

## Local Educational Agency Level Assurances

### Required Assurances:

- ✓ Establish a well-defined district vision with goals and objectives for student achievement (including the belief that all students can read at grade level if adequately taught)
- ✓ Require, in Year 1, or the first year the teachers work at a Reading First school site, participation of all teachers (K-3 and K-12 special education) in either California Professional Development Institutes – Reading (CPDI) or in State approved AB 466 provider and curriculum which may be the LEA (with LEA responsible for 80 hours of practicum).
- ✓ Require in Year 1, or the first year the principals work at a Reading First school site, participation of all principals (K-3 elementary schools) in either California Professional Development Institutes – Reading (CPDI) for principals or in State approved AB 75 provider of Module 1 curriculum that may be the LEA.
- ✓ Provide ongoing training/follow-up sessions for K-3 and special education teachers, coaches, coordinators, and principals, with technical assistance from the Technical Assistance Centers as requested by LEA.
- ✓ Adopt and fully implement the district's State adopted K-3 instructional reading/language arts program for K-3 teachers and special education teachers, and the 4-8 intervention programs for special education teachers.
- ✓ Assure the adopted reading/language arts program will be fully implemented and the daily instructional time protected from disruptions for a minimum of 2.5 hours for Grades 1-3 and 1 hour for Kindergarten.
- ✓ Use and support only supplemental materials, technology programs, or staff development programs that support the scientific research-based, adopted reading/language arts instructional program.
- ✓ Develop and implement an assessment plan for all Reading First schools based on valid and reliable instructional assessments from the recommended list.

- ✓ Assure that all school sites will support regular, collaborative, grade-level teacher meetings to discuss use of the instructional program, student results on the selected assessments, and receive additional training.
- ✓ Develop and conduct an internal evaluation on the effectiveness of its Reading First program.
- ✓ Make regular site visits to monitor the level of implementation of the adopted reading instructional program and adherence to the purposes of its Reading First Program.
- ✓ Assure the C&I administrators and Title I administrators reinforce established district policy guiding the consistent implementation of the adopted instructional reading program, including instructional time, use of scientific research-based instructional strategies, and use of selected assessments.
- ✓ Assure the LEA's Reading First Program and all other district and site level Language Acquisition, Title I, School Improvement, and Special Education Programs are coordinated.
- ✓ Assure the LEA's Reading Excellence Act schools also funded a Reading First Schools (meeting all program requirements for both programs) will use funding from their Reading First programs to expand and strengthen their reading program (if applicable).
- ✓ Assure that private schools have been contacted regarding the LEA's Reading First Program, and if appropriate, services will be coordinated in compliance with Section 9501 of the No Child Left Behind Act,

**Optional Assurances:**

- ✓ Use funding to hire reading coaches (1:30 teachers) and/or content experts (1:20 coaches).
- ✓ Assign an appropriate administrative credential staff member (with school administration experience and reading/language arts knowledge) to serve as the Coach Coordinator (this is optional if the district's plan does not include reading coaches; if the plan includes multiple coaches, then this position is required).
- ✓ Provide coaches with sufficient professional development and support for increasing knowledge and experience.
- ✓ Support full access of coaches in all classrooms (if this option is taken).