

SCHOOL QUALITY REVIEW REPORT
FOR
LEARNING WITHOUT LIMITS COLLEGE
PREPARATORY ELEMENTARY
2035 40th Ave., Oakland, CA 94605
Oakland Unified School District
Principal: Leo Fuchs

2011-2012

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BACKGROUND TO THIS PILOT YEAR'S WORK

During 2010-2011, fourteen task forces were formed with representation from a variety of stakeholders ranging from students and parents, to teachers, administrators, and community partners throughout Oakland. The Quality Community Schools Development Task Force was formed to define and set out a work plan to move the community toward a common vision of quality in Oakland's schools.

The Quality Community Schools Development Task Force created a set of School Quality Standards, comprised of seven Key Conditions delineating seventy-two Quality Standards. This work incorporates findings from other task forces (Teaching Effectiveness, Effective Leadership, Full Service Community Schools, Experience and Achievement, and African American Male Achievement) that were also addressing elements of quality in schools. At the end of the year, the School Quality Standards and the School Quality Review process were incorporated into the District Strategic Plan, which was adopted by the OUSD Board of Education in May 2011.

The 2011-2012 school year is year 1 of School Quality Review implementation. One goal of the Quality Community Schools Development office for year 1 is "to implement a successful pilot of 15 schools for School Quality Reviews across 3 regions in grades K-8." In this "pilot" year, with its emphasis on design and capacity building, the School Quality Review Office, with counsel from the Executive Officers and other district leadership, made a few strategic decisions about the content and process of the reviews—decisions that make this year's reports different from future reports.

- While the adopted School Quality Standards are organized into seven broad categories, which are called "Quality Indicators," this year's data collection and written findings have focused on five of the seven Quality Indicators. See the Rubric Analysis section in the Findings for further detail.
- Within these five Quality Indicators, this year's data collection and written findings also has focused on select, "high leverage" school quality standards, not every standard. Again, see the Rubric Analysis section in the Findings for further detail.
- The rubrics for assessing a school's development toward each standard are of two different designs. The decision was to pilot each design this year and then, after evaluating each design's strengths and weaknesses, to commit to one design going forward. Again, see the Rubric Analysis section in the Findings for further detail.
- The Summary Narrative in each Findings Report will vary in its structure from report to report. Again, the decision was to pilot different versions of the Summary Narrative and then, after evaluating each version's strengths and weaknesses, to commit to one structure going forward.

Finally, in an effort to align the School Quality Review Office's work with the larger District as it implements various parts of the Strategic Plan, this report mirrors language from the

Community Schools Strategic Site Plan, using the term “Quality Indicators” rather than “Key Conditions” to identify the broad categories into which the standards are organized. Note that:

- Quality Indicator 1 – Quality Learning Experiences for All Students – is Key Condition 2 in the original School Quality Standards, as adopted by OUSD’s Board in May 2011.
- Quality Indicator 2 – Safe, Supportive, & Healthy Learning Environments – is Key Condition 3 in the original version.
- And so forth, such that Quality Indicators 1-5 represent Key Conditions 2-6 in the original version.

PART 1: THE SCHOOL CONTEXT

Learning Without Limits College Preparatory Elementary (LWL) is a K-5 elementary school located in a brand new building (since November 2011) on the Global Family School campus. The school stands in the southeastern quadrant of the Fruitvale district, and it opened its doors with 240 students in kindergarten to third grade in the fall of 2007. The school added a grade-level each consecutive year until it reached its intentional and present capacity of 375 students in grades K-5. This was possible as part of Oakland Unified School District's New Small Autonomous Schools initiative. The school was designed through a partnership between families and teachers who shared a dream of what a school should be. Two overarching goals became the foundation for the school: 1) to be a school in which all community members feel loved and cared about, and 2) to ensure that all students leave the school on the path to college at the end of 5th grade. These goals continue to drive the actions and procedures that take place at Learning Without Limits, ranging from instruction to professional development, and even to the morning routines that engage students and their parent before students walk into their classrooms.

Each morning, students, parents, and teachers gather in the yard or multipurpose room to affirm the vision they hold for all students. The commonly held hope and expectation is that LWL students will leave their doors able to claim their vision statement as a description of who they are and who they will continue to strive to become beyond their time at LWL. Each morning they affirm:

We stand on the shoulders of those who came before us as we grow into leaders who are passionate and care about making our world better. We are equipped with skills and knowledge, filled with curiosity, and we know that even when we face challenges, we will achieve.

In every classroom, four values taken from the vision statement hang on the wall. The school calls them the CLAP values: Caring, Leadership, Achievement and Perseverance. These are supported during morning class meetings in which teacher and students engage in conversations that set the tone academically and socially for the rest of the day. Many of the classrooms also display college items on their walls, reminding students that there is life after high school and that college is an opportunity they have ahead of them, a core reason to engage in learning.

The student population is made up of 52 percent Latino, 20 percent African-American, 12 percent Asian, 5 percent white, 1 percent Filipino, 1 percent Pacific Islander and 8 percent multi-racial or no response students. Ninety-three percent of students qualify for free and reduced lunch, 60 percent are English Language Learners, and 7 percent receive Special Education services. Spanish is the major language of English Learners at the school, but there are also students from China, Vietnam, Cambodia, Laos, the Philippines and Tonga. Although

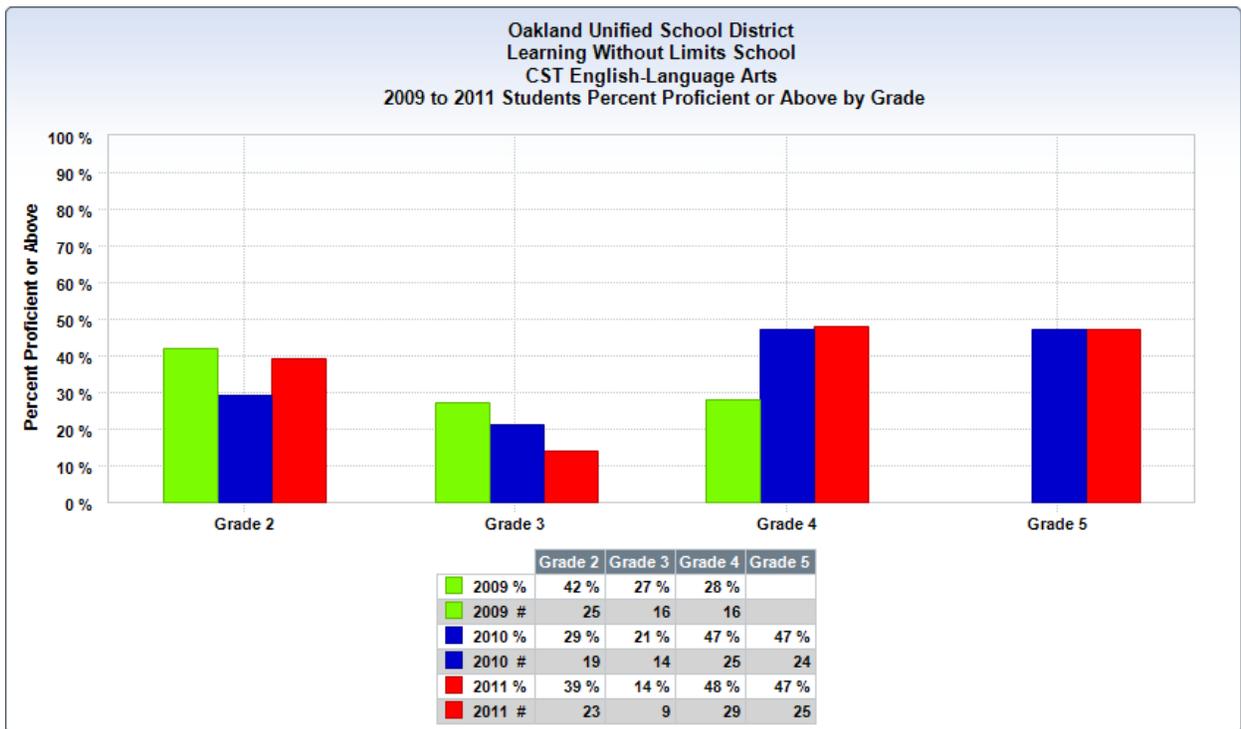
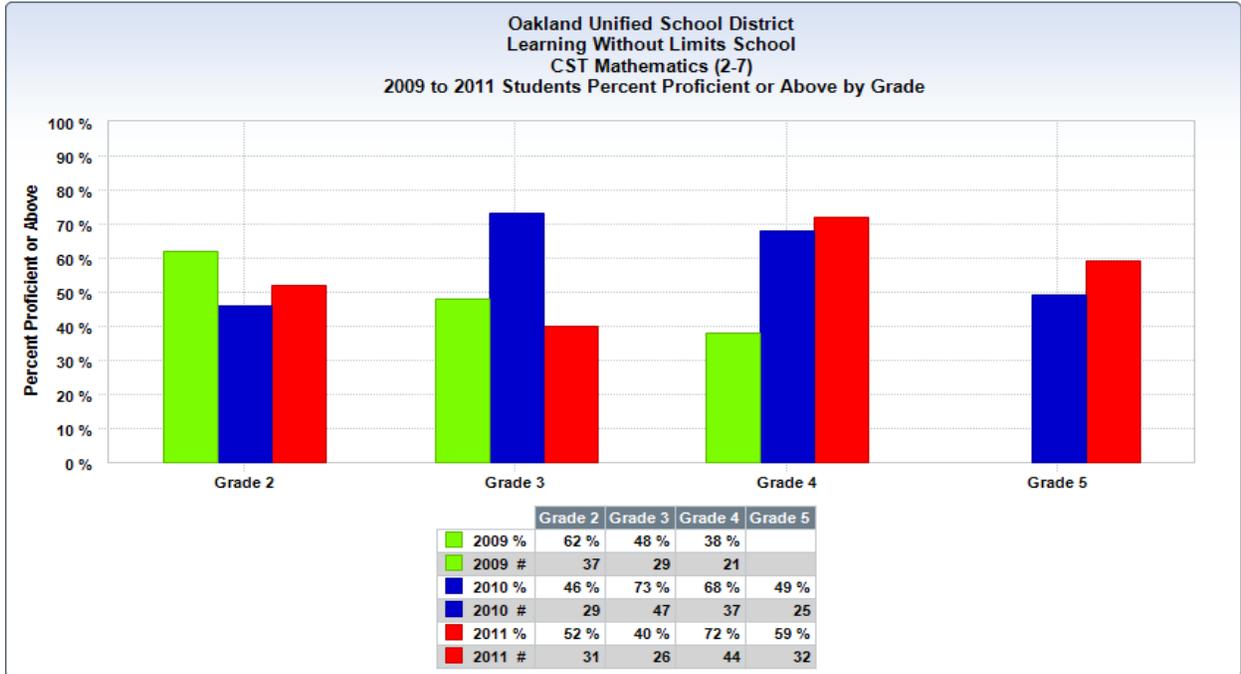
the school has a large (60%) English Language Learner population, it does not offer Bilingual classes; instead, it offers a strong English Language Development program taught in proficiency groupings (K-1, 2-3, and 4-5) for a total of 150 minutes per week. The school applied for curriculum flexibility in this area and uses teacher made lessons connected to grammatical matrix of forms and the ADEPT assessments.

Learning Without Limits has made important academic gains since it opened in 2007 by increasing 136 API points in the past four years, moving from an API of 622 to an API of 758 in 2011. The school did not meet 2011 Adequate Yearly Progress (AYP) because it did not meet proficiency targets in English Language Arts school-wide nor in its Hispanic/Latino subgroup, nor did it meet its proficiency targets in Mathematics in the Hispanic/Latino subgroup. All other significant subgroups were successful via the safe harbor method (moving 10% of each subgroup into proficiency). African American students scored 35 percent proficient in ELA and 59 percent proficient in math, but their scores do not count against the school's AYP proficiency rates because they do not represent a numerically significant subgroup of more than 100 students. These scores are consistent with school-wide scores, as further explained below.

LWL improved from 42 percent of students being proficient or advanced in mathematics to 59.9 percent in 2011. LWL attributes many of the gains in mathematics to the pedagogical methods that are utilized by its teachers. Students construct their understanding of mathematical concepts by moving through stages: from concrete to representational to abstract. LWL staff continues to refine its instructional practices in mathematics and has done so by incorporating the Si Swun strategies. The school is aware that third grade performed lowest and is a grade-level that is not consistently improving. The third grade teachers understand that one reason students' scores drop in third grade is because of moving away from an allowable practice in which teachers read CST questions and students only have to answer the questions. This trend is similar across OUSD and the state of California. The school continues to identify more reasons for this performance decrease, as well as methods to strengthen student's levels of comprehension. The following chart displays this information.



QUALITY COMMUNITY SCHOOLS DEVELOPMENT



Although student performance is lower overall in English Language Arts, the LWL community has seen gains, increasing the percentage of students proficient or above from 19.6 percent to 38.7 percent in 2011. LWL attributes these gains to a school-wide initial focus on explicit skills

instruction and a strong professional development and coaching model. In the process of analyzing smaller gains between 2008-09 to 09-10 than from 2007-08 to 08-09, teachers and staff noticed that in the latter years there were only 10 minutes of the school day in which students were guaranteed to be reading at their instructional or independent reading levels. This led to a shift in the English Language Arts program toward the implementation of Guided Reading strategies using leveled reading materials. In 2011-12, LWL has begun to build on its initial work to implement a Guided Reading program through the PALS partnership, an OUSD partnership with Aspire Public Schools, which broadened its repertoire of instructional structures and strategies. LWL adults hope these strategies will provide the gains they expect, especially in 3rd grade, which continues to be the lowest scoring grade. During the SQR visit, the team observed students engaged in reading books at their grade-level while the teacher worked with small groups of students, helping them improve their reading and fluency skills. This practice was well thought-out and carried out throughout the school.

Learning Without Limits attributes its success over the last four years to a clear theory of action based on the development of strong relationships between adults and children, systematic teacher collaboration using the Professional Learning Communities model, data driven inquiry, skills based constructivist pedagogy (a balanced literacy approach), and engaging instructional methods.

The school relies on and follows six guiding practices developed initially when the school was designed as a small school. The practices are constantly improved based on reflection and evidence teachers gather of their effectiveness within each grade-level. These practices include the following:

1. High expectations that align with the California frameworks and are communicated clearly. The data document binder shares that all small schools were initially required to develop a program that operated with the highest expectations for all children, one in which they could achieve mastery of the priority California standards to address the persistent underperformance of flatlands schools in Oakland.
2. A balanced literacy approach based on the Aspire Public Schools model. The goal is for every student to become independent readers and writers. Pedagogies such as Guided Reading, Literature Circles, Open Court Phonics and Shared Inquiry, all within the "workshop" format, are used to address literacy. The school's ELA curriculum is further assessed by cycles of inquiry informed by formative assessments of student learning: Running records, alternate rankings, the Developmental Reading Assessment, anecdotal records, and student samples that provide necessary information.
3. Academic Intervention. The school's Response to Interventions process ensures that students are regularly assessed and that assessment data is analyzed. Intervention takes

place both in the classrooms and as part of a pullout program, and through teacher-provided tutoring before and after school.

4. **Learning Targets and Authentic Assessment.** Teachers utilize the CST Blueprints and the Curricular Pacing Guides/Assessment Blueprints to inform the sequence of standards teaching and context within which the standards will be taught. The school measures their students' performance against these standards to monitor progress and determine the need for interventions three times during the school year.
5. **Emphasis on Cross-Curricular Connections.** The school knows that students learn best when they are able to relate new learning to multiple topic areas and approach learning using different modalities. Furthermore, cross-curricular connections support EL learners in building content knowledge and academic vocabulary and in making those critical connections that help them build meaning. As a result, the school tries to maximize cross-curricular connections in the California Content Standards in English Language Arts, Social Studies, Science, and Math.
6. **Emphasis on the Relational Element of Learning.** Brain research clearly shows that students learn best when they have a low affective filter; that is, when they feel a sense of physical and emotional safety, a sense of belonging and of feeling known and significant. The school takes every opportunity to get to know the students and their families through sharing in classroom morning meetings, arranging opportunities for shared experiences outside of school, home visits and frequent conversations with students and their families focused on the individual students' personal context and needs.

The school has a young teaching staff composed of 18 teachers and an additional part-time resource teacher shared between Global Family and Learning Without Limits. Most of the teachers were hired when the school opened with very little to no teaching experience, but they had the “right orientation to students” and the qualities that matched the goals of the school. Only three teachers hired after the initial opening year have more than 7 years of teaching experience. The school has only replaced four teachers since its inception. Because the staff is so young, the school employs a literacy coach who has 11 years of experience in Oakland Unified and who supports teachers in the classroom (lesson observation and feedback), as well as through leading professional development opportunities and Professional Learning Communities (PLCs) meetings.

The school has continuity in leadership with Leo Fuchs as the principal. He shares that he had one year to design, hire, and open the school with support of parents and community leaders while he was the vice principal at Jefferson Elementary during the 2006-2007 school year. His tenure in Oakland Unified dates back to the fall of 2000 when he began as a Resource (Special Education) teacher at Frick Middle School. In speaking to Leo, it is obvious that he has the well-being of his school and students at heart and constantly reflects and acts upon actions that

guide the school on the path for which it was designed. As a result, Learning Without Limits applied to become a charter at a board meeting in October 2011. The schools self-reflection notes the following:

“We see it as a major challenge that four autonomies we need have been eroding. We believe we need to make decisions at the school site level about 1) staffing, 2) budgeting (allocating funds, determining positions and having maximum possible dollars allocated at the site level), 3) curriculum and instruction and 4) calendar and schedule.”

At the time of the writing of this report, the charter petition has been approved. The school and district have agreed to continue a partnership (via a memorandum of understanding) that is beneficial to both the school and district.

Initiatives at Learning Without Limits for the 2011-2012 school year include:

1. Safety inside of the school as well as in the community, and addressing tragedy through classroom meetings.
2. Family Engagement and recognition of students.
3. Academically, decomposing standards in PLCs to build stronger lessons, addressing interventions via the RTI model with the assistance of Reading Partners, and fortifying a balanced literacy program, with a focus on rigorous independent work during guided reading time.

PART 2: FINDINGS

Sources of Data

The School Quality Review team spent three days (January 23 – 25, 2012) observing classrooms, school-wide activities, and various parts of the campus inside and outside the building. The team observed a variety of meetings and interviewed (individually or in groups) students, parents, teachers, classified staff, administrators, volunteers, and community partners. The team also reviewed the school’s materials, data binder, and budget.

Narrative Summary of Strengths and Challenges

Quality Learning Experiences for All Students

The SQR Team gathered substantial evidence to determine that students at Learning Without Limits experience meaningful and challenging curriculum. The team observed rigor in some areas and a need to dedicate more time to improve the level of rigor in others.

Learning Without Limits was created from the onset as a school to provide students with opportunities to learn and to close the achievement gap for traditionally underrepresented students. The school has a strong Balanced Literacy focus and uses a variety of standards-based materials to address California grade-level standards. There are several areas in which rigor is observed in the classroom and other areas that the school needs to address. For example, in 71 percent of classrooms, the SQR team observed evidence of both students making connections to their previous learning and being consistently engaged in active learning strategies. The SQR team also observed a strong use of guided reading practice as a technique to address students’ needs in the classroom. This “center type” practice extended to mathematics, where teachers were able to work with students needing support in small groups while the rest of students engaged in differentiated activities based on their achievement levels. The SQR team determined that three areas warrant attention based on evidence collected: students’ need to apply their learning to meaningful questions or problems; the need for increasing levels of critical thinking skills development beyond application according to Bloom’s taxonomy; and a strengthening on the focus of vocabulary development, in which students not only listen to specific academic language (vocabulary) but have a chance to practice it and engage with it in speaking and writing. This is specifically important given the fact that 60 percent of the students are English Learners.

The SQR team observed inconsistencies in the area of students engaging in active and different ways of learning. In 15 of 24 classroom observations (63%), students learned using various learning modalities and/or multiple intelligences. In these instances, students were observed working in centers, using the computer, engaging in choral response and think-pair-share,

working in small groups, and responding to the teachers' use of equity sticks. In nine of 24 (37%) classroom observations, students worked individually without proper instruction. Although it could be possible that students engaged in direct instruction and guided practice the previous day, learning is more effective when the gradual release of responsibility cycle is carried in its entirety daily. In one observation, a teacher tried using engaging techniques but was not effective; in this instance, student behaviors interfered with the learning.

In analyzing the quality of "safe and nurturing learning experiences" in the classroom at Learning Without Limits, the SQR team found strong evidence (82%) that classes at LWL are places where teacher and student interactions are positive and caring, and they create emotionally/physically safe learning environments. Learning Without Limits has a school-wide discipline plan that is shared with both students and their families in classrooms, as well as through the Family and School Policies Handbook. This guide provides a progressive set of consequences and procedures beginning within the classroom and moving closer to the office, including conferences with parents, as the behaviors need attention. An aspect of strength within the LWL discipline plan is its procedure to "right the wrong," which addresses a process of reflection and correction of behaviors. The school supports students via two counselor interns, an additional positive climate coach, and an academic mentor, who address students sent to the office (Ms. Butler and Baba Wain). Furthermore, the school offers all of their teachers Responsive Classroom training. During this training, teachers learn how to run a morning meeting, how to model desirable student behaviors, and how to use teacher language that supports desired student behaviors. Two activities observed in most classrooms were the use of "scouts" who gave students feedback of their behavior and the use of behavior charts monitored by students. The difference in the level and efficiency of classroom management was very evident in new teacher classrooms compared to classrooms in which teachers have more experience.

The SQR Team observed effective systems and strategies in place to identify students who are struggling to meet expected learning targets and to understand why these students are struggling at LWL. The team gathered strong and consistent evidence of a school culture in which assessment data is used to identify students' needs. This culture begins with a comprehensive Response to Intervention (RTI) system to track and monitor student growth. The school uses both summative and formative assessments, not only to track student growth, but to monitor their mastery of grade-level standards. Teachers use the assessment system to inform their overall planning, differentiate for specific children, and develop strategic lessons to accelerate growth. Teachers use Guided Reading and Accelerated Reader programs and work with students one-on-one or in small groups using the "center structure." Every teacher offers before and after school tutoring for at least two hours per week with identified students to address gaps. Furthermore, the school has a working COST team that supports students who are struggling academically, socially, or emotionally. Students are referred to the Student Study Team to access more of the school's resources. The team conducts a Root Cause Analysis and incorporates data from the after school program, from home, and from other teachers. If no

change is observed after the school provides intervention to identified students, they are then referred to Special Education testing to determine eligibility. The principal's strong experience with Special Education makes this process smooth and ensures that those students who truly need services are identified and supported via this route.

The after school and summer programs extend student learning. More specifically, LWL partners with Reading Partners and Bay Area Community Resources to provide an after school program to 90 students. These students receive support with homework and literacy enrichment, as well as exposure to music, art, technology instruction and drama. LWL's summer program serves pre-kindergarten students new to school, as well as rising 1st through 4th grade students in need of extra academic support to be adequately prepared for the upcoming grade-level. The pre-kindergarten program helps to effectively prepare students for expectations of full day kindergarten. The summer intervention for students entering 1st through 4th grades provides differentiated support to students in reading and math.

The school was developed with the goal of providing equitable opportunities to students of color in order to cultivate the path to high school graduation and beyond. The school has a strong college culture in the classroom, and students share how their learning (writing, math) will help them to go to college. The school continues to celebrate its accomplishments and reflect on areas that continue to be a challenge, such as moving the Hispanic/Latino population toward proficiency at a faster rate than the present experience dictates. The school is working to establish a strong parent group that can pick up the work of teachers in activities that support school and family engagement. Parents are beginning to plan activities such as "Family Nights" and oversee the Book Fairs. College presentations to parents were not heard about during the SQR visit.

Safe, Supportive & Healthy Learning Environment

The SQR Team gathered substantial evidence that Learning Without Limits is a safe, supportive and healthy learning community that has many systems in place to build community in classrooms and across grade-levels.

LWL has a strong, positive culture with daily rituals and routines inside and outside of the classroom in order to provide a safe, supportive, and secure learning environment. Each morning begins with students gathering to recite the school's vision; once in their classroom, students engage in morning meetings to ensure that events that could block or prevent students from learning are shared and the teacher can address them if signs are shown through the day. The school has a discipline plan that has been communicated with parents and students via the family handbook, which is translated into Spanish. This plan is fair and allows students to reflect on their actions, how they affected others, and what they will need to do to avoid each incident from happening again. The school's discipline motto is, "If you break it, you

fix it. If you mess it up, clean it up. If you wronged, you right it.” The school uses logical consequences, such as having students miss recess to clean the cafeteria.

Students engage in routines throughout the day. For example, in the cafeteria, students line up and wait to be dismissed through a clapping of hands by Baba Wain, who claps and sings phrases such as, “When your table is clean, and I see you with your hands folded, I know you’re ready to go outside.” In the yard, a whistle is used, and students know that when they hear it for the first time, it is a warning sign to stop playing and “freeze.” When they hear the whistle for the second time, it is a sign that recess is over and they are expected to line up to go back to class. Teachers come to the yard to pick up their students and take them back to their classrooms. None of this is “by chance.” The principal holds weekly meetings with supervisory personnel to ensure that problems that arise get addressed efficiently and satisfactorily to support student safety and a positive climate.

The school also contracts a positive climate coach and an academic mentor (Baba Wain and Ms. Butler) to build the capacity of the staff to help students resolve conflicts peacefully, engage with families, honor the cultures of all students, and use chants, music, rhythm and rhyme to support instruction both during the school and during after school enrichment activities. Furthermore, in order to promote student safety, the principal, staff, and parents/guardians have an established a uniform policy. Also, students are asked to wear shoes suitable for running and playing (during PE), which discourages the use of heels or sandals. The school has “loaner” polo shirts for those students that arrive without one.

One area the school has identified as a need is finding support systems to address the socio-emotional needs of students who experience violence outside of school. Another area that LWL has identified as a need regards Physical Education. Presently the school contracts with Playworks to support teachers and students with games during recess and PE; however, 2011 physical fitness results for 5th graders showed three areas (aerobic capacity, body composition, and flexibility) in which over half of 5th grade students ‘need improvement.’ Coupled with this reality, the school’s CHKS data revealed that students at LWL are beginning to explore alcohol and tobacco, although in small percentages. Also, the SQR team observed few health education programs to address building healthy bodies for either students or their parents. In the data binder, the team found documentation that the school uses various programs with students to address healthy and emotional support (Harvest of the Month, Fresh Fruit and Vegetable Program, Second Step Violence Prevention, Too Good for Drugs program, Puberty classes, etc.) Therefore, the school can be more intentional in addressing preventive health programs to address these needs.

The SQR team found substantial evidence that LWL has effective strategies and systems in place to identify students who are struggling and to understand why they are struggling, to refer them to the supports that address their need(s), and to identify service gaps and seek resources to fill them.

First, the school uses the data file “dropbox” (an electronic file) so that all teachers have access to the information of their students at all times, both at school and at home. The principal and teachers upload data onto this file for clear access and sharing of data. Second, teachers play a strong role in looking at data (CST, benchmark, formative, etc.) and in identifying students that need academic support through their grade-level meetings. They address struggling students’ needs via the classroom first (small group, before/after school tutoring). Teachers use the “center” structure and “guided reading” program to address reading in the classroom, using this process to differentiate instruction for students. Third, the school has two reading interventions – Reading Partners tutors who offer two sessions per week via the after school program, and a Reading Tutor who offers services three times per week to K-1 students. Additionally, the school has a tight system of SSTs and referrals for Special Education testing due to the principal’s strong experience as a Resource teacher. Before students are referred for testing, they receive interventions. “Although many students are identified and tested, they are well identified, and most have SLD issues and qualify,” claims the school psychologist.

The SQR team also found substantial evidence that LWL has a strong, well-coordinated system for supporting students’ socio-emotional needs. These services are overseen through the COST team who meets weekly to discuss new referrals and to determine the supports available. The school also benefits from two counseling interns and a climate coach who work to address socio-emotional needs of students, especially students of color.

As a challenge, the SQR team observed a disproportionate number of African American male students sent out of class to Baba Wain and Ms. Butler to address behavior concerns, especially in the afternoon. The team was unclear of the management procedure by teacher within the classroom for student misbehavior, and questioned if there is more that teachers can do to manage behavior problems within the classroom, especially in new teachers’ classrooms.

Learning Without Limits does a good job in creating an inclusive and caring community. Some of the evidence that supports this statement include a bilingual Spanish “clerk typist” in the main office who does more than her title dictates, acting more like an administrative secretary without the monetary rewards. She also participates in mandated parent meetings (SSC) and translates both orally and in writing. Also, teachers provide a list that enumerates how parents can participate in their children’s classroom. There is also a group of very energetic parents coming together this year to support the school in events that involve activities for the entire family, such as movie nights and cultural assemblies. For the students, their teachers and support staff such as Baba Wain and Ms. Butler are people that they can count on to help them when they have problems, as well as when they have made a poor choice they must rectify. Furthermore, during classroom observations, the SQR team observed in 16 of 24 classrooms (67%) that teachers and students demonstrated care for each other through recognition, encouragement, and efforts to build relationships across different cultural lines.

Learning Communities Focused on Continuous Improvement

The SQR team found ample evidence that teachers at Learning Without Limits engage and reflect on their approach to collaboration, and adjust their practices based on these reflections.

LWL is deeply committed to the power of professional development. The school uses the Du Four's Professional Learning Community model, characterized by six key characteristics: shared mission-vision-values, collaborative teams, collective inquiry, action orientation and experimentation, continuous improvement, and results orientation. The school engages in coaching opportunities, cycles of data analysis, input of new content, and summer institutes at the end of a school year to modify their yearlong standards-based plans, and at the beginning of the school year once CST data is available to further guide their practice. Weekly professional development sessions that carry the same threads introduced during the summer institutes continue and the staff reviews vision statements and analyzes how well they are aligned to that vision. This is followed by prioritizing three or four areas that need further attention.

LWL has a wide vision and practice of collaboration. Teachers, along with the principal and the literacy coach, involve themselves in grade-level collaboration, professional learning communities, observation of colleagues, demonstration of lessons to the entire staff, and coaching. Grade level teams deconstruct standards and follow the cycle of inquiry. Teaching staff reads professional books and holds group discussions. They also exchange best practices with their site colleagues and create common formative assessments and lesson plans.

LWL teaching staff has an open classroom focus in which they observe in each other's classrooms and give each other feedback. A literacy coach also supports new teachers in a similar format. The collaboration schedule is planned together with input from the entire teaching staff. This plan includes Wednesday collaboration and extended contract collaboration. LWL acts collaboratively by offering an extended contract to teachers that includes a three-day retreat in June and August. Teachers are released in grade-level teams to write and refine their unit plans and to identify common formative assessments based on deconstructed standards. Throughout the school week, teachers meet for one hour per week on Tuesdays to address ELD and participate in optional inquiry teams.

According to the data binder, starting in the 2009-10 school year, PLCs at LWL benefitted from a revised and more thoughtful cycle of inquiry constructed as follows:

Step 1: Assessment of Students

Step 2: Data Analysis

Step 3: Grade Level Achievement Conference (GLAC) with principal

Step 4: Reflect on previous six-week plan

Step 5: Release time to create a six-week plan

Step 6: Instruction and ongoing adjustment focused on power standards. Weekly PLCs include reflection on what was taught the week before and planning for how to modify teaching of that standard based on reflection.

Step 7: Repeat

The fact that the process has brought change to the way teachers interact with their students and how they adapt their practices to their teaching are reflected in the following: 1) A grade-level team discovered that typically passive students take a more active role when they use computers; that is, they begin to ask each other and the teacher questions and show each other things they've learned using the computers. 2) Teachers also observed that when content is relevant to students, they become more engaged. One fourth grade teacher noted that “though they had studied the Conquistadors some time ago, a number of Latino students still ask if they can study that subject again because they could connect to that content.”

LWL’s professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices. Professional learning activities are well-focused on specific areas of teacher practice, whether it is the teaching of writing, or effective strategies for struggling readers, or even methods of differentiated instruction. The focus on this content appears to be teacher-driven, as much as it is principal-driven, and the actual activities (both formal and informal) are often led/facilitated by the teachers themselves through their grade-level collaboration, as well as through their presentations to the entire staff. Teachers were consistently positive about the professional learning activities conducted by the school, expressing the view that their professional learning supported teachers to strengthen their classroom practices. This is particularly important, with new teachers as they get acclimated to the school.

LWL embraces data in a variety of forms including teachers’ observations, students’ daily work, school-wide administration of writing and benchmark assessments, and state tests. Data collected and analyzed leads the staff to consider, “What would it take for students to meet our highest expectations?” The staff engages in reflective practices regarding what has been implemented, what has worked and what has not worked, and they adjust their systems and classroom practices. Teachers work together in grade-level teams in determining steps to take to both remediate instruction and to accelerate learning to those students that are ready to move ahead. Teachers engage in data-based inquiry cycles in which they analyze data, develop targeted instructional responses, and reflect on the results of their instructional plans. Data supports staff as they engage in their goal to improve academic achievement for their students, especially the Hispanic/Latino student population.

Meaningful Student, Family and Community Engagement/Partnerships

The SQR Team found some evidence that Learning Without Limits engages students, families, and community to build true partnerships between the school and home.

LWL believes that parents are children’s first teachers and are very important in their education. Because of this belief, LWL works to encourage parents, even those who traditionally have not engaged with the school, to participate. This year the presence of African American families has been growing, and the office staff believes that this is partly as a result of their commitment to engage parents in their children’ education. The Filipino, Lao, and Vietnamese families, as well as families originating from other Asian countries, remain uninvolved and often unseen on campus. The same is true for families who are from Yemen and other Arab countries.

Because the school is small by design, staff knows the parents of their students well and encourages them to come to school. Examples of opportunities for parents to be involved include report card pick-up, parent conferences (three times per year and more often for students who are underperforming), newsletters, school events such as Back to School Night and Winter Celebration, field trips, Fall festival, end of year carnival, and movie nights. The school also is conscientious that a large percentage of the families speak Spanish and have a Spanish speaking person in the main office; although this person is employed as a “clerk typist,” she carries more responsibilities beyond her employment role.

Parents also have a formal voice in the decision-making of the school through the English Language Advisory Council and the School Site Council. These bodies meet monthly and share their thoughts about decisions affecting the school. According to a parent focus group, although not all parents participate in these groups, parent attendance is representative of the school population, including a number of African American and Asian parents. Presently, the school does not have a formal Parent Association, but it is beginning a Family Leadership Council so families have an additional formal voice in the life of the school. In the school’s self-reflection, LWL acknowledges that they “do not formally survey parents or students regularly, though we are interested in models other elementary schools use for doing so.”

Although the school lacks partnerships to address socio-emotional needs of students, LWL has made very strong partnerships with Reading Partners (who support students in their reading through the after school program), Bay Area Community Resources, Oakland Community Organization, National Equity Project, and Oakland Schools Foundation. The school also has a partnership with an Aspire charter school, which serves as a model and support in improving LWL’s instructional practices in English Language Arts.

Effective School Leadership and Resource Management

The SQR team found strong evidence of effective leadership and resource management at Learning Without Limits.

Learning Without Limits' principal manages decisions in a highly collaborative manner. The principal and teachers collaborate on Tuesdays and Wednesdays through an extended contract they have all approved. The SQR team observed that teachers by grade level chose a power standard and collected data from their students. They defragmented the standard and incorporated lessons to ensure that students were able to meet that standard at the proficient level. All of this was done in front of their colleagues and administrator. This openness to try new things and to learn from each other is what makes LWL very progressive and positive.

LWL was founded with the goal to provide equitable opportunities to traditionally underperforming groups (Hispanic/Latino, African American, English Learners, and Students with Disabilities). Because of this fact, LWL has established a practice of collecting and analyzing data on the performances of different student sub-groups—as part of their efforts to lead improvement. Differentiation and academic support inside and outside of the classroom each support the needs of all students. PLC collaboration allows teachers to address needs of students and to read professional articles that help their instruction. The use of Reflection and Progressive Discipline allow students to understand “fair and firm” expectations and spend more time in the classroom. The school employs two STIP substitutes to release teachers for peer observations and to provide extra reading intervention supports to site’s identified students who are not meeting proficiency. Although all of this is in place, three challenges were identified during the SQR visit: First, although student learning is differentiated in the classroom, there is no system in place to address the needs of GATE/Advanced students. Second, there continues to be a gap in the academic achievement of the Hispanic/Latino subgroup. Finally, the Special Education teacher does not have a classroom at the LWL campus; instead, the RSP teacher comes and picks up students and takes them to the Global Family campus for services, although the majority of students he serves are from LWL.

LWL shows strong evidence of maintaining practices of student and staff accountability and of professional learning. The staff has developed broad student and staff outcomes, consistently monitoring student progress and showing evidence of “owning” their students by providing two hours of tutoring three times per week beyond the interventions inside of the classroom. The school also employs a literacy coach who assists staff, especially new teachers, by offering feedback within the classrooms, facilitating professional development, and leading along with the principal during PLC time. Summer school and after school programs are in place as accountability measures to improving student achievement. The after school program maintains records and assesses students throughout the year to determine exact areas to address. Two STIP subs are in place to allow teachers to observe each other’s classroom and to engage in continuous conversations about student outcomes. Furthermore, teachers engage

in Professional Readings, learning from each other, visiting each other's classrooms, deconstructing standards in grade-level groups, etc. Staff provides the principal with feedback to develop collaboration and a professional development calendar. The LWL principal and staff engage in cycles of inquiry and reflection to continue to refine instruction at the school. The only challenge found, and one for which the school has a plan in place to address, is the induction of new teachers to the school, while they acquire the technique to maintain orderly classrooms and improve their skills as teachers.

Quality Indicator 1: Quality Learning Experiences for All Students

Learning Without Limits College Preparatory Elementary
SQR Visit: January 23 - 25, 2012

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. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

The following rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1: Meaningful and Challenging Curriculum</p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students connect prior knowledge/ skills/ experiences to new learning. • Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities. • Students use a range of critical thinking skills • Students use academic language and key vocabulary in speaking and writing • Curriculum targets the assessed learning needs of all students, including those not at grade-level. • Curriculum provides every student with opportunities to be challenged and to be successful. • Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery. 	<p>The school provides learning experiences that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these practices to ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</p>

Learning Without Limits rates **developing** in this standard.

Strengths:

1. Curriculum reflects an academic push from the adults for students to progress far and attain high levels of mastery by addressing grade-level standards. The school has a strong Balanced Literacy focus and uses a variety of standards-based materials to address California grade-level standards. Materials include:
 - Scholastic Leveled libraries in every classroom
 - Open Court Reading
 - *Strategies that Work*, Harvey & Goudvis
 - *Reading with Meaning*, Miller
 - *The Art of Teaching Reading*, Calkins
 - *Guiding Readers and Writers Grades 3-6*, Fountas & Pinnell
 - *Literacy Work Stations, Making Literacy Centers Work*, Diller
 - *Practice With Purpose, Literacy Work Station Grades 3-6*, Diller
 - GLAD Tools Created and Accumulated by Teachers
 - Pearson's Envision Math
 - Si Swun Strategies
 - *Conceptual Development Lessons*, Marilyn Burns
 - Accelerated Reading Program

Quality Indicator 1: Quality Learning Experiences for All Students

- Standards Plus curriculum
2. Overall, there are several areas in which students experience meaningful learning experiences based on classroom observations.
 - In 17 of 24 (71%) classroom observations, the SQR team observed students connecting prior knowledge to the new learning.
 - In 17 of 24 (71%) classroom observations, the SQR team observed 85 percent or more students consistently engaged in learning. Furthermore, in these classrooms, teachers and students engaged in active learning strategies.
 - In 6 of 24 (25%) classroom observations, students engaged in 4-6 critical thinking skills.
 - Guided Reading is used at the site consistently and at all grade levels.
 3. The curriculum targets the assessed learning needs of all students, including those not at grade level.
 - In many classrooms, there was evidence that teachers used the workshop/center strategies to work with students who needed extra support either on-on-one or in small groups. The school has created a culture of reading intervention as part of classroom experience.
 - In all classrooms, teachers were addressing California standards at their grade level.
 4. The gradual release of responsibility lesson implementation (I do, We do, You do) was observed at Learning Without Limits.
 - When 24 classroom observations' time on each stage is aggregated, the SQR team found that 8 percent of time was spent on lesson presentation; 20 percent of time was spent on teacher modeling; 21 percent of time was spent on guided practice; 46 percent was spent on independent practice with workshop opportunities, and 5 percent of the time there was no teaching either because students were involved in class meetings or because of behavior problems.
 5. The school employs the support of a Literacy Coach to support teachers, especially new teachers to the school. The primary focus of the Instructional Literacy Coach (ILC) is to provide support to teachers to move their instruction through the phases of improved instructional practice.

Challenges:

1. Overall, there are several areas in which students do not experience meaningful learning experiences (Rigor) in more than 60 percent of classrooms, according to classroom observations.
 - In 8 of 24 (33%) classroom observations, students applied their learning to meaningful questions or problems.
 - In 6 of 24 (25%) classroom observations, students engaged in more than 3 critical thinking skills (Remembering, Understanding, and Applying).
 - In 8 of 24 (33%) classroom observations, there was a strong focus on specific vocabulary words of emphasis in which students practiced them speaking or in writing. In the rest of the classrooms either there was a vocabulary focus without practice or a vocabulary focus was absent.
2. In 7 of 24 (29%) classroom observations, time on task was not maximized, with 1 to 7 minutes not spent on instruction. In some of these classrooms, students were involved in centers while the teacher was working with small groups of students. The teacher did address the behaviors and refocused students. This was more evident in lower grades in which students were still learning routines.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Safe and Nurturing Learning Experiences</p> <p><i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Procedures, practices and talk support students to take risks and feel okay to make mistakes in their learning • Students display safe, respectful behaviors. • Communication <i>between student and teacher</i> is safe, nurturing and caring. • Communication <i>between students</i> is safe, nurturing, and caring. • Teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines”. 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</p>

Note that this standard is focused on specific learning conditions, typically in the classroom, and not the school overall. The broader school conditions for safety and nurture are addressed in Quality Indicator 2.

Learning Without Limits rates **sustaining** in this standard.

Strengths:

- In analyzing the quality of “safe and nurturing learning experiences” at LWL, the SQR team found substantial evidence that classes are places where teacher and student interactions are positive, caring, and create emotionally/physically safe learning environments.
 - In 20 of 24 (83%) observations, 85 percent or more students displayed safe, respectful behaviors.
 - In 19 of 24 (79%) observations, communication between student and student was safe and respectful.
 - In 16 of 24 (67%) observations, teachers and students demonstrated care for each other through recognition, encouragement, and efforts to build relationships.
 - In 13 of 24 (54%) observations, teacher procedures, practices, and talk supported students to be intellectually curious, to engage eagerly in learning, and to take academic risks. In five additional observations, the lessons did not allow the team to collect this type of evidence (teacher engaged in a.m. routines and students engaged in writing activities).
- Learning Without Limits has a school-wide discipline plan that is shared with both students and their families via the classroom and the Family Handbook and School Policies. This guide provides a progressive set of consequences and procedures, beginning with the classroom addressing the behaviors and moving closer to the office, including conferences with parents. Something special and positive about the discipline plan at LWL is to “right the wrong,” which addresses a process to reflect and correct behaviors.
- The SQR team observed several classrooms in the after school program in which mentors and student interactions were positive, caring, and created emotionally/physically safe learning environments.

Quality Indicator 1: Quality Learning Experiences for All Students

4. The school supports students via two counselor interns and two additional positive climate coaches who address students sent to the office (Ms. Butler and Baba Wain). They engage students in self-reflection and in alternatives to correct behaviors.
5. The school has a very low percentage of suspensions.
6. During shadowing of an African American student, the team observed a teacher that encouraged students to participate, re-directed unwanted behaviors, and supported him when getting distracted by having the student self-monitor his behavior. In a very respectful form, the teacher worked with this student without sending him out of the classroom.
7. The school offers all of their teachers Responsive Classroom training. During this training, teachers learn how to run a morning meeting, how to model desirable student behaviors, and how to use teacher language that supports desired student behaviors. One activity observed in most classrooms was the use of “scouts” who gave students feedback on their behavior, as well as behavior charts monitored by students.

Challenges:

1. The team observed more than five students waiting in the office to meet with an adult and address behaviors, especially after lunch. Most students were African American and Latino males.
2. The team observed one instance in which Babba Wayne was addressing an entire class for approximately 25 minutes to discuss their behaviors. After the class meeting, approximately five students did not join the academic lessons.
3. The school employs three new teachers that continue to need classroom management support.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4: Active and Different Ways of Learning</p> <p><i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students collaborate and/or learn using various learning modalities and/or multiple intelligences. • Instruction balances direct explanation, modeling, guided and independent practice. • Students use academic language and key vocabulary in speaking and writing. • Grouping of students for instruction varies and is matched to the learning target or students' needs. • Students have regular opportunities to actively construct knowledge, through a variety of learning resources (and are not simply passive recipients of pre-determined ideas and information). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students experience active and different ways of learning.</p>

Learning Without Limits rates **developing** in this standard.

Strengths:

- Some classes at LWL are places where students experience active and different ways of learning.
 - In 15 of 24 classroom observations (63%), students learned using various learning modalities and/or multiple intelligences. In these instances, students were observed working in centers, using the computer, being involved in choral response and think-pair-share, and working in small groups, and the teacher used equity sticks to call on students.
 - In 12 of 24 classroom observations (50%), activities in the classroom provided students with opportunities to be challenged and to be successful. In these classrooms, the team observed teachers working with small groups of students while students used flashcards, wrote stories, researched/read biographies, etc.
 - The team observed very little time not used for learning (5%). In the great majority of classrooms, a constant focus on learning without time wasted was the norm.
 - According to the data document binder, the school offers pull-out tutoring by Reading Partners for 2nd through 5th grade students struggling with reading, and pull-out support for kindergarten and first grade students through the Reading Tutor curriculum. In addition, all teachers provide two hours a week of before/after school intervention for students. These available opportunities exemplify additional evidence of how the school delivers active and different ways of learning to all students.
- Instruction balances direct explanation, modeling, guided, and independent practice, according to classroom observations at LWL.
 - When 24 classroom observations' time on each stage is aggregated, the SQR team found that 8 percent of time was spent on lesson presentation; 20 percent of time was spent on teacher modeling; 21 percent of time was spent on guided practice; 46 percent of time was spent on independent practice; and for 5 percent of the time there was no teaching.

Quality Indicator 1: Quality Learning Experiences for All Students

Challenges:

1. While the team observed the presence of active and different ways of learning in at least half of the classrooms at LWL, there was evidence of classrooms in which this was not consistently happening.
 - In 9 of 24 (37%) classroom observations, students worked individually (math workbooks); in one observation, the teacher tried using engaging techniques but was not effective.
2. In only 8 of 24 (33%) classroom observations did the SQR team observe students using academic language and key vocabulary in speaking and writing. In some classroom observations, the teacher introduced new vocabulary, but students did not have a chance to practice it or use it in the context of the lesson.
3. During a shadowing of a 4th grade English Learner student, the SQR team did not observe his use of academic language or vocabulary development. The student shared that he is receiving tutoring support in the after school program, and he has been at the school since the 1st grade. Although the school has a daily schedule for ELD, EL students should be encouraged to use language and learn new vocabulary at all times.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 7: Students Know What They are Learning, Why, and How it can be Applied</p> <p><i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students apply academic language and key vocabulary in speaking and writing • Students know the learning objectives for the lesson. • Students know why they are engaged in this learning (i.e., long-term outcomes of it) • Students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives. • Students knew how it can be applied. • Students understand what it looks like to know, perform, and interact "well" (with quality). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</p>

Learning Without Limits rates **developing** in this standard.

Strengths:

- Overall the SQR team found that students at LWL could share what they were learning and why it was important to learn.
 - Of 42 students interviewed, 42 students (100%) knew their learning objective for the day. Most students could repeat what they were learning even though sometimes it was general comments such as math or reading.
 - Of 42 students interviewed, 34 students (81%) had an answer to why this learning was important. In these instances, students answered that they have to know how to read, to write words, to be able to write essays, and to go to college.
- The school has an extra push to incorporate writing in lessons. The SQR team observed 10 instances of some sort of writing as part of the classroom observations.

Challenges:

- Overall the SQR team observed many classes in which students interviewed could not express how their learning can be applied or how they would know that they have learned the standards. Only 18 of 42 students (43%) shared that they would know they have learned because their teachers would let them know.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 8: Academic Intervention and Enrichment Supports</p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is little evidence that the school provides the following:</p>	<p>There is some evidence that the school provides the following:</p>	<p>There is substantial evidence that the school provides the following:</p>	<p>There is strong and consistent evidence that the school provides the following: Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> identifying students who are struggling to meet expected learning targets, identifying why students are struggling, and referring them to the supports that address their need(s). <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> identifying students who have (quickly) mastered expected learning targets, and referring them to enrichment opportunities that extend their learning. <p>Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2nd language learning, special education, and 504 needs).</p>	<p>There is strong and consistent evidence that the school provides the following:</p> <p>The school has implemented systems, including student input, to review evidence of these supports to ensure that all students experience needed academic intervention and enrichment.</p>

Learning Without Limits rates **sustaining** in this standard.

Strengths:

1. LWL has a comprehensive Response to Intervention (RTI) system to track and monitor student growth.
 - The school uses both summative and formative assessments that track student growth and monitor their mastery of grade-level standards.
 - Teachers use the assessment system to inform their overall planning, differentiate for specific children, and develop strategic lessons to accelerate growth.
 - Teachers use Guided Reading and Accelerated Reader programs and work with students one-on-one or in small groups using the “center structure.”
 - Every teacher offers before and after school tutoring with identified students to address gaps.
2. The school has a working COST team that supports students who are struggling academically, socially, or emotionally.
 - Students are referred to the Student Study Team to access more of the school’s resources.
 - The team conducts a Root Cause Analysis and incorporates data from the after school program, from home, and from other teachers.
 - Monitoring of intensive interventions take place. If no change, students are referred to Special Education testing to determine eligibility.
3. Teachers are responsible for addressing intervention during class time using the one-on-one and small group instruction during “center” time.
4. The English Language Development (ELD) program has three distinct components to insure full access to the curriculum: explicit ELD instruction, sheltered instruction, and content frontloading.
 - There are regular blocks of dedicated time when ELD is taught explicitly in grade-level language proficiency groupings (K-1, 2-3, and 4-5).
 - Daily ELD block lessons are developed by teachers in consultation with the Grammatical Forms Matrix to match oral and written language needs of students.

Quality Indicator 1: Quality Learning Experiences for All Students

- GLAD strategies are also used at LWL.
 - Frontloading is designed to provide a timely infusion of focused instruction to remove language barriers prior to launching new content instruction.
 - Many teachers are bilingual and several hold BCLAD certificates in Spanish.
 - A six-week after school program taught by student teachers from UC Berkeley is also available and engages students in project-based learning.
5. Special Education students receive support from a Resource teacher using the pull-out method. 504 plans are written when students don't qualify for Special Education services but are in need of specific support.
 6. The after school and summer programs extend student learning. More specifically, LWL partners with Reading Partners and Bay Area Community Resources to provide an after school program to 90 students.
 7. LWL has a summer school program to serve its students as part of a partnership with Reading Partners and Bay Area Community Resources.
 - The summer school program serves pre-kindergarten students new to school. The pre-kindergarten program has effectively prepared students for expectations of full day kindergarten.
 - The summer school program serves rising 1st through rising 4th grade students in need of extra academic support to be prepared for the coming grade level. The summer intervention for students entering 1st through 4th grades has provided differentiated support to students who need support with reading and math.

Challenges:

1. The school acknowledges that it needs to work on programs that support high achieving students.
2. The Hispanic/Latino student population continues to lag behind academically at the school.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 10: Equitable Access to Curriculum</p> <p><i>A quality school provides curriculum and courses (including A-G and AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support students to complete a college preparatory course work.</i></p>	<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background, gender and sexual orientation) are not proportionally represented in the academic programs across the school.</p> <p>Specific learners who experience on-going discrimination or who are part of historically lower-achieving groups may not have a full schedule of courses or may not have access to a challenging core curriculum, taught by fully-qualified teachers</p> <p>These specific learners are segregated into separate learning situations and do not receive the instruction or supports that will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does not consider these learners as groups with particular learning needs.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are not proportionally represented in the academic programs across the school. <u>However</u> there are deliberate efforts made to address this problem for some of these student groups and to support their integration into a challenging core curriculum with qualified teachers.</p> <p>OR</p> <p>Proportional distribution of groups of students exists -- but the basic curriculum itself does not offer most students the gate-keeping curriculum needed for preparation for higher education (e.g. algebra, lab sciences).</p> <p>Some learners who experience on-going discrimination or who are part of historically lower-achieving groups are still segregated into separate learning situations and do not receive the instruction or supports which will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, but it is uninformed by data-based inquiry.</p> <p>Some academic supports target these specific learners, but it is haphazard whether and how a student becomes involved and only a portion of students who might need such services actually receives them.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are proportionally represented in the academic programs. School structures and policies promote differential inputs as needed to support the needs of specific learners who experience on-going discrimination or who are part of historically lower-achieving groups, which gives them access to challenging curriculum and enables them to achieve high standards. These specific students are fully integrated into a challenging core curriculum with qualified teachers.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, and the people in key gate-keeping roles in the school have received training about access and equity issues, and operate with clear guidelines for ensuring full access.</p> <p>Academic supports are available so all students receive the help they need to master high standards.</p>

Quality Indicator 1: Quality Learning Experiences for All Students

Learning Without Limits rates **sustaining** in this standard.

Strengths:

1. The school has a fair discipline process to allow historically lower-achieving groups access to challenging curriculum and enable them to achieve high standards.
2. The school has a strong culture of looking at data and planning lessons in grade-level groups to look closely at student work; in the form of reviewing the results of common formative assessments, making sense of those assessments, and planning next steps for instruction based on the results of the assessments.
3. Professional development practices emphasize aligning and deconstructing standards to better understand and support students academically.
4. The school has an attendance rate of 95 percent and systems in place to deter students from being late to class.
5. The school has strong support services to address learning gaps, beginning with classroom intervention.
6. The school offers a strong standards-based academic program to all of its students.

Challenges:

1. Academic pull-out support services for Special Education students take place at the Global Family campus by an RSP teacher shared by both schools, although majority of his caseload is composed of LWL students. The commute across campuses uses part of the time that could be used for students.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 11: College-going Culture and Resources</p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students connect how their learning in class prepares them for future college and/ or career opportunities • Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. • Families have opportunities to use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that a college-going culture and resources are experienced by all students.</p>

Learning Without Limits rates **developing** in this standard.

Strengths:

1. LWL was opened with the goal of becoming a college prep elementary school. Vision and routines support a college going culture.
 - CLAP strategies support students to become leaders with options to attend college and beyond.
 - College items (university banners, posters, etc.) were observed in the classrooms, especially in upper grades.
2. The school's academic design provides students with skills they need in 5th grade to be on the path to college, filled with curiosity and ready to persevere through challenges.
3. During the African American focus group, students in 5th grade shared that their teachers encourage them to learn and to open opportunities to go to college. They also shared that they engage in writing because this is a skill they will need in college. Similar conversations were shared during the English Learners focus group with the SQR team, such as, "My teacher talks about middle school and colleges during our morning meeting," and "My teacher talks about scholarships when you cannot pay for college."

Challenges:

1. There are no activities for parents to learn about college options and ways students must be academically prepared to have better chances to attend college.

Quality Indicator 1: Quality Learning Experiences for All Students

2. Only 3 of 42 students interviewed connected their learning in the classroom with future college and/or career opportunities.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Learning Without Limits Academy SQR Visit: January 23 - 25, 2012

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. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, & Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1: Safe and Healthy Center of Community</p> <p><i>A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day.</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students and parents feel safe and free from threat or bullying. • Student-staff, student-student, and family-staff interactions keep students physically safe. • Safety procedures are evident and enforced by all stakeholders. • Mechanisms are in place to communicate with families/ community partners in a timely way. • Students are provided healthy food and health-focused physical activity. • Health partnerships, both on and off site, ensure student health needs are met. • Health education is integrated into classrooms, programs, and services. • Systems are in place for community to access facilities and to ensure space is taken care of. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school functions as a safe and healthy center of the community.</p>

Learning Without Limits rates **sustaining** in this standard.

Strengths:

- Expectations for student behavior have been communicated to the school community in order to provide a safe, supportive, and secure learning environment.
 - The Family Handbook clearly specifies student behavior expectations in regards to bullying, cafeteria procedures, and discipline guidelines, with clear gradual consequences, in both English and Spanish.
 - As evidenced by campus observations, students and parents enter and exit the school either through the front entrance or the back gate in a safe, orderly manner.
 - Many parents walk their students to school and stay to participate in the morning routines. Students lead the pledge of allegiance and principal or Baba Wain leads the morning affirmation/pledge and morning songs. The principal and teachers share announcements of activities coming up (parent meeting, family night, lunar New Year holiday, etc.) and students file out in line behind their teachers to their respective classrooms after the routine is complete.
 - The campus is litter-free and graffiti-free both outside and inside. Bathrooms are clean and the building still smells like new.
 - School halls during class and between classes are practically empty with just a few students going/coming from the bathrooms or to the office. Teachers walk students to yard, cafeteria, PE, etc., in an orderly line.
 - During lunch students and adults follow established and practiced routines. For example, there is clapping for lining up and for dismissing tables. “When your table is clean, and I see you with your hands folded, I know you’re ready to go outside,” said Baba Wain, who supervises students during lunch.
 - There are a few students cleaning up tables in the cafeteria. Some students clean because they like cleaning, and this is “therapy for them.” Others clean as a consequence for their actions and are supervised by Baba Wain, who assigned the consequence.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

- The yard is equipped with tables and benches for students to sit down. Teachers and yard supervisors are present ensuring safety. A whistle is used and students know that when they hear it for the first time, it is a warning sign to stop playing and “freeze.” When students hear the whistle for the second time, they understand that it is a sign to line up to be led back to class, because recess is over. Teachers come to the yard to pick up their students and take them to their classrooms.
 - The after school program provides a safe environment and a positive climate.
 - Per a parent interview, one parent shared, “This school takes bullying and teasing seriously. Kids are sat down and talked to about hurtful language.”
2. The school offers all of their teachers Responsive Classroom training and Second Step Violence Prevention to support the development of empathy and conflict resolution skills. During this training, teachers learn how to run a morning meeting, how to model desirable student behaviors, and how to use teacher language that supports desired student behaviors. The school also participates in the county Harvest of the Month program and the Fresh Fruit and Vegetable Program.
 3. CHKS data of 5th grade students shows that students feel safe at school. Eighty percent answered that they feel safe most or all of the time at school, as compared to outside of the school (where 37 percent of students do *not* feel safe most or all of the time). This data also shows that students are happy at LWL (76 percent answered most or all of the time to this question).
 4. The school’s site reflection shows that “students like that [the school] feels safe, that teachers care, and that the other students are nice. Parents like that it is safe.” These thoughts were verified during students and parents interviews.
 5. The principal holds weekly meetings with supervisory personnel to ensure that problems that arise get addressed efficiently and satisfactorily to support student safety and a positive climate. An example of such practice includes addressing the need for bathroom supervision without compromising privacy during recess. As a result, a decision to have the doors to bathrooms in the yard open was made.
 6. The school contracts positive climate coaches (Baba Wain and Ms. Buttler) to build the capacity of the staff to help students resolve conflicts peacefully; engage with families; honor the cultures of all students; and use chants, music, rhythm, and rhyme to support instruction both during the school day (cafeteria) as well as during after school enrichment activities.
 7. In order to promote student safety, the principal, staff, and parents/guardians established the use of a uniform policy. The uniform includes an LWL polo shirt and navy blue or khaki pants, shorts, or skirts. Also, students are asked to wear shoes suitable for running and playing, discouraging heels or sandals. The school has “loaner” polo shirts for those students that arrive without one.
 8. During a focus group, a member shared, “This school takes [bullying and teasing seriously. Kids are sat down and talked to about hurtful language.”

Challenges:

1. The school lacks specialized resources to address traumatic issues such as the loss of a parent or relative, although the school’s personnel attempt to meet this need via the classroom, per the self-reflection.
2. Physical Education is taught by classroom teachers, although supported by a Playworks staff member who plans games for PE. The team observed several teachers providing PE to their students during the three-day visit. Their activities included a brief set of warm up exercises and games that included walking, skipping, hopping, and

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

fast walking around circles painted on the blacktop. The following chart exemplifies Physical Fitness test results for 5th graders in 2011, taken from the California Department of Education (Data Quest) website. The report displays three of six areas in which 50 percent or more 5th grade students ‘need improvement.’

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk
Aerobic Capacity	52	22	42.3	51.9	5.8
Body Composition	52	22	42.3	19.2	38.5
Abdominal Strength	52	36	69.2	30.8	N/A
Trunk Extension Strength	52	45	86.5	13.5	N/A
Upper Body Strength	52	35	67.3	32.7	N/A
Flexibility	52	26	50.0	50.0	N/A

- Parent trainings are limited and a parent group just began this year. The group’s main concentration is in planning the “fun” family night, which previously was a responsibility of teachers.
- The SQR team did not observe implementation of health education or programs for students or parents during its three-day visit; however, there is documentation in the data binder that the school offers all fourth graders the Too Good for Drugs program and fifth graders participate in puberty classes.
- CHKS data show that students that attend this school are beginning to explore alcohol and tobacco, although in small percentages at this time.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Coordinated and Integrated System of Academic and Learning Support Services <i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p> <p>Standard 5: Identifies At-Risk Students and Intervenes <i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them. Broad menu of on-site strategies, services and partnerships respond to student/family needs. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs. Students and families know what services are available. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school provides a coordinated and integrated system of academic and learning support services.</p>

Learning Without Limits rates **developing** in this standard.

Strengths:

- The team found substantial evidence that LWL has effective strategies and systems in place to identify students who are struggling and why they are struggling, to refer them to the supports that address their need(s), and to identify service gaps and seek resources to fill them.
 - The school has a data file using “dropbox” so that all teachers have access to student information. Both administration and teachers upload data onto this file for clear access and sharing of data.
 - Teachers play a strong role in looking at data (CST, benchmark, formative, etc.) and identifying students in need of academic support. They address struggling students’ needs first in the classroom (small group, before/after school tutoring). Teachers use the “center’ structure and “guided reading” program to address reading in the classroom. Teachers use this process to differentiate instruction for students.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

- The school has two reading interventions – Reading Partners tutors, who offer two sessions per week via the after school program, and Reading Tutor (three times per week, 25 minute lessons to address the needs of K-1 students) – serving a combined 90 students during the day and after school.
 - Tight system of SSTs and referrals for Special Education testing exist due to the principal’s previous experience as a Resource teacher. Before students are referred for Special Education testing, they receive interventions. Although many students are identified and tested, they are well identified, and most have SLD issues and qualify.
2. The team found substantial evidence that LWL has a strong, well-coordinated system for supporting students’ socio-emotional needs.
 - A COST team meets weekly to provide socio-emotional support.
 - Two counseling interns address needs of students either on a one-to-one basis or in small groups.
 - Baba Wain, the climate coach, works with students whose parents do not approve of more formal counseling.
 3. The discipline plan and support from climate manager Baba Wain ensure fair consequences for Latino and African American males who get referred to the office.
 - The school has a discipline belief/statement through which students reflect on their actions, consider how their actions affected others, and decide what they will need to do to avoid it happening again. The motto is, “If you break it, you fix it. If you mess it up, clean it up. If you wronged it, you right it”; furthermore, the school uses logical consequences.
 - The school has a low suspension rate. Students who need to be removed from the classroom come to the office and sometimes are placed in alternative classrooms, and recess is spent in the office.
 4. Students who participate in the after school program participate in academic, physical, and enrichment activities for further support.

Challenges:

1. The SQR team observed a disproportionate number of African American male students sent out of class to Baba Wain and Ms. Butler to address behavior concerns, especially in the afternoon.
2. The team was unclear of the management procedure by teacher within the classroom for student misbehavior and questioned if there is more that teachers can do to manage behavior problems within the classroom, especially in new teacher classrooms.
3. In its self-reflection, the school expressed a need to address the needs of students who experience violent crimes in their families with professional support systems.
4. Most parent/family needs are addressed through referral to services because the school does not have a family center or the man power resources to address them. Presently, a group of parents is forming to offer these supports.
5. Only 22 of 42 students (52%) interviewed had an answer to the support services available to them when they struggled with their learning. Their answers included raising their hands and asking their teacher. No student could voice extra supports the school offered outside of the classroom.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6: Inclusive, Welcoming, and Caring Community</p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students and parents trust staff. • Students and their families are “known” by school staff. • Procedures and practices support new students and their families to quickly feel like members of the school community. • Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community. • Staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/cultural “lines”. • Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences. 	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that students and their families experience an inclusive, welcoming, and caring community.</p>

Learning Without Limits rates **sustaining** in this standard.

Strengths:

1. The school has a group of very energetic parents who are coming together to support the school. Parents identified taking over the planning and delivery of Family Fun Nights, releasing teachers from that responsibility so that they have more time to teach. This group of parents also shared how happy they are with the school.
2. The school employs a bilingual person in the main office. Although her title is that of “clerk typist,” she supports the school with practically everything ranging from external and regular contracts, to attending and taking minutes during SSC meetings, providing first aid support to students, translating via phone and in person, making phone calls, overseeing attendance, ordering supplies and keeping track of the budget.
3. Teachers share a list of all of the activities parents can do to support the classroom. This includes both providing supply type items as well as manpower.
4. Because of the size of the school, parents and students feel welcomed and included at the school. Both parents and students shared during interviews that there is good communication between families, teachers, and the principal.
5. During the African American focus group, students shared that they feel part of the school and that they are treated fairly. They mentioned that the support that Baba Wain and Ms. Butler provides allows them guidance in making good decisions and having a second chance to repair their wrongs.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

6. During classroom observations, the SQR team observed in 16 of 24 classrooms (67%) that teachers and students demonstrated care for each other through recognition, encouragement, and efforts to build relationships across different cultural lines.

Challenges:

1. The school does not yet have a parent association. Parents are beginning to come together to support the school during school-wide events.
2. African American parents are less present during both mandated meetings (SSC) and other school activities, per a parent interview.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Learning Without Limits Academy SQR Visit: January 23 - 25, 2012

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 thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect, and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

OUSD’s approach to learning communities is rooted in the literature on Professional Learning Communities (PLCs) developed by Richard DuFour, Rebecca DuFour, and Robert Eaker. They define a PLC as “characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers’ focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each student as both the reason the school exists and the fundamental responsibility of those who work within it.”

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those that support teachers. This group of individuals is not *de facto* a learning community; however, they develop into a learning community as they collaborate, build trust, challenge one another, and support one another – in service of student learning.

This rubric enables schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
Standard 1: Collaboration <i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i>	Teachers do not collaborate.	The school staff has developed a plan for teacher collaboration and a few teachers have begun to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Some teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	The school staff regularly reflects on their approach to collaboration, and processes have been adjusted based on these reflections.

Learning Without Limits rates **refining** in this standard.

Strengths:

1. LWL is deeply committed to the power of professional development. The school uses the Du Four's Professional Learning Community model characterized by six key characteristics: shared mission-vision-values, collaborative teams, collective inquiry, **action orientation and experimentation**, continuous improvement, and results orientation. This year, the school has a special focus on key characteristic four (bolded), and the teaching / administrative / support staff have engaged in:
 - Coaching
 - Cycles of data analysis
 - Input of new content
 - Summer institutes at the end of a school year to modify their yearlong, standards-based plans; and at the beginning of the school year, once CST data is available, to further guide their practice
 - Weekly professional development sessions during the school year that carry the same threads introduced during the summer institutes
 - Staff reviews of the vision statement and analysis of how well they are aligned to that vision, followed by prioritization of three or four areas that need further attention.
2. LWL has a wide vision and practice of collaboration. Teachers, along with the principal and the literacy coach, involve themselves in grade-level collaboration, professional learning communities, observation of colleagues, demonstration of lessons to the entire staff, and coaching.
 - Grade level teams deconstruct standards and follow the cycle of inquiry in such odyssey.
 - Teaching staff reads professional books and holds group discussions.
 - Teachers exchange best practices with their site colleagues.
 - Teachers create common formative assessments and lesson plans.
 - Individualized support and coaching is offered by Literacy coach.
 - Teachers participate in data inquiry cycles in which teachers analyze their classroom data, develop targeted instructional responses, and adjust their instructional plans.
3. High leverage practices that all teachers (new and veteran) learn, practice, and support by the school include:

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- Guided Language Acquisition Design (GLAD): All teachers complete a weeklong institute, followed by two years of on-site coaching, including teacher observations with feedback from GLAD coaches.
 - Frontloading through Susana Duto: Many teachers participate in district in-service training. The literacy coach trains the rest of the staff that is new to LWL.
 - Responsive Classroom: A majority of teachers at LWL have completed a weeklong training.
 - Open Court Reading: The school focuses on the “Green Section” of OCR and Frontloading.
 - Leading for Equity: Every teacher has participated in this institute led by the National Equity Project.
 - PALS: A Phonological Awareness Literacy Screening focus in the fall determines achievement status of students and identifies and addresses gaps.
 - Teachers have a writing focus in the spring.
4. LWL teaching staff has an open classroom focus, in which they observe in each other’s classrooms and give feedback. The literacy coach also supports new teachers in a similar format.
 5. A collaboration schedule is planned utilizing input from the entire staff. This plan includes Wednesday collaboration and extended contract collaboration.
 6. LWL values and acts on collaboration by having an extended contract. This extended contract includes a three-day retreat in June and August. Teachers work in grade-level teams to write and refine their unit plans and to identify common formative assessments based on deconstructed standards. Additional meetings occur one hour per week on Tuesdays to address ELD and meet in committees and optional inquiry teams.

Challenges:

1. All grade-level teachers work at different capacities depending on experience (the school has 2-3 new teachers); new teachers are supported and coached in the systems in place at LWL.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Data Collection and Analysis</p> <p><i>A quality school ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.</i></p>	Teachers do not analyze data on students' performance or learning experiences.	The school staff has developed a plan for the analysis and use of data on students' performance and learning experiences.	Some teachers regularly analyze multiple types of data on students' performance and learning experiences.	Most teachers regularly analyze multiple types of data on students' performance and learning experiences.	The school staff regularly reflects on how they collect and analyze data, and processes have been adjusted based on these reflections.

Learning Without Limits rates **refining** in this standard.

Strengths:

1. LWL embraces data in a variety of forms, including teachers' observations, students' daily work, school-wide administration of writing and benchmark assessments, and state tests.
2. Data collected and analyzed leads the staff to consider, "What would it take for students to meet our highest expectations?" The staff engages in reflective practices regarding what has been implemented and what has worked/not worked, and subsequently adjusts their systems and practices.
3. Teachers work together in grade-level teams to determine steps to take to both remediate instruction and to accelerate learning to those students that are ready to move ahead.
4. Teachers engage in data-based inquiry cycles in which they analyze their data, develop targeted instructional responses, and reflect on the results of their instructional plans.

Challenges:

1. The school has a challenge to improve academic achievement for its Hispanic/Latino student population.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4: Professional Learning Activities</p> <p><i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	Professional learning activities are not embedded in practice, do not promote teacher leadership, and do not support teachers to evaluate and revise their classroom practices.	The school staff has developed a plan to embed professional learning activities in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices, and this has been applied to a few activities.	Some professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	Most professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	The school staff regularly reflects on their professional learning activities, and processes have been adjusted based on these reflections.

Learning Without Limits rates **sustaining** in this standard.

Strengths:

1. LWL's professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.
 - Professional learning activities are well-focused on specific areas of teacher practice, whether it is the teaching of writing, or effective strategies for struggling readers, or methods of differentiated instruction.
 - The focus on this content appears to be teacher-driven as much as it is principal-driven, and the actual activities (both formal and informal) are often led/facilitated by the teachers themselves through their grade-level collaboration, as well as through their presentations to the entire staff.
 - Teachers were consistently positive about the professional learning activities conducted by the school, expressing the view that their professional learning supported teachers to strengthen their classroom practices.

Challenges:

1. The level of implementation of professional development practices in new teachers' classroom needs continued support.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Learning Without Limits Academy SQR Visit: January 23 - 25, 2012

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. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table” — giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Shared Decision-making</p> <p><i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making. 	<p>There is strong and consistent evidence of the following:</p> <p>To ensure that decision-making is shared, the school has implemented systems to monitor the effectiveness of these practices.</p>

Learning Without Limits rates **beginning** in this standard.

Strengths:

1. The school has working SSC and ELAC committees that represent the student population.
2. The school's COST team supports and involves parents as necessary to address students' needs.
3. More African American parents are beginning to get involved in decision-making groups such as the SSC.

Challenges:

1. The school acknowledges that they do not have a parent association but are beginning a Family Leadership Group with some energetic parents.
2. Decision-making opportunities for parents are limited to the SSC and ELAC.
3. There is not a student council at the school to access student voice or to plan activities for students. Students do not get asked about decisions made at school. There are no systems for student leadership.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5: Student/Family Engagement on Student Progress</p> <p><i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school. These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. 	<p>There is strong and consistent evidence of the following:</p> <p>To ensure effective student/family engagement on student progress, the school has implemented systems to review evidence of the effectiveness of these practices.</p>

Learning Without Limits rates **developing** in this standard.

Strengths:

- Teachers hold a minimum of three parent-teacher conferences per year. During these conferences, parents hear how their students are progressing.
- Teachers hold more frequent meetings with parents of students who are not meeting standards and may be on the road to retention.
- Teachers have an open door policy and speak to parents when they come to drop off or pick up their students. Parents interviewed verified this information and shared that they know what their children are learning by the homework they receive (daily or weekly), and as a result of engaging in conversation with their children's teacher.
- There is a Spanish-speaking staff member that greets parents and guides them with their questions. Two additional African American staff are usually around the office to also support parents/students.
- Parents receive personal phone calls (by literacy coach) to address attendance.

Challenges:

- The school does not have a systematic process of informing parents how to understand CST scores, report cards, standards, etc.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6: Family Engagement on Student Learning</p> <p><i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them. These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding 	<p>There is strong and consistent evidence of the following: ...</p> <p>To ensure effective family engagement on student learning, the school has implemented systems to review evidence of these practices.</p>

Learning Without Limits rates **beginning** in this standard.

Strengths:

- The school is beginning to incorporate parents (Family Leadership Team) as part of the school. Parents are taking over Family Nights and Book Fairs. Parents interviewed shared they intend to grow into a support group for the rest of the families.

Challenges:

- The school does not provides systematic opportunities for families to understand what their children are learning; why they are learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 7: Standards of Meaningful Engagement</p> <p><i>A quality school builds effective student, family, and community partnerships by implementing standards of meaningful student and family/ community engagement, which are developed and approved by these local key stakeholders</i></p>	There is little evidence of the following:	There is some evidence of the following:	There is substantial evidence of the following:	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> The school uses standards of meaningful student, family, and community engagement to build and assess the quality of its communications, meetings, and activities. These standards are developed and approved by the school's key stakeholders. 	<p>There is strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices.</p>

Learning Without Limits rates **beginning** in this standard.

Strengths:

1. The school is mindful that a high percentage of parents speak Spanish, and the school has a Spanish-speaking person in the main office. This person also translates during ELAC and SSC meetings, both verbally and in writing.
2. The school's Parent Handbook is translated into Spanish and provides important information for families.
3. Parents are beginning to meet weekly and form a Family Leadership Group to further support other families within the school.

Challenges:

1. There is not a systematic process in place to engage parents and to provide them a variety of workshops to become advocates in their children's education.

Quality Indicator 5: Effective School Leadership & Resource Management

Learning Without Limits Academy SQR Visit: January 23 - 25, 2012

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 the leaders of a school 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.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student. Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
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Definitions

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Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 5: Effective School Leadership & Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
Standard 5: Focus on Equity <i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.</i>	The school staff is not focused on addressing historical inequities.	The school staff understands the importance of addressing historical inequities, and has developed a plan to address these inequities.	The school staff has instituted some practices designed to address historical inequities.	The school staff consistently engages in practices that interrupt historical patterns of inequity	The school staff regularly reflects on their approach to addressing inequities, and processes have been adjusted based on these reflections.

Learning Without Limits rates **sustaining** in this standard.

Strengths:

1. LWL was founded with the goal of providing equitable opportunities for traditionally underperforming groups (Hispanic/Latino, African American, English Learners, Students with Disabilities).
2. LWL has established a practice of collecting and analyzing data on the performances of different student sub-groups as part of its efforts to lead improvement.
3. Differentiation and academic support inside and outside the classroom support the needs of all students.
4. PLC collaboration allows teachers to address the needs of students and to read professional articles that help their instruction.
5. The use of Reflection and Progressive Discipline allow students to have “fair and firm” expectations and more time in the classroom.
6. The school employs two STIP substitutes to release teachers for peer observations and to provide extra reading intervention supports to identified students not meeting proficiency with classroom interventions.

Challenges:

1. Although student learning is differentiated in the classroom, there is no system in place to address the needs of GATE/Advanced students.
2. There continues to be a gap in the academic achievement of the Hispanic/Latino subgroup.
3. The Special Education teacher does not have a classroom at the LWL campus; instead, the RSP teacher comes and pick up students and takes them to the Global Family campus for services, although the majority of students served are from LWL.

Quality Indicator 5: Effective School Leadership & Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 6a and 9: Accountability for Student and Staff Outcomes</p> <p><i>A quality school has leadership that: 6) guides and supports the development of quality instruction across the school to ensure student learning; 9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>The school staff has not developed student and staff outcomes, nor a system to monitor progress, and individuals do not assume mutual accountability.</p>	<p>The school staff has developed student and staff outcomes and a system to monitor progress, but they are utilized sporadically, and most individuals do not assume accountability.</p>	<p>The school staff has developed student and staff outcomes, monitor their progress occasionally, and have developed systems to foster a sense of mutual accountability.</p>	<p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>	<p>The school staff regularly reflects on their approach to accountability, and processes have been adjusted based on these reflections.</p>

Learning Without Limits rates **sustaining** in this standard.

Strengths:

1. The LWL school staff have developed broad student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability. Teachers feel responsible for their students and provide two hours of tutoring three times per week above the interventions inside of the classroom.
2. The school employs a literacy coach who works with staff, especially new teachers, in improving teaching and learning, facilitating professional development, and leading along with the principal during PLC time.
3. Summer school and after school programs are in place as an accountability measure to improve student achievement. LWL staff maintain records and assess students throughout the year to determine exact areas to address.
4. Two STIP subs are in place to allow teachers to observe each other's classrooms and engage in continuous conversations about student outcomes.

Challenges:

1. New teachers need continuous support while they acquire enough technique to maintain orderly classrooms and to improve their skills as teachers.

Quality Indicator 5: Effective School Leadership & Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6b:</p> <p>Professional Learning</p> <p><i>A quality school has leadership that guides and supports the development of quality instruction across the school.</i></p>	<p>The school staff is not committed to ongoing professional learning.</p>	<p>The school staff understands that professional learning is important and they are developing a culture to enhance commitment to professional learning.</p>	<p>Some members of the school staff are committed to ongoing professional learning and the school culture is supportive of professional learning.</p>	<p>Most members of the school staff are committed to ongoing professional learning.</p>	<p>The school staff regularly reflects on their approach to professional learning, and processes have been adjusted based on these reflections.</p>

Learning Without Limits rates **sustaining** in this standard.

Strengths:

1. The school employs a literacy coach to support new teachers and to oversee professional development and PLC collaboration.
2. The school has a strong culture of Professional Learning. Teachers engage in Professional Readings, learning from each other, visiting each other's classrooms, defragmenting standards as grade-level groups, etc.
3. Staff provides the principal with feedback to develop collaboration and a professional development calendar.
4. The LWL principal and staff engage in cycles of inquiry and reflection to continue to refine instruction at the school.

Challenges:

1. Systematic induction of new teacher support group to celebrate accomplishments and voice challenges.

Quality Indicator 5: Effective School Leadership & Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 1, 2, 3, 11: Shared Responsibility</p> <p><i>A quality school has leadership that</i></p> <p><i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i></p> <p><i>2) shares school improvement and decision-making with students and their families;</i></p> <p><i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i></p> <p><i>11) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i></p>	<p>We believe that every member of a school community is responsible for the education of the students that it serves. Students, families, and other community members join with the school staff to design, develop, and support strategies that are in the best interest of every student.</p>				
	<p>Staff, students and families participate only in mandated decision-making bodies (e.g., School Site Council, English Language Advisory Council), and that participation is primarily “signing off” on the plans of school leaders.</p>	<p>Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made. They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.</p>	<p>Staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made. Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies which build the capacity of staff, students, families, and community to assume leadership roles.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</p> <p>To ensure shared responsibility, the school has implemented systems to monitor the effectiveness of these practices.</p>

Learning Without Limits rates **developing** in this standard.

Strengths:

1. LWL was created following a strong vision. This vision is used to address every aspect of the school, including staff hiring, equitable classroom creation, and programmatic and other decision-making.
2. LWL has working SSC and ELAC groups in place to approve categorical budgets and to provide feedback to the principal and teacher leaders.
3. Teacher leaders are consulted both about school-wide decisions and instructional practices. Teachers play a strong role in keeping the school vision alive.

Quality Indicator 5: Effective School Leadership & Resource Management

Challenges:

1. Parent decision-making is limited to SSC and ELAC groups.
2. The school is just beginning a Parent Leadership Group. Presently their involvement is limited to taking over the planning and implementation of Family Nights and Book Fairs. They have a good chance of becoming true leaders and partners in the education of their children.

Learning Without Limits College Preparatory Elementary Summary of Rubric Ratings

Quality Indicator	Focus Standard	Focus Standard	Rubric Placement	Undeveloped	Beginning	Developing	Sustaining	Refining
1	1.1	1.1 Meaningful & Challenging Curriculum	Developing			<input checked="" type="checkbox"/>		
1	1.2	1.2 Safe & Nurturing Learning Experiences	Sustaining				<input checked="" type="checkbox"/>	
1	1.4	1.4 Active & Different Ways of Learning	Developing			<input checked="" type="checkbox"/>		
1	1.7	1.7 Students Know What They are Learning, Why, and How it can be Applied	Developing			<input checked="" type="checkbox"/>		
1	1.8	1.8 Academic Intervention & Enrichment Supports	Sustaining				<input checked="" type="checkbox"/>	
1	1.10	1.10 Equitable Access to Curriculum	Sustaining				<input checked="" type="checkbox"/>	
1	1.11	1.11 College-going Culture & Resources	Developing			<input checked="" type="checkbox"/>		
2	2.1	2.1 Safe & Healthy Center of Community	Sustaining				<input checked="" type="checkbox"/>	
2	2.2	2.2 Coordinated & Integrated System of Academic & Learning Support Services	Developing			<input checked="" type="checkbox"/>		
2	2.5	2.5 Identifies At-Risk Students & Intervenes	Developing			<input checked="" type="checkbox"/>		
2	2.6	2.6 Inclusive, Welcoming & Caring Community	Sustaining				<input checked="" type="checkbox"/>	
3	3.1	3.1 Collaboration	Refining					<input checked="" type="checkbox"/>
3	3.2	3.2 Data Collection & Analysis	Refining					<input checked="" type="checkbox"/>
3	3.4	3.4 Professional Learning Activities	Sustaining				<input checked="" type="checkbox"/>	
4	4.2	4.2 Shared Decision-making	Beginning		<input checked="" type="checkbox"/>			
4	4.5	4.5 Student/Family Engagement on Student Progress	Developing			<input checked="" type="checkbox"/>		
4	4.6	4.6 Family Engagement on Student Learning	Beginning		<input checked="" type="checkbox"/>			
4	4.7	4.7 Standards of Meaningful Engagement	Beginning		<input checked="" type="checkbox"/>			
5	5.1, 5.2, 5.3, & 5.11	5.1, 5.2, 5.3, & 5.11 Shared Responsibility	Developing			<input checked="" type="checkbox"/>		
5	5.5	5.5 Focus on Equity	Sustaining				<input checked="" type="checkbox"/>	
5	5.6a & 5.9	5.6a & 5.9 Accountability for Student & Staff Outcomes	Sustaining				<input checked="" type="checkbox"/>	
5	5.6b	5.6b Professional Learning	Sustaining				<input checked="" type="checkbox"/>	

Learning Without Limits College Preparatory Elementary Data Profile

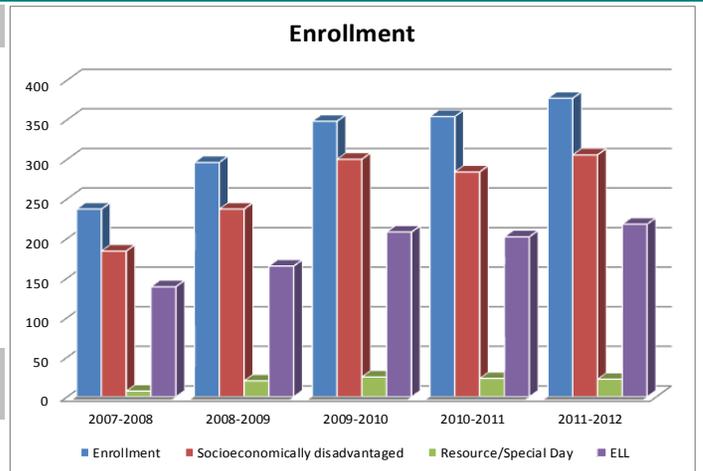
Name of School:	Learning Without Limits Elementary	Name of School Leader:	Leo Fuchs	PI (Program Improvement) Status:	In PI	Year in PI	Year 1	Site Code	113
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Live-Go Data

# Live in Neighborhood	# Live-Go w/in School	% Live-Go w/in School	# Live No-Go	% Neighborhood Live No-Go	# No Live Go	% School Live-Go	% school No Live-Go
1201	218	18.2%	983	81.8%	134	61.6%	37.9%

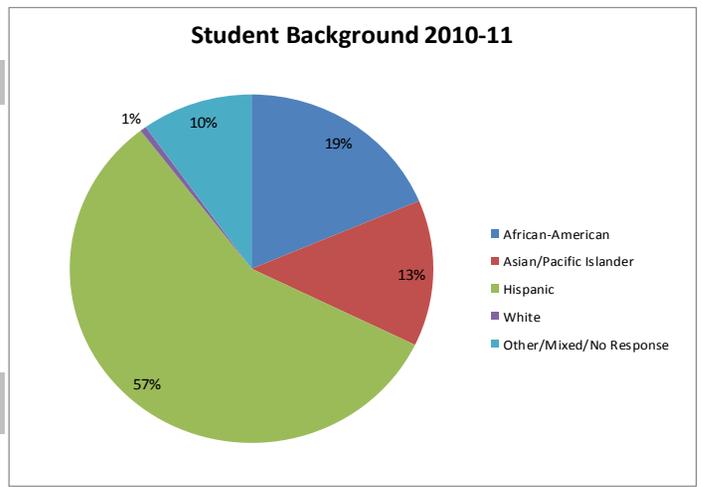
Enrollment, Attendance, Background, & Discipline in School

Enrollment	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total	237	296	348	354	377
Total Kindergarteners	57	64	52	60	68
Total 1st Graders	57	57	64	58	68
Total 2nd Graders	65	59	57	60	54
Total 3rd Graders	58	57	62	56	63
Total 4th Graders	0	59	57	64	65
Total 5th Graders	0	0	56	56	59



Attendance & Absence Rates	Truancy Rate (09-10 - # of students w/unexcused absence or tardy on 3 or more days)	Attended > 95% school days (10-11)	ADA	Chronic Absence (>10% of academic year) Rate 10-11
School	32.2%	63.0%	95.0%	12.0%
Region	N/A	71.0%	N/A	11.0%
District	27.3%	71.0%	N/A	11.0%

Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 (projected)
Socioeconomically disadvantaged	184	237	300	284	305
% of total enrolled	77.6%	80.1%	86.2%	80.2%	81%
ELL	139	165	208	202	218
% of total enrolled	58.6%	55.7%	59.8%	57.1%	58%
Resource/Special Day	7	20	25	23	22
% of total enrolled	3.0%	6.8%	7.2%	6.5%	6%



Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
African-American	66	19%	African-American	2	50.0%
Asian/Pacific Islander	48	14%	Asian/Pacific Islander		
Hispanic	203	57%	Hispanic	2	50.0%
White	2	1%	White		
Other/Mixed/No Response	35	10%	Other/Mixed/No Response		

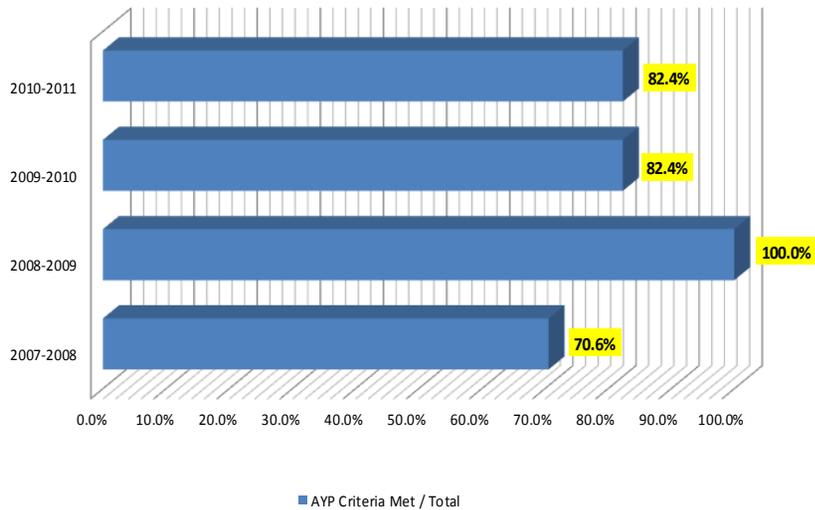
Learning Without Limits College Preparatory Elementary Data Profile

Overall School Academic Data

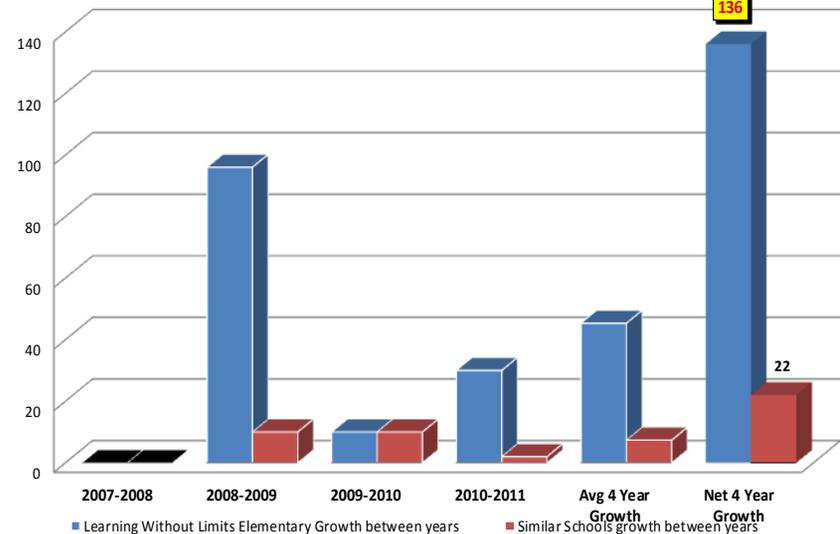
AYP	2007-2008	2008-2009	2009-2010	2010-2011		
AYP Met?	No	Yes	No	No		
AYP Criteria Met / Total	70.6%	100.0%	82.4%	82.4%		
API	2007-2008	2008-2009	2009-2010	2010-2011	Avg 4 Year Growth	Net 4 Year Growth
Growth API	614	718	728	758		
Learning Without Limits Elementary Growth between years	-	96	10	30	45.33333333	136
Growth Target Met?	-	Yes	Yes*	Yes		
Similar Schools Growth API	N/A	757	765	774		
Similar Schools growth between years	N/A	10	10	2	7.3	22

* Met School-wide target, not subgroups

AYP Criteria Met / Total



Learning Without Limits vs. Similar Schools API Growth between Years



Learning Without Limits College Preparatory Elementary Data Profile

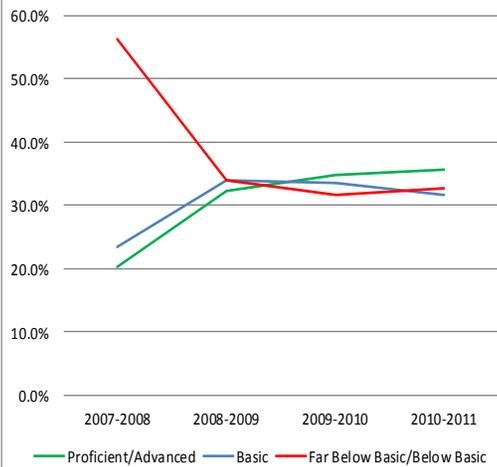
CST ELA

	2007-2008	2008-2009	2009-2010	2010-2011	4 Yr Average	4 Yr Net Growth
Proficient/Advanced	20.2%	32.2%	34.9%	35.7%	30.7%	15.5%
Basic	23.5%	33.9%	33.6%	31.5%	30.6%	8.0%
Far Below Basic/Below Basic	56.3%	33.9%	31.5%	32.8%	38.6%	-23.5%

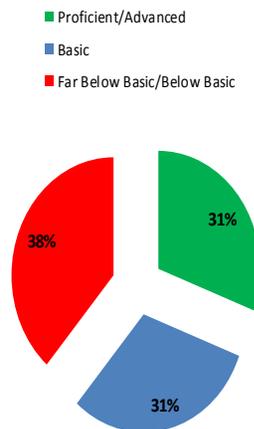
CST Math

	2007-2008	2008-2009	2009-2010	2010-2011	4 Yr Average	4 Yr Net Growth
Proficient/Advanced	42.7%	49.4%	58.1%	55.3%	51.4%	12.6%
Basic	18.8%	26.7%	19.9%	18.4%	21.0%	-0.4%
Far Below Basic/Below Basic	38.5%	23.9%	22.0%	26.2%	27.6%	-12.2%

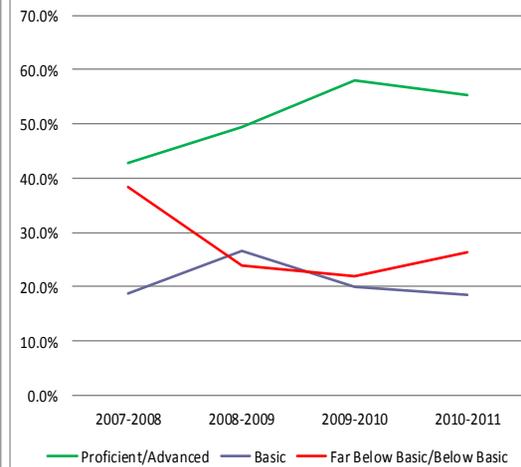
ELA CST 4 Year Data



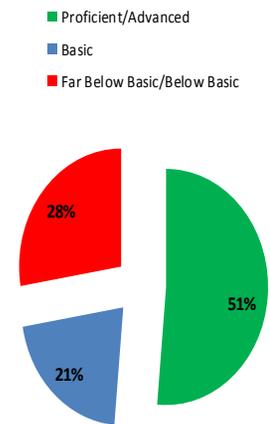
ELA CST 4 Year Average



Math CST 4 Year Data



Math CST 4 Year Average

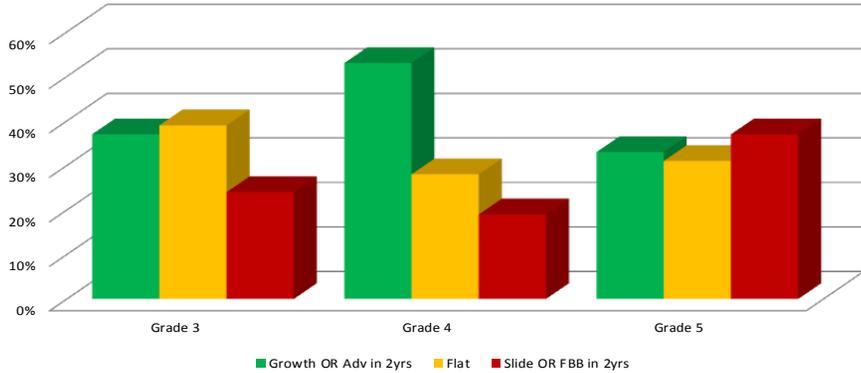


Learning Without Limits College Preparatory Elementary Data Profile

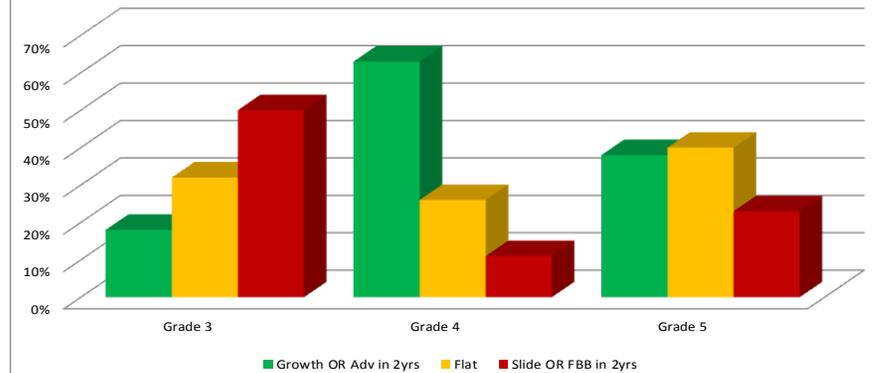
2 Yr Cohort Academic Data

Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Student remained at the same performance level in both years, not including FBB and Adv	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years
Learning Without Limits 2 Yr Cohort Data 09-10 to 10-11	# Students	% Growth	% Flat	% Slide	
	155	40.6%	32.3%	27.1%	

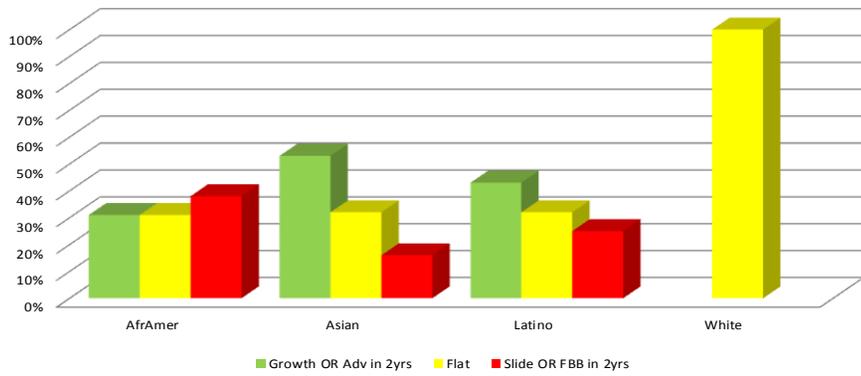
Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



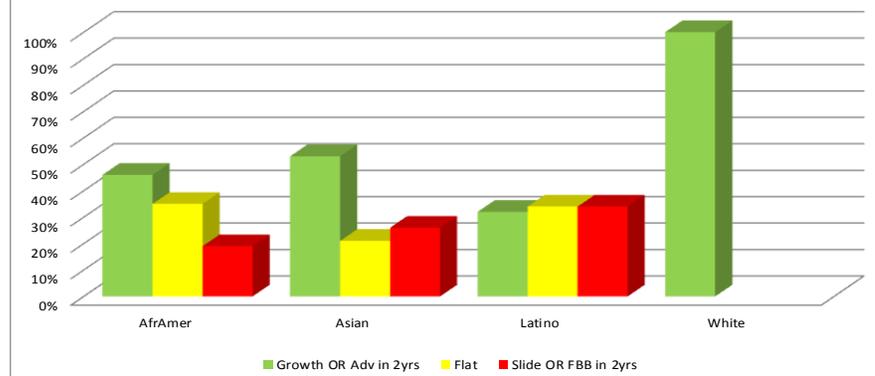
ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



Learning Without Limits College Preparatory Elementary Data Profile

CST Math

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	66.7%	33.3%				48
Proficient	29.1%	45.5%	16.4%	9.1%		55
Basic	16.7%	12.5%	41.7%	20.8%	8.3%	24
Below Basic		4.0%	20.0%	64.0%	12.0%	25
Far Below Basic				80.0%	20.0%	5

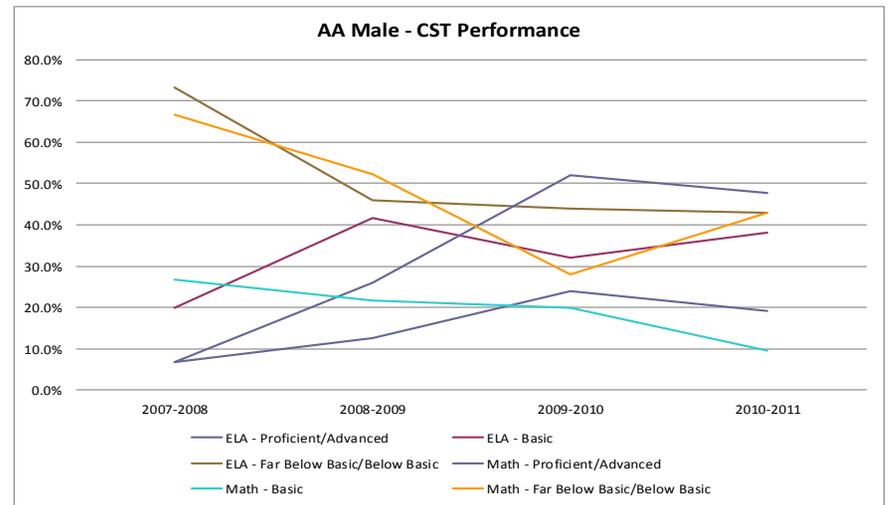
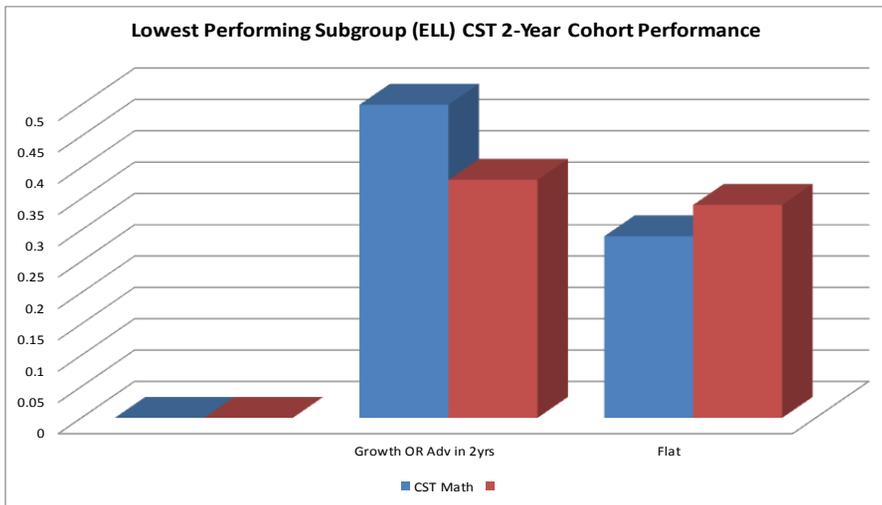
ELA

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	63.2%	26.3%	5.3%		5.3%	19
Proficient	30.6%	36.1%	27.8%	5.6%		36
Basic	3.6%	30.4%	44.6%	17.9%	3.6%	56
Below Basic		3.3%	36.7%	40.0%	20.0%	30
Far Below Basic			7.1%	57.1%	35.7%	14

Learning Without Limits College Preparatory Elementary Data Profile

Lowest Performing Subgroup - Latino Students							
	School	Latino		CST Math		CST ELA	
				Math Latino Female	Math Latino Male	ELA Latino Female	ELA Latino Male
2010 Growth API	728	721					
2011 Growth API	758	727	Growth OR Adv in 2yrs	50.0%	38.0%	24.0%	37.0%
2010 API Change	10	-4	Flat	29.0%	34.0%	41.0%	29.0%
2011 API Change	30	6	Slide OR FBB in 2yrs	21.0%	28.0%	35.0%	33.0%
Total Students				34	53	34	51

African-American Male CST Data							
	2007-2008	2008-2009	2009-2010	2010-2011	4 Yr Average	4 Yr Net Growth	
ELA - Proficient/Advanced	6.7%	12.5%	24.0%	19.0%	15.6%	12.4%	
ELA - Basic	20.0%	41.7%	32.0%	38.1%	32.9%	18.1%	
ELA - Far Below Basic/Below Basic	73.3%	45.8%	44.0%	42.9%	51.5%	-30.5%	
Math - Proficient/Advanced	6.7%	26.1%	52.0%	47.6%	33.1%	41.0%	
Math - Basic	26.7%	21.7%	20.0%	9.5%	19.5%	-17.1%	
Math - Far Below Basic/Below Basic	66.7%	52.2%	28.0%	42.9%	47.4%	-23.8%	





**LEARNING WITHOUT LIMITS
COLLEGE PREPARATORY ELEMENTARY
SCHOOL QUALITY REVIEW**

School Self-Reflection
January 17, 2012

1 What are 3 things that are distinctive about your school?

In surveys completed by teachers, a number of themes emerged. I have tried to compact these into three categories:

Relationships

Culture of family and focus on students

Collaboration

Relationships

At LWL, establishing quality relationships among students, between students and teachers and among staff is an essential component of our theory of action and we have had some success at developing a culture in which high quality relationships flourish. Here are some teacher quotes that reflect this: "I am also very proud of the way that all staff interacts with students. Students feel cared for, and respected by all the adults in the building." "I love the sense of collaboration between parents, teachers and students. It is a real family here." "The climate of our school is great...Students treat each other with respect." "I am proud of the relationships I, and all of us, have formed with students. There is a true sense of community here." "I am proud that every staff member cares about every student and shows this during every student interaction."

Focus on Student Progress

We are very systematic about tracking student progress and work hard to understand exactly what each student needs in order to grow to the next level. This shows up in our data tracking systems, our goal setting and in our collaborative conversations. One teacher said it this way: "I think we have stayed true to our vision since inception, in terms of being very intentional and strategic about working to close the achievement gap, meet our students where they are..."

Collaboration

Every teacher at LWL participates in extended professional development time, the majority of which consists of collaboration time in which teachers meet in grade-level teams to look closely at student work in the form of the results of common formative assessments, make sense of those assessments and plan next steps for instruction based on the results of the assessments.

Teacher Leadership

As the principal, I would add something that was not mentioned in any of the teacher survey responses: teacher leadership stands out as one of the things that make our school special. We have so many teachers taking responsibility for important components of our school. We have teachers leading our math professional development, teachers taking the lead on science, various teachers taking responsibility for events at the school including our winter celebration and family movie night, professional development on goal setting with students, implementation of Accelerated Reader, and the list goes on. More important than these, every teacher at LWL is a leader according to the National Equity Project's definition of a leader, that is they take responsibility for what matters to them. They are constantly analyzing their practice and striving to do more and better on behalf of students with tremendous commitment and generosity of spirit.

Learning Without Limits College Preparatory Elementary Self-Reflection

2 How effective is your school overall?					
Evaluation: Excellent	4	3	2	1	Unsatisfactory
	x				
<p>How do you know We use many kinds of data – CST, district benchmark, DRA, BPST, Dibels. We also go through an inquiry cycle each year where we evaluate where we are relative to our vision and choose areas to focus on.</p> <p>What are its notable strengths? -We have significantly increased the percentage of students proficient in English Language Arts and Math on the CST and we have decreased the percentage of students scoring Far Below and Below Basic. We have also decreased the achievement gap between African American students and the rest of the school population.</p> <p>-We have created a school where all students feel a sense of significance and belonging most of the time.</p> <p>-We have a 95% teacher retention rate.</p> <p>-We have clear PD that all teachers participate in – GLAD, Responsive Classroom, and Leading For Equity- while a teacher at LWL. (Teachers rotate through LFE over the course of years, so not all have participated.)</p> <p>What are the main priorities for improvement? We have not had as much success with raising the achievement of English Learners as we expect and we are evaluating what next steps to take to support ELs better.</p>					

3 How well is the school regarded by its students and parents?					
Evaluation: Excellent	4	3	2	1	Unsatisfactory
	x				
<p>How do you know? They tell us. They come to events. They come back to visit. They ask if we are going to expand to middle school so they can stay longer. We do not formally survey parents or students regularly, though we are interested in models other elementary schools use for doing so. In the past, Use Your Voice Survey results gave us some of this information.</p> <p>What do (a) students and (b) parents most like about the school? Students like that it feels safe, that teachers care, that the other students are nice. Parents like that it is safe.</p> <p>What do they feel needs improvement, and what action is being taken?</p>					

Learning Without Limits College Preparatory Elementary Self-Reflection

Students don't voice it directly, but in the new building, the bathroom has required some thought to ensure students feel safe, especially during recess. We have tried a number of things. Most recently we have kept the outside doors to the bathroom open during recess, allowing for privacy but not without oversight. We are still working on this and discuss it at our weekly yard supervision meetings involving all personnel who monitor the yard and led by the principal. Another area we do hear about is food. We have made some limited progress thanks to food services - the addition of a salad bar, the use of fresh food in the cafeteria on occasion, the distribution of fresh fruits and vegetables through the vegetable of the month program

4 How well do students achieve academically?

	4	3	2	1	
Evaluation: Excellent		x			Unsatisfactory
How do you know?					

4a. See data chart showing progress on the CST over time. Also, see the sample data tracking sheet showing all the school-wide assessments. We use this sheet at data conferences between the principal and teacher.

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

While we have invested the most energy in ELA, and have seen significant growth (12% of students proficient before the school started to 38% in June 2010) we still are a long way from where we would like to be, so we continue to invest significant professional development resources in growth in ELA. In math, we have grown to 55% of students proficient and this also is not sufficient. We continue to work on it but ELA is our main focus. We follow the FOSS curriculum in science and students and teachers both love that curriculum.

In terms of grade-levels, we see a regular dip at the 3rd grade-level as do so many Oakland schools. At the same time, we have noticed that students who start 2nd grade at beginning of 2nd grade reading level tend to end 2nd grade and 3rd grade at their respective end of grade reading levels. We have begun shifting focus from % of students proficient on district benchmarks to % of students at appropriate grade-level reading levels.

It is also important to note that our current 4th grade class has struggled each year. We have not solved this riddle despite significant resource investment - focal student focus in 2010-11 with support from the National Equity Project, provision of reading tutoring through Reading Partners for all 3rd graders in 2010-11 who scored Below Basic on the midyear benchmark assessment. One contributing factor to this group's continued struggle is that many students in this cohort participated in a Spanish Language Arts program in kindergarten and lingering gaps may be present for many of these students. We do not think, though, that that is the whole story.

Learning Without Limits College Preparatory Elementary Self-Reflection

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

5 How effective is the quality of the curriculum & instruction?

	4	3	2	1	
Evaluation: Excellent		x			Unsatisfactory
How do you know?					

We gain information about the effectiveness of our curriculum and instruction by taking note of the results for students - common formative assessments, DRA, dibels, bpst, district benchmarks, etc. , and through regular observations of instruction.

Which are the strongest features of teaching and learning, and why?

Our ELA curriculum is based on the Aspire model for balanced literacy. We use OCR for phonics instruction. This has been given much attention and we continue to develop it. All teachers have been trained in the use of GLAD strategies to support ELLs and all students. For math teachers use the EnVision curriculum and Si Swun strategies.

What aspects of teaching and learning most need improvement, and what action is being taken?

While we have invested significant energy in our ELA, math and ELD curricula, we feel we have more work to do to address the needs, particularly of our ELLs. As you can see from the data, all subgroups have made progress since we started, and yet ELs and African American students in particular still have less than 40% proficient. We believe that further development of our strategies that develop students' oral language skills is necessary.

6 How effective is the system of assessment of student learning?

	4	3	2	1	
Evaluation: Excellent		x			Unsatisfactory
How do you know?					

Please see the data tracking sheet that each teacher has. This is in a dropbox file so that it can be accessed in real time once it is updated by the teacher. The data tracking sheet shows all of the assessments used by all teachers that are monitored by administration. Note also that each teacher has a separate sheet that is used to monitor assessment students who have been identified as needing intervention support. These sheets do not show the common formative assessments that teachers develop during paid collaborative time. Please also note the “tick sheets” for communicating goals to students and the DRA lesson plans showing DRA related learning targets by group of students.

What are the strongest features of assessment?

The data tracking system allows us track student progress on a variety of assessments.

What aspects need improvement, and what action is being taken?

We have not been as successful at using the intervention data tracking sheets as anticipated, so we will work on this. In addition, an important strand of our current professional development plan is

Learning Without Limits College Preparatory Elementary Self-Reflection

devoted to translating standards into learning targets that we communicate to students and for which we monitor progress.

7 Identify at least one student group on which you have a strategic focus. How effective is the school right now in diagnosing and addressing the learning needs of this group?

	4	3	2	1	
Evaluation: Excellent		x			

How do you know?

Students scoring at Adept level 3r and 3e. The adept is a test of oral language development that we use for all students. Many ELs who test at this level also score at the intermediate level on the CELDT. This group also includes many African American students who score at this level on the Adept and are 'Standard English Learners.' We have seen progress in moving these groups out of FBB and BB on the CST, but we have not moved them all out and we certainly have not moved them all or even nearly all into scoring P/A.

Which are the school's strongest features, and why?

We have implemented a number of strategies: 1) GLAD strategies across the school, 2) and ELD block that serves the oral language development needs of all students taking its point of departure from the Adept assessment, 3) integration of Dutro's frontloading strategies across curricular areas.

What most needs improvement, and what action is being taken?

Our ELD block is not yet systematically monitored for what is working and what is not. We need to get more sophisticated about looking at data on our students' progress with oral language development.

8 How effective are the strategies and services that you have put in place to support the physical, emotional, and social needs of your diverse students?

	4	3	2	1	
Evaluation: Excellent		x			

How do you know?

We have in place two counseling interns supervised by a counseling supervisor, a functioning COST and SST structure and a culture of strong relationships among adults, among children and between adults and children. We do not yet have quick answers to every problem and often find ourselves coping when we cannot meet students' needs as well as we would like. For example, one child lost his father to gun violence during the Thanksgiving holiday. As a school we have rallied around the student, but we have not been able to provide counseling because we have not been successful at getting a signature from a guardian.

What are the strongest features of support structures for a diverse student population?

See above

Learning Without Limits College Preparatory Elementary Self-Reflection

What aspects need improvement, and what action is being taken?
See above

9 How effective are the professional development opportunities provided to teachers?

	4	3	2	1	
Evaluation: Excellent		x			Unsatisfactory

How do you know?

Which are the strongest features of professional development, and why?

What aspects of teaching and learning most need improvement, and what action is being taken?

Please see the above description of curriculum and instruction and discussions of results above. Our professional development is directly tied to our curriculum instruction. One additional note is that all teachers participate in Responsive Classroom Training and most teachers have rotated through the Leading for Equity training. This is in addition to the GLAD training and Pals balanced literacy training referenced above that all teachers participate in. This consistent PD supports consistent practices with regard to strong classroom and school-wide sense of community, shared conceptions of working toward equity, shared strategies for instruction. Most teachers have participated in OCR training, and EnVision training.

All teachers also participate in a three day end of year retreat in June and a three day retreat in August prior to the professional development days that are part of the district calendar. Our consistent professional development that is school designed or selected and often led internally and specific to our context is and extremely important part of our ability to serve students well.

10 How effective is the leadership and management of the school?

	4	3	2	1	
Evaluation: Excellent		x			Unsatisfactory

How do you know?

Each year at mid-year, teachers complete an evaluation of the principal.

Which are the strongest features of leadership and management, and why?

According to teachers, the principal is very good at including people in decisions that affect them and leads with a strong ideas and beliefs about schooling, and is a strong advocate for the school within the district.

What aspects of leadership and management most need improvement, and what action is being taken?

According to teachers, the principal's relative weaknesses are flexibility and situational awareness.

Learning Without Limits College Preparatory Elementary Self-Reflection

11 How effectively does the school meaningfully engage with parents & students?					
	4	3	2	1	
Evaluation: Excellent			x		Unsatisfactory
How do you know?					
Which are the strongest features, and why?					
What most needs improvement, and what action is being taken?					
<p>We have large turnout for events, and for major decision-making meetings. We have the required functioning bodies. We are working on developing a team of family leaders that take responsibility for events and solicit the opinions of parents that represent each classroom.</p>					

12 What are the school's future plans?
<p>Discuss the key challenges or risks that you see for your school going forward. Describe what you are doing or plan to do to address each of the major challenges that you have identified. If applicable: Describe any recent major revisions to your school plan and rationale.</p>
<p>We see it as a major challenge that four autonomies we need have been eroding. We believe we need to make decisions at the school site level about 1) staffing, 2) budgeting (allocating funds, determining positions and have maximum possible dollars allocated at the site level), 3) curriculum and instruction and 4) calendar and schedule.</p>
<p>We continue to work to address the areas identified throughout this document in the ways identified in each of the sections of this reflection.</p>

Please provide a brief description of the steps you took to complete this SQR Self-Reflection.
<p>To complete the reflection, teachers were surveyed. Parents' thoughts were gathered informally. The principal synthesized the input and used the information in this report.</p>