 2016-17 data.

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Implementation Steps for Social Domain CORE AMOs

Year	

2013-14 Transition Year	• Initial identification and development of indicators and measures to monitor access, equity and success in the following specific areas will be developed by the CORE Districts in the spring/summer of 2013.
	  • Special Education identification (disproportionality)
	  • Redesignation rates for English Language Learners
	  • chronic attendance
	  • suspension and expulsion rates (disproportionality)
	  • non-cognitive skills
	• The agreed upon indicators and measures will be piloted in the Transition Year.
	• Targets and cut points (AMOs) will be established during the Transition Year.

2014-15 Baseline Year	• The CORE Districts will review the Social Domain AMOs pilot data targets and cut points from 2013-14 Transition Year for monitoring and effective decision making. • Recommended adjustments may be made if necessary.
2015-16 1st Year Implementation	• Social Domain targets and cut points applied to 2014-15 and 2015-16 collected data. • Targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration and school intervention methods and strategies.
2016-17 2nd Year Implementation	• Social Domain targets and cut points applied using 2014-15 through 2016-17 collected data.

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Implementation Steps for School Climate Domain CORE AMOs

Year	
2013-14 Transition Year	• Initial identification and development of indicators and instruments to monitor School Climate in the following specific areas will be developed by the CORE Districts in the spring/summer of 2013. • School Climate Domain o Students' Perception Surveys o Parents' Perception Surveys • The agreed upon instruments will be piloted in the Transition Year. • Targets and cut points (AMOs) will be established during the Transition Year.
2014-15 Baseline Year	• The CORE Districts will review the School Climate Domain AMOs pilot data targets and cut points from 2013-14 Transition Year for monitoring and effective decision making. • Recommended adjustments may be made if necessary.
2015-16 1st Year Implementation	• School Climate Domain targets and cut points applied to 2014-15 and 2015-16 collected data. • Targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration and school intervention methods and strategies.
2016-17 2nd Year Implementation	• School Climate Domain targets and cut points applied using 2014-15 through 2016-17 collected data.

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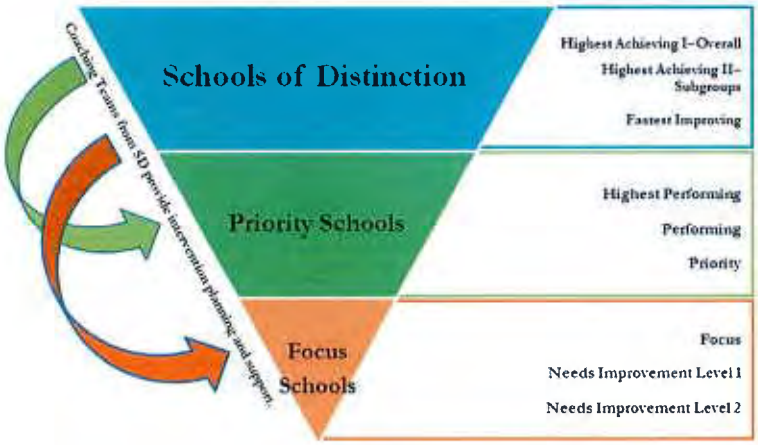
CORE Classification of Schools



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Turn Around Principles Applied to CORE Intervention Strategies

1. "Replace principal"
2. Use locally adopted "turnaround" competencies to review and select staff for school (rehire no more than 50% of existing staff)
3. Implement strategies to recruit, place, and retain staff
4. Select and implement an instructional model based on student needs
5. Provide job-embedded professional development (PD) designed to build capacity and support staff
6. Ensure continuous use of data to inform and differentiate instruction
7. Provide increased learning time for staff and students
8. Provide social-emotional and community-oriented services and supports
9. Implement new governance structure
10. Grant operating flexibility to school leader"*

CORE Districts ESEA Flexibility Must-Dos

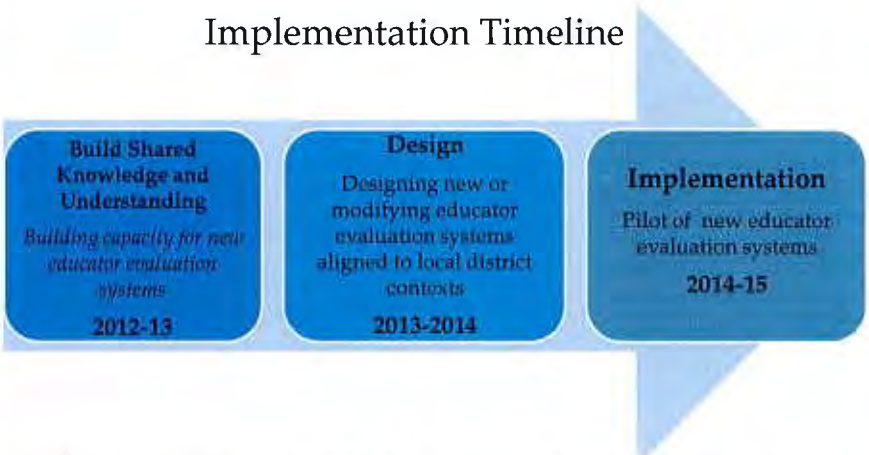
Principle 2: Differentiated Recognition, Accountability and Support

1. Share district data
   a. summative and formative achievement data
   b. graduation rates
   c. attendance
   d. discipline (suspension/expulsion)
   e. special education identification
   f. college and career readiness framework indicators (tbd)
2. Submit requested data to CORE for accountability reporting monitoring at defined intervals
3. Employ defined interventions for priority and focus schools
   a. Share "Schools of Distinction" coaching teams of teachers/administrators with other districts for priority and focus school interventions
   b. Accept coaching for priority and focus schools from Schools of Distinction.
   c. Persistently low performing schools could result in closure or charter restructure
4. Adhere to and monitor schools and districts performance using CORE accountability model
   a. AMO's (tbd)
      i. Year-end achievement data at final schools' grade level
      ii. All students and NCLB subgroups growth, gaps and achievement
   b. Growth model (tbd)

Principle 3: Supporting Effective Instruction and Leadership

Principle 3: Supporting Effective Instruction and Leadership

Implementation Timeline



CORE Districts will collaboratively engage in a three-year phase in model.

Principle 3: Supporting Effective Instruction and Leadership

Implementation Timeline

Year	
2013-14	Design or refine educator evaluation systems to align with common effectiveness indicators which include: 1. Develop additional or modify local measures 2. Develop remediation systems 3. Include educator effectiveness/multiple measures from evaluations when making staffing decisions
2014-15	Pilot new or redesigned educator evaluation systems
2015-16	Implement new or redesigned educator evaluation systems

CORE Districts

ESEA Flexibility Must-Dos

Principle 3: Supporting Effective Instruction and Leadership

1. Ensure that District teacher/principal evaluation system is aligned to the CORE Districts agreed-upon common standards. If necessary for alignment, modify or design and adopt a teacher/principal evaluation system in spring of 2013, if current one does not align to elements below. Districts have the flexibility to design an evaluation system that best meets their needs given their existing systems, processes, and relationship with teachers unions.
   a. Includes student learning as a significant component (this may need to be bargained)
   b. Is aligned to the pedagogical shifts required by CCSS
   c. Ensure data collection with sufficient frequency to provide a basis for evaluation;
   d. Employ ratings that meaningfully differentiate among teaching effectiveness using at least four categories;
2. If a new or redesigned system is needed, pilot newly designed or modified teacher/principal evaluation systems mentioned above in or f pilot by 14-15 school year
3. Share aggregate evaluation system data, reports and evidence regarding progress in increasing student outcomes and closing the achievement gap by:
   a. Track the aggregate distribution of teachers and principals by performance level data no later than the 2014–2015 school year
   b. Report data publically by the 2015-2016 school year.

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Superintendent

TO: Members, Board of Education **DATE:** January 29, 2013

FROM: Dr. John E. Deasy, Superintendent

SUBJECT: FILING ESC FLEXIBILITY WAIVER BY CORE SCHOOL DISTRICTS

I am writing to inform and update you on the proceedings in filing an ESC Flexibility Waiver by the CORE school districts in California in light of the fact that California has failed to receive its own waiver.

As you have been aware, California has been unsuccessful at obtaining the ESC Flexibility Waiver and a group of districts, including LAUSD have been preparing and will be the first in the nation to submit as a collective of districts. The CORE districts seek the flexibilities from the NCLB law and freeing the set-aside money to be used in the district. In LA's case, the set-aside money is more than $80 million. The CORE districts that have been working together as a collaborative include: LAUSD, San Francisco, Long Beach, Fresno, Sanger, Garden Grove, Sacramento City and possibly Santa Ana, and for months have been preparing a proposal to the Department of Education to seek this waiver. In short, we have put together the assurances and the reforms that states needed to demonstrate in order to get the waiver. We proposed a modified accountability system that moves away from identifying nearly all schools as low performing and moved into a system that shows growth, and how schools are improving.

We have all implemented plans for Common Core adoption and training, and Los Angeles has lead the way in teacher evaluation. We believe that the proposal in its draft form is very strong and stands the chance to be the first in the nation to get approved. I am including a power-point presentation which summarizes our work along with a copy of the draft that models after what states are required to submit. No action is necessary since we would need the State Superintendent of Instruction, the Governor of the State of California, and ultimately the U.S. Secretary of Education to approve this collective of districts before we would plan how we would use our new flexibilities.

This draft is confidential and not for distribution. This is our first complete draft and I want you to see this. Because this involves proposals that would cross the Office of Civil Rights and the State Department of Education, I am also coping Mr. Holmquist in this correspondence as this is an attorney client privileged document until it is complete.

I welcome the opportunity to spend time with any of you to discuss how we can make this stronger. In addition, I have included an Education Week article that talks about the CORE Collaborative and its movements towards possibly requesting a waiver.

c: David Holmquist

Attachments

Oakland

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Task Force Summary Report

Core Curriculum

The Task Force Summary Reports represent the opinions, observations, conclusions, and recommendations of the Task Force members. The Task Force reports are provided for the convenience of the public and as historical reference documents for the strategic plan. The District has not vetted the reports for compliance with laws, District policies, or the District's collective bargaining agreements. Under no circumstances shall the District be liable for any actions or omissions based on information or recommendations contained in any Task Force report or the reliance on the reports.

Oakland Unified School District
June 2011

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Purpose/Problem Statement

The purpose of the Core Curriculum Task Force is to align instruction, curriculum, and assessments in ELA and Math to the Common Core State Standards and Board Results Policies, and to develop Core Curriculum guidelines for ELA and math instruction in grades Pre-K through 12.

The Core Curriculum Task Force has been guided by three assumptions:

1. We must prepare our students for both college AND careers.
2. Many OUSD students do not make it to graduation.
3. Most OUSD graduates are not adequately prepared for either.

Students are graduating unprepared to compete and succeed in a global economy. Most schools don't have the measures, expectations, instructional programs or learning environments to prepare students for the workforce. For college readiness, the measures and instructional programs exist, but show that we're failing to prepare most of our students for postsecondary success. In 2010, only 33% of OUSD 12th grade students had completed the college eligibility requirements (also known as "a-g" requirements) by the end of their 12th grade year. More troubling, only 25% of African American and 24% of Latino students completed the requirements. Yet more unsettling is the idea that even these measures may overestimate the college readiness of our graduates: a mere 11% of 11th graders tested "college ready" on the California State University's English Language Arts Early Placement Exam, and only 12% tested "college ready" on the math portion of that exam.

There is an urgent need to create a coherent set of learning experiences for Oakland students that prepare them for each successive grade and the transition out of high school into postsecondary training and a satisfying career.

The Core Curriculum Task Force Journey

The journey of the Core Curriculum task force has been primarily about learning. The planning team met weekly to learn as much as possible about the Common Core State Standards and how they differ from our current State Standards, review 21st Century Skills and Board Results Policies, and plan stakeholder engagement meetings that would allow us to learn from the stakeholders about the needs of teachers, students, parents, and the broader community.

We began holding stakeholder meetings in November with a focus on describing the current state of college and career readiness for our students ("a-g" completion data), and calling on our task force members to help us create an initial profile of what we want all students to know and be able to do when they graduate. In January, stakeholders examined dropout data, reviewed and revised draft documents, including the Guiding Principles document, and began to take a closer look at the Common Core State Standards and the Board Results Policies. In March, we continued to build understanding of the Common Core State Standards and began a conversation about what conditions would need to be created in order for teachers to successfully implement the new standards.

Critical Questions

We asked three questions to guide our work:

1. What do we mean when we say "all students will be ready for college and career"?
2. What is the current state of college and career readiness in OUSD?
3. How will a coherent and consistent curriculum prepare our students for college and career?

MEASURING COLLEGE AND CAREER READY

The task force considered the measures we currently have for college readiness:

- "a-g" course completion (UC and CSU course requirements);
- PSAT, the practice test, taken by all OUSD 10th graders, to prepare them for the Stanford Achievement Test;
- Cal PASS, the data collection collaborative focused on identifying and solving problems in high school to community college transitions;
- college enrollment; and
- Early Assessment Program, the assessment integrated with 11th grade California Standards Tests that serves as a waiver for the CSU placement exam and some Community College placement exams.

Though there are problems with each of these assessments, together they form a fairly complete picture of our progress in preparing our students to succeed in college.

On the contrary, the District has not attempted to measure career readiness, except within some high school academies and Regional Occupational Programs. We need to develop indicators and measures for career readiness so that it can

be fully integrated into the curriculum, and so that we can report to parents and the larger community how well we have prepared students for life beyond high school.

Definitions and Common Understandings

WHAT IS CURRICULUM?

Currently, no common curriculum exists in Oakland Unified School District. In fact, there is great variation, especially across grade spans, in how professionals define and implement curriculum. In elementary schools, teachers and principals have thought of curriculum as the textbook, a construct reinforced (or created) by the national Reading First program and California's curriculum adoption process. The implementation of reading curriculum has been prescriptive, and the pacing guides based on textbooks and the implementation strictly enforced. In contrast, secondary curriculum in recent years has been loosely influenced by California State Content Standards, District Instructional Guides, a recommended reading list, adopted textbooks and the particular focus of the high school. Due to a lack of curricular accountability, many teachers viewed these standards and resources as a menu of suggestions for what you might teach. One high school teacher commented, "Maybe I shouldn't admit this, but I don't really look at the [California State Content] Standards, and I don't really use the adopted textbook." Though the district has experienced more gains at the elementary level, neither of these starkly different approaches to curriculum implementation has resulted in sustained growth for all students groups.

For the purposes of the task force work, the Core Curriculum Task Force defined curriculum as a coherent set of learning experiences that develops student knowledge, skills, dispositions and capacities, and the course of study that guides teachers as they design, teach and assess instruction for students.

Based on the above definition and stakeholder input, the task force drafted and revised a set of guiding principles for curriculum design:

> **Guiding Principle 1: Teaching and Learning**
> Learning experiences should be thoughtfully constructed, aligned to content standards and promote lifelong learning. Ideas should be explored in ways that stimulate curiosity, create enjoyment, and develop depth of understanding.

Guiding Principle 2: Equity

All students should have a high quality instructional program that builds from their knowledge and experiences and prepares them for college and a career.

Guiding Principle 3: Assessment

Assessment of student learning should take many forms to inform instruction and learning.

Guiding Principle 4: Preparing students for a 21st century context

Learning experiences should promote persistent problem- solving, collaboration, critical thinking, technology, and effective oral and written communication.

Guiding Principle 5: Literacy across the Content Areas

An effective instructional program builds upon and develops students' literacy skills (listening, speaking, reading, writing) and knowledge.

CURRENT STATE vs. COMMON CORE STATE STANDARDS

The coherent set of learning experiences that make up the curriculum must be based on state standards. California adopted the Common Core State Standards in English Language Arts and mathematics in August 2010. Designed by a state-led effort and coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers, they are internationally benchmarked and crafted to ensure that students will experience success in college and careers. The English-Language Arts standards are very similar to California's current standards, but differ in that they are far more recursive, spiraling to deepen content knowledge. There is also a greater focus on expository reading and writing throughout the grades. The math standards are also similar, but include a shift in grade levels for some skills, different options for eighth grade students and a different organization of the standards.

21ST CENTURY SKILLS

The skills and knowledge students will need once they graduate include broad abilities like creativity, communication, critical thinking, and collaboration, but also more discrete skills like managing the flow of information from a variety of sources and manage time and projects effectively. Until now, the development of 21st century skills hasn't been explicit in curriculum, and it hasn't been an explicit goal of education. But we know that success for our students will take more than solving linear equations or to writing persuasive essays, and we must work differently in order to prepare today's students for a rapidly changing job market.

We are challenging the continued implementation of an educational system predicated on an industrialist construct. Students are seldom asked to solve real-world problems, to use creativity in completing difficult tasks, or to communicate difficult concepts using academic language. In order to change the outcomes we're seeking for students, we need to change the daily experiences we're creating for them.

BOARD RESULTS POLICIES

The Board Results Policies reflect much of what is also known as 21st Century Skills:

Social Responsibility

Students take responsibility for themselves and for the common good. Accordingly, students will:

3.1.1 be productive, contributing members of society

3.1.2 practice high ethical standards, demonstrating understanding, respect, affirmation and empathy toward other people and respect for property

3.1.3 exercise Constitutional rights and responsibilities

3.1.4 be responsible for their own behaviors and recognize the consequences of their individual choices

Life and Workplace Skills

Students will possess personal motivation, skills and resiliency necessary for success in life and the workplace. Students will:

4.1 be creative and imaginative thinkers able to apply higher order thinking skills in addressing issues and solving problems

4.2 be able to cooperate and compete, as conditions require

4.3 have the skills necessary to acquire and maintain successful employment, including but not limited to:

4.3.1 strong work ethic

4.3.2 initiative

4.3.3 proper dress

4.3.4 effective time management

4.4 identify career options, based on personal strengths and interests, and have a plan for pursuing them

4.5 practice healthy lifestyles

4.6 possess a love of learning

4.7 be able to communicate effectively

In order to ensure that students are reaching these goals, teachers and school communities will need to be involved in building out how these skills will be taught and assessed throughout the grades: What might it look like for a 5th grader to be a productive, contributing member of society? How will 8th graders demonstrate that they're practicing healthy lifestyles? In what ways can we prepare our children to practice their constitutional rights and responsibilities?

COLLEGE AND CAREER READY ISN'T REALLY EITHER/OR

For many years we've been operating under the framework that students will either go on to postsecondary education or they will join the workforce, as if no students will do both. We've sorted students into these two categories and created different and separate experiences for each. The fact is that almost every student will require some postsecondary education (from apprenticeship training to four-year college, both of which are very demanding) AND, if we've done our job properly, every student will successfully join the workforce and have a satisfying career.

Aside from the practical reasons mentioned above for preparing all students for college (referred to throughout the District as "a-g" for all), there is the problem of equity and perpetuating institutional racism. By denying some groups of students college preparatory curriculum (not enrolling them in college preparatory coursework, not demanding that they struggle with difficult problems, etc.), we deny them the choice to attend college. It's not our goal that 100% of students will attend a four-year college, but that all students will get to choose.

STUDYING ASSESSMENT OPTIONS

The new state and national focus on preparing all students for college and career success is creating a demand for an assortment of assessments to measure progress toward that success. Leaders from 25 states, including California, formed the Partnership for Assessment of Readiness for College and Careers (PARCC) to create a next-generation assessment system that will ensure students across the country are expected to meet common, high standards that will prepare them for their futures. States in the Partnership share the goal of building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace.

States in the Partnership will adopt common assessments and performance standards. The assessments will be computer based and include performance tasks in order to measure learning more authentically and in greater depth. In anticipation of these assessments, which won't be ready for states to use until the 2014-15 school year, and in order

to measure college and career readiness more effectively, Oakland teachers will work with the Research, Assessment and Data department to create new assessments as they begin to implement the new standards.

Stakeholder Input

Stakeholder task force meetings involve parents, teachers, students, administrators, staff members from other OUSD departments, instructional coaches, partner organizations, and community members in providing input for the development of OUSD's Core Curriculum guidelines in ELA and Math. Additionally, we received valuable input from families and community members at the three Regional Community Engagement events, and from teachers at the April teacher convention. The following summarizes input regarding curriculum content and implementation.

CREATING COMMON LEARNING EXPERIENCES

In order to create a coherent set of learning experiences for Oakland students, we'll need to engage teachers in creating and defining these experiences. We need to begin with what we want all students to know and be able to do when they graduate, determine what the skills and knowledge would look like at each grade, and then agree on coherent experiences that we will create for them. Fortunately, there are already many thoughtful, engaging learning experiences happening in the District that can be replicated.

HOW PRESCRIBED?

Though we need to create some common experiences and outcomes, there is no intention to prescribe the strategies teachers will use in teaching any given skill or content knowledge. The Common Core State Standards include clearly illustrated examples of the level of work and thinking that students need to achieve at each grade level in both math and English-language arts. Using these as a guide, teachers can work with colleagues to design and revise lessons, choose short stories or articles, or create formative assessments.

PACING

For several years there has been pressure to get all teachers to keep the same pace and teach the content in the same order. The advantage to doing so is that same-grade or same-subject teachers can use common assessments and learn from one another, which is an important condition for creating professional learning communities. But applying a pacing guide district-wide can inhibit some of the contextual learning experiences that are so important to preparing students for life beyond high school. For instance, some high school teachers working in career pathway teams spend

the summer aligning their outcomes across subjects and creating multidisciplinary projects that immerse students in complex, real-world problem solving and provide the kinds of work based learning experiences that are seldom found in high school courses. It's important that we continue to support teacher collaboration and use of formative assessments without inadvertently stifling their ability to create these engaging, contextual learning experiences by locking them into a rigid pacing schedule.

ASSESSMENTS

Many teachers voiced frustration with the current benchmark assessment and emphasis on multiple-choice-only measures. They are interested in more performance based assessments. They want to see samples of what the PAARC Consortium produces and have time to explore different ways of assessment. They cited the District's current Document Based Question high school history assessment and the Process Writing Assessment as an example two performance assessments in the district that are currently working well as both measures of student learning and opportunities for staff development.

CRITICAL THINKING AND VERBAL COMMUNICATION SKILLS

Students and parents reported consistently that students had few opportunities to think deeply, struggle with difficult texts and practice academic language in public speaking.

ETHNIC STUDIES

Though it doesn't fit clearly to ELA or math content, there were several requests in all three input venues for an ethnic studies course to be added to the high school curriculum.

TEACHER INVOLVEMENT

Teachers indicated a strong desire to be part of the process of creating curriculum documents, sample lessons and units, and assessments.

PRIORITIZING STANDARDS

Curriculum experts (including Phil Daro, co-author of the Common Core State Standards for Mathematics) cautioned the task force against prioritizing standards, so as not to suggest that some content should be skipped, or to place too great an emphasis on preparing for standardized tests.

Recommendations

Given the stakeholder input, the Core Curriculum Task Force recommends the following regarding content and implementation:

ALIGNMENT, COHERENCE, AND ACCOUNTABILITY

We must ensure that implementation is coherent and aligned to a thoughtful accountability plan. The plan must account for who will monitor and support implementation at each level, and the expectations for teachers, principals and Regional and Network Executive Officers must be clearly delineated.

Syllabi. The task force recommends the use of syllabi as one of the components of the core curriculum. Syllabi would allow teachers to clearly communicate standards and course expectations to parents and students in student-friendly language. We recommend a district template that communicates grade level expectations (i.e., "Fluently multiply multi-digit whole numbers [grade 5 math]", or "cite strong and thorough textual evidence to support analysis of what the text says [grade 9/10 reading]") but can be customized by teachers to indicate special projects or expectations specific to a school.

LENGTH OF CURRICULUM DOCUMENTS

The task force struggled most with what the final curriculum guide document should look like so that it is most useful to teachers. How long should it be? What information should it contain? Should certain standards be emphasized and for what reason? Should syllabi be included? What about the Board Results Policies? What is the best way to integrate them?

Linda Darling-Hammond talks about the curriculum documents in Finland and Japan, two of the highest performing nations, being only ten pages long. How do we create a document that is really helpful, yet really clear and concise? We know that teachers need to spend time planning, teaching and reflecting, and we need to get rid of the "noise" that keeps them from this.

CREATING MEASURES TO MONITOR PROGRESS IN COLLEGE AND CAREER READINESS

We need to create a clear dashboard of college readiness measures, so that we can monitor and communicate our progress over time. We also need to establish measures for career readiness that can be monitored to inform our practice. In measuring both, we need a balance of multiple choice and more authentic performance measures.

ENGAGING TEACHERS

Our work in the first year of implementation includes introducing Common Core Standards and Board Results Policies to teachers and principals, helping schools create inquiry experiences and begin using pieces of the standards that make sense, and asking teachers to help create sample lessons, units and some of those common experiences that will allow students to authentically demonstrate some of the skills and abilities that aren't easily assessed by multiple choice exams.

ENGAGING PRINCIPALS

The work of monitoring and supporting the implementation of a high quality curriculum rests with school principals. Since this is such an important responsibility, it's important that they have many opportunities to engage with the curriculum and that their role in implementation is clearly articulated and supported.

SEQUENCE OF CURRICULUM WORK

Since Common Core State Standards are currently complete in ELA and Math, the task force recommends beginning more in-depth work in Year 1 with those subjects. This work will include bringing teachers and site administrators together to learn the Common Core State Standards more deeply and begin to create pilot and sample materials such as units, lessons, scope and sequence and course syllabi.

Meanwhile, in Year 1, other secondary core subject area teachers (social studies and science) and career-technical teachers in grades 6-12 will build their understanding of the Common Core literacy standards for those subjects, which specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are designed to help teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

The task force plans to have an outline and prototype of the proposed Curriculum Guide by June that will guide teachers in their initial use of the Common Core State Standards and Board Results Policies. It will include guiding principles, an

assessment framework, the Common Core State Standards and Board Results Policies. Further teacher input is being sought regarding what components would be helpful for the 2011/12 school year.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Task Force Summary Report

Effective Principal Leadership

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Oakland Unified School District
June 2011

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

LEADERSHIP DEVELOPMENT: OVERVIEW

Effective Principal and Leadership Task Force

The Effective Principals and Leadership Task Force is charged with developing systems to enable effective leadership of Full Service Community Schools in Oakland. Over the course of 2010 – 2011, we engaged in an extensive inquiry process to learn about effective leadership practices and the systems that best support effective leaders. We subsequently developed a set of draft tools and processes in support of leadership development for Full Service Community Schools.

Our Process

The task force consists of two working groups: the Core Group, which engages in research and design, and the Advisory Group, which provides context and feedback to the Core Group. The Core Group consists of principals, leadership coaches, leadership support providers, and academic experts; this group has met three times per month for eight months, and engaged in two intensive retreats. The Advisory Group consists of the core group plus additional principals, teachers, and community members; this group has met once per month for six months.

The task force gathered data from a wide range of sources: we engaged in structured observations of OUSD principals at their sites, we organized principal focus groups, we reviewed information from multiple community engagements, we analyzed the findings of the other task forces, and we synthesized the current research on leadership and Full Service Community Schools. Our inquiry process involved an examination of OUSD's existing systems, including the Office of Transformational Leadership, as well as systems developed by New Leadership for New Schools, the NYC Leadership Academy, and the UC Berkeley Leadership Connection.

We applied a set of criteria to guide our design of a nascent leadership development system; these criteria include: (1) grounded in the research on leadership and Full Service Community Schools, (2) reflective of and aligned to Oakland's unique environment, and (3) adaptable to new learning and changes in school and district context.

By collaboratively constructing this system with a diverse set of leaders in OUSD, the process has been transparent, it reflects the current state, and it reinforces the need for effective leadership at all levels of the system. The first stage of our design process focuses on school leaders and will extend to other realms of the district in the years ahead.

What We Learned

Several themes consistently emerged from our conversations with and observations of principals. Leaders believe that the most important characteristics that support student learning are a strong vision and a focus on instruction. In addition, trusting relationships within each school community and between schools and the central office enable enactment of the vision and a focus on instruction. Leaders consistently described the importance of being resilient: each principal described strategies for overcoming challenges presented by the community and for navigating the central office system in service of students. Finally, leaders emphasized the importance of being cross-boundary leaders: working across the community in service of students.

> *I desperately want more professional development – in support of my current needs. And I want a sustained, safe, collegial relationship with my supervisor; we are together working toward increased levels of learning for students.*
>
> - Elementary School Principal

Leaders want to be held to high expectations, and they want to participate in the articulation of these expectations. They want to develop their leadership skills in a safe, supportive environment where they are able to openly express their challenges and regularly celebrate their successes. Principals care about how they are developed, by whom, and in what contexts.

We combined the insights of principals with other aspects of our research and distilled our findings into a two documents: *Dimensions of Effective Leadership* and *Principles for Leadership Development*. Within each of the dimensions we identified several elements that exemplify the leadership practices that effectively support ambitious academic, civic, and social-emotional outcomes for students.

> *While we want to focus more on supporting teachers, we often have no idea what each day will bring: an angry parent, a distressed student, violence outside the school. We need to be resilient enough to deal with all this other stuff and then be able to turn around and nurture our staff.*
>
> - Middle School Principal

We have many successful models of these practices in OUSD: our challenge is to create a system in which all leaders are encouraged and supported to consistently engage in these effective practices. Our initial documents provide a foundation for a systematic approach that identifies, refines, disseminates, and monitors effective leadership practices. As we move forward, we describe the assumptions that underlie our theory of action, articulate our overarching goals, and outline the challenges we have identified in the current state. We then elucidate the conditions, structures, and practices that will enable us to meet our goal of effective leaders across the district.

Moving Forward

The Foundation. Our *Dimensions of Effective Leadership* offers a framework for the hiring, development, support, and evaluation of school leaders. Our *Leadership Development Principles* provide guidance for the design of high quality leadership development systems and practices. Leaders who receive substantive support along these dimensions, and in accordance with these principles, will be able to support teachers, students, families, and the community in service of attaining ambitious learning outcomes.

Assumptions. We believe that leaders must be intimately involved in what they are learning and the trajectory of their learning. To be successful, a culture of learning and an expectation of ongoing development are essential for all leaders in OUSD. School leaders and their supervisors are responsible for engaging in a productive, trusting relationship focused on setting, striving toward, and assessing progress around leadership growth goals.

Goals. Our primary goal is to develop Full Service Community School leaders at every school site and throughout the central office. To do so, we must align around a common definition of what an effective Full Service Community School leader embodies (i.e., the *Dimensions*), we must engage in professional development practices that are shown to support leadership growth (i.e., the *Principles*), and we must sustain a focus on leadership development over a series of years. Specifically, our next steps include elaborating on each of the foundational documents, designing additional tools, and building a rich and dynamic system for the development of Full Service Community School leaders.

Challenges. Previous to this work, OUSD did not have a systematic approach to identifying, disseminating, and regularly reviewing effective leadership practices. Further, and not unlike many districts, we encountered multiple interpretations of "effective leadership." The expectations, foci, and goals for leaders have changed frequently and vary across the district: leaders experience these inconsistencies as barriers to their learning. Our approach must therefore be situated within a robust, well-supported, and learning-centered system.

System Transformation

Conditions. Based on the insights of many individuals from across the district, and harnessing current research, we outline below the conditions necessary to reach the ambitious goals we set for district-wide leadership development.

1. A clear, coherent, and agreed-upon district vision
2. Commitment of each leader to enhancing student achievement across OUSD
3. Belief in the necessity of Full Service Community School leadership at every level (including school, district, family, and community)
4. Differentiated, embedded, and developmentally-aligned adult learning
5. Strong, trusting relationships between the central office and school sites
6. Strong, trusting relationships among principals
7. Clear expectations of what an OUSD leader needs to know and be able to do (e.g., the *Dimensions*)
8. A habit of persistence, sustaining the work through inevitable challenges

Structures and Supports. Examples of structures that support these conditions include prioritizing time, space and resources for learning and development; developing relationships through peer inquiry networks; and engaging in job-embedded professional development that includes time for reflection, learning and feedback. Possible strategies that focus the work include a "Buddy School" system, such as the one already instituted in Region Three; non-evaluative inquiry-based coaching; and *in situ* inquiry projects.[1]

> *Each of us has at one time or another delayed informing HR about our teaching vacancies, believing that this would allow us to hire the most qualified teacher for a position. This is just one example of many "work-arounds" yet we would prefer to work with the central office on these issues, partnering in the service of students.*
>
> - High School Principal

In the long term, we want OUSD's Full Service Community Schools to support a healthy learning culture, wherein the success of leaders is supported, celebrated, and acknowledged across the district. To do so, we must have district administrators, principals, teachers, students, families, and community members who are connected to one another and the district as a whole, who are eager to learn from each other, who open their individual practice to the group, and who have a sustained commitment to OUSD. Our expectations for leadership development must continue to align with the district's vision, and enable the support of leaders through coordinated, transparent, and efficient practices.

> *Learning doesn't just happen on Thursdays in regional meetings; I learn through informal interactions with my colleagues, through discussions with people from LCI, and through my own reading and reflection. Our system needs to honor all the places where I learn.*
>
> - Middle School Principal

To reach these long-term goals, we must learn from the past by systematically discovering what works, building upon those structures while simultaneously setting the conditions to create new structures. We need to collectively create systems that define, support, and inspire being in right relationships - where individuals at all levels of the organization engage in leadership learning.

[1] *In situ* professional development and inquiry uses the work of the school site and the leader as the "text" for improving leadership and school outcomes.

OAKLAND UNIFIED SCHOOL DISTRICT
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

LEADERSHIP DEVELOPMENT: GUIDING PRINCIPLES

Effective Principal and Leadership Task Force

Draft Guiding Principles

Our leadership professional development plan will be designed and implemented according to proven professional development practices. As we develop our professional development structures and actions, we will attend to the following principles:

1. Driven by a clear definition of leadership understood and accepted by individuals across the district
2. Grounded in inquiry: goal-setting, assessment
3. Embedded in practice: occurs primarily within each leaders' daily work
4. Differentiated: based on each individual's needs, developmental stage, and learning style
5. Results-oriented: success measured by adult and student learning

Process Through Which Principles Were Generated

- Reflected on the district strategic priorities, in particular Full Service Community Schools, and their relationship to leadership development

- Reviewed three sets of principles from other sources
  - National Staff Development Council
  - e-Lead
  - OUSD 2009 draft leadership plan

- Reviewed Task Force readings and associated discussions:

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- Reviewed minutes from principal and RExO meetings regarding leadership development

- Analyzed experiences with various forms of professional development in OUSD over the past decade.
    - Engaged in inquiry around what are viewed as exemplary leadership development practices
    - Discussed learnings of leadership coaches
    - Examined impact of conditions for leadership development
    - Reviewed historical roles and responsibilities in OUSD

- Outlined current OUSD initiatives that impact school leaders

Potential Next Steps

- Engage in inquiry toward designing optimal structures and processes for leadership development in OUSD
    - Survey/interview principals and others involved in leadership development
    - Review implementation data from past years
    - Study/visit systems that do leadership development well
    - Situate process within Oakland's unique assets and constraints
    - Involve all relevant stakeholders at every stage of the process
    - Develop a calendar for this process

- Pilot/continue a range of professional development activities in 2011 – 2012 and collect data on efficacy
    - Individual leadership learning plans
    - Learning networks
    - Mentorship
    - Coaching
    - Operations support
    - Workshops led by principals, RExOs/NExO, LCI, and others

- Develop a clear and consistent structure for managing leadership development
    - People from LCI and external partners as expert resources
    - Commit to enacting and sustaining the process over several years

OAKLAND UNIFIED SCHOOL DISTRICT
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DIMENSIONS OF EFFECTIVE LEADERSHIP (DRAFT)

Effective Principal and Leadership Task Force

How Were the Dimensions Developed?

The *Dimensions of Effective Leadership* were developed through the sustained efforts of the Effective Principal and Leadership Task Force. The task force consists of principals, teachers, community members, leadership coaches, leadership support providers, and academic experts, who have met regularly over the last eight months, engaging in inquiry around leadership development.

The task force gathered data from a wide range of sources: we engaged in structured observations of OUSD principals at their sites, we organized principal focus groups, we reviewed information from multiple community engagements, we analyzed the findings of the other task forces, and we synthesized the current research on leadership and Full Service Community Schools.

How Can the Dimensions Be Used?

These Dimensions are first and foremost a tool for principals to assess their progress and set goals for continued growth. Each dimension represents a significant aspect of leadership, and while principals regularly engage with all of them, we recommend that they focus on only one or two per year as they develop their practice. Each principal should engage with his or her supervisor, peers, and other support providers to identify growth areas and design a plan to support substantial growth. In addition the *Dimensions* provide guidance for collective learning among teams of principals or regional networks.

The *Dimensions* also provide a foundation for a range of district-wide processes, including the development of aspiring school leaders, the hiring of school leaders, the ongoing development of school leaders, and the evaluation of school leaders. In addition, the *Dimensions* can inform the design of for other leadership roles in the district.

What Are the Next Steps?

The rubric that currently frames the *Dimensions* is deliberately draft and incomplete. Over the course of the next year we will embark on a constructivist process to elaborate on each dimensions, identify appropriate evidence, and define thresholds for each of the rubric categories; e.g., articulating the difference between “Emerging” and “Sustaining” for a specific element. The task force members will be ambassadors for this process – as part of the Implementation Team – leading a series of low-inference asset observations. The data collected through this process will serve several purposes: (1) provide rich and non-judgmental feedback to individual principals; (2) introduce the observation teams to a host of quality practices that they can then adapt for their schools; and (3) contribute to the design of the rubric.

The Implementation Team will also engage in a sustained inquiry process to design, review, and revise professional development experiences that most effectively support the development of principals along each dimension. This process will be informed by the *Leadership Development Guiding Principles*: The PD experiences must be results-oriented, grounded in inquiry, and embedded in the daily practice of leaders. Given the variation in experience, growth trajectory, learning style, and context among principals, the professional development experiences will necessarily be differentiated – respecting the current needs of principals while recognizing the strengths and limitations of the district’s evolving systems.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that school leaders play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a Full Service Community School.

This draft rubric is specifically designed for principals, though the dimensions are applicable across all levels of leadership. The rubric format enables individuals to self-assess against the elements, as well to gather additional evidence from a range of sources. Leaders, their supervisors, and their coaches will interact around this rubric to develop growth plans and support the leaders' ongoing development.

Beginning	The leader is talking about the practice, and developing plans, but has taken no significant action to make it a reality.
Emerging	The leader has begun to implement this practice, though inconsistently, and changes remain fragile.
Sustaining	The leader consistently does this; it has become an important factor in collective efforts to improve the school.
Refining	The practice is deeply embedded in the leader's routines; he or she regularly reflects on and adjusts the practice.
Modeling	The leader's practice is recognized as exemplary and is systematically shared with others in the district.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

1. Vision Leader ensures that the school's shared vision is focused on student learning and guides all aspects of school life.						
Element	**Beginning**	**Emerging**	**Sustaining**	**Refining**	**Modeling**	
a. Leader communicates and inspires a culture of high expectations for all students.	○	○	○	○	○	**Evidence**
b. Leader engages regularly with the staff, students, families, and community members to review, revise, and reinforce the school's mission, vision, and values.	○	○	○	○	○	
c. Leader prioritizes actions based on the school's mission, vision, and values.	○	○	○	○	○	
Comments:						

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

2. Equity Leader creates and sustains equitable conditions for learning and advocates to interrupt patterns of historical inequities.						
Element	**Beginning**	**Emerging**	**Sustaining**	**Refining**	**Modeling**	
a. Leader makes and communicates each key decision through an equity lens, attending to the needs of all children in the school.	○	○	○	○	○	**Evidence**
b. Leader promotes equitable academic, civic and socio-emotional outcomes for all students.	○	○	○	○	○	
c. Leader demonstrates cultural responsiveness and progressively strengthens this orientation across the staff, students, families, and the community.	○	○	○	○	○	
Comments:						

OAKLAND UNIFIED SCHOOL DISTRICT
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Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

3. Instruction Leader guides and supports the development of quality instruction across the school. **Element**	**Beginning**	**Emerging**	**Sustaining**	**Refining**	**Modeling**	
a. Leader holds and communicates high expectations for all components of the instructional program.	○	○	○	○	○	**Evidence**
b. Leader develops systems and sets conditions for the ongoing, job embedded, differentiated professional development of every staff member.	○	○	○	○	○	
c. Leader engages in courageous conversations about instruction and learning with the staff, students, families, and community members.	○	○	○	○	○	

Comments:

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

4. Relationships Leader develops and sustains relationships based on trust and respect.						
Element	**Beginning**	**Emerging**	**Sustaining**	**Refining**	**Modeling**	
a. Leader develops systems and sets conditions for honest, respectful, and timely, communication with and among staff, students, families, and communities.	○	○	○	○	○	**Evidence**
b. Leader demonstrates consistency and flexibility in interactions with staff, students, families, and community members.	○	○	○	○	○	
c. Leader fosters a culture of collaboration through systems that enable shared work and healthy discourse about the work.	○	○	○	○	○	

Comments:

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

5. Resilience Leader perseveres through adverse situations, makes decisions based on the needs of students, and assumes personal responsibility for actions.						
Element	**Beginning**	**Emerging**	**Sustaining**	**Refining**	**Modeling**	
a. Leader regularly and openly engages in self-reflection and reacts constructively to failure.	○	○	○	○	○	**Evidence**
b. Leader models adaptability: sustaining a focus on instruction, yet nimbly adjusting systems when necessary.	○	○	○	○	○	
c. Leader consistently and courageously supports all staff, students, families, and the community in the face of adversity.	○	○	○	○	○	

Comments:

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

6. Accountability Leader articulates desired outcomes, monitors progress, and fosters a culture of mutual accountability. **Element**	**Beginning**	**Emerging**	**Sustaining**	**Refining**	**Modeling**	
a. Leader communicates urgency around and collective responsibility for student learning.	○	○	○	○	○	**Evidence**
b. Leader creates systems for the collection and analysis of quantitative and qualitative data on student learning and on other factors relevant to the success of the school.	○	○	○	○	○	
c. Leader regularly evaluates the effectiveness of programs operating at the school, initiates appropriate adjustments, and monitors their implementation.	○	○	○	○	○	
d. Leader develops systems for staff and student self-assessment, feedback from others, refinement of practice, and accountability.	○	○	○	○	○	

Comments:

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

7. Organizational Management Leader develops systems and allocates resources in support of the school's vision.	Beginning	Emerging	Sustaining	Refining	Modeling	
Element						
a. Leader distributes resources equitably, ensuring adequate support for students outside of the sphere of success.	○	○	○	○	○	**Evidence**
b. Leader distributes responsibility among, and builds the leadership capacity of staff, students, families, and community members.	○	○	○	○	○	
c. Leader develops systems for the effective hiring, induction, support, development, and evaluation of staff.	○	○	○	○	○	
d. Leader develops systems for coordinating central services in support of the school's vision.	○	○	○	○	○	

Comments:

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dimensions of Effective Leadership for Full Service Community Schools (DRAFT)

8. Partnerships Leader forges cross-boundary partnerships, enables the development of systems to support these partnerships, and participates in key partnership activities.						
Element	**Beginning**	**Emerging**	**Sustaining**	**Refining**	**Modeling**	
a. Leader engages the staff, students, families, and community members in processes to deeply understand the school-community context.	○	○	○	○	○	**Evidence**
b. Leader honors and nurtures interdependence among the staff, students, families, and community members.	○	○	○	○	○	
c. Leader brokers relationships among all sectors of the school and the community, clearly defining the role of each participant.	○	○	○	○	○	

Comments:

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Task Force Summary Report

Effective Teaching

The Task Force Summary Reports represent the opinions, observations, conclusions, and recommendations of the Task Force members. The Task Force reports are provided for the convenience of the public and as historical reference documents for the strategic plan. The District has not vetted the reports for compliance with laws, District policies, or the District's collective bargaining agreements. Under no circumstances shall the District be liable for any actions or omissions based on information or recommendations contained in any Task Force report or the reliance on the reports.

Oakland Unified School District
June 2011

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Introduction

THE TASK FORCE

In the fall of 2010, the Effective Teaching Task Force launched with an ambitious charge: to design and lead a collaborative process to build a shared understanding of effective teaching in Oakland and of the supports required to ensure that every child has access to effective teachers every day. Research confirms what we know from experience – a great teacher matters more to student learning than anything else a district does. We also know that great teaching is hard, requires intensive time and supports to master. If we as a district are serious about our goal of graduating our students ready to succeed in college and career, supporting and improving effective teaching must be at the center of our efforts as the most important factor in student learning. The Effective Teaching Task Force was created to engage teachers, district leaders, and community members alike in answering that critical question: How do we ensure every student has effective teachers every year?

From the beginning we believed strongly that this work must be done with teachers, not to teachers, thus the Effective Teaching Task Force (ETTF) was co-sponsored with Oakland Education Association and comprised primarily of teachers. Our goal as a task force was not to define effective teaching amongst ourselves, but to design and implement an engagement process that would include teachers, principals, parents, students, and community members in a conversation to build a shared understanding of effective teaching and build a strategic plan to support effective teachers and thriving students throughout the district.

From October 2010 through April 2011, the ETTF met bi-weekly to create and implement this engagement process, which ultimately involved teacher and community listening tours, teacher and principal focus groups, a community speaker series, and culminated in a three day teacher convention where over 200 teachers representing all but four Oakland schools created recommendations for what is needed to ensure every student has effective teachers every year.

THE TEACHER CONVENTION

The Teacher Convention, held over three days in mid-April, was an historical event as, for the first time, teacher representatives from almost every school in Oakland came together with district and union leaders in dialogue around how to improve effective teaching district-wide. The Task Force planned the convention because the members believed strongly in the expertise and wisdom of Oakland's best teachers – that if you got them together in a room, their collective voices, wisdom, and courage would lead the district down the right path.

The Task Force thus created a forum for teachers to come together and provide expertise and leadership in the drafting of the "Effective Teaching, Thriving Students" strategic plan. The agenda we set forth was an ambitious one – specifically, we hoped that over two days teachers would be able to:

- Adopt an OUSD-specific framework of practice, based on the CSTPs
- Identify multiple meaningful indicators of thriving students
- Identify multiple meaningful indicators of effective teaching and professional growth
- Agree upon core beliefs, values, and priorities around induction, site-based professional development, centrally-offered professional development, evaluation, career pathways, and essential working conditions.

With help from the New Teacher Center, we planned two full days of sessions to achieve those ambitious objectives.

The Convention kicked off successfully, building a foundation of trust, empowerment, and shared hope. As we moved through the second day sessions, however, it was becoming clear that the experience wasn't living up to the goal we had set and the central purpose of the Teacher Convention in the first place: to empower teachers and tap into their collective wisdom to drive this work forward. While the intent of the Convention was to facilitate and empower teacher voice, the structures instead were constraining teacher voice. By the end of the second day, many teachers strongly expressed their frustrations and concerns about the Convention experience, sharing feedback such as: "I feel totally misled," "I feel betrayed," "This is not what I came for," and "This feels like a Trojan Horse." The feedback from our teacher leaders was real, and union, district, and Task Force leaders decided to change the final-day agenda by going to the experts- the teachers.

About 30 teachers agreed to stay after the end of the second day. They spent three hours reviewing teachers' written feedback, revisiting the ambitious objectives of the Convention, and creating a new agenda for the third day. This marked a turning point not only for the Convention, but for the critical and challenging work to support and improve effective teaching as a whole. It also marked a turning point in the relationship between teachers and district administration.

The Task Force members and district and union leaders were reminded that true collaboration requires deep investments in relationship building and sometimes means we have to slow down initially, to go faster and further down the road together.

The final day of the Convention, which was planned and facilitated by OUSD teachers, was filled with hope, appreciations, collaboration, and innovation. Teachers came together and discussed what is and is not working in their classrooms, at their sites, and in the district. They were nothing but honest in expressing their concerns, but also equally energetic and innovative in their discussions around solutions. By the end of the day, the delegates had filled reams of chart paper identifying common areas of concerns as well as success, eagerly sharing best practices at the classroom and site levels. The day ended with teacher presentations of their final recommendations to district leadership. The

presentations were but a glimpse of the untapped potential that rests in our teachers and provided a preview of the collaborative and innovative thinking that will drive us closer and closer to our goal of district-wide effective teaching and thriving students.

While we are still very much just beginning our journey, we have made incredible progress over the past 8 months and are moving forward together in a collaborative effort to ensure every OUSD student receives a high-quality education that prepares them for success in life.

The following strategic plan attempts to capture the priorities identified throughout our engagement process as well as the energy and collaborative spirit that shined so brightly on the last day of our Teacher Convention. It also marks the beginning of a new era of collaboration between district administration, teachers, and their union.

Becoming the Employer of Choice in the Bay Area

Given the central role teachers play in student learning, supporting effective teaching is a critical means to the end of thriving students. Great teaching in and of itself is not the end, but it enables what we care about most: rich student learning and thriving students.

To fully support effective teaching in every classroom, OUSD must realize it's vision of becoming education's "employer of choice" in the Bay Area- which means becoming an organization in which all employees are effective and fulfilled, and which prospective employees are most interested in joining. To become education's "employer of choice" we must be able to attract, hire, support, recognize, and retain the best talent in the area.

The reality is that we have a long way to go, but, because we want every student to have an empowered, effective teacher, then as an organization, we must support every teacher in the lifelong pursuit of becoming more effective.

Core Values for Becoming the "Employer of Choice"

Several core values have bubbled up during our work that will enable the Oakland Unified School District to become education's employer of choice in the Bay Area:

1. Grow Together Through Quality Relationships& Feedback
2. High expectations and empowerment
3. Honor Expertise & Collaboration
4. Shared-Accountability

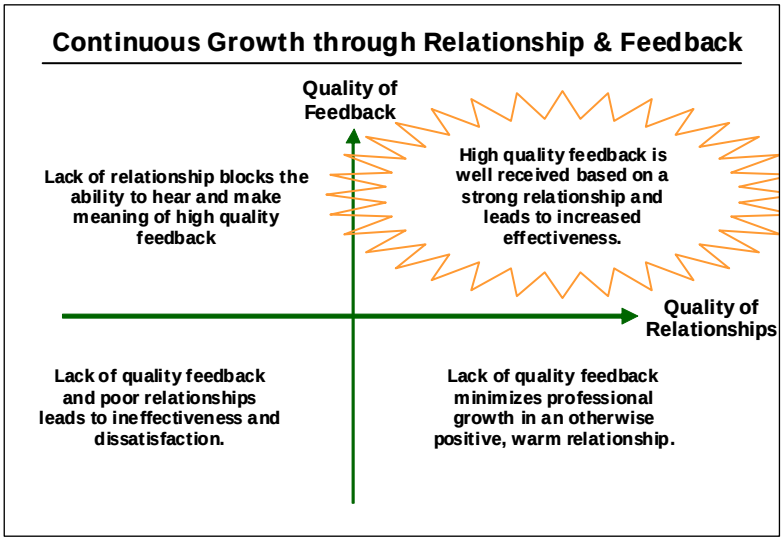
Grow Together Through Quality Relationships & Feedback

Throughout our engagement process and the convention, the critical importance of relationships between teachers and teachers, teachers and site administrators, teachers and the central office was emphasized. It will be imperative in every aspect of the implementation of this plan that caring relationships, built on trust and mutual respect, are cultivated.

Similarly, teachers expressed a strong desire for the opportunity to both receive and provide feedback. It's clear that teachers are eager to improve their practice and are interested in receiving constructive feedback from administrators, as well as colleagues. It's also clear that some sites need professional development and support, both of teachers and administrators, to increase the frequency and quality of feedback.

To this end, if OUSD wants to become the employer of choice in the Bay Area, we must commit to providing the supports and resources necessary to ensure that we are constantly improving the quality of both relationships and feedback throughout the district, which in turn will lead to our continual improvement as an organization serving thriving students.

As depicted in the graph to the right, quality of feedback in the absence of quality of relationship, or visa versa, is insufficient. For our organization to realize our vision of all students thriving, we must improve the quality of both our relationships and our feedback.



High Expectations and Empowerment

The expectations we hold of one another as colleagues in this organization set the tone for how we work together and what we can achieve together. Teachers often voiced strong beliefs around the need for high expectations of students, as well as of adults.

If we want to achieve the ambitious goals we have for ourselves as organization and as professionals in the service of thriving students, we must collectively raise the expectations we have of one another and we must empower one another to bring our fullest selves to work every day. Acorn Woodland is a school community that came up time and again as a place of high expectations and empowerment. Parents are deeply involved in the school community and teachers are given a tremendous amount of responsibility and autonomy. Acorn Woodland's test scores and other accomplishments are the result of empowered stakeholders collaborating to realize the high expectations they set for students and themselves. Throughout the Convention, examples such as Acorn's came up; we must learn from these examples and work to ensure that across the district, stakeholders are empowered to realize high expectations.

Honor Expertise & Collaboration

Another resounding theme throughout our engagements and the Convention was the belief that there is a tremendous amount of untapped expertise and potential innovation within the Oakland Unified School District. There were strong sentiments of frustration around professional development constantly coming from external sources and often feeling top-down in nature. Many of the most lauded models of professional development, including the Teaching American History Grant and Team Science, were "home-grown" collaborative reflection between teachers, as opposed to being told about it.

Teachers are eager to learn from one another both within their sites and across sites. As the final day of the Convention demonstrated, when given simply the time and space to collaborate, OUSD's teachers are able to come up with many innovative ideas on how the district can better serve Oakland's students, including the incorporation of ethnic studies into our core curriculum and the creation of an online space where teachers can post and share classroom resources that are currently not being used. A committee of OUSD teachers, students, and community members has already started meeting to develop recommendations around incorporating ethnic studies into our curriculum. When given space to collaborate, teachers are also able to share effective practices that have proven track records of success in Oakland communities. Moving forward, we must create more spaces to honor the expertise of our teachers and to empower them to solve some of the challenges we face as an organization on an ongoing basis.

Shared-Accountability

Finally, shared-accountability must be ensured if we are to become the organization that we need to be. Teachers are willing to be held accountable for serving students and thrive when expectations are clear and they share with administration the responsibilities for the development and implementation of improvement plans and the conditions for success.

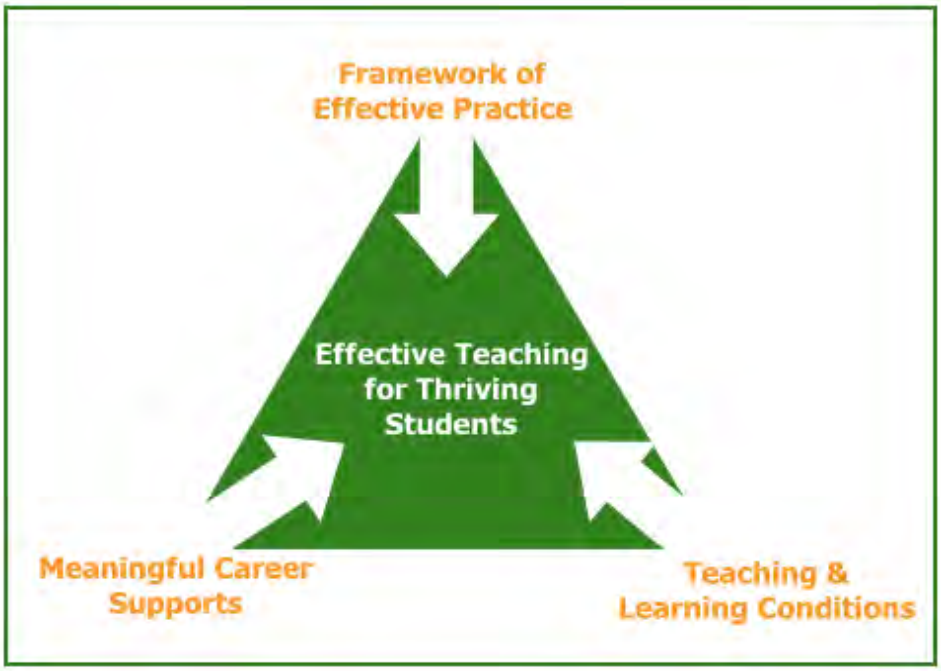
As we move forward in the implementation of this plan, we must collaboratively design and implement a system of Shared-accountability that prioritizes thriving students, while also making transparent and equitable the responsibilities we have throughout the organization.

REALIZING THE VISION OF BECOMING THE EMPLOYER OF CHOICE

Holding these values at the center of all our work, we will build the foundational elements to realize our vision of Oakland Unified School District as the "employer of choice" in the Bay Area.

Over the next several years we will pursue three strategic priorities to do so:

- **Strategic priority 1**: Build, and align to, a **framework of effective teaching** and how we will recognize it
- **Strategic priority 2**: Provide **meaningful career supports** for every teacher
- **Strategic priority 3:** Provide the **essential teaching and learning conditions** teachers need to be effective every day every year and work collaboratively to improve those conditions.

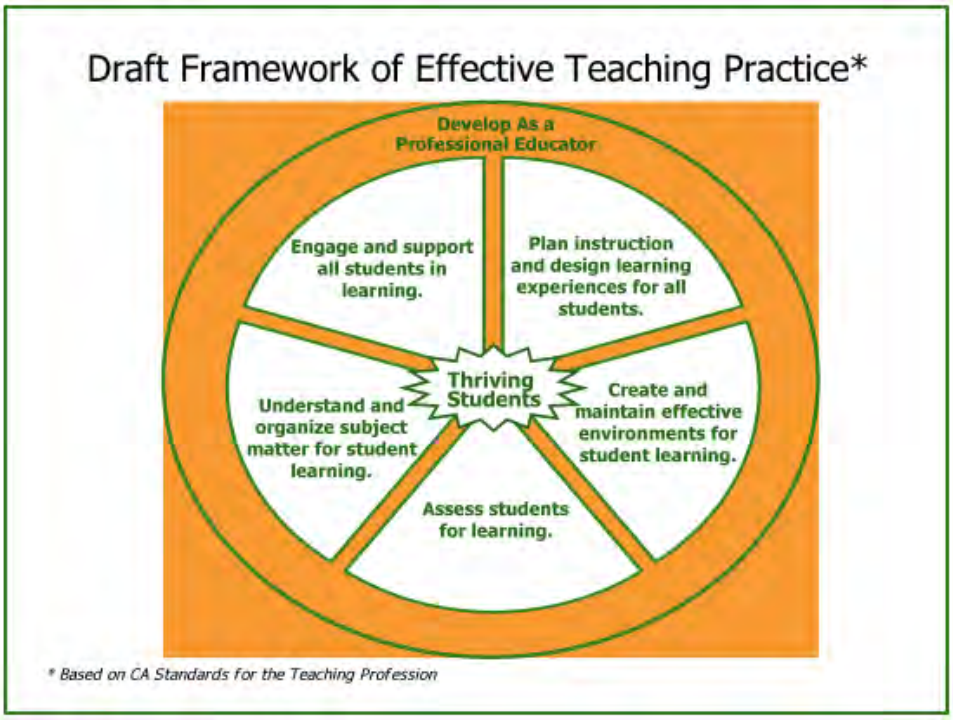


We believe that if every teacher has a clear understanding of what effective teaching practice is, has the essential supports and conditions to be effective, and is supported through every stage of their career, then they will be able to enjoy long careers as effective teachers in the service of thriving students in Oakland.

Framework of Effective Practice

While some of the recommendations in this chapter may appear adult-centric, the ultimate outcome is ensuring that every student in Oakland is thriving. All of our efforts to become the employer of choice in the Bay Area must be aligned to our framework of effective practice. When we talk about essential conditions, we're talking about teaching *and* learning conditions. When we talk about meaningful career supports, we're talking about supports that are directly aligned to, and in support of, our framework of effective practice.

Our goal during the Convention was to provide teachers the space to review the California Standards for the Teaching Profession and to tailor the framework to effective teaching in Oakland. The time available did not prove sufficient, so this summer Convention delegates will be invited to continue the work of drafting an Oakland-specific framework of effective practice. Examples of how the CSTP might be modified, include adding additional language around African-American Male Achievement and being a teacher in a full-service community school. Below is a graphic representation of how we see the CSTPs becoming a framework of effective practice in OUSD.



DEVELOPING AS PROFESSIONAL EDUCATORS

Whereas the California Standards of the Teaching Profession describe the six standards as equal, we believe that "Develop as a Professional Educator" is the most important, because if a teacher is continually developing as a professional, than he or she will be able to improve across all of the other standards.

IN SERVICE OF THRIVING STUDENTS

Additionally, we will embed "Thriving Students" at the center of our framework because ultimately effective teaching should lead to thriving students, and as we emphasize certain practices, we must continually be looking for the connection to student success, which will be evidenced by multiple, meaningful indicators

MEANINGFUL INDICATORS OF THRIVING STUDENTS, EFFECTIVE TEACHING, & PROFESSIONAL GROWTH

Beginning this summer, we will collaborate with teachers, principals, and community members to identify multiple, meaningful indicators of thriving students, as well as effective teaching, and professional growth. We do not believe that standardized test scores, in and of themselves, sufficiently reflect whether a student is thriving or a teacher is effective. We do believe that additional indicators are essential and we are committed to collaboratively identifying and learning from them. If we believe that thriving students are healthy, engaged, critical thinking citizens in their schools and communities, then we must align our work and our assessment of success accordingly.

Examples of additional indicators that came up during our engagement events and the Convention include student work portfolios, authentic writing samples, and individual and group student presentations. Ultimately, we seek to identify multiple, meaningful indicators of student growth in all the areas that will be essential to their success in college, career, and life- including critical thinking, collaboration, and citizenship.

SHARING EFFECTIVE PRACTICES AND RESOURCES

As we move forward with our framework of effective practice, we will need to create time and space for teachers to share effective practices and resources. Throughout the Teacher Convention, teachers expressed a strong desire for time to collaborate with grade and content levels across sites. Beginning in the next school year, the district will pilot creating collaborative spaces during professional development time, as well as creating online spaces where teachers can share and reflect on their practice collaboratively. We will also begin building a video library of Oakland teachers sharing their practice with one another.

LEARNING AND REFINING COLLABORATIVELY

Collaborative learning will be essential to refining our framework of effective practice and our adopted indicators of thriving students, effective teaching, and professional growth. Nationally, the education sector is in the

midst of deep learning around effective teaching. Several district and charter organizations are piloting various frameworks of practice and indicators of student academic achievement. As are they, when committing to our framework of effective practice and agreed upon indicators, we must also remain open to learning through the piloting and implementation phases of these tools, to ensure that they are in fact serving thriving students.

Providing Meaningful Career Supports

We must build an infrastructure that mentors, nurtures and supports teachers throughout their professional career. En masse, many at the Teachers' Convention echoed this sentiment during vibrant small-group discussions with colleagues. Conversations focused on teachers wanting to be in trusting and purposeful relationships with others at their school site and across the district to counter the perils of teacher isolation, a contributing factor (identified in exit surveys) to teachers leaving Oakland.

In addition to supporting relationship building and collaboration, data from listening tours, focus groups, task force meetings and Teacher Convention small-group discussions underscore the following key areas for supporting teachers:

1. Support and appreciate teachers, from first interview through retirement
2. Honor teachers at each stage of their teaching career
3. Create organizational opportunities to support life-long professional learning.

In building a district which supports teachers from their first interview through retirement, we must implement strategies around recruitment and preparation, selection and placement, induction, professional growth, and sustainability and retention.

RECRUITMENT AND PREPARATION

Ultimately, the recruitment and preparation of OUSD teachers must be aligned with our framework of effective practice. To begin this work next year, we will develop a balanced scorecard system, and the necessary data systems, to assess the impact of all teacher recruitment and preparation pipelines. We will also assess all current recruitment practices and policies.

In addition to reviewing our recruitment practices, OUSD will reach out and seek partnerships with local colleges and universities to develop OUSD-specific credentialing programs, similar to the one existing in Long Beach. The Long Beach model involves a local university aligning its credentialing program specifically to the Long Beach Unified School

District. In doing so, teachers are prepared with the actual district curriculum and instructional supports in mind, so that they are better prepared to be effective from Day One. An OUSD-specific credentialing program would enable an emphasis around culturally responsive instruction and other professional development areas that are particularly critical to effective teaching in Oakland.

There is a strong belief that our teacher population should better mirror the diversity of our student population to the extent possible and better understand the uniqueness of Oakland. Many of our current recruitment and preparation practices reach out to teachers across the Nation and require a limited commitment to Oakland. By establishing OUSD-specific credentialing programs in partnership with local colleges and universities, we will be able to better attract local talent and better prepare them to be effective from day one.

Along with building preparation pipelines for new teachers, OUSD must develop recruiting strategies for successful, experienced teachers, so that we can reduce our reliance on intern teachers.

SELECTION AND PLACEMENT

In addition to solidifying our recruitment and preparation practices, we must also align our teacher selection process to our framework of effective teaching. There are certain qualities and skills that must be present at the time of hiring and there are others that can be developed quickly through induction. We must ensure that during our selection process, we are able to evaluate the qualities and skills that must already exist, as well as assess the need for additional professional development.

We must also make our selection practices more consistent across all sites. There is currently a wide range of hiring practices that occurs across OUSD schools. In the next year, we must identify best practices, align them to our district framework of effective practice, and share these practices with all sites. To this end, we will convene a committee of principals and teachers to design and pilot a research informed universal selection process in the upcoming year.

With regards to the placement of veteran teachers, teachers and community members expressed serious concerns about the inequitable distribution of veteran teachers across the district. We must collaborate with teachers and their union to identify strategies to encourage our successful veteran teachers to commit to serving students in all of our schools.

With regards to the placement of new teachers, they too must be distributed evenly and appropriately across sites so as to ensure that they have the supports and conditions they need to be effective from day one. Next year, we will identify school sites with strong track records of supporting and retaining effective new teachers to better understand the effective practices used to support them.

INDUCTION AND TENURE

Given the district's strong reliance on new teachers, it is imperative that we design and implement a consistent and effective induction program to support new teachers through their tenure process. Our induction program must ensure that every new teacher is oriented to the district, their region, and their site, as well as provided meaningful, individualized professional development, a manageable workload, and effective evaluations before going through a deliberate, standardized tenure process.

This summer, OUSD will design and pilot a district orientation program as well as a 1-week summer induction program for new teachers. We will also seek out sites with strong orientation programs to identify effective practices to share with other sites. College Coliseum Prep, for example, offers all of its new teachers, a paid weeklong orientation and induction so that they can be properly informed and acclimated to the school's systems and practices before students arrive.

Long-term, the induction of new teachers provides an ideal platform for honoring the expertise of our experienced effective teachers, fostering collaboration, and promoting the sharing of best practices. Over the next few years, we must incorporate our most effective teachers and their practices into the induction experience of all new OUSD teachers.

Finally, tenure must be made meaningful. One teacher at the Convention commented, "Why am I tenured after two years??? Make tenure meaningful!!!" While state law dictates when tenure is offered, as a district we have the opportunity to make tenure more meaningful, in part by creating a deliberate and standardized process for all tenure-eligible teachers, so that it is clear what is expected of teachers seeking tenure. We must also commemorate and celebrate a teacher's achievement of tenure, as it should reflect the successful completion of a rigorous induction program. Next year we will collaborate with teachers and their union to review the current tenure process and to propose recommendations for how to make it more meaningful moving forward.

PROFESSIONAL GROWTH – SCHOOL-SITE BASED AND CENTRALIZED

Professional growth, which embodies evaluation and professional development, was one of the areas of greatest focus and energy throughout our engagement process and the Convention. Teachers are anxious for the opportunity to grow in their practice, however many feel strongly that in their current forms, professional development and evaluation, are not meeting the needs of most teachers.

During the Convention, some teachers used language such as "demoralizing," "patronizing," and "a complete waste of my time" to describe their professional development. To make it more meaningful, teachers desire the opportunity for content to be differentiated by need and more democratically selected rather than imposed in a top-

down fashion. They also want it to be led by OUSD's own expert teachers, as opposed to by external consultants. It's also important that professional development time not be overly agenda-sized; in addition to structured sessions, professional development should always create space for collaboration and open discussions to share challenges and effective practices.

In terms of desired content, teachers expressed a strong interest in professional development around culturally responsive instruction, increasing African-American Male Achievement, incorporating ethnic studies into their curriculum, implementing the new common core standards, and improving collaboration practices.

At the conclusion of the Convention, Deputy Superintendent Maria Santos promised to immediately review professional development offerings and committed to ensuring that professional development will be more teacher-led moving forward.

Professional development will also be tightly aligned to our framework of effective practice. Throughout the Convention, teachers spoke of the need for professional development to be aligned to effective practice, not programs de jour. In the future, teachers need to be making data-informed, student achievement focused choices from a wide-array of practice-based, teacher-led professional development offerings.

In the next year, we will collaborate with teachers, their union, and principals to also identify best practices with regards to site-based professional development. Based on the results of the TELL working conditions survey, we anticipate being able to identify schools where teachers are very satisfied with their site-based professional development and will be able to better understand their practices. We will also explore opportunities to ensure that teacher voice is more prevalent in the planning and offering of site-based professional development across the district.

Ultimately, every teacher's professional development plan should be tailored based on their most recent evaluation. In order for this to positively affect every teacher's professional growth, we must collaboratively revamp our current evaluation system.

Teacher and principal feedback throughout our engagement process and the Convention was almost unanimous in expressing frustration with the current evaluation system. Most complaints centered ineffectiveness and inconsistency. Many teachers and principals felt that the current evaluation system makes it difficult for teachers to receive regular, timely meaningful feedback, especially towards supporting professional growth. There's also the perception that the function of the tool is to go after "ineffective" teachers, and that is of little value to the majority of teachers who aren't being targeted for dismissal. With respect to inconsistency, concerns ranged from inconsistent evaluations, i.e. "I haven't been evaluated in years," to inconsistent ratings when evaluated, i.e. "I received my 1st 2 in 12 years of teaching for not posting my objective on the white board!"

A meaningful evaluation should drive professional growth and it should benefit all teachers. In the short term, we must learn from the sites that are having positive experiences to make the most of the systems that are currently in

place. In parallel, we must begin collaborating immediately with teachers, their union, and principals to design and pilot a new evaluation system that is aligned with our framework of effective practice, promotes professional growth, and feels meaningful for both teachers and principals.

The process for rolling-out a new evaluation system will be systematic and deliberate, beginning next year with a design phase, followed by a pilot phase, then a reviewing and modifying phase, and finally a gradual scaling to ensure that every teacher and every administrator at every site is properly prepared for the new evaluation and calibrated towards consistent, appropriate evaluations in the service of professional growth.

SUSTAINABILITY AND RETENTION

The sustainability and retention of effective OUSD teachers is imperative for our ability to ensure all students are thriving and will be based on strategies and practices to ensure fair compensation, meaningful career pathways, and excellent working conditions.

Teacher compensation is an issue that must be addressed as soon as possible. While recognizing the need be fiscally responsible, teachers in Oakland want to be compensated fairly and professionally. To become the employer of choice" in the Bay Area, OUSD must become more competitive in terms of salary for teachers.

Over the next few years, we must collaborate with teachers and their union to identify meaningful compensation structures, collectively bargain around these structures, and potentially work together to seek additional revenue streams to ensure sustainable pay increases.

With respect to career pathways, teachers are interested in meaningful opportunities that do not require that they leave the classroom. As teachers develop professionally, OUSD must be able to provide a range of opportunities for veteran teachers to continue to be stretched and engaged. In addition to classroom opportunities, teachers must be provided with opportunities to lead in the central office services as well as be trained to become school leaders, should they be interested. During the next year we will collaborate to design career pathway opportunities to be piloted the following year.

From our first task force meeting, through all of our engagements and the Convention, the critical importance of conditions was a resounding theme. While teachers certainly expressed a strong commitment to building a shared understanding of effective teaching and to identifying indicators of it, they expressed equally strong concerns about raising the bar of expectations for teachers, while simultaneously decreasing the quality of conditions they work in, due to ongoing budget cuts or other reasons. This question of fairness led to a discussion and belief around the need for shared-accountability. Teachers do not fear accountability, but they expect that district and site administrators, should be equally accountable for holding up their end of shared responsibilities to ensure that every student is thriving. To

that end, this strategic plan holds up the shared responsibilities for teaching and learning conditions with the same level of importance as our framework for effective teaching practice.

Providing Essential Teaching & Learning Conditions

IMPLEMENTATION OF THE TELL SURVEY

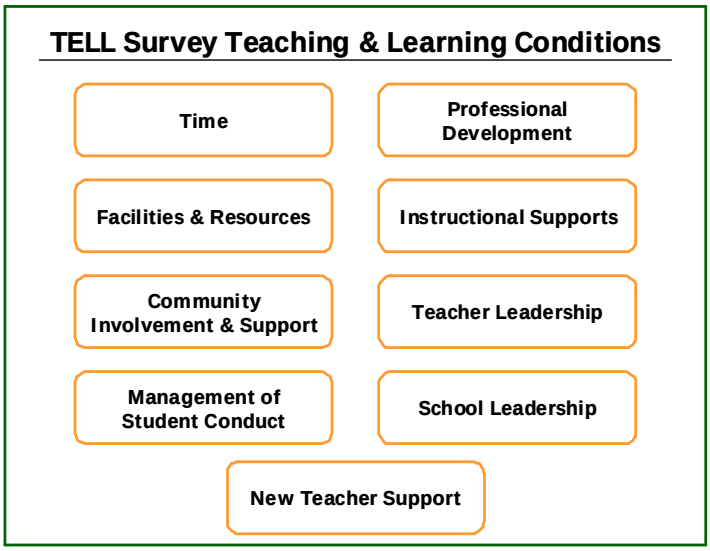
In an effort to transition our conversations around conditions from a somewhat subjective and reactive nature to a more objective and proactive nature, our task force identified a teaching and learning conditions survey, developed by the New Teacher Center in collaboration with the National Education Association, that provides a framework for understanding conditions as well as a recommended process for improving them moving forward. While several states and districts across the country have begun to implement the TELL survey, Oakland will be the first district in California to make the same commitment to ensuring that every school has the necessary teaching and working conditions to be successful.

This year, every site-based credentialed employee has been invited to complete the survey, so that every site will have baseline, objective data around what is going well and not so well at their site with respect to teaching and learning conditions. Representatives from each site will be invited to come together in June to discuss their survey results, to share best practices, and to begin collaborating towards improving the teaching and learning conditions at their site.

We will implement the TELL survey on an ongoing basis as part of an iterative learning process to improve the teaching and learning conditions across all school sites.

Improving Teaching & Learning Conditions Collaboratively

Based on the TELL survey results, school sites will have the ability to begin constructive conversations regarding the current conditions at their site and to identify priority conditions to focus on in the upcoming school year. Also, because the results for every school will be public, sites will have the ability to connect with other schools that may be doing better in certain condition areas to learn about effective practices. Some of the additional intended outcomes of implementing the TELL survey are to:



- Empower teachers and staff to share their perceptions of the teaching and learning conditions at their site, and to play a leadership role in the improvement of those conditions.

- Use the data to serve not as an evaluation, but as a conversation-starter that can help teams focus their efforts to improve conditions around areas of greatest need for the majority of teachers.
- Provide administrators the opportunity to calibrate their sense of the conditions at their school with their faculty's sense of the conditions.
- Provide principals the opportunity to also take a survey about the conditions for principals working in the district.
- Identify sites that are doing particularly well in certain condition areas to identify effective best practices.
- Identify trends across regions and the district to inform district-wide supports for improving the teaching and learning conditions across all sites.

Throughout our engagement process and the Convention, certain areas of site-based conditions seemed to be the most critical to teachers: time, teacher leadership, and school leadership.

Time

For our purposes, “time” as a condition includes class size, preparation time, collaboration time, and the management of additional responsibilities, i.e. paper work. It was also one of the most resounding needs of teachers throughout the year. Because of recent budget cuts, class sizes have increased which is a major source of anxiety for teachers, who fear

they will not be able to provide their students the individual attention they need. Additionally, teachers do not believe they are given adequate compensated time for preparation, collaboration, and professional development. The frustrations around time management are compounded by frustrations around inadequate compensation.

Teacher Leadership

Teachers desire the opportunity to participate in a shared leadership model, both at their sites and within the district. While some structures, such as faculty councils, exist, their effectiveness and significance ranges greatly from site to site. Effective teachers should be a part of a shared leadership model, and we must work diligently over the next few years to ensure that processes and opportunities are in place as well professional development provided around shared leadership for all of those involved.

There was also a call for better collaboration amongst colleagues at and across sites. While some of our work ahead involves creating time and space for this collaboration, professional development will also need to be made available to help with team-building and collaboration. As one teacher group reported out from the Convention, "Many times personalities override collaboration…Some colleagues will not collaborate, they show up late, or not at all to meetings, and do not participate in discussions and follow-up." These comments reflect the need for there to be shared understanding of the purpose of collaboration, a shared sense of valuing of collaboration, and for more system supports to ensure the success of collaboration. Along those lines, a teacher at Skyline shared an experience of the transformation of collaboration within her department. In the fall, collaboration did not feel very effective. After some mid-year professional development was provided for the team, their collaboration time and its impact have significantly improved. If we are to become an organization that holds up relationships and collaboration as essential values, then supports will be necessary, as this may be a significant culture shift for some teams and some individuals.

School Leadership

Research around retention indicates that the top two most important factors in retention are: 1) relationship with manager, and 2) relationship with colleagues. For our teachers, the research seems to hold true- particularly around managers. Few topics, if any, brought out more energy and passion than discussions around site administrators- both positively and negatively.

If teachers are the most important factor in a student's success, then principals are quite possibly the greatest factor in a teacher's success, or at least job satisfaction. For teachers, their relationship with their principal is a huge influencer of energy and attitude. Teachers with a great relationship with their principal come to work happy, feeling supported, and focused on serving their students. Teachers who do not feel they are in relationship with their principal, come to work upset, feeling unsupported, and ultimately somewhat distracted from serving their students.

Along with time and compensation, school leadership was the strongest area of focus in the teachers' final recommendations at the Convention. The district has been charged with reviewing our principal recruitment and selection processes, to ensure that we value "homegrown" leadership and experience when selecting future leaders. The district has also been charged with providing more leadership professional development to school leaders. To be clear, teachers were very empathetic to the challenging job principals have, and wanted to see them more supported, both through resources and supports, such as more assistant principals. They also wanted to be in better relationship with their principals so that they could have the opportunity to provide constructive feedback, and have a voice in their evaluations.

The district must facilitate renewed conversation and relationship between teachers and site administrators. Facilitation means collaborating with both groups to identify and pilot processes, spaces, and professional developments that enable better relationships, feedback practices, and shared leadership.

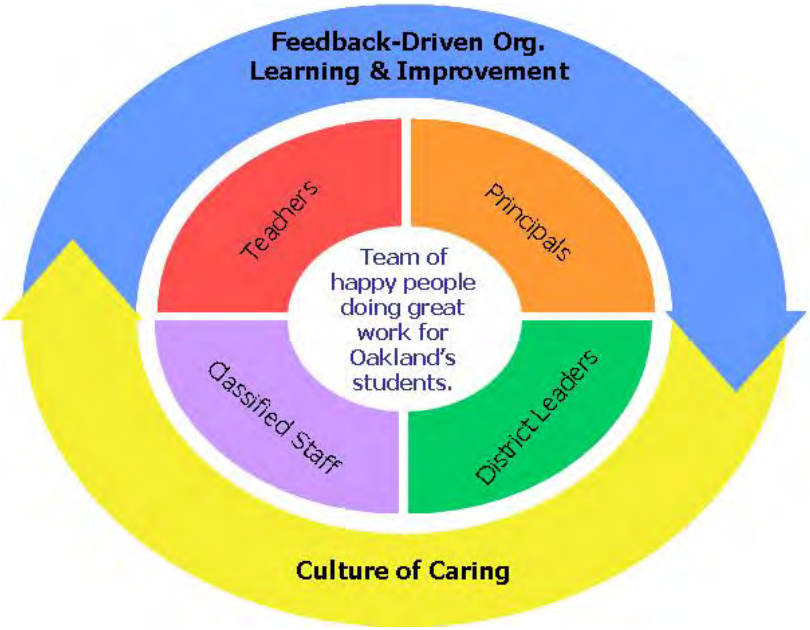
Teachers had strong feelings and many innovative recommendations across all of the conditions areas. Moving forward we must collaborate towards meaningful solutions in these areas in particular.

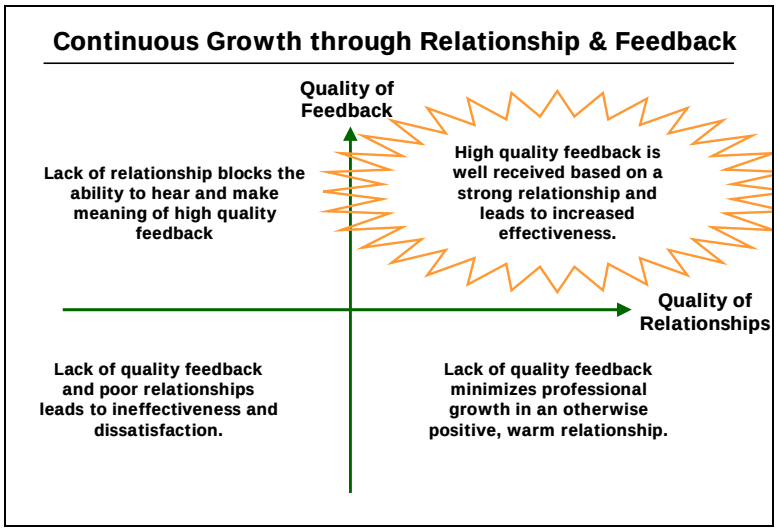
Looking Ahead

This year's collaboration between district administration, teachers, and their union leading up to- and especially during- the Teacher Convention has provided a foundation for moving forward together in the service of thriving students. That said, the real work remains to be done, and we must take it on with a commitment to remaining in positive relationship, honoring expertise and collaboration, setting high expectations for one another, and through shared accountability.

Beginning this summer, we will begin to re-define OUSD towards becoming education's employer of choice in the Bay Area in the service of thriving students. There will be no silver bullets in this work, it will take time, there will be fits and starts, and it will demand significant resources. Nonetheless, it is the work that we must take on together and we very much look forward to doing so.

Appendix A: Framework for Quality Relationships & Feedback





OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

APPENDIX B: Summary of California Standards for the Teaching Profession

Engage and support all students in learning. ***Teachers need to:*** ▪ use knowledge of students to engage them in learning; ▪ connect learning to students' prior knowledge, backgrounds, life experiences, and interests; ▪ connect subject matter to meaningful, real-life contexts; ▪ use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs; ▪ promote critical thinking through inquiry, problem solving, and reflection; ▪ monitor student learning and adjust instruction while teaching.	**Plan instruction and design learning experiences for all students.** ***Teachers need to:*** ▪ use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction; ▪ establish and articulate goals for student learning; ▪ develop and sequence long-term and short-term instructional plans to support student learning; ▪ plan instruction that incorporates appropriate strategies to meet the learning needs of all students; ▪ adapt instructional plans and curricular materials to meet the assessed learning needs of all students.
Create and maintain effective environments for student learning. ***Teachers need to:*** ▪ promote social development and responsibility within a caring community where each student is treated fairly and respectfully; ▪ create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students; ▪ establish and maintain learning environments that are physically, intellectually, and emotionally safe; ▪ create a rigorous learning environment with high expectations and appropriate support for all students; ▪ develop, communicate, and maintain high standards for individual and group behavior; ▪ employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn; ▪ use instructional time to optimize learning.	**Assess students for learning.** ***Teachers need to:*** ▪ apply knowledge of the purposes, characteristics, and uses of different types of assessments; ▪ collect and analyze assessment data from a variety of sources to inform instruction; ▪ review data, both individually and with colleagues, to monitor student learning; ▪ use assessment data to establish learning goals and to plan, differentiate, and modify instruction; ▪ involve all students in self-assessment, goal setting, and monitor progress; ▪ use available technologies to assist in assessment, analysis, and communication of student learning; ▪ use assessment information to share timely and comprehensible feedback with students and their families.
Understand and organize subject matter for student learning. ***Teachers need to:*** ▪ demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks; ▪ apply knowledge of student development and proficiencies to ensure student understanding of subject matter ; ▪ organize curriculum to facilitate student understanding of the subject matter; ▪ utilize instructional strategies that are appropriate to the subject matter; ▪ use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students; ▪ address the needs of English learners and students with special needs to provide equitable access to the content.	**Develop as a professional educator.** ***Teachers need to:*** ▪ reflect on teaching practice in support of student learning; ▪ establish professional goals and engage in continuous and purposeful professional growth and development; ▪ collaborate with colleagues and the broader professional community to support teacher and student learning; ▪ work with families to support student learning; ▪ engage local communities in support of the instructional program; ▪ manage professional responsibilities to maintain motivation and commitment to all students; ▪ demonstrate professional responsibility, integrity, and ethical conduct.

San Francisco

United Administrators of San Francisco
P.O. Box 31940 San Francisco, CA 94131
Telephone (415) 753-2970 Fax (415) 753-3694
Affiliated with American Federation of School Administrators, AFL-CIO Local #3

Agenda

Meeting with Superintendent Richard Carranza
Monday, May 20, 2013, 3:30 pm
Superintendent's Conference Room
555 Franklin Street

1. Budget – Update

2. Administrative Institute Planning – Update
   a. When is it?
   b. What's happening?

3. Need the Administrative Calendar

4. Status of NCLB Waiver – Update

5. Head Start Application – Update

6. Other?

****
President: **Richard Curci** Vice-President: ***Janice Link** Secretary: **Allen Lee** Treasurer: **Carmelo Sgarlato**
Directors: **Gloria Andres-Newman** **Ruby Brown** **Patricia Dieterich-Theel** **Natalie Eberhard** **William Hack**
Bill Kappenhagen **Candace Lee** **Laura Parker** **Jean Robertson** **Caroline Satoda** **JoLynn Washington** **David Wong**
Co-Executive Director: **Patricia Aramendia** **Jennie Horn** Labor Reps: **Jeanne D'Arcy** **Debra Eslava-Burton** ***Janice Link**
Legal Counsel: **Robert D. Links** UASF-Emeritus: **Angel Contreras** **David Monasch III**

CORE ESEA Flexibility Waiver Request

February 2013

Principle 1: College and Career Ready Expectations for All Students

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Principle 1: College- and Career-Ready Expectations for All Students

1A. Adopt College- & Career-Ready Expectations for All Students: CA SBE adopted Common Core State Standards (CCSS) in August 2010, fulfilling this waiver requirement.

1B. Transition to College- & Career-Ready Standards: State has initiated this work, but *CORE's plan for implementation accelerates the pace and ensures logical support for Districts and schools*.

1C. Develop & Administer Annual, Statewide, Aligned, High-quality Assessments that Measure Student Growth: California is a governing state in the SMARTER Balanced Assessment Consortium, but legislative action is required to adopt a new testing system once STAR sunsets in 2014. *In preparation, CORE Districts are piloting aligned performance tasks to facilitate professional development and formative assessment.*

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Principle 1 B. Transition to College- and Career-Ready Standards

CORE CCSS Transition Timeline

Building Shared Knowledge and Understanding

Building capacity for transition to CCSS

2011-12

Transition

Bringing life to the CCSS

2012-13/2013-14

Application

Putting the CCSS in practice

2013-14/2014-15

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CORE Districts
ESEA Flexibility Must-Dos

Principle 1: Transition to College and Career Ready Standards

1. Develop district CCSS instructional plans which include necessary pedagogical shifts for engaging all students to master all standards (with EL, SwD emphasis).
2. Identify ELD benchmarked learning targets within the CCSS and new CA ELD standards.
3. Develop district professional development plan for all teachers aligned to CCSS and SBAC.
4. Engage all teacher leaders in CCSS and SBAC based professional development for preparation of CCSS implementation.
5. Full district transition to CCSS in 2014-15
6. Agree to fully transition to SBAC assessments in 2014-15, even if CA does not.

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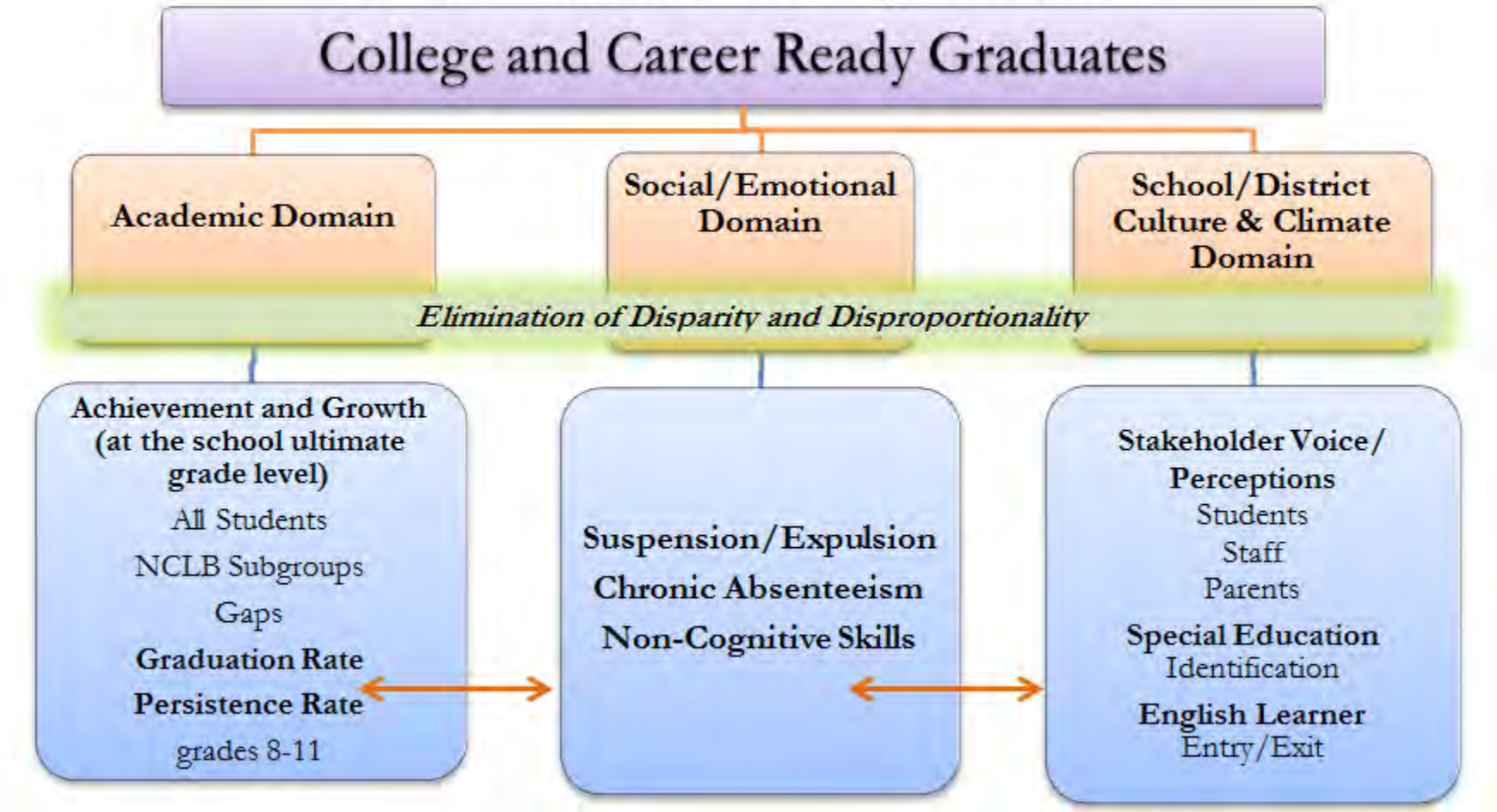
Principle 2: State Developed Differentiated Recognition, Accountability and Support

CORE Accountability Structure



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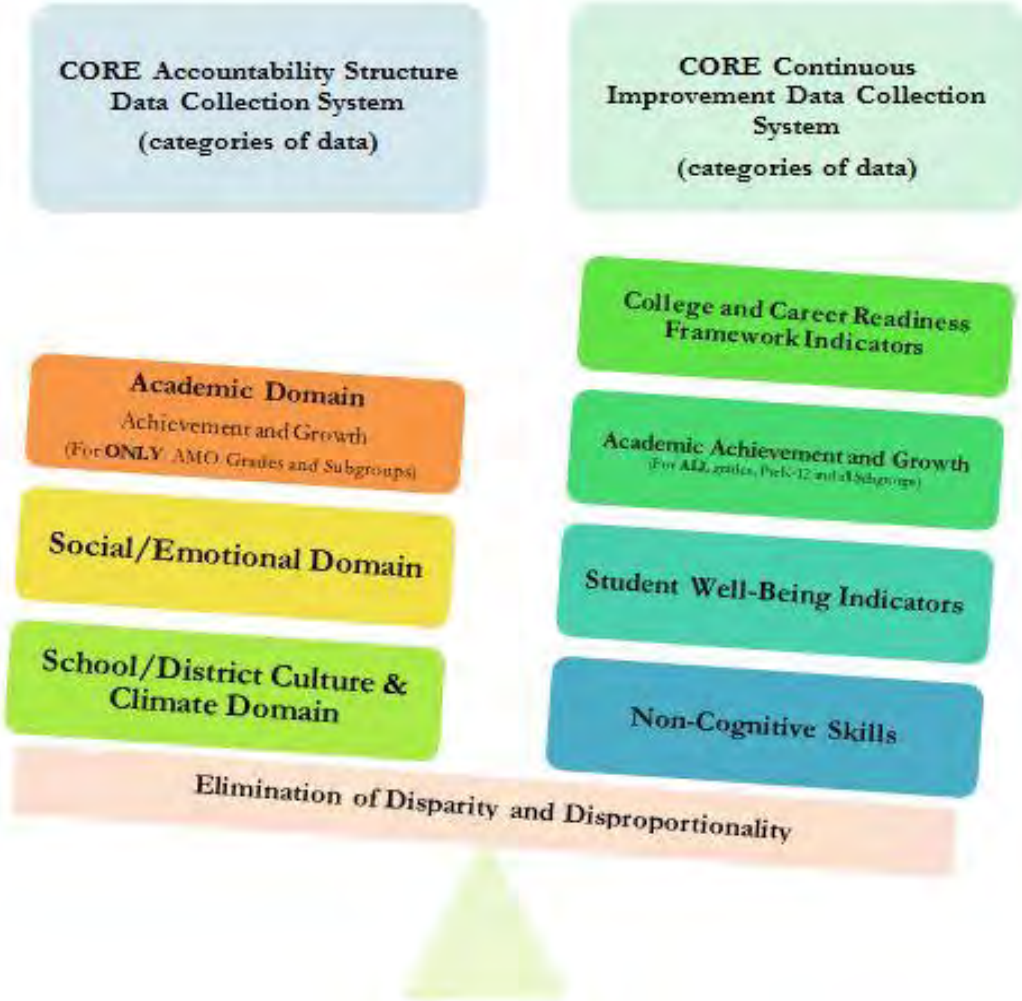
CORE Dual Data Collection and Information System



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CORE Accountability AMOs Timeline

Transitional AMOs/ School Rewards and Interventions

Academic Domain*	Social/ Emotional Domain*	Climate/Culture Domain*
Growth Model	Expulsion/ Suspension	Disproportionality/ Special Ed
CST	Chronic Absenteeism	Long Term English Learners
API		Survey (PSS)
Grad Rates		
Drop Outs		

*Ultimate Grade Level
*Disaggregated Subgroups

All 2014-15 AMOs with the addition of:

Academic Domain
Full SBAC Growth Model

2012 2013 2014 2015 2016

One-time AMOs/School rewards and interventions

Academic Domain

1. Met CST 2010-11 proficiency rates in ELA (67%)*
2. Met CST 2010-11 proficiency rates in Math (67%)*
3. Met API Growth Target*

*Disaggregated for all NCLB sub-groups

All 2013–14 AMOs with the addition of:

Academic Domain	Social/Emotional Domain
1. SBAC achievement	Non–cognitive skills
2. Bridge growth (CST to SBAC)	

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2012-13 AMOs and School Classification Metrics

Sub-groups	All Students	Black or African American	American Indian or Alaska Native	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	Socio-Economically Disadvantaged	English Learners	Students with Disabilities
Met CST Proficiency Rates in ELA (67%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Met CST Proficiency Rates in Math(67%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Met API Growth target	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

*All metrics disaggregated by numerically significant sub-groups.

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Implementation Steps for Academic Domain CORE AMOs

Year	

2013-14 Transition Year	• Use CSTs and API as metrics for AMOs and school classification for recognition and interventions (until transition to SBAC in 2014-15)
	• Administer SBAC/CCSS aligned District/CORE Assessments to inform initial goals for 2014-15 targets and cut points.
	• CORE Growth Model development begins. (Based on the expectation that students who are not academically proficient shall achieve proficiency as soon as realistically possible.)
	• Develop a scale for each indicator within the CORE Differentiated System of Accountability and Support the all students group and subgroups including:
	  ○ Achievement targets
	  ○ Growth targets

2014-15 Baseline Year	• Use CSTs and API as metrics for AMOs and school classification for recognition and interventions (until transition to SBAC in 2014-15) • Targets and cut points established for the new SBAC assessments. • CORE achievement targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration and to determine school classification. • CORE growth targets established • New achievement targets and cut points applied to 2014-15 data to establish baselines for future years of accountability. • CORE growth model development finalized for first year implementation in 2015-16.
2015-16 1st Year Implementation	• Achievement targets and cut points applied to 2014-15 and 2015-16 data. • Targets and cut points shall increase over time for the highest grade in each school • CORE Growth Model applied 2014-15 and 2015-16 data
2016-17 2nd Year Implementation	• Achievement targets and cut points applied using 2014-15 through 2016-17 data. • CORE Growth Model applied using 2014-15 through 2016-17 data.

Implementation Steps for Social/Emotional Domain CORE AMOs

Year	
2013-14 Transition Year	• Initial identification and development of indicators and measures to monitor access, equity and success in the following specific areas will be developed by the CORE Districts in the spring/summer of 2013. ▪ suspension and expulsion ▪ chronic attendance ▪ non-cognitive skills • The agreed upon indicators and measures will be piloted in the Transition Year. • Targets and cut points (AMOs) will be established during the Transition Year.
2014-15 Baseline Year	• The CORE Districts will review the Social Domain AMOs pilot data targets and cut points from 2013-14 Transition Year for monitoring and effective decision making. • Recommended adjustments may be made if necessary.
2015-16 1st Year Implementation	• Social/Emotional Domain targets and cut points applied to 2014-15 and 2015-16 collected data. • Targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration and school intervention methods and strategies.
2016-17 2nd Year Implementation	• Social/Emotional Domain targets and cut points applied using 2014-15 through 2016-17 collected data.

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Implementation Steps for School/District Culture and Climate Domain CORE AMOs

Year	

2013-14 Transition Year	• Initial identification and development of indicators and instruments to monitor School/District Culture and Climate in the following specific areas will be developed by the CORE Districts in the spring/summer of 2013.
	• School/District Culture and Climate Domain
	  ○ Students' Perception Surveys
	  ○ Parents' Perception Surveys
	  ○ Special Education identification (disproportionality)
	  ○ English Language Learners (entry and exit)
	• The agreed upon survey instruments will be piloted in the Transition Year.
	• Targets and cut points (AMOs) will be established during the Transition Year.

2014-15 Baseline Year	• The CORE Districts will review the School/District Culture and Climate Domain AMOs pilot data targets and cut points from 2013-14 Transition Year for monitoring and effective decision making. • Recommended adjustments may be made if necessary.
2015-16 1st Year Implementation	• School/District Culture and Climate Domain targets and cut points applied to 2014-15 and 2015-16 collected data. • Targets and cut points shall increase over time for the highest grade in each school encouraging cross grade-level articulation, collaboration and school intervention methods and strategies.
2016-17 2nd Year Implementation	• School/District Culture and Climate Domain targets and cut points applied using 2014-15 through 2016-17 collected data.

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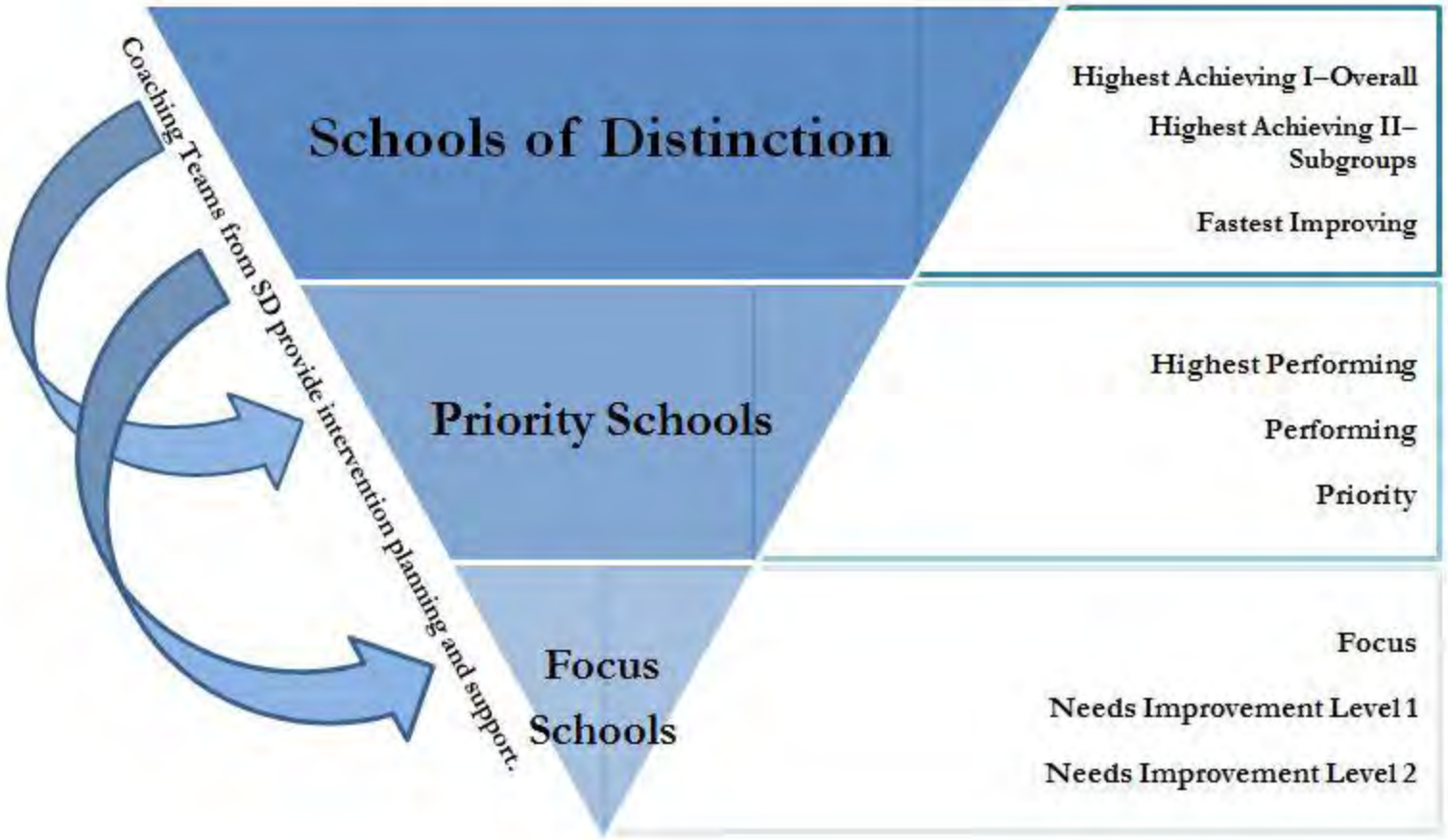
CORE Classifications of Schools



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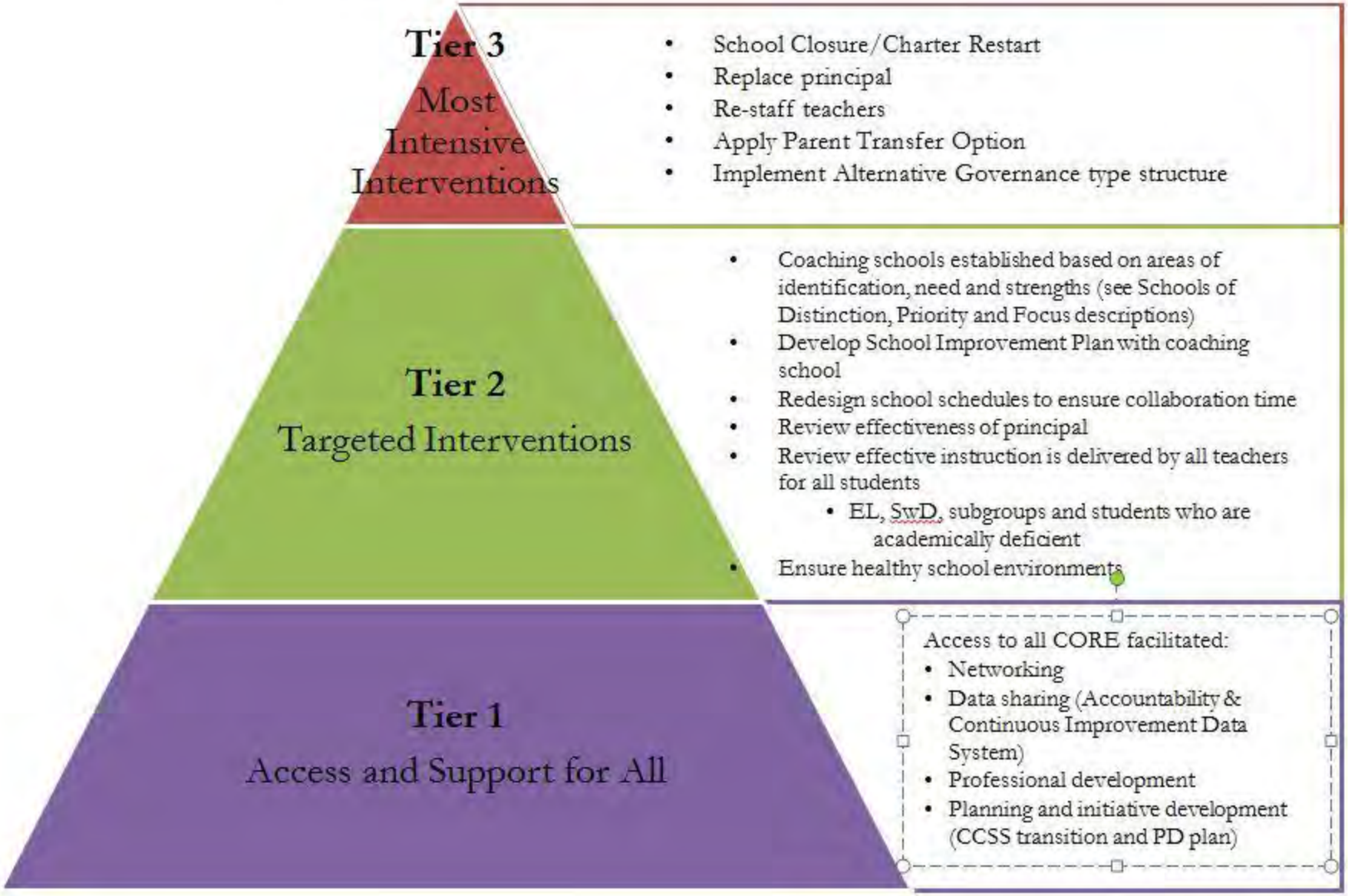
CORE Pyramid of School Interventions



CORE Districts
ESEA Flexibility Must-Dos

Principle 2: Differentiated Recognition, Accountability and Support

1. Share district data
   a. summative and formative achievement data
   b. graduation rates (Using CORE agreed upon calculation formula)
   c. Attendance (chronic absenteeism)
   d. discipline (suspension/expulsion)
   e. special education identification
   f. college and career readiness framework indicators (tbd)
2. Submit requested data to CORE for accountability reporting monitoring at defined intervals
3. Employ defined interventions for priority and focus schools
   a. Share "Schools of Distinction" coaching teams of teachers/administrators with other districts for priority and focus school interventions
   b. Accept coaching for priority and focus schools from Schools of Distinction.
   c. Persistently low performing schools could result in closure or charter restructure
4. Adhere to and monitor schools and districts performance using CORE accountability model
   a. AMO's (tbd) in three domains
      i. Year-end achievement data at final schools' grade level
      ii. All students and NCLB subgroups growth, gaps and achievement
   b. Growth model (tbd)

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Principle 3: Supporting Effective Instruction and Leadership

Principle 3: Supporting Effective Instruction and Leadership

Implementation Timeline

Build Shared Knowledge and Understanding

Building capacity for new educator evaluation systems

2012-13

Design & Pilot

Design new, modify or pilot educator evaluation systems aligned to local district contexts

2013-14 / 2014-15

Implementation

Implementation of new educator evaluation systems

2015-16

CORE Districts will collaboratively engage in the phase-in model.

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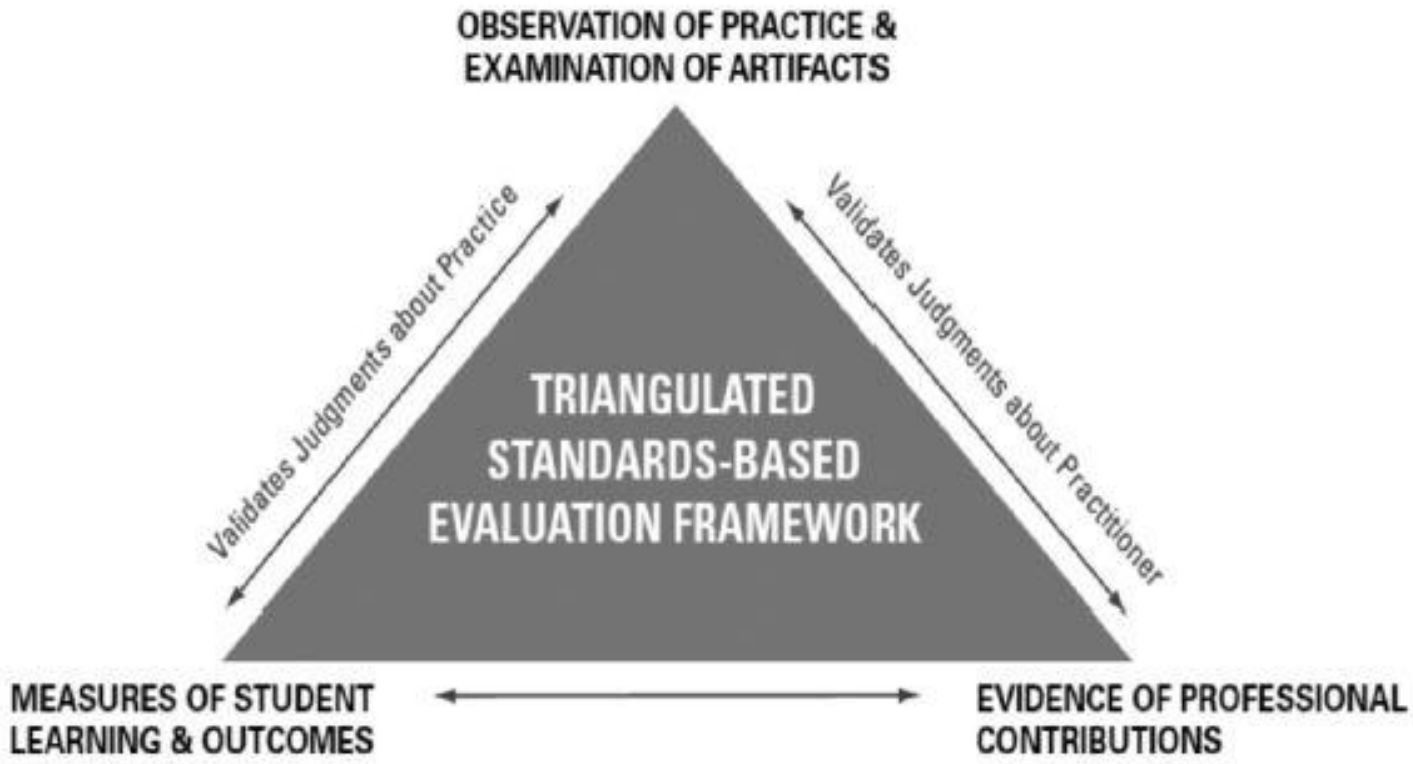
Principle 3: Supporting Effective Instruction and Leadership

Implementation Timeline and Steps

Year	Based on recommendations from *Greatness by Design*
2013-14	1. Design or refine educator evaluation system (teacher, principal and superintendent) to align with CORE Districts agreed up common effectiveness indicators which are associated with and Teacher and Administrator Evaluation Framework and the CORE accountability model including: a. Student achievement as a significant component b. Development of additional or modify local measures to exercise four levels of effectiveness ratings c. Develop systems for support and remediation d. Include educator effectiveness/multiple measures from evaluations when making staffing decisions
2014-15	Pilot new or redesigned educator evaluation systems
2015-16	Implement new or redesigned educator evaluation systems

Teacher & Administrator Evaluation Framework



Adopted from ***Greatness by Design,***
State Superintendent of Public Instruction Tom Torlakson's Taskforce on Educator Excellence, September 2012

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CORE Districts

ESEA Flexibility Must-Dos

Principle 3: Supporting Effective Instruction and Leadership

1. Ensure that District teacher/principal evaluation system is aligned to the CORE Districts agreed-upon common standards. If necessary for alignment, modify or design teacher/principal/superintendent evaluation systems by the spring of 2014, if current one does not align to the required elements. Districts have the flexibility to design evaluation systems and instruments that best meet local context needs given District existing systems, processes, and relationships with labor unions.
   a. Includes student learning as a significant component (this may need to be bargained)
   b. Is aligned to the pedagogical shifts required by CCSS
   c. Ensure data collection with sufficient frequency to provide a basis for evaluation
   d. Employ ratings that meaningfully differentiate among teaching effectiveness using at least four categories
2. If a new or redesigned system is needed, pilot newly designed or modified teacher/principal/superintendent evaluation systems mentioned above during 2014-15 to inform full implementation in 2015-16
3. Share aggregate evaluation system data, reports and evidence regarding progress in increasing student outcomes and closing the achievement gap by:
   a. Tracking and reporting the aggregate distribution of teachers and principals at the district level by performance level data starting for the 2015–2016 school year.

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Executive Summary of California Office to Reform Education (CORE) ESEA Waiver Proposal

A group of California school districts, representing over a million students, have come together to form a learning cooperative called the California Office to Reform Education (CORE). The districts are focused on deep learning and sharing practices in two critical areas: Effective implementation of the Common Core State Standards and building social capital. In order to further this work they have collectively decided to seek a federal waiver from elements of the No Child Left Behind Law. If successful, they intend to make this waiver available to any LEA in the state that wants to join.

CORE's waiver is rooted in shared learning and responsibility for student achievement. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures -- responsive to the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. This plan is grounded in the concept of moral imperative highlighted in Michal Fullan's work and described succinctly in his paper "Choosing the Wrong Drivers for Whole System Reform." It also incorporates recommendations from the state's *Greatness by Design* report, acknowledging that achieving success for all students hinges on teacher effectiveness, but responsibility rests on the collective shoulders of the entire school community.

With this waiver, CORE does not seek to escape FROM accountability. Instead, CORE is asking for a waiver TO a new system with a higher level of shared responsibility and accountability built on the right drivers to improve our system's purpose: all students prepared for college and careers, and the elimination of disparity and disproportionality on multiple critical measures of student success.

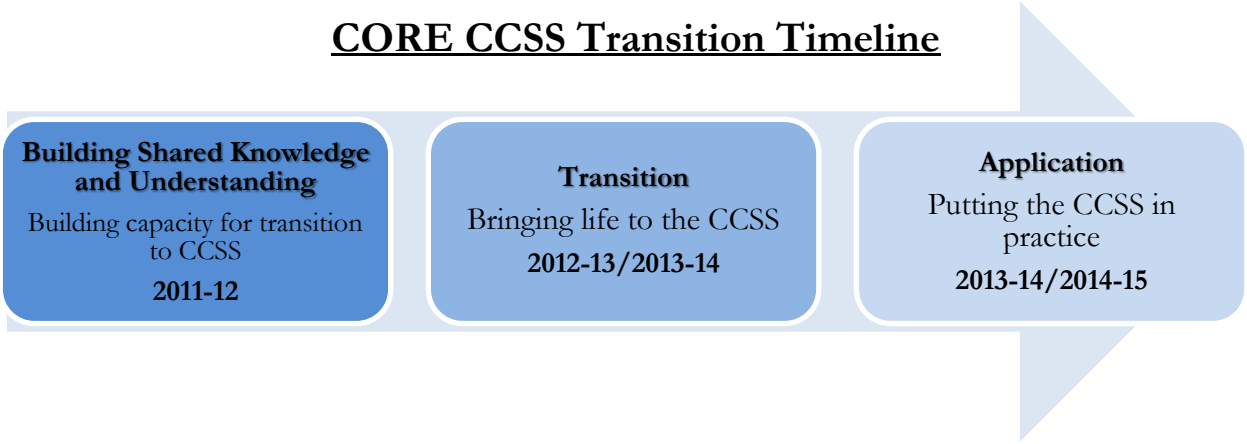
This plan is designed with recognition that the federal expectations for meeting students' needs has been too narrow for too long; LEA's have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. CORE districts are ready to be held to a more comprehensive and higher standard on a range of measures that we believe collectively are superior indicators of students' college and career readiness, and more effective drivers of change.

The CORE waiver proposal is built upon four foundational goals that align to, and extend beyond the three principles of the waiver guidelines:

- College and career ready expectations for all students
- A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability.
- The development of intrinsic motivation for change through differentiated recognition, accountability, and support for schools.
- Focused capacity-building for effective instruction and leadership

Critical thinking and deeper learning for college and career preparedness

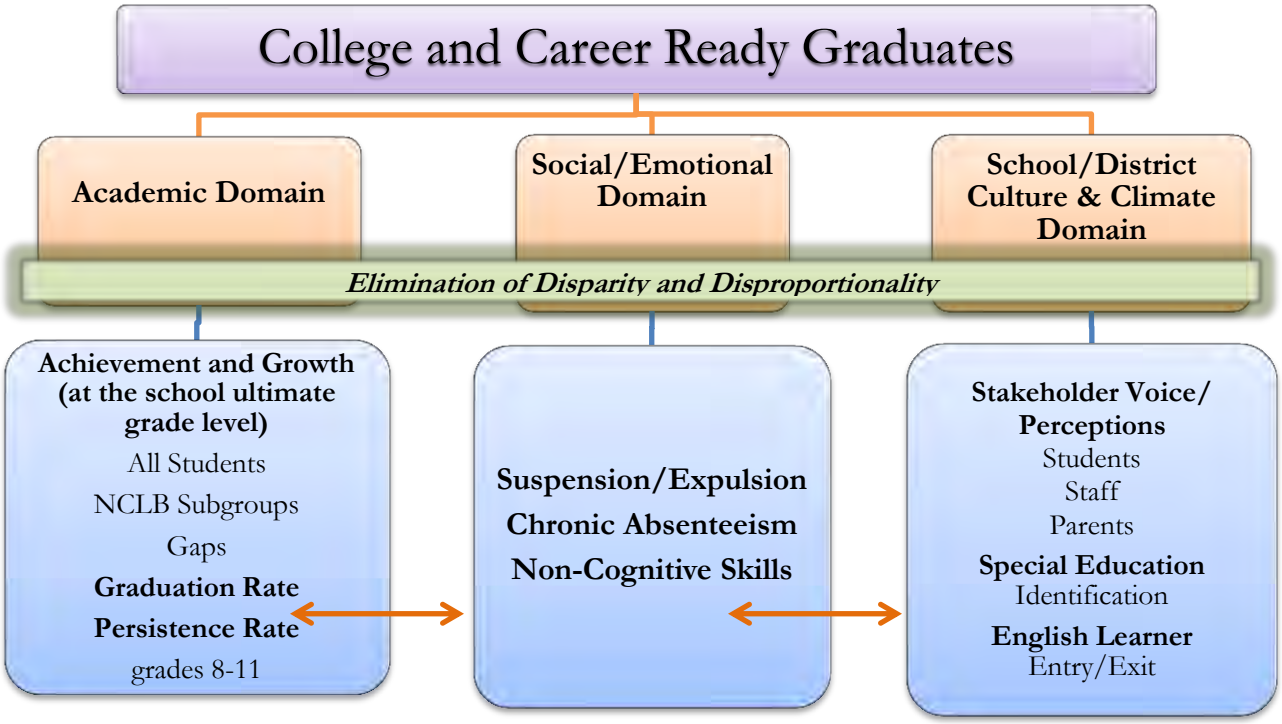
CORE CCSS Transition Timeline



CORE's commitment to success for all students starts with a commitment to fully transitioning to the Common Core State Standards and aligned assessments by 2014-15. But, CORE believes that academic success is just one facet of college and career readiness.

True success for all students is achieved by serving the needs of the whole child.

CORE Accountability Structure

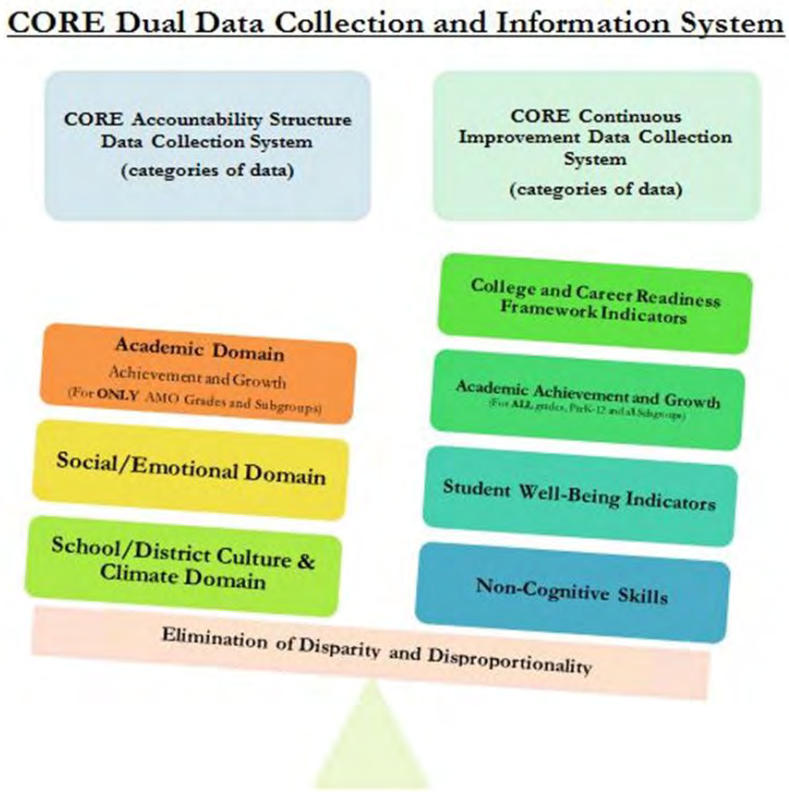


It is equally important that students are prepared for future success by truly being held to high expectations coupled with system support to get them there, as well as experiencing a supportive school culture and climate, and assistance to develop additional skills beyond academic preparedness that are necessary to succeed in life. CORE's waiver plan counts on the collective effort of the school, district, and community to meet multiple measures of student success – and to collectively hold themselves and each other accountable if students are falling short.

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

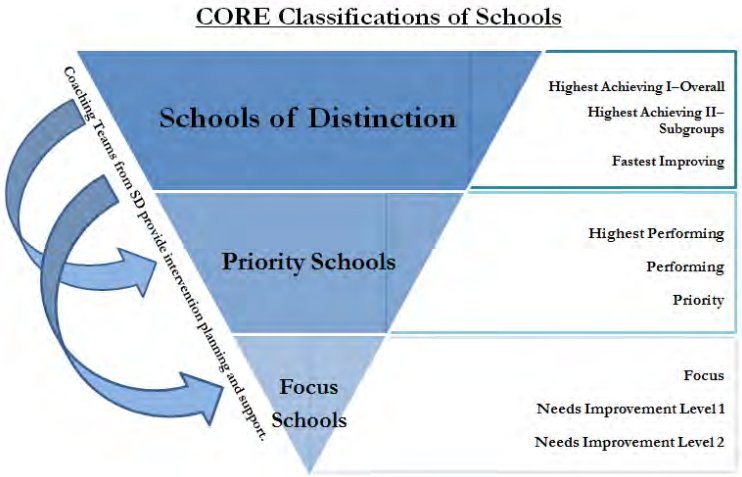
Meeting CORE's new accountability standards will be an individual and collective responsibility for every person in every district.

The CORE districts have designed a rigorous accountability structure to organize the metrics which will be used to measure student, school, and district achievement, progress, and success. The central tenant is that college and career readiness for all students can only be achieved if disparity and disproportionality are eliminated. It also recognizes the importance of factors beyond academic preparedness, values multiple measures of student success in social/emotional development, as well as the critical importance of a school's culture and climate. Within the academic domain, it takes a major step away from a hyper focus on test scores and moves toward whole school collaborative success. Under CORE's new accountability model, only test scores from the highest grade level of each individual school will be used for the purpose of accountability. It does this to emphasize that a school is ultimately responsible for ensuring that students leave their institution ready to matriculate to the next level and removes possible sanctions based on test scores from every grade level. As a result, CORE's model shifts the use of most grade-level assessments to diagnostic use.



To achieve college and career readiness for all students and to eliminate disparity and disproportionality, all participating LEA's will also collect and share data far beyond what's necessary for federal accountability. These additional elements will include factors that we collectively agree are critical indicators of the ultimate success of students. Examples could be Pre-k information, 3rd grade reading data, middle school transitions, A-G completion rates, etc. This data will then be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly ensure our systems are serving each and every student. If student performance is lagging on any of these indicators of success, it will be highlighted so that changes can be made to keep growth in students' achievement on course. All data to support continuous improvement in these three domains will be shared with each other so that participating LEAs can 1) hold themselves and each other accountable for preparing every student for college and career, and 2) develop cross-LEA collaborative relationships with a culture of excellence, continuous improvement, and collaboration.

CORE's new accountability system expects success, but is open and honest about failure in order to improve.

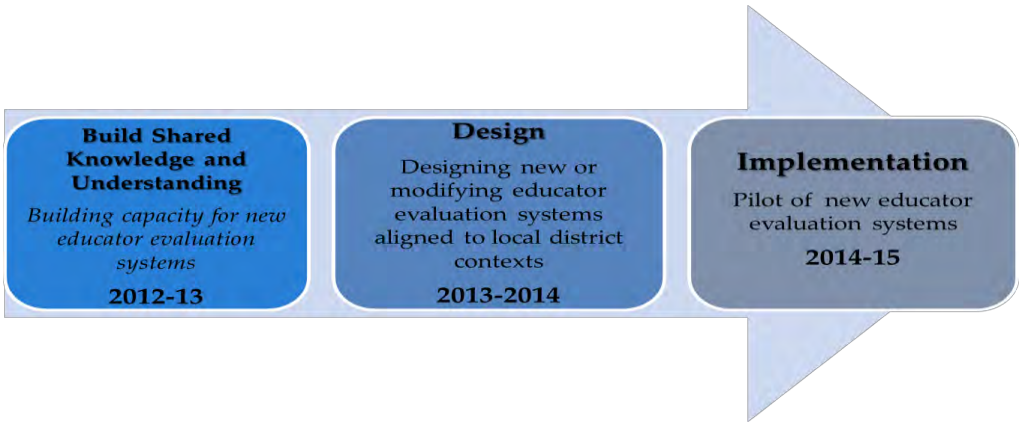


In CORE's waiver plan, the consequence for a school or district falling short on any of the measures of success is support and technical assistance offered by current partner school teachers and leaders that are seeing success with similar students measured by CORE's accountability metrics. This is a paradigm shift away from a compliance-based accountability system to one driven by the collective and individual responsibility to adhere to this new set of principles, with shared responsibility and support building from educator to educator, from school to school, and from district to district.

Educator effectiveness is the lynchpin of student success.

The CORE waiver plan expects that every student deserves an effective teacher, and it is the collective responsibility of the school and district community to ensure that every teacher is effective. CORE districts agree that student achievement growth should be included as one of multiple measures in the process of evaluating educator effectiveness. Equally, each district believes that one-size-fits-all mandates are counterproductive. The specific way that teacher effectiveness is measured will be different in each LEA participating in the CORE waiver; yet each system will be nested in high-level common effectiveness indicators and the collective network of support. These indicators will not dictate to LEA's precisely how to go about their work by mandating specific frameworks like Danielson or CSTP's, but instead will be built around common high-leverage indicators, such as instructional collaboration around student achievement, that all districts agree help exemplify effectiveness. LEA's participating in the CORE waiver will collaboratively engage in a three-year teacher effectiveness pilot and implementation timeline.

Educator Effectiveness Evaluation Implementation Timeline



CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

Our central belief: Sharing a moral imperative to prepare all students for college and career, as opposed to responding to a narrow accountability model, will increase the quality of instruction for students and increase success in all three domains: academic, social/emotional, and school/district culture and climate.

While a federal waiver is critical to giving LEA's needed flexibility to target dollars directly towards the needs of students, CORE districts are committed to reorienting their individual and collective work around the moral imperative even if not granted a waiver. A commitment to prepare all students for college and careers and eliminate disparity and disproportionality are the right drivers to create a system that truly supports the entire student community.

Any California district or charter school is welcome to join CORE's waiver work as long as they are willing to share their data and expertise, and are willing to take on the hard work of reorienting their systems around the right drivers.

Meeting with the Superintendent

19 November 2012

2:30

Agenda

1. Common Core
    a. What are we doing in common?
2. T-K; what is its future?
3. When is a Rubber Room not a Rubber Room?
4. $3m supplemental authorization
5. Retirement celebration planning

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UESF Meeting with the Superintendent

6 May 2013

3:30

Agenda

1. African-American recruitment event
2. Furlough Day confusions
    a. Paraprofessionals
    b. EED
    c. Plans for June 3rd work at various sites
3. Retirement celebration
4. CORE update
5. Health Care Costs
    a. Jointly hold HSS accountable for:
        i. Assessment of local drivers of growing costs
        ii. Call for providers detailed utilization of the costs of care
        iii. Report from providers of preventable costs (*errors* to us)

•

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Sanger

ADMINISTRATIVE LEADERSHIP TEAM

February 28, 2013

Meeting Agenda

1) *Welcome / Successes*

2) *Introductions*
   Fire Chief Greg Tarascou

3) *Review of Board Meeting of February 26, 2013*

4) *Superintendent*

5) *Curriculum & Instruction*
   a) *Parent Survey Update*
   b) *Principal Expectations*
   c) *Waiver Update*
   d) *Blossom Trail – 6:45 - B of A Parking Lot / WAMS Cheer Showcase*

6) *Administrative Services*
   (a) *Probs and 1st & 2nd Year Temps – Evals due 2/22*
   (b) *March 15 Notices*
   (c) *CSP Evaluation Tool*
   (d) *Child Nutrition – CDE Validation Review*
   (e) *Facility Use*
   (f) *Technology – Dealing 5*
   (g) *Attendance*
   (h) *CAL Card*
   (i) *Helicopter Landings*
   (j) *Job Fair*
      1. *Fresno Pacific – March 19*
      2. *Fresno State – April 11*

7) *Announcements*

8) *Calendar (attached)*

ADMINISTRATIVE LEADERSHIP TEAM

January 24, 2013

Meeting Agenda

1) ***Welcome / Successes***

2) ***Review of Board Meeting of January 22, 2013***

3) ***Curriculum & Instruction***

   a) ***Waiver Update***

   b) ***CDE Assessment Plan Recommendation***

   c) ***Bechtel Grant Update***

   d) ***Title I – Release of funds***

   e) ***SBAC Assessment Pilot***

   f) ***48 days until testing window opens***

4) ***Administrative Services***

   (a) ***Technology - CIPA***

   (b) ***Unpaid Days***

   (c) ***Bond Projects***

5) ***Announcements***

6) ***Calendar (attached)***

ADMINISTRATIVE LEADERSHIP TEAM

September 27, 2012

Meeting Agenda

1) *Welcome / Successes*
2) *Introduction:*
   a) *Sanger Police Chief "Silver" Rodriguez*
   b) *Mike Hernandez, Tom Flores Youth Foundation*
3) *Review of Board Meeting of September 25, 2012*
4) *Superintendent*
   (a) *Superintendent's Forum – October 12*
5) *Curriculum & Instruction*
   (a) *Summit Reflection*
   (b) *CORE Waiver Update*
   (c) *RHT Update*
   (d) *SES Update*
   (e) *Walk to School – October 4th*
   (f) *Cohort Training*
      1. *Subs*
      2. *Articulation Back at Sites*
6) *Administrative Services*
   (a) *Month 1 ADA*
   (b) *Transportation*
      1. *School Bus Safety Week, October 22nd-25th*
      2. *School Bus Evacuation Day, Thursday, October 25th.*
7) *Announcements*
8) *Calendar (attached)*

ADMINISTRATIVE LEADERSHIP TEAM

September 13, 2012

Meeting Agenda

1) *Welcome / Successes*

2) *Review of Board Meeting of September 11, 2012*

3) *Curriculum & Instruction*

   (a) *Summit Reminders*

      1. *Summit Draft 3 days in advance to Jon*

   (b) *CORE Waiver Update*

   (c) *Core Assessment Pilots*

   (d) *Jose Silva Requests*

   (e) *Elementary Sports Night – September 14*

   (f) *All Sports Carnival – September 20*

4) *Administrative Services*

   (a) *Measure S Presentations*

5) *Announcements*

6) *Calendar (attached)*

SUTA
Site Representative Mtg.
5/7/13

The SUTA site rep meeting includes teacher representatives from all schools in the district. It presents an opportunity for the district to provide feedback and clarity around the issues related to the district.

<u>Educational Services Meetings</u>
Dates: Tuesday, May 7, 2013
Time/Location: 3:45-4:00 p.m./SHS

Participants:

- All SUTA site reps.
- Matt Navo
- Jon Yost
- Eduardo Martinez

Agenda Topics:

Core Waiver Update/feedback.

Dream Big, Work Hard and Believe!

A Message from Matt Navo

The purpose of this letter is to periodically engage in communication with the entire district in a quick convenient way of updating everyone on issues of our district. It is my intent that I will communicate with all of you through the employee newsletter, foundation letter, Superintendent's Quarterly message and face-to-face opportunities to meet and share the district happenings. Below is a quick update as to the relevant issues occurring that you may or may not have already heard about.

Curriculum and Instruction:
Congratulations to Steve Carlson and the Curriculum and Instruction Department for being one of seven school districts and only one of two in the central valley that received the $2.5 million grant payable over the next five years. This grant focuses on K-8 mathematics and allows us to build staff development, support, and allow teachers the opportunity to share in the development of CCSS mathematics. The Bechtal grant will allow us to continue to offer ELA CCSS instructional shift training through are regular cohort trainings as part of our Central Valley Foundation Grant. Next year we will begin the transition of K-2 teachers to CCSS Math, and begin the work on Mathematical shifts for grades 3-12 as we prepare for the full transition for CCSS. In addition, this allows us to build staffing that will support the work related to the Bechtel grant math CCSS implementation.

Awards:
Congratulations to the following schools for being recognized by the California School Business Awards for High Performing, Closing the Achievement Gap Schools: Jackson, Reagan, Sanger Academy and Quail Lake.
Congratulations to Fairmont for being awarded the Title I Academic Achievement Award.
Congratulations to Hallmark for being recognized as a California Distinguished School.
Congratulations to WAMS for being recognized for the Character Education Bonner Award.
Congratulations to all 14 schools for being recognized as PBIS Banner Award winners.
Congratulations to John Wash, Lone Star, Jefferson, Jackson, Quail Lake, SACs and Wilson for being recognized by the Alliance for a Healthier generation.

I am very proud of all the hand work of all our schools. Congratulations!

CORE Waiver:

California Office Reform Education (CORE), are a composite of several districts (Long Beach, Los Angeles, Santa Ana, Garden Grove, Sacramento, San Francisco, Fresno, Clovis and Sanger), has submitted the application requesting the Federal Government release us from sanctions under NCLB and allow us to begin the process of building our own assessment/accountability models. We will be discussing this in more depth at the next SUTA site representative meeting.

Human Resources/Finance:

Technology:

Technology has been the topic of hot discussion as we begin our move into the 21st century and CCSS. As a result technology has began the development of an "innovative technology" component to their department. This will help move us to a greater sense of preparedness and

support of technology at our sites, as well as training.
In addition, we are beginning the process of replacing all computers under the “lease option” through Apple. Information will be coming your way regarding this process.

Local Control Funding Formula/May Revise:

We continue to wait for the May revise to give us greater clarity on the budget for the our school district and the State. The governor has begun his push for the LCFF which attempts to equalize funding for districts across the state. Sanger has signed a letter of support for this new funding model, but it won’t be faced without criticism at the State level. It faces great opposition as districts who are growing believe they will be left without their share of the funding. Stay tuned.

SUSD CORE WAIVER UPDATE

Please accept this short synopsis as an update on the status of our CORE waiver application to the US Department of Education.

CORE stands for California Office to Reform Education is a collaborative between 10 districts that have committed to work together to innovate, implement and scale new strategies and tools that help prepare all students for success. The ten districts are Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sanger, Sacramento, San Francisco and Santa Ana Unified School Districts.

The three areas of collaboration:

1) Working together to effectively implement the CCSS.
2) Develop, support and empower great teachers and school leaders through improved recruitment, preparation, and professional support systems, including teacher and principal evaluation systems.
3) Using information, knowledge and experience across districts more effectively to improve instruction and foster systems of continuous improvement.

Flexibility:

There is a loose-tight model to this which means that each district maintains complete independence and flexibility to participate in CORE, but must agree to mutually hold each other accountable to their shared goals.

CORE has applied for a waiver from NCLB and has submitted a model for our own accountability models. The USED has given feedback on the CORE waiver application with regard to 3 areas (see summary below).

Areas of consideration:

1) USED requests more information regarding CORE's plan to support the transition to CCSS, including how CCSS will ensure support for English Language Learners, students with disabilities, and low achieving students, in addition to how CCSS will support expanded access to accelerated learning opportunities

2) USED requires CORE to include the results of annual assessments in grades 3 through 8 and high school, in at least ELA and math, in the proposed accountability system, rather than only at the highest grade level of students in a school .

3) Additional detail is requested regarding the plan for developing guidelines for the teacher and principal evaluation system and implementation timeline for districts.

Santa Ana

AGENDA ITEM BACKUP SHEET
February 26, 2013

Special Board Study Session

TITLE: **Authorization to Obtain California Office to Reform Education Elementary Secondary Education Act Waiver Proposal**

ITEM: **Action**
SUBMITTED BY: **Thelma Meléndez, Ph.D., Superintendent**
PREPARED BY: **Thelma Meléndez, Ph.D., Superintendent**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to obtain the California Office to Reform Education (CORE) Elementary Secondary Education Act (ESEA) waiver proposal. CORE is comprised of 10 school districts that are focused on preparing students for successful futures. CORE is focused on two critical areas that help to address the needs of California students: effective implementation of the Common Core State Standards and building social capital. These two areas will promote critical thinking and deeper learning for college and career preparedness, while helping to eliminate disproportionality in student success. In order to further promote these two critical areas, CORE is seeking a federal waiver from elements of the No Child Left Behind Law in order to implement a new system that focuses on multiple measures of critical success.

RATIONALE:

The CORE waiver proposal consists of three critical principals:

- College and Career Ready Expectation for All Students
  The waiver will allow participating school districts to collect different data, beyond what is required for federal accountability, in order to assess the extent to which students are college and career ready. Data will be collected in 3 different domains: academic, social/emotional, and school/district culture and climate.
- A New System of Differentiated Recognition, Accountability, and Support for Schools
  The data collected will hold LEAs accountable both to themselves and others as they develop cross-LEA collaborative relationships. Based on data, schools will be classified in three levels: schools of distinction, priority schools, and focus schools. Each level will have unique requirements such as receiving support from higher level schools or providing support to lower level schools.

- Supporting Effective Instruction and Leadership
  Students deserve effective teachers. The waiver requires that teachers be evaluated on common high-leverage indicators that exemplify effectiveness. The waiver allows for districts to design or modify the evaluation system during the 13-14 school year and to implement during the 14-15 school year.

FUNDING:

Not Applicable

RECOMMENDATION:

Authorize staff to obtain California Office to Reform Education (CORE) Elementary Secondary Education Act (ESEA) waiver proposal.

TM:rr

Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, California 92701

MINUTES

SPECIAL BOARD STUDY SESSION
SANTA ANA BOARD OF EDUCATION

February 26, 2013

CALL TO ORDER

The meeting was called to order at 4:54 p.m. by President Hernández. Other members in attendance were Mr. Richardson Mr. Palacio, and Ms. Iglesias.

Cabinet members present were Dr. Meléndez de Santa Ana, Dr. Olsky, Mr. Bishop, Mr. Mendez, Ms. Lohnes, Ms. Miller, and Mr. Hammitt.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Mr. Hernández.

CLOSED SESSION PRESENTATIONS

Mr. Hernández asked those wishing to address the Board in matters pertaining to Closed Session to step to the lectern.

Mr. Jules Miller and Mr. Anthony Heard addressed the Board on a Closed Session matter. Dr. Yamagata-Noji arrived during presentation.

RECESS TO CLOSED SESSION

The Regular Board meeting was immediately recessed to consider legal issues, negotiations, and personnel matters.

RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 8:20 p.m.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Mr. Hernández.

Change in Order of Agenda

PUBLIC PRESENTATIONS

Board President Hernández asked those wishing to address the Board on matters related to agenda items to step to the lectern. Valley High teachers Benjamin Vazquez, Maleah Dhenin, Eric Terwilliger, Ana Landrian, Darren Shimasaki, and Peter Boyd, SAEA Representative, addressed the Board regarding tardy sweeps at Valley High School.

PRESENTATION

Common Core State Standards Implementation Six-Month Update

Board President Hernández asked Dr. Rodriguez, Director, Elementary Student Achievement to step to the lectern.

Dr. Rodriguez provided a presentation focusing on a six-month update regarding the Common Core State Standards highlighting the significant steps the District has made as it leads the way to an effective implementation of the Common Core State Standards in the State of California.

DISCUSSIONS

Board Policy 3100 (a) - Business and Noninstructional Operations, Budget

Following discussion and pertinent information provided by Board members, clarification of this item was made. A recommendation to consider a change to the Board Policy language will be on the next Regular Board Meeting Agenda scheduled on March 12, 2012.

Goals and Initiatives for 2013-14 School Year

Following discussion, feedback, and suggestions provided by Board members, the Board provided direction to District staff in regards to the District's Strategic Goals and initiatives.

1.0 **APPROVAL OF CONSENT CALENDAR**

It was moved by Mr. Richardson, seconded by Mr. Palacio, and carried 5-0, to approve the item on the Consent Calendar, as follows:

1.1 Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

309052 - Santa Ana
For the violation of Education Code Section 48900, paragraph C, J that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after June 13, 2013.

Mr. Richardson left the Regular Board Meeting at 9:33 p.m.

REGULAR AGENDA - ACTION ITEMS

2.0 AUTHORIZATION TO OBTAIN CALIFORNIA OFFICE TO REFORM EDUCATION ELEMENTARY SECONDARY EDUCATION ACT WAIVER PROPOSAL

It was moved by Mr. Hernández, seconded by Dr. Yamagata-Noji, and carried 4-0, Mr. Richardson not present, authorize staff to obtain California Office to Reform Education (CORE) Elementary Secondary Education Act (ESEA) waiver proposal.

REPORT OF ACTION TAKEN IN CLOSED SESSION

By a vote of 5-0, the Board took action to adopt resolution regarding termination of certificated employee, as named in Closed Session, effective March 6, 2013.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 9:46 p.m.

The next Regular Meeting will be held on Tuesday, March 12, 2013, at 6:00 p.m.

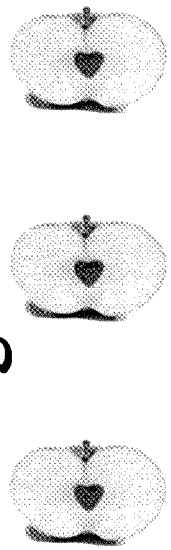
ATTEST:

Dr. Thelma Meléndez de Santa Ana
Secretary
Santa Ana Board of Education

CORE
California Office to Reform Education
February 26, 2013

Thelma Meléndez de Santa Ana, Ph.D.
Superintendent,
Santa Ana Unified School District

Getting to the Core



Superior Standards

Supportive School Climate

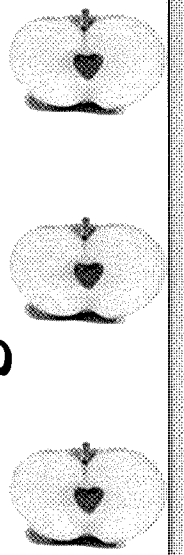
Successful Students

Background

- CORE was conceived after California was unsuccessful in meeting requirements for Race to the Top
- A non-profit collaborative of districts focused on improving student achievement and reducing disproportionality.
- Joined together to write a request for ESEA flexibility

CORE Member Districts

- Represents over 20% of all California students
- 72% of the students in the participating districts live in poverty



Accountability

- CORE desires the waiver not to avoid accountability, but to embrace and expand it to ensure that the right measures are included:

  Focus on 3 Areas:

  - College and Career Ready Expectations for All Students
  - A New System of Differentiated Recognition, Accountability, and Support for Schools
  - Supporting Effective Instruction and Leadership

Increases the Quality of Instruction for All and Improves Student Achievement

SANTA ANA UNIFIED SCHOOL DISTRICT

DAC/DELAC

REVISION

GENERAL MEETING – Monday, May 20, 2013

AGENDA

1.	Refreshments	Provided by Title I Programs
2.	Call to Order and Welcome	Juana Nuñez
3.	Pledge of Allegiance	Juana Nuñez
4.	Approval of Minutes of the meeting held on April 22, 2013	Graciela Villalobos
	Reports:	Ana Mena
5.	Director Constituency Services Update	Art Jiménez
6.	Parents of the Year Recognition	Art Jimenez
7.	CORE Waiver	Art Jimenez
8.	Summer Program Dates and Hours	Herman Mendez and Dawn Miller
9.	8th Grade to 9th Grade Transition	Dr. Heather Griggs
10.	Annual Language Census	Cesar Gonzalez
11.	Reclassification and AMAOs	Cesar Gonzalez
	Announcements:	Graciela Villalobos

The next meeting will be held on Monday, June 10, 2013 in the District Board room at 8:30 a.m.

12.	Public Comments	Javier Rodriguez
13.	Meeting Evaluation	Maria Guadalupe Celedón
14.	Adjournment	Jesús Rodriguez

YOUR PARTICIPATION AND ATTENDANCE IS EXTREMELY IMPORTANT

En español al reverso

CREATE YOUR OWN PATH

Thelma Meléndez de Santa Ana, Ph.D.
Superintendent, Santa Ana Unified School District

K-12
PRINCIPALS
MEETING
03.21.13

LEAVE A TRAIL

CORE WAIVER PRESENTED TO STATE BOARD OF EDUCATION

EdSource
Highlighting Strategies for Student Success

Most State Board members back districts' NCLB waiver

EDUCATION WEEK

NCLB Waiver Effort by Calif. Districts Wins State Board Backing

By **Lesli A. Maxwell** on March 15, 2013 9:30 AM

SJA CABINET REPORT

State board adds support for CORE's NCLB waiver application
By Kimberly Beltran
Friday, March 15, 2013

Santa Ana Unified School District

Thelma Meléndez de Santa Ana, Ph.D.
Superintendent

For Immediate Release
February 25, 2013

Contact: Deidra Powell
Chief Communications Officer
(714) 558-555

Santa Ana Unified School District Joins Consortium Seeking Federal NCLB Waiver

Santa Ana, CA – The Santa Ana Unified School District today joined nine other California school districts supporting a joint application for a waiver from federal No Child Left Behind accountability rules. The districts propose to replace the federal rules with a new, higher level of locally-driven accountability that will support local districts' collective effort to prepare all students for college and career.

"Federal approval of this waiver will give us flexibility to improve our district's work to prepare all students for college and career," said Superintendent Dr. Thelma Meléndez de Santa Ana. "The current federal accountability bar has been too low and too narrowly focused for too long. We want a new accountability system that encourages a culture of collaboration and collective responsibility for preparing all students for successful futures and holds us accountable for eliminating disparity and disproportionately in the academic, social, and school culture domains."

"We will accomplish this by building on the expertise within our own district and collaborating with like-minded educators from other districts in the California Office to Reform Education (CORE) consortium. To be clear, our districts are not seeking to escape from accountability. We have a moral imperative to prepare all students for successful lives. This is a shared responsibility within our districts and communities. We are prepared to hold ourselves collectively accountable on a range of college and career preparedness measures."

The district consortium waiver application was submitted by the California Office to Reform Education (CORE), a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its member school districts. The ten CORE districts are: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified School Districts. Together, the CORE districts serve more than a million students.

The CORE waiver proposal outlines a plan for participating districts to collect and share data far beyond what is necessary for federal accountability purposes. The additional data elements will be shared so that the districts can work together and share responsibility and accountability for preparing every student for college and career. To ensure that schools are succeeding on these measures, Santa Ana Unified will participate in a school support system and professional learning community with the other CORE districts focused on supporting a culture of excellence, collaboration, and continuous improvement at each school.

To be eligible for a federal NCLB waiver, The CORE proposal addresses three critical principles:

- College and career ready expectations for all students;
- A new system of differentiated recognition, accountability, and support for schools; and
- Support for effective instruction and school leadership.

To be eligible for the waiver, [district] District and other CORE districts commit to fully implementing the Common Core State Standards by the 2013-14 school year and transitioning to aligned assessments by the 2014-15 school year.

Districts participating in the CORE waiver plan to share a broad range of student and school data that collectively measure progress in preparing all students for college and careers. Using this data, schools will be identified as a "School of Distinction," a "Priority School," or a "Focus School." In line with the ethos of collaboration and shared responsibility for all students' success, coaching teams from Schools of Distinction will provide intervention planning and support for continuous improvement at Priority Schools and Focus Schools.

Santa Ana Unified District will also use the shared data system to strengthen teaching and learning and will work with other CORE districts to identify elements that will be common among educator effectiveness and evaluation systems that each district will develop individually by the 2013-14 school year and implement by the 2014-15 school year.

If the U.S. Department of Education approves the CORE consortium waiver, CORE will work with federal education officials to finalize provisions of the waiver plan. Once finalized, other school districts in California will be eligible to participate in the waiver provided they are willing to participate in the new accountability system, commitment to share data, and similarly reorient their work around preparing all students for college and careers.

# # #

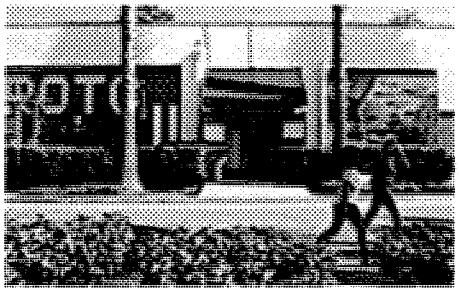
BOARD OF EDUCATION
José Alfredo Hernández, J.D., President • Rob Richardson, Vice President
Audrey Yamagata-Noji, Ph.D., Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

Powell, Deidra

From: Amador, Josie
Sent: Monday, May 06, 2013 1:30 PM
To: Powell, Deidra
Subject: RE: Article re: CORE

Santa Ana Unified seeks waiver from federal standards

BY ELYSSE JAMES
2013-02-28 16:33:12



Santa Ana Unified is the latest to join a consortium of school districts asking to opt out of federal No Child Left Behind standards.

The nine districts are asking to be judged instead on standards being developed by the California Office to Reform Education.

The No Child Left Behind Act requires schools to show annual progress toward English-language arts and math testing targets, the percentage of students taking state tests and graduation rates. Schools are expected to meet 100 percent of test goalsby 2014.

But the ever-rising academic expectations under the No Child Left Behind Act have been difficult to meet, leading to an increasing number of schools falling under federal sanctions that allow families to leave for more successful campuses and require districts to replace principals and teachers.

The Obama administration is offering a waiver to states and school districts while legislators re-examine the law.

California unsuccessfully requested a waiver last year. The Department of Education rejected the waiver, noting that state schools had not made enough progress with education reform and had not created a system to evaluate teacher performance.

"Our district is not seeking this waiver in any shape or form so we can get a waiver from accountability," said John Deasy, Los Angeles Unified School District superintendent. "We're seeking a waiver to a newer, more robust accountability system based on the right drivers."

The earliest the waiver could be approved is by the end of the 2013-14 school year. If the waiver is approved, the nine districts would get back about $110 million in federal funds that were redirected when the districts were placed under sanctions.

Officials say the No Child Left Behind Act's benchmarks are too narrow. Richard Carranza, San Francisco Unified School District superintendent, said Thursday morning that the state plan places focus on struggles specific to California, such as the high number of English learners.

Districts would gauge school success more broadly, including test scores, environment and students' social and emotional health. The new plan, officials said, ensures students are prepared for college or a career. Peer review for teachers also could be part of the final plan, they said.

"We're ready to be held to a much higher standard," Deasy said.

Collaboration between districts is a key part of the California Office to Reform Education plan. Administrators and teachers in unsuccessful schools would learn from those that met new state standards.

Much of the plan has not yet been solidified.

"As a teacher and as an educator I have never been able to increase achievement by labeling a student a failure," Carranza said.

Santa Ana Unified has been under federal sanctions since the 2004-05 school year for not meeting national standards.

Clovis Unified and Sanger Unified were placed under federal sanctions in the 2011-12 school year. Fresno Unified, Los Angeles Unified and Oakland Unified have been under sanctions since 2004-05, and Long Beach Unified and Sacramento Unified since 2007-08. San Francisco Unified was placed under federal sanctions in 2006-07.

About 34 other states and the District of Columbia have been approved for waivers. Ten other requests are pending.

Contact the writer: 714-796-7949 or ejames@ocregister.com

Josie Amador
Administrative Secretary
SAUSD Communications Office

From: Powell, Deidra
Sent: Monday, May 06, 2013 10:18 AM
To: Amador, Josie
Subject: Article re: CORE

I am looking for the article on CORE in the *OC Register*. It should have been published the end of February or beginning of March. Where do we keep news clippings?

Respectfully,

Deidra Powell
Chief Communications Officer
Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, CA 92701
(714) 558-5555 (Office)
(714) 673-4995 (Cell)

Connect with us through social media to stay informed:

APPENDIX H. SCHOOL QUALITY IMPROVEMENT SYSTEM DRAFT PEER REVIEW EVALUATION RUBRICS

Preliminary Rubric
School Quality Improvement System Implementation Check-In

Sample Evaluation Scale Point: Full-Score SQIS Implementation Check-In

An LEA that has earned a full-score SQIS Implementation Check-In:

- Conducted regular stakeholder engagement on the full School Quality Improvement System which includes: CCSS and SBAC implementation, teacher and principal evaluation systems, SQII score, implications of SQII score, and designation of schools to administrators, teachers, other staff, parents, and the local community in multiple, easy-to-access fashions;
- Collected all required data and reported all data requested by CORE to data partner in a timely fashion and in desired form(s); and
- Faithfully implemented all School Quality Improvement System requirements, including CCSS and SBAC implementation, teacher and principal evaluation systems, and interventions for all Priority Schools, Focus Schools, and schools that did not meet SQIGs

Sample Evaluation Scale Point: Minimum-Score SQIS Implementation Check-In

An LEA that has earned a minimum-score SQIS Implementation Check-In:

- Did not attempt to communicate on School Quality Improvement System components, including CCSS and SBAC implementation, teacher and principal evaluation systems, SQII score, implications of SQII score, or designation of schools to relevant stakeholders;
- Failed to collect all required data **or** failed to resolve outstanding data issues with data partner; and
- Did not attempt to implement all School Quality Improvement System requirements, including CCSS and SBAC implementation, teacher and principal evaluation systems, and interventions for all Priority Schools, Focus Schools, and schools that did not meet SQIGs

School Quality Improvement System Implementation Check-In Preliminary Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
LEA has meaningfully engaged stakeholders around School Quality Improvement System implementation	Conducted regular stakeholder engagement on the full School Quality Improvement System which includes: CCSS and SBAC implementation, teacher and principal evaluation systems, SQII score, implications of SQII score, and designation of schools to administrators, teachers, other staff, parents, and the local community in multiple, easy-to-access fashions;	LEA consulted on all aspects of the waiver to some—but not all—stakeholders in multiple, easy-to-access fashions	LEA consulted on partial aspects of the waiver to some—but not all—stakeholders in multiple, easy-to-access fashions	LEA attempted to consult partial aspects of the waiver to relevant stakeholders	LEA did not attempt to consult on the waiver to relevant stakeholders
LEA has complied with data collection requirements per the Waiver MOU	LEA collected all required data and reported all data requested by CORE to data partner in a timely fashion and in desired form(s)	LEA collected all required data and reported all data requested by CORE to data partner	LEA collected all required data and reported all data requested by CORE to data partner, but did not do so in a timely manner	LEA failed to collect all required data, but has prepared a compensatory plan of action	LEA failed to collect all required data **or** failed to resolve outstanding data issues with data partner
LEA has faithfully implemented School Quality Improvement System Requirements	Faithfully implemented all School Quality Improvement System requirements, including CCSS and SBAC implementation, teacher and principal evaluation systems, and interventions for all Priority Schools, Focus Schools, and schools that did not meet SQIGs	LEA implemented all LEA-level requirements and most school-level interventions	LEA implemented most LEA-level requirements and most school-level interventions	LEA implemented some LEA-level requirements and some school-level interventions	LEA did not attempt to implement interventions for Priority Schools, Focus Schools, and schools that did not meet SQIGs

Preliminary Rubric
CCSS Implementation Check-In

Sample Evaluation Scale Point: Full-Score CCSS Implementation Check-In

- An LEA that has earned a full-score SQIS Implementation Check-In:
  - Has provided PD to all administrators and teachers *in an exemplary fashion,* which is to say that PD was inclusive, well-received, and empowered educators to meet expectations;
  - Has provided training to all administrators and teachers *in an exemplary fashion,* which is to say that training was comprehensive, well-received, and non-disruptive;
  - Has produced instructional plans and PD that are aligned to pedagogical shifts in CCSS implementation *in an exemplary fashion,* which is to say that instructional plans and PD are well-timed, well-received, and empowered educators to meet expectations;
  - Has produced the instructional plans that meet the needs of low achieving students, high achieving students, Students with Disabilities, and English Language Learners; and
  - Has fully implemented SBAC-aligned assessment modules *in an exemplary fashion,* which is to say that assessment modules are implementation was swift, non-disruptive and well-received

Sample Evaluation Scale Point: Minimum-Score CCSS Implementation Check-In

An LEA that has earned a minimum-score SQIS Implementation Check-In:

- Has not yet begun to provide PD to administrators and teachers;
- Has not yet begun to provide training to administrators and teachers;
- Has not yet produced instructional plans or PD aligned to pedagogical shifts in CCSS implementation;
- Has not yet produced instructional plans that meet the needs of low achieving students, high achieving students, Students with Disabilities, and English Language Learners; and
- Has not yet begun to implement SBAC-aligned assessment modules

CCSS Implementation Check In Preliminary Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
LEA has provided CCSS- and SBAC-based professional development to administrators and teachers	LEA has provided PD to all administrators and teachers in an exemplary fashion	LEA has provided PD to all administrators and teachers	LEA has provided PD to some administrators and teachers in an exemplary fashion	LEA has provided PD to some administrators and teachers	LEA has not yet begun to provide PD to administrators and teachers
LEA has provided training on implementing SBAC-aligned assessment modules to administrators and teachers	LEA has provided training to all administrators and teachers in an exemplary fashion	LEA has provided training to all administrators and teachers	LEA has provided training to some administrators and teachers in an exemplary fashion	LEA has provided training to some administrators and teachers	LEA has not yet begun to provided training to administrators and teachers
LEA has developed and utilizes instructional plans and professional development that include pedagogical shifts of CCSS	Instructional plans and PD are aligned to pedagogical shifts in an exemplary fashion	Instructional plans or PD is aligned to pedagogical shifts in an exemplary fashion	Instructional plans and PD are aligned to pedagogical shifts	Instructional plans or PD is aligned to pedagogical shifts	Neither instructional plans nor PD is aligned to pedagogical shifts
LEA has developed and utilizes instructional plans that address needs of low achieving students, high achieving students, Students with Disabilities, and English Language Learners	Instructional plans meet the needs of all four subgroups	Instructional plans meet the needs of three of the four subgroups	Instructional plans meet the needs of two of the four subgroups	Instructional plans meet the needs of one of the four subgroups	Instructional plans do not meet the needs of any of the four subgroups
LEA has implemented SBAC-aligned assessment modules	LEA has fully implemented SBAC-aligned assessment modules in an exemplary fashion	LEA has fully implemented SBAC-aligned assessment modules	LEA has partially implemented SBAC-aligned assessment modules in an exemplary fashion	LEA has begun to implement SBAC-aligned assessment modules	LEA has not yet begun to implement SBAC-aligned assessment modules

Preliminary Rubric
Educator Evaluation Systems

Sample Evaluation Scale-Point: Full-Score Educator Evaluation System

A full-score Educator Evaluation System:

- Has been communicated to multiple stakeholder groups via multiple information sessions;
- Has been revised in response to aggregated feedback;
- Incorporates all common educator effectiveness factors identified by CORE;
- Differentiates among levels of teaching effectiveness using at least four categories;
- Accounts for student academic achievement and growth using multiple measures;
- Contributes to all decisions related to recruitment, promotion, tenure, transfer, layoff, and dismissal;
- Facilitates professional growth, capacity building, and teacher collaboration *in an exemplary fashion,* which is to say that all the LEA provides opportunities for—and encourages—teachers to share their strengths and improve their weaknesses; and
- Utilizes classroom observation procedures that provide teachers with very high quality feedback regarding instructional practices, which is to say that feedback is detailed, complimentary, and actionable

Sample Evaluation Scale-Point: Minimum-Score Educator Evaluation System

A minimum-score Educator Evaluation System:

- Has not been communicated to any stakeholders;
- Does not differentiate among levels of teaching effectiveness, or does so using less than four categories;
- Does not incorporate any common educator effectiveness factors identified by CORE
- Does not account for student academic achievement and growth;
- Does not contribute—or only rarely contributes—to decisions related to recruitment, promotion, tenure, transfer, layoff, and dismissal;
- Does not facilitate professional growth, capacity building, or teacher collaboration;
- Does not utilize classroom observation procedures that provide teachers feedback, or utilizes procedures that provide; and vague, disparaging, and/or inactionable feedback

Educator Evaluation Systems Preliminary Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
LEA has meaningfully engaged stakeholders around evaluation system	Multiple information sessions were held with different stakeholder groups; feedback was aggregated and used to revise EES	Multiple information sessions were held; feedback was aggregated and used to revise EES	One information session was held; feedback was aggregated and used to revise EES	One information session was held	No information sessions were held
EES meaningfully differentiates among levels of teaching effectiveness using at least four categories and accounts for student academic achievement and growth	Four+ categories of effectiveness are used **and** multiple measures account for student academic growth	More than four categories of effectiveness are used and one measure accounts for student academic growth	Four categories of effectiveness are used and one measure accounts for student academic growth	Less than four categories of effectiveness are used **or** no measure accounts for student academic growth	Less than four categories of effectiveness are used **and** no measure accounts for student academic growth
EES is aligned to CORE Waiver common educator effectiveness factors	EES incorporates all common educator effectiveness factors identified by CORE	EES incorporates three common educator effectiveness factors identified by CORE	EES incorporates two common educator effectiveness factors identified by CORE	EES incorporates one common educator effectiveness factor identified by CORE	EES fails to incorporate any common educator effectiveness factors identified by CORE
EES is utilized in recruitment, promotion, tenure, transfer, layoff, and dismissal decisions	EES is always utilized in all decision categories	EES usually utilized in all decision categories	EES is always utilized in some decision categories	EES is usually utilized in some decision categories	EES is rarely or never utilized in decision categories
EES facilitates professional growth, capacity building, and teacher collaboration	EES facilitates professional growth, capacity building, and teacher collaboration in an exemplary fashion	EES facilitates professional growth, capacity building, and teacher collaboration	EES fails to facilitate one of the following: professional growth, capacity building, or and teacher collaboration	EES fails to facilitate two of the following: professional growth, capacity building, and teacher collaboration	EES fails to facilitate all of the following: professional growth, capacity building, and teacher collaboration
EES classroom observation procedures provide teachers with quality feedback regarding instructional practice	Observation occurs often and procedures provide teachers with high quality feedback	Observation occurs regularly and procedures provide teachers with high quality feedback	Observation occurs regularly and procedures provide teachers with adequate feedback	Observation occurs rarely or procedures provide teachers with inadequate feedback	Observation does not occur or procedures do not provide teachers with feedback

APPENDIX I: EDUCATOR EVALUATION RESOURCES AVAILABLE ON LEA WEBSITES

CCSS and Educator Evaluation Resources Available on LEA Websites

Fresno Unified School District

Common Core State Standards

- FUSD has dedicated a subdomain of their website to CCSS, with sections regarding The Standards, their implementation plan, English, Math, Parents, Administrators, Teachers, and FAQs (http://beta.fresnounified.org/dept/sss/ccss/Pages/default.aspx)

Educator Evaluation and Support

- FUSD has dedicated a subdomain of their website to Professional Learning (http://www.fresnounified.org/staff/pl/default.aspx)

Long Beach Unified School District

Common Core State Standards

- LBUSD posted a notice about CCSS, linking www.corestandards.org, in August of 2010 (http://www.lbschools.net/Main_Offices/Superintendent/Public_Information/Newsroom/articleDetails_NEW.cfm?articleID=1251).
- The Mathematics sub-section of the Curriculum section of the LBUSD website links to several CCSS resources, including:
    - Introduction to the Common Core State Standards (http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Mathematics/docs/ccssi-introduction.pdf)
    - Common Core State Standards for Mathematics (http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Mathematics/docs/CCSSI_Math%20Standards.pdf)
    - Mathematics Appendix A (http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Mathematics/docs/CCSSI_Mathematics_Appendix_A.pdf)

Educator Evaluation and Support

- There is a sub-section of the Curriculum section of the LBUSD website dedicated to Professional Development (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/)
- The Professional Development sub-section includes webpages on:
    - Professional Development Vision Statement (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/vision.cfm)
    - Professional Development Standards (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_standards.cfm)
    - Professional Development Plan (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_plan.cfm)
    - Teacher Certification (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/teacher_cert.cfm)

  - New Teacher Support (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/BTSA/)
  - The National Board for Teaching Standards (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/nat_board_teach_stand.cfm)
  - Elementary Lead Teacher Training in Math (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/teacher_training_math.cfm)
  - Elementary Lead Teacher Training in ELA (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/teacher_training_ela.cfm)
  - Training Calendars (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/training_calendars.cfm)
  - The Professional Development Management System (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_catalogue.cfm)
  - The Professional Development Verification Request (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_verification.cfm)
- There is a sub-section of the Curriculum section of the LBUSD website dedicated to a Teacher Resource Center (http://www2.lbusd.k12.ca.us/curriculum/TRC/teacher_resources(trc).htm)
- There is a section of the LBUSD website dedicated to Employees, which includes links to sub-sections on:
  - Administrative Assignments (http://www.lbschools.net/Main_Offices/Board_of_Education/administrative_assignments.cfm)
  - Bargaining Updates (http://www.lbschools.net/Employees/bargaining_updates.cfm)
  - Benefits (https://www.benefitenroll.com/BenefitsEnrollment/Logon.aspx)
  - Employee Relations (http://www.lbschools.net/Employees/employee_relations.cfm)
  - Human Resources (http://www.lbschools.net/Main_Offices/Human_Resources/)
  - Risk Management (http://www.lbschools.net/Main_Offices/Business_Services/Risk_Management/)
  - Technology Standards (http://www.lbschools.net/Main_Offices/Business_Services/Information_Services/Technology_Standards/)

Los Angeles Unified School District

Common Core State Standards

- LAUSD has dedicated a subdomain of their website to the Common Core State Standards, which includes webpages titled "Why Common Core?" (http://ccss.lausd.net/why-common-core), "Transitioning to the Core" (http://ccss.lausd.net/transitioning-core), "Comprehensive Assessment Programs" (http://notebook.lausd.net/portal/page?_pageid=33,1212454&_dad=ptl&_schema=PTL_EP), "Data Based Instruction" (http://data.lausd.net/), "My Data" (http://mydata.lausd.net/), and "RTI2" (http://rti.lausd.net/), and sections on Content, Professional Development, Assessments, Parents/Community, and Students, as well as a Twitter feed (https://twitter.com/lausdccss).
- The section on Content includes content websites for each of the following subjects:
  - English Language Arts (http://literacy.lausd.net/)
  - History/Social Studies (http://hss.lausd.net/)

  - Mathematics (http://math.lausd.net/)
  - Science (http://science.lausd.net/)
  - Technology (http://cctp-lausd-ca.schoolloop.com/)
  - Visual and Performing Arts (http://arts.lausd.net/)
- The section on Professional Development includes:
  - Summer 2013 Professional Development Opportunities (http://ccss.lausd.net/sites/ccss.lausd.net/files/UTLA%20announcement.pdf)
  - A Digital Professional Development Library (http://ccss.lausd.net/professional-development/digital-library)
- The section on Assessments includes several sample assessments and links to assessment resources (http://ccss.lausd.net/assessments)
- The section on Parents/Community includes links to LAUSD Parent Resource Booklets (http://ccss.lausd.net/parentscommunity)
- A section on Students will be available soon

Educator Evaluation and Support

- LAUSD has dedicated a subdomain of their website to Talent Management, which includes sections on Educator Growth & Development, Administrator Development, Teacher Development, and Policy & Partnerships (http://talentmanagement.lausd.net/).
- The section on Educator Growth and Development includes:
  - A Vimeo video featuring LAUSD Superintendent Dr. John Deasy speaking about LAUSD's Educator Growth and Development Cycle (EGDC) (http://vimeo.com/49242808)
  - Overview (http://talentmanagement.lausd.net/egdc-plan-overview) and FAQ (http://talentmanagement.lausd.net/educator_growth/FAQ) webpages related to LAUSD's Educator Growth and Development Cycle
  - Webpages corresponding to the Research and Development (http://talentmanagement.lausd.net/node/189), Initial Implementation (http://talentmanagement.lausd.net/educator_growth/IIP), and Scale-Up (http://talentmanagement.lausd.net/educator_growth/scale_up) phases of LAUSD's EGDC Multi-Phased Implementation plan (http://talentmanagement.lausd.net/three_phased-plan)
  - An Overview webpage for District Leaders, which includes a link to a Senior Executive Effectiveness Rubric (http://talentmanagement.lausd.net/educator_growth/overview; http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/LAUSD.senior%20executive%20effectiveness%20rubric%20and%20indicators.draft_.pdf)
  - Overview (http://talentmanagement.lausd.net/educator_growth/sl/overview) and Framework (http://talentmanagement.lausd.net/educator_growth/sl/Framework) webpages for School Leaders, the latter of which includes a link to the latest School Leadership Framework (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/LAUSD%20School%20Leadership%20Framework%20%206-8-2013%20w%20Draft%20.pdf)
  - Overview and Framework webpages for Teachers
  - Explanations of each of the multiple measures to be used in Teacher evaluations:
    - Observation of Teacher Practice (http://talentmanagement.lausd.net/observation_of_teacher_practice)
    - Contributions to Student Outcomes (http://talentmanagement.lausd.net/contributions_to_student_outcomes)
    - Stakeholder Feedback (http://talentmanagement.lausd.net/stakeholder_feedback)
    - Contributions to School Community (http://talentmanagement.lausd.net/contributions_to_school_community)

- A webpage dedicated to Differentiated Compensation and [Career] Pathways for Teachers (http://talentmanagement.lausd.net/educator_growth/teachers/Differentiated_Compensation_Pathwys)
- A listing of Teacher Resources (http://talentmanagement.lausd.net/educator_growth/content/teacher-resources), which includes:
  - The 2012-2013 EGDC Timeline (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/EGDC/EGDC12-13 timline.pdf)
  - Teaching and Learning Framework Rubrics (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/TLF Booklet %28Color Version%29.pdf)
  - 2012-2013 Focus Elements (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/LAUSD TEACHING AND LEARNING FRAMEWORK.pdf)
  - 2012-2013 Focus Element Rubrics (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/TLF Focus Element Only Booklet %28Color Version%29.pdf)
  - A Self-Assessment Template (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Self Assessment Template.pdf)
  - A Lesson Plan Template (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Lesson Design Template.pdf)
  - Instructions for Completing the Self-Assessment on MyPGS (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/Self-Assessment Instructions 2012-2013 FINAL.pdf)
  - Administrator Instructions for Viewing a Teacher's Self-Assessment (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BAdmin%5D Instructions for Viewing a Teacher%27s Self-Assessment.pdf)
  - A Self-Assessment Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Teacher Self Assessment Protocol.pdf)
  - An exemplary self-assessment (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Teacher Self Assessment.pdf)
  - A non-exemplary self-assessment (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/FINAL Non Examplary Teacher Self-Assessment.pdf)
  - Instructions for Completing the Individual Growth Plan on MyPGS (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BTeacher%5D Individual Growth Plan Instructions 2012-2013.pdf)

- An Individual Growth Plan Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 IGP Protocol.pdf)
- A Mid-Year IGP Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Mid Year IGP Protocol.pdf)
- An End-of-Year IGP Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 End of Year IGP Protocol.pdf)
- An Exemplary IGP (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Teacher IGP.pdf)
- Lesson Plan Instructions 2012-2013 (https://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Lesson Plan Instructions 2012-2013.pdf)
- Example Lesson Plans for both Math and ELA at the elementary, middle, and high school level are included on the website. Exemplary and non-exemplary examples are available:
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Elem Math Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Elem ELA Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Secondary History Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Non Exemplary Elem Math Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Non Exemplary Elem ELA Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Non Exemplary Secondary History Lesson.pdf
- Various observation instructions and protocols are also available:
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Pre Observation Protocol.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Formal Observation Protocols.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/EGDC/Protocols with 2nd Observer 2.6.13.pdf

- http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Post Observation Protocol.pdf
- http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Scoring Protocol.pdf
- http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Informal Observation Protocol.pdf
- http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BAdmin%5D Informal Observations Instructions.pdf
- http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BTeacher%5D Informal Observations Instructions.pdf
- http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 End of Year Meeting Protocol.pdf

  - A Teacher Individual Growth Plan Resource Guide (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development), which includes:
    - Resources aligned to Standards in the Teaching Learning Framework (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development#By Standard)
    - Resources aligned to Components in the Teaching and Learning Framework (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development#By Component)
    - Profession Growth Protocols (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development#Protocols and Templates)
    - IGP Protocols (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY%202012%202013%20IGP%20Protocols.pdf)
    - A Sample IGP (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY%202012%202013%20Exemplary%20Teacher%20IGP.pdf)
  - A series of Training Modules (http://talentmanagement.lausd.net/educator_growth/tgdc_training_modules)

- The section on Administrator Development includes:
  - A webpage dedicated to the Leadership Pipeline Development and Support Unit (http://talentmanagement.lausd.net/administrator_development/leadership-pipeline-development-and-support-unit)
  - A webpage dedicated to the Developing Leaders Portfolio Program (http://talentmanagement.lausd.net/administrator_development/developing-leaders-portfolio-dlp-program)
  - A webpage dedicated to the Master Program Institute and On the Spot Support (http://talentmanagement.lausd.net/administrator_development/MPI)
  - A webpage dedicated to the School Leadership Framework Support (http://talentmanagement.lausd.net/administrator_development/lausd-school-leadership-framework)

  - A webpage dedicated to the School Leaders Network for Principals (http://talentmanagement.lausd.net/administrator_development/School_Leaders_Network)
  - A webpage dedicated to the Urban Teacher Residency Program (http://talentmanagement.lausd.net/administrator_development/Urban_Teacher_Residency_Program)
- The section on Teacher Development includes an Overview webpage related to Teacher Development (http://talentmanagement.lausd.net/teacher_administrator/Teacher_Development), and sub-sections devoted to:
  - Beginning Teacher Support and Assessment (http://talentmanagement.lausd.net/teacher_administrator/btsa)
  - The District Intern Program (http://talentmanagement.lausd.net/teacher_administrator/district-intern-program)
  - The National Board Certification process (http://talentmanagement.lausd.net/teacher_administrator/National_Board_Certified_Teacher)
  - Peer Assistance and Review (http://talentmanagement.lausd.net/teacher_administrator/Peer_Assistance_Review)
  - The Teacher Training Academy (http://talentmanagement.lausd.net/teacher_administrator/Teacher_Training_Academy)
  - The Verification Process for Special Settings (http://talentmanagement.lausd.net/content/verification-process-special-settings-vpss)
  - The Salary Point Credit Process (http://talentmanagement.lausd.net/teacher_administrator/Salary_Point_Credit)
  - Subject Matter Prep (http://talentmanagement.lausd.net/node/177)
- The section on Policy and Partnerships includes Overview (http://talentmanagement.lausd.net/Policy_Partnerships_Overview), Legislation (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/legislation), Legal (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/legal), Labor Partners (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/Labor_Partners), Community Partners (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/community_partners), and Institutions of Higher Learning (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/he) webpages

Oakland Unified School District

Common Core State Standards

- The Common Core Curriculum sub-section of the "For Students and Families" section of the OUSD website includes webpages titled:
  - "About the Common Core" (http://publicportal.ousd.k12.ca.us/Page/9883)
  - "Parent Roadmaps" (http://publicportal.ousd.k12.ca.us/Page/9886)
  - "The Focus" (http://publicportal.ousd.k12.ca.us/Page/9904)
- There is also a separate College & Career Readiness sub-section of the "For Students and Families" section of the OUSD website (http://www.ousd.k12.ca.us/site/Default.aspx?PageID=1301)

Educator Evaluation and Support

- The Staff Resources section of the OUSD website includes sub-sections on the OEA Teacher Evaluation Handbook (http://www.ousd.k12.ca.us/domain/182), Teacher Resources (http://www.ousd.k12.ca.us/domain/196), and the Employee Relations Center (http://ousd.zendesk.com/)

San Francisco Unified School District

Common Core State Standards

- SFUSD has dedicated a webpage within the Curriculum & Standards section of its website to the Common Core State Standards (http://www.sfusd.edu/en/curriculum-standards/state-content-standards.html).
- The SFUSD CCSS webpage includes a link to a Vimeo video that explains the CCSS (http://vimeo.com/51933492).
- The SFUSD CCSS webpage includes links to additional CCSS resources:
  - http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
  - http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
- The SFUSD CCSS webpage includes links to additional Parent Guides to CCSS:
  - Transitioning to the Common Core Standards (http://www.capta.org/sections/programs/e-standards.cfm)
  - Parent Roadmaps to Common Core Standards ELA – English (http://www.cgcs.org/Page/328)
  - Parent Roadmaps to Common Core Standards Math – English (http://www.cgcs.org/Page/244)
  - Parent Roadmaps to Common Core Standards ELA – Spanish (http://www.cgcs.org/Page/261)
  - Parent Roadmaps to Common Core Standards ELA – Spanish (http://www.cgcs.org/Page/263)
  - CCSS Implementation State Timeline (http://www.cde.ca.gov/re/cc/tl/index.asp)
- The SFUSD CCSS webpage includes a link to additional CDE CCSS resources (http://www.cde.ca.gov/re/cc/).

Educator Evaluation and Support

- The Teaching and Other Certificated Careers sub-section of the Career Opportunities section of the SFUSD website includes a webpage regarding Professional Development and Support (http://www.sfusd.edu/en/employment/certificated-careers/teaching-careers/why-teach-with-sfusd/professional-development-and-support.html) with sections on:
  - The Beginning Teacher & Assessment Program (https://district.sfusd.edu/dept/apd/btsa)
  - The National Board Certification Program (http://www.nbpts.org/)
  - PD Programs funded by QTEA
  - Community Support

Sanger Unified School District

Common Core State Standards

- The front page of the SUSD website has a CCSS module that links to a webpage on CCSS (http://www.sanger.k12.ca.us/Parents/Common_Core) that includes various links to:
- Background Information (http://www.cde.ca.gov/re/cc/)
- Parent Support Guide (http://www.cgcs.org/Page/328)
- Grade Level Guides (http://www.capta.org/sections/programs/e-standards.cfm)
- Common Core Video (http://www.youtube.com/watch?v=5s0rRk9sER0&feature=player_embedded)
- Parent Handbook (http://www.ramonausd.net/site/Default.aspx?PageID=141)
- Smarter Balanced Assessment Consortium (http://www.smarterbalanced.org/)
- A Message from the CDE (http://www.sanger.k12.ca.us/Parents/025FB372-011F7A6F.5/Message%20from%20CDE.pdf)

Educator Evaluation and Support

- The Personnel Commission sub-section (http://www.sanger.k12.ca.us/HR/Personnel_Commission/) of the HR section of the SUSD website includes links to various protocols related to hiring, firing, and promotion, as well as the Commissions' annual reports from 2008 through 2012

Santa Ana Unified School District

Common Core State Standards

- The CCSS sub-section of the Resources section of the SAUSD website includes sections on:
  - General Information (http://www.sausd.us/Page/21067)
  - Spotlight on SAUSD (http://www.sausd.us/Page/21073)
  - Theory of Action (http://www.sausd.us/Page/21074)
  - Instructional Shifts (http://www.sausd.us/Page/21236)
  - Implementation Plan (http://www.sausd.us/Page/21075)
  - Instructional Strategies (http://www.sausd.us/Page/21081)
  - Presentations (http://www.sausd.us/Page/21081)
  - Partners (http://www.sausd.us/Page/21237)
  - Resources (http://www.sausd.us/Page/21238)
  - Contact Us (http://www.sausd.us/Page/21240)
  - Common Core Newsletter (http://www.sausd.us/Page/21780)
  - FAQs (http://www.sausd.us/Page/21239)
  - Assessment Simulator (http://www.sausd.us/Page/22528)
  - SAUSD Common Core Blog (http://www.sausd.us/Page/21731)

Educator Evaluation and Support

- The Human Resources sub-section (http://www.sausd.us/domain/48) of the SAUSD website includes information for Certified and Classified Personnel as well as substitutes (http://www.sausd.us/Page/447)
- The Teachers sub-section (http://www.sausd.us/domain/3910) of the Resources section of the SAUSD website includes section on:
  - Calendars & Bell Schedules (http://www.sausd.us/Page/20505)
  - Forms (http://www.sausd.us/Page/20504)
  - Lesson Development (http://www.sausd.us/Page/20503)
  - Personnel (http://www.sausd.us/Page/20502)
  - Teaching Credentials (http://www.sausd.us/Page/20501)
  - PERKINS Mini-Grant Rubric (http://www.sausd.us/Page/12948)
  - Software (http://www.sausd.us/Page/16864)
  - Web Resources (http://www.sausd.us/Page/22541)
- The Professional Development sub-section (http://www.sausd.us/Page/12887) of the Resources section of the SAUSD website includes section on:
  - The 2012-2013 Staff Development Plan (http://www.sausd.us/Page/22234)
  - Conference Attendance Request (http://www.sausd.us/Page/20322)
  - CTEoc Regional Advisory Panels (http://www.sausd.us/Page/12889)