OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
           Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
           Vernon Hal, Deputy Superintendent Business & Operations
           Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Manzanita SEED Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs
  ➢   Economic Impact Aid/School Compensatory Education
  ➢   Economic Impact Aid/Limited English Proficient
  ➢   Quality Education Improvement Act (QEIA)
  ➢   School Improvement Grant (SIG)

Federal Programs
  ➢   Title I, Part A

Recommendation:
The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Manzanita SEED Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Manzanita SEED

0110247

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

__VISION__: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

__MISSION__: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

__GOAL AREAS__:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE
CONTEXT

Manzanita SEED opened in 2005 as one of two elementary schools created through the community-driven redesign of the Manzanita Elementary Campus. SEED is K-5 elementary school with ~300 students, and serves a diverse community of families: ~70% qualify for free and reduced lunch, ~50% are Latino, ~10% Asian, 15% African-American, 15% Mixed Race/other, and 10% Caucasian. About half of the students begin school speaking little to no English. After English, Spanish is the primary home language. Other languages spoken in the home include Cantonese, Vietnamese, Mien, Khmer, and Arabic. At SEED, we believe the diversity of our student population is a strength to be shared. Our dual language immersion program and inclusion-based special education programs are a testament to this philosophy. SEED is an Expeditionary Learning School with a focus on language, culture, and family-school integration. Expeditionary Learning is a national school reform model that emphasizes learning academic skills and developing strong character through rigorous, engaging, and relevant content. Reading and writing are taught across the curriculum, and embedded in the study of social studies and science content standards. Arts are also integrated though out the curriculum, and both the process and product of student learning are showcased at bi-annual Expositions of Student Work. SEED became a California Title I Distinguished School in 2010 and received a National Title I Distinguished School Award for making more progress than any other school in the state of California in closing the achievement gap.

VISION

Manzanita SEED's vision is for all of our students to be: - Academically Proficient: At or above grade level in all subject areas - Bilingual and Bi-literate: Able to speak, read, and write in at least two languages (English and Spanish) - Culturally Competent: Aware of one's own culture

and ability to effectively interact with people across cultures

<p style="text-align:center; color:green;">**Accountable for Quality: Ensuring Thriving Students and Healthy Communities**</p>
<p style="text-align:center; color:orange;">**Strategic Priority: The Accountability Plan**</p>

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

<h3 style="color:green;">The School Accountability Plan</h3>

School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - The SSC will facilitate a State of the School Meeting for the greater community meeting in the Spring to present families and staff updates on progress towards the indicators of progress listed in the site plan, and solicit input on how to improve progress. Administrative Check-in Meetings - The principal will meet with the after-school program coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to the enrollment, program, or strategies implemented to improve progress. - The principal will meet with the family coordinator, administrative assistant and bilingual attendance clerk monthly to monitor progress in Family Engagement. The team will look at surveys, event attendance data, and other indicators of success and make adjustments to strategies and/or support provided in order to improve progress. Benchmark Data - Classroom teachers will review benchmark data in ELA, Math, and/or Spanish Reading 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal or in a faculty planning session. - Benchmark data in ELA, Math, and Spanish will also be presented at the weekly community meeting, displayed in the office, sent home to families, and shared in the SSC meetings following each administration.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.
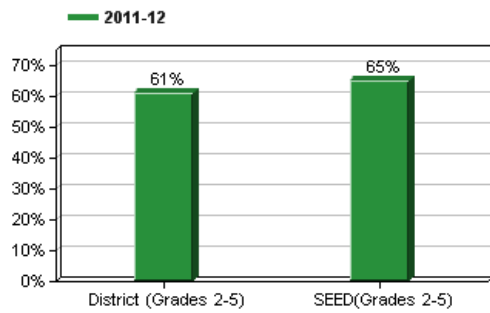
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
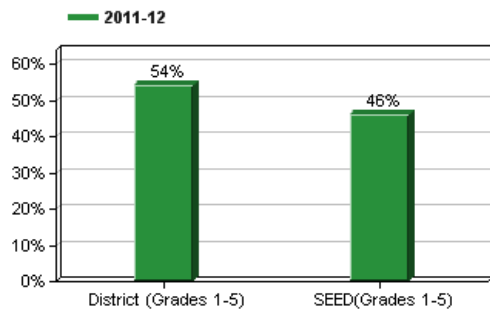- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark
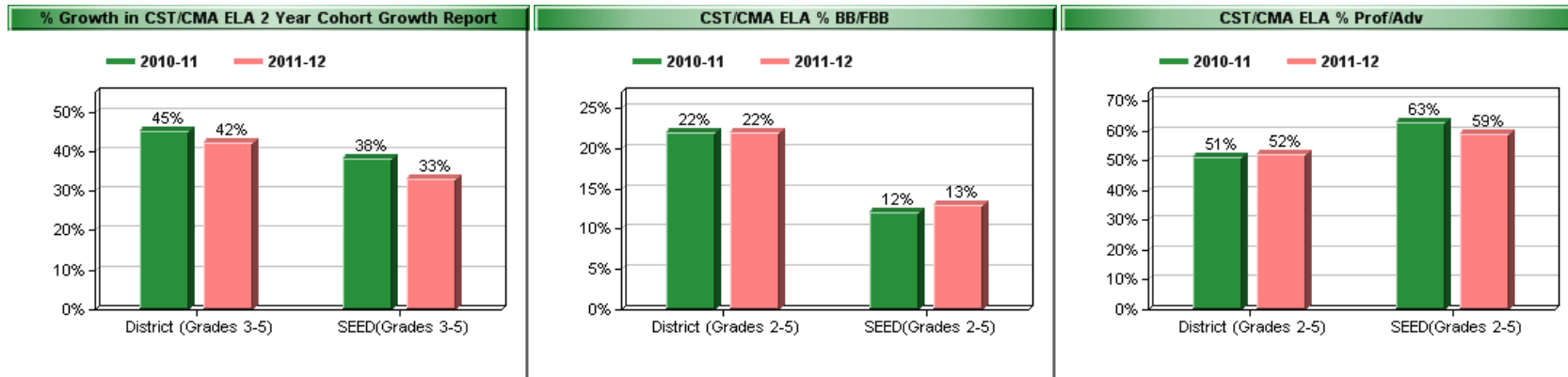
ELA MidYear % At/Above BMark in Reading Comprehension

2011-12

District (Grades 2-5): 61%
SEED(Grades 2-5): 65%

CELDT

% Growth in CELDT 2 Year Cohort Growth Report

2011-12

District (Grades 1-5): 54%
SEED(Grades 1-5): 46%

CST

% Growth in CST/CMA ELA 2 Year Cohort Growth Report	CST/CMA ELA % BB/FBB	CST/CMA ELA % Prof/Adv

Legend: ■ 2010-11   ■ 2011-12

% Growth in CST/CMA ELA 2 Year Cohort Growth Report
- District (Grades 3-5): 45% (2010-11), 42% (2011-12)
- SEED (Grades 3-5): 38% (2010-11), 33% (2011-12)

CST/CMA ELA % BB/FBB
- District (Grades 2-5): 22% (2010-11), 22% (2011-12)
- SEED (Grades 2-5): 12% (2010-11), 13% (2011-12)

CST/CMA ELA % Prof/Adv
- District (Grades 2-5): 51% (2010-11), 52% (2011-12)
- SEED (Grades 2-5): 63% (2010-11), 59% (2011-12)

School Data

- CST DATA In 2012, 59% of the student scored Proficient/Advanced (P/A), and 13% were far below/below grade level. This is a drop of 4% points from the student proficiency levels in 2011. Student proficiency rates in English Language Arts have increased significantly since SEED's first class of 2nd grade students took the CST in 2005.
- ELA On the 1st ELA benchmark exam in 2012-13, 41% of the students were P/A. On the 2nd exam, 54% were P/A. (This compares to 39% and 56% the previous year) SLA On the mid-year assessment of Spanish Reading levels, 40% of the students read at grade level or above, 31% were one year below level, and 29% were 2 years or more below.

Theory of Action

- TEACHING READING AND WRITING ACROSS THE DISCIPLINES Reading and Writing are taught across all content areas and integrated into learning expeditions.
- DUAL LANGUAGE IMMERSION Students read and write in Spanish and English. In K-3, students have 4 instructional blocks: ELA, content embedded ELA, content-embedded SLA, and Math in Spanish. In 4-5, the blocks are ELA, SLA, Math, and Science.
- BALANCED LITERACY INSTRUCTION The balanced literacy model of instruction used includes: readers' and writers' workshop, guided reading, phonics and wordwork, and monitoring of independent reading.
- ASSESSING READING and Writing Writing assessments take place 3x/year in English and Spanish K-5. Reading levels are assessed using the DRA in English (K-3) and EDL in Spanish (1-5) ELA benchmark exams are administered 3x/year (2-5)
- RTI Pull out reading intervention is provided in K/1 using a RTI framework. Intervention is provided in the child's home langauge whenever possible.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reduce class size in 4th and 5th grade	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/4/2013	175SQI1A1673	Fund additional teacher for class size reduction in upper grades	3010-Title I		K12TCH1654	0.75	$81,146.75
Reduce class size in 4th and 5th grade	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/4/2013	175SQI1A1674	Fund additional teacher for class size reduction in upper grades	7090-EIA - SCE		K12TCH1654	0.25	$27,048.92
SUpplemental materials and supplies to support hands-on teaching and intervention	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/5/2013	175SQI1A1677	supplemental materials and supplies	7090-EIA - SCE	4310-SUPPLIES		0	$416.65
SUpplemental materials and supplies to support hands-on teaching and intervention	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/5/2013	175SQI1A1678	supplemental materials and supplies	3010-Title I	4310-SUPPLIES		0	$11.61
SUpplemental materials and supplies to support hands-on teaching and intervention	CELDT	English Learners	Every Semester	Principal	4/5/2013	175SQI1A5579	supplemental materials and supplies	7091-EIA - LEP	4310-SUPPLIES		0	$2,328.08
Contract with Expeditionary Learning to support teachers in designing and implementing content-based literacy instruction	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/4/2013	175SQI1A1679	Professional Development Contract	7090-EIA - SCE	5825-CONSULTANTS		0	$12,000.00
supplemental materials and supplies to support Spanish Language Arts instruction	State tests (CST/STAR, PFT)	English Learners	Every Semester	Principal	4/4/2013	175SQI1A1681	supplemental materials and supplies	7091-EIA - LEP	4310-SUPPLIES		0	$2,328.08
Provide Spanish Language Arts Instruction and Science in Spanish for 4th and 5th grade	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	4/5/2013	175SQI1A1676	Fund bilingual teacher for class size reduction	7091-EIA - LEP		K12TCH0870	0.5	$34,420.80

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

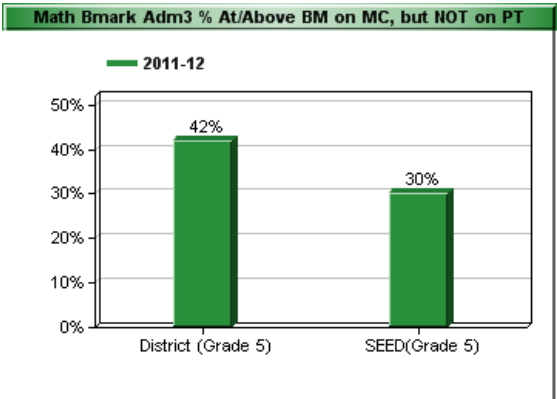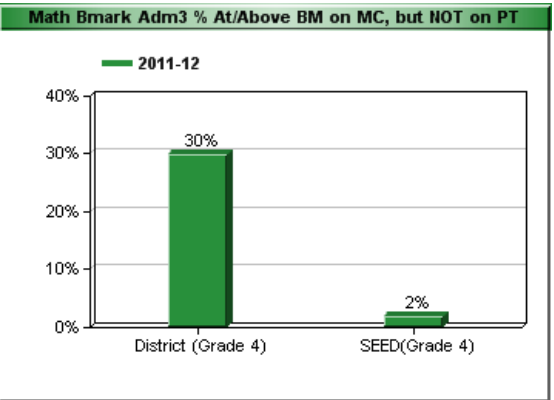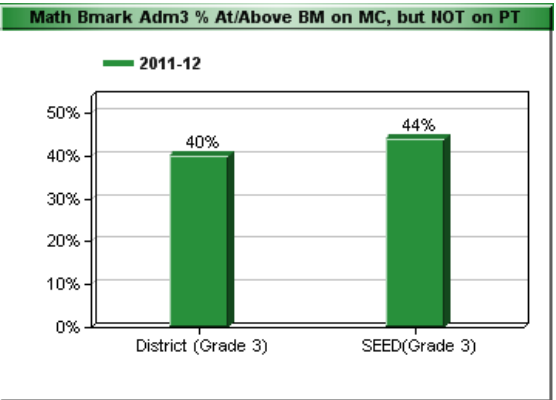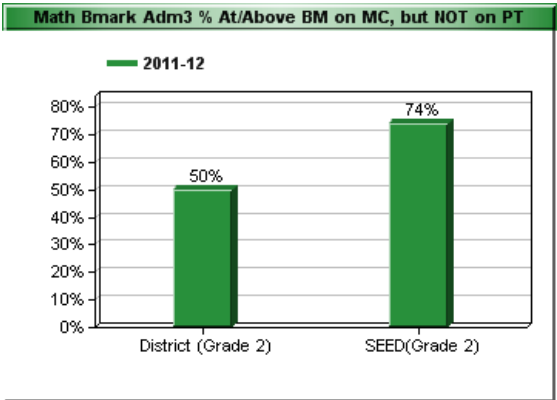**School Federal and State Academic Achievement Goals:**

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

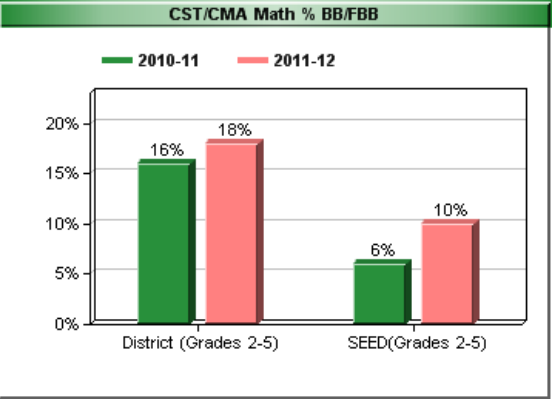**School Quality Standards relevant to this Strategic Priority**
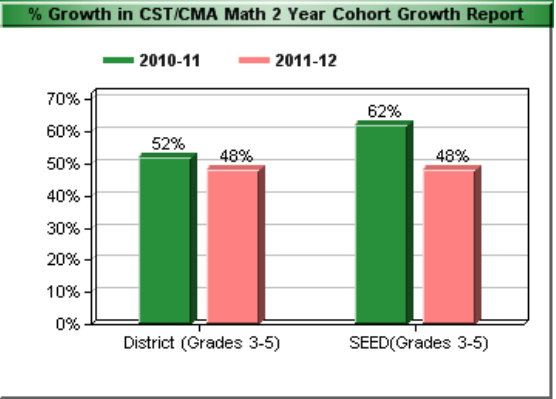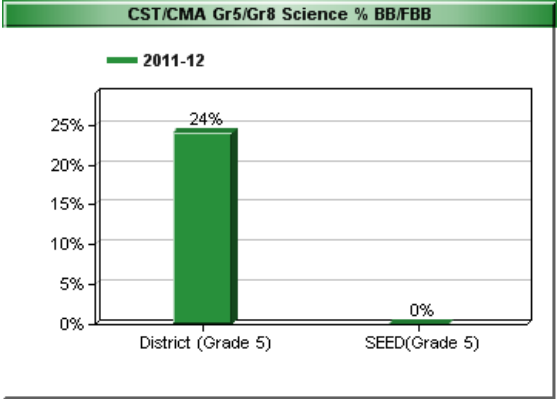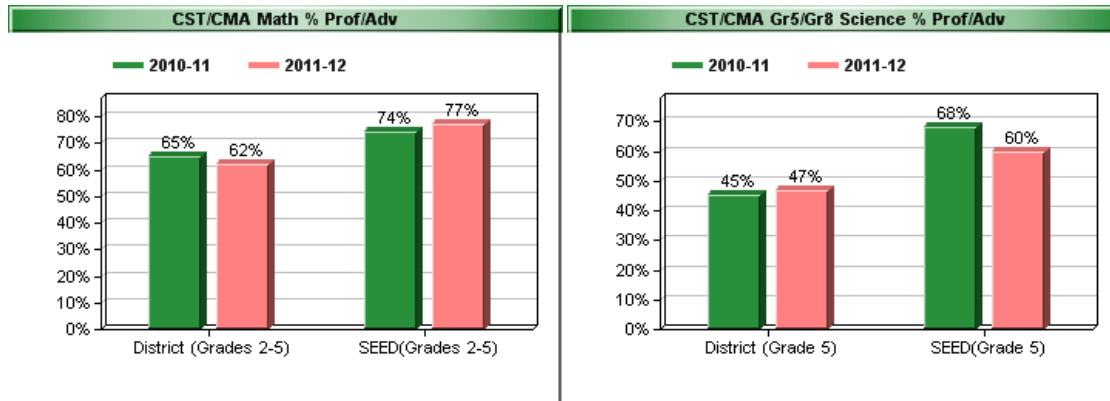
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

District (Grade 2): 50%
SEED (Grade 2): 74%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

District (Grade 3): 40%
SEED (Grade 3): 44%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

District (Grade 4): 30%
SEED (Grade 4): 2%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

District (Grade 5): 42%
SEED (Grade 5): 30%

CST

CST/CMA Gr5/Gr8 Science % BB/FBB

2011-12

District (Grade 5): 24%
SEED (Grade 5): 0%

% Growth in CST/CMA Math 2 Year Cohort Growth Report

2010-11 / 2011-12

District (Grades 3-5): 52% / 48%
SEED (Grades 3-5): 62% / 48%

CST/CMA Math % BB/FBB

2010-11 / 2011-12

District (Grades 2-5): 16% / 18%
SEED (Grades 2-5): 6% / 10%

Data Analysis

- On the 2012 CST 77% of SEED students scored P/A and 10% scored FBB/BB. 60% of the 5th grade students scored P/A on the science SCT.

Theory of Action

- LEARNING EXPEDITIONS Scientific concepts are used as the basis for learning expeditions that integrate reading, writing, science, art, and other content areas into a trimester long curricular unit. Many expeditions are formed around FOSS curriculum.
- SCIENCE WRITING All students engage in evidence-based science writing in Spanish and English. Hands on science is used to provide motivation and background knowledge for writing. Students progress is assessed using Science Writing Tasks K-5.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Spanish Language Arts Instruction and Science in Spanish for 4th and 5th grade	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	4/5/2013	175SQI1B1676	Fund bilingual teacher for class size reduction	7091-EIA - LEP		K12TCH0870	0.5	$34,420.80

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire Family COordiator to support parent engagement activities and committees described in theory of action.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/5/2013	175SQI1C5576	Contract (OSF) for Family Coordinator	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority
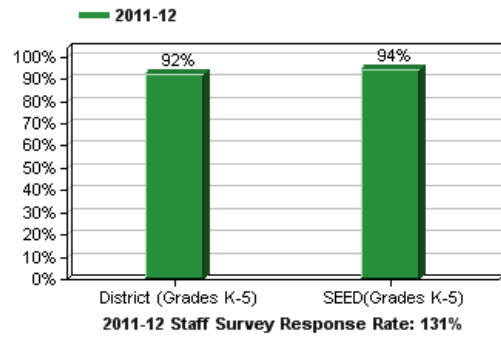
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
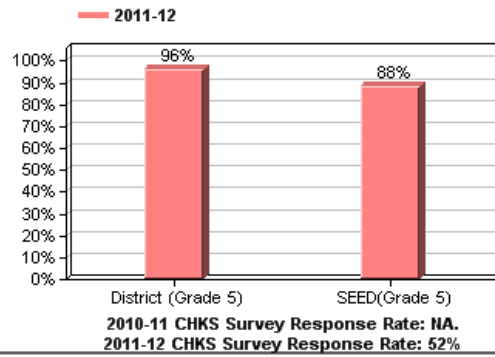
Survey - High Standards
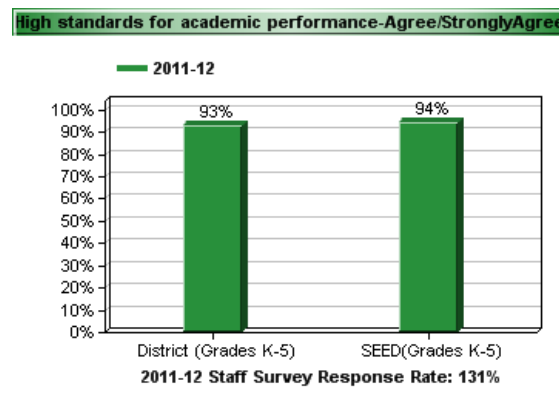
Survey - Success

School promotes academic success. __% Agree/Strongly Agree

2011-12

	District (Grades K-5)	SEED(Grades K-5)
2011-12	92%	94%

2011-12 Staff Survey Response Rate: 131%

Do you plan to go to college after high school? _% Yes

2011-12

	District (Grade 5)	SEED(Grade 5)
2011-12	96%	88%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

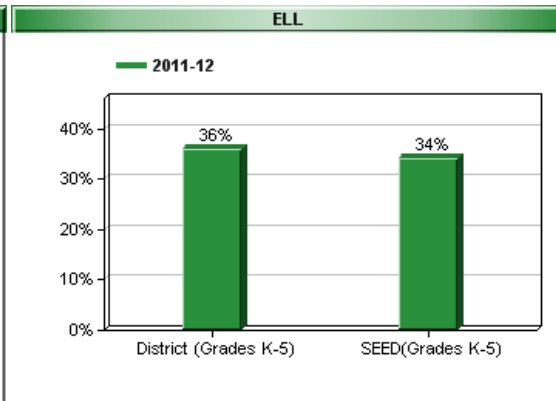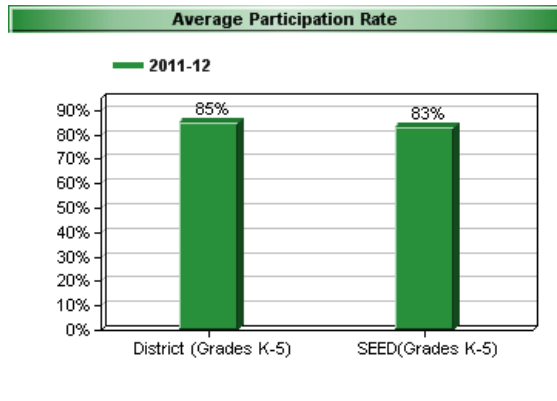**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide coaching and feedback on differentiating instruction for GATE identified students		GATE			4/12/2013	175SQI1E4646		N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school
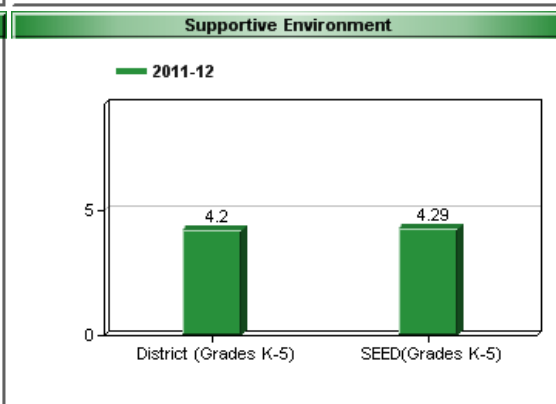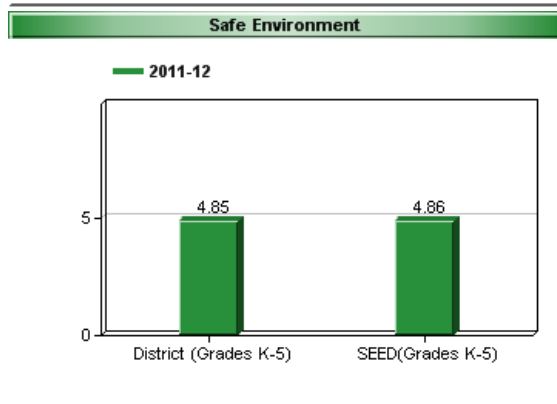
After School Program- Student Impact
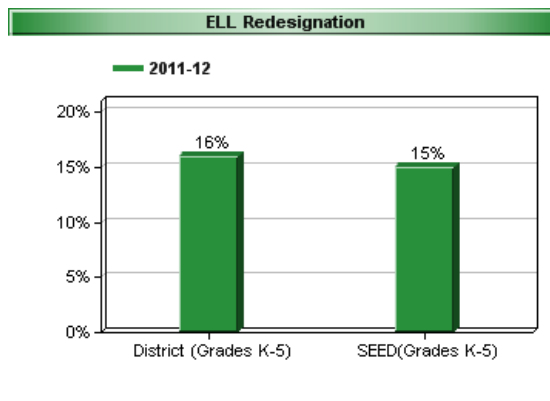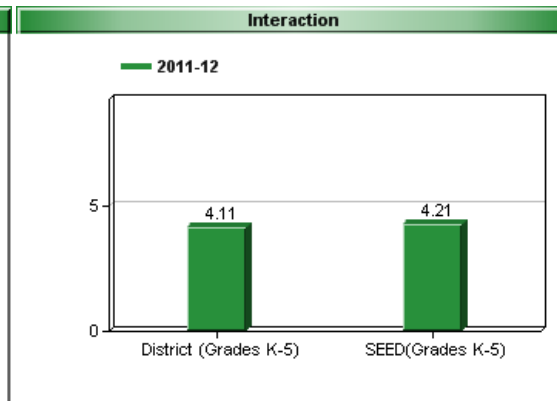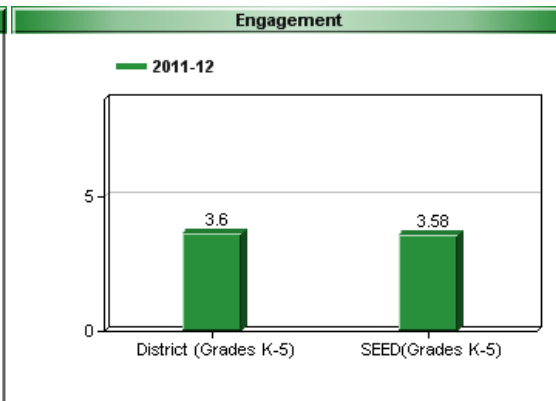

After School Program- Participation

Average Participation Rate

2011-12

	District (Grades K-5)	SEED(Grades K-5)
Value	85%	83%

ELL

2011-12

	District (Grades K-5)	SEED(Grades K-5)
Value	36%	34%

After School Program- Point of Service Quality [Scale of 1-5 (low to high)]

Academic Climate

2011-12

	District (Grades K-5)	SEED(Grades K-5)
Value	3.86	3.81

Engagement

2011-12

	District (Grades K-5)	SEED(Grades K-5)
Value	3.6	3.58

Interaction

2011-12

	District (Grades K-5)	SEED(Grades K-5)
Value	4.11	4.21

Safe Environment

2011-12

	District (Grades K-5)	SEED(Grades K-5)
Value	4.85	4.86

Supportive Environment

2011-12

	District (Grades K-5)	SEED(Grades K-5)
Value	4.2	4.29
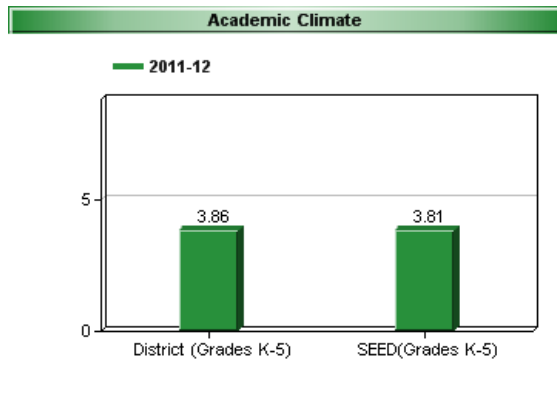
School Data

- Alignment to school day programming: SEED ASP works with Academic Liaison, principal and faculty to ensure alignment with school day by holding 2 joint ASP/School Day PD's each school year. SEED ASP plans home work support and skill building activities based on school day input communicated at these PD's and based on student data. Home work time in ASP reinforces literacy practices through SSR, guided reading, and literacy circles. Science and math are reinforced through activity centers.
- Alignment with Manzanita SEED's Arts Anchor Focus: SEED ASP has an arts enrichment focus offering visual art, performing arts (drama, vocal and instrumental music, dance and circus arts), an art focused science program (S.T.E.A.M.) and Cultural Arts.

Data Analysis

- SEED ASP serves roughly 1/3 of the Manzanita SEED Student population with a focus on students identified as needing of academic support (FBB,BB,B,ELL), social/emotional support and a safe environment during after school hours.
- SEED ASP prioritizes service for B, BB, FBB and ELL students as indicated by mid year assessments and CST scores.
- SEED ASP service the same demographic population as the Manzanita SEED Elementary school day program.
- SEED ASP is in alignment with OUSD strategic plan for Full Service Community Schools through partnerships with community based organizations, the City of Oakland and mental health organizations that provide services to students and families at SEED.
- SEED ASP supports the OUSD strategic plan by providing focused ongoing family engagement opportunities throughout each school year: LOC, Annual Manzanita Community Walk, Family Health and Wellness Workshops, Annual Manzanita Campus Health Fair, etc.

Theory of Action

- Alignment with school day program - Academic Liaison, ASP Coordinator and Principal work with ASP staff and school day teachers to align ASP activities with school day curriculum.
- Enrichment Partnerships - SEED ASP works with community based organizations to provide high quality enrichment activities that focus on sports, visual and performing art, and science.
- Academic Support - SEED ASP provides home work support, academic skill building activities guided by grade level standards and school day curriculum.
- Family Engagement - SEED ASP fosters authentic family engagement through a 2 hour per month parent volunteer commitment, student performances and by partnering with families to plan school and community events.
- Student Leadership - SEED ASP builds student leadership through academic and enrichment based activates where student input and participation inform ASP classroom structures and guide areas of study.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extended contract time for ASP coordinator to hire and train staff and plan program implementation	State tests (CST/STAR, PFT)	All Students	Every Semester	After school program coordinator	4/4/2013	175SQI1F5338	Extended Contract time for ASP coordinator	7090-EIA - SCE	2220-CLASSSUPPT SALARIES STIPENDS		0	$1,999.00

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

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: TO REDUCE PHYSICAL ALTERCATIONS BY 10%

- Strategy 1.1:   Use positive discipline school wide and train students in conflict mediation skills
- Strategy 1.2:   Use 3-Tiered discipline policy to support logical and progressive consequences for physical altercations.

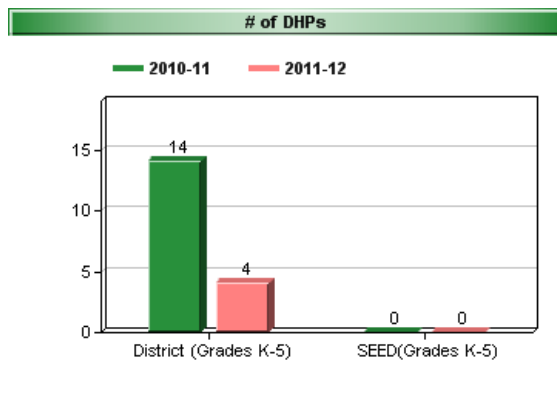Goal 2: Increase student engagement and attachment to school; reduce bullying

- Strategy 2.1:   Implement school wide morning meetings in responsive classroom model
- Strategy 2.2:   Provide 1:1 counseling and small group mediation for students engaged in bullying behaviors

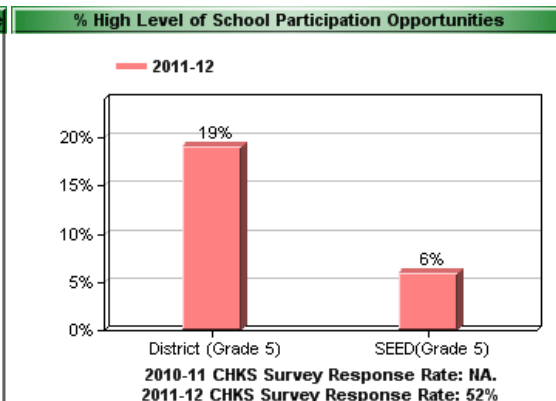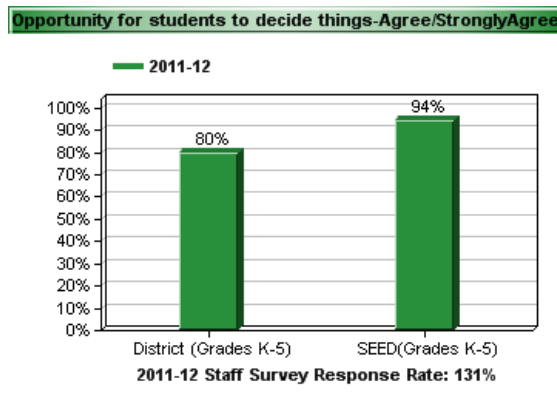**School Quality Standards relevant to this Strategic Priority**
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences
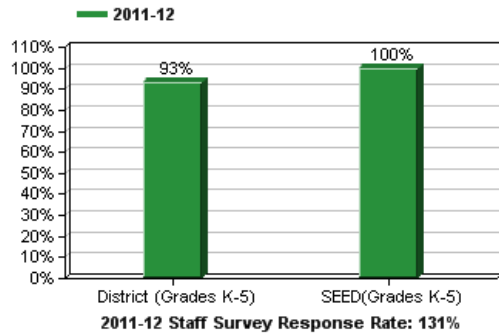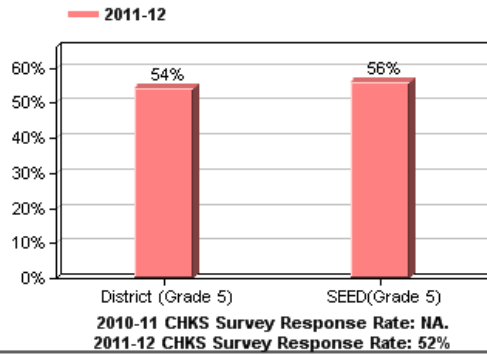
DHP

# of DHPs

2010-11 ■   2011-12 ■

District (Grades K-5)	SEED(Grades K-5)
14 (2010-11), 4 (2011-12)	0 (2010-11), 0 (2011-12)

Survey - Engagement

Opportunity for students to decide things-Agree/StronglyAgree

2011-12 ■

District (Grades K-5)	SEED(Grades K-5)
80%	94%

2011-12 Staff Survey Response Rate: 131%

% High Level of School Participation Opportunities

2011-12 ■

District (Grade 5)	SEED(Grade 5)
19%	6%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

━━ 2011-12

District (Grades K-5): 93%
SEED(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 131%

% High Level of Caring Relationships with Adults at School

━━ 2011-12

District (Grade 5): 54%
SEED(Grade 5): 56%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

Survey - Safety

% Hit or pushed by other kids at school

━━ 2011-12

District (Grade 5): 47%
SEED(Grade 5): 69%

2011-12 CHKS Survey Response Rate: 52%
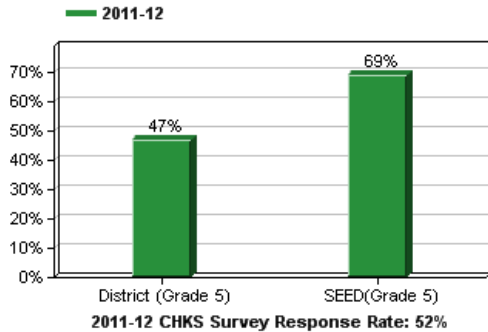
This school is a safe place for students.%Agree/Strongly Agree

━━ 2011-12

District (Grades K-5): 89%
SEED(Grades K-5): 94%

2011-12 Staff Survey Response Rate: 131%
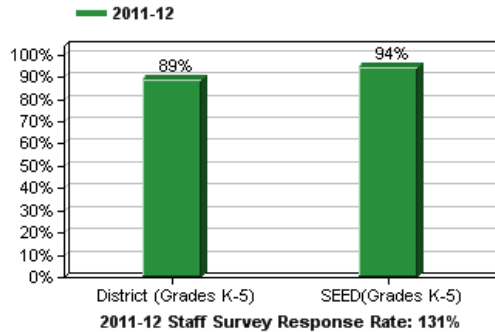
% feeling safe at school all of the time

━━ 2011-12

District (Grade 5): 48%
SEED(Grade 5): 50%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%
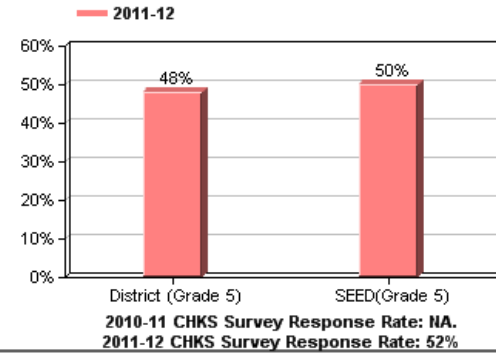
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

2011-12

District (Grades K-5): 95%
SEED(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 131%
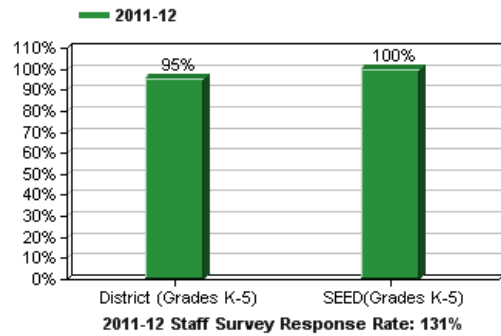
Survey- Beliefs

Most/All the time teachers believe you can do a good job.
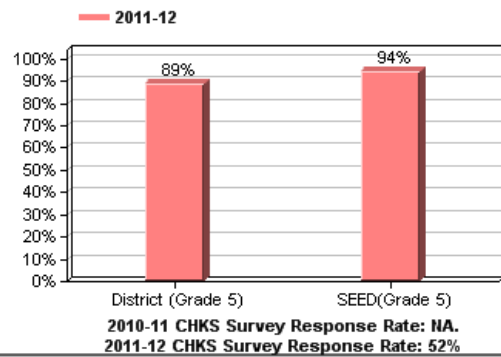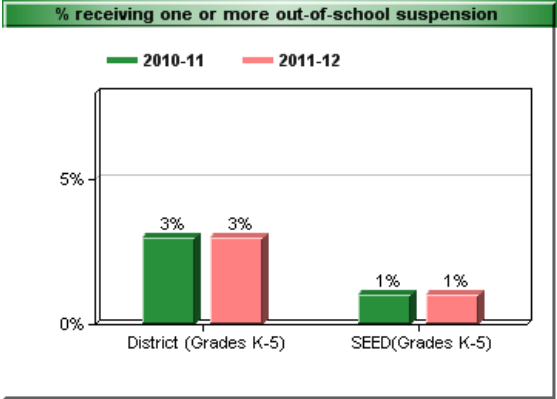
2011-12

District (Grade 5): 89%
SEED(Grade 5): 94%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

Suspensions

% receiving one or more out-of-school suspension

Legend: 2010-11, 2011-12

	District (Grades K-5)	SEED(Grades K-5)
2010-11	3%	1%
2011-12	3%	1%

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

Strategic Priority B. Health & Wellness

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
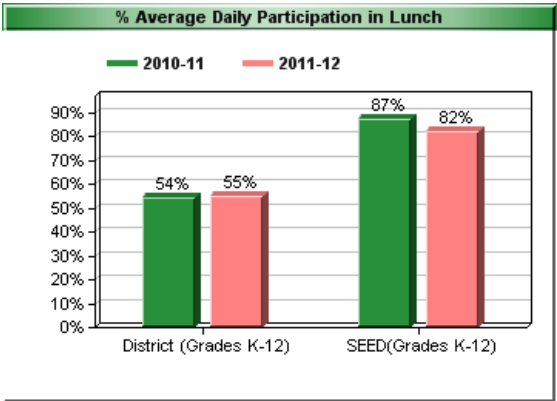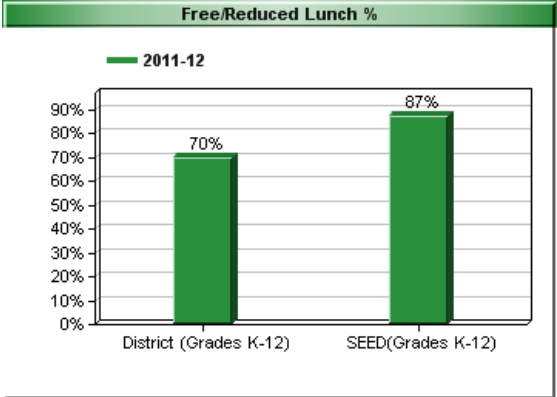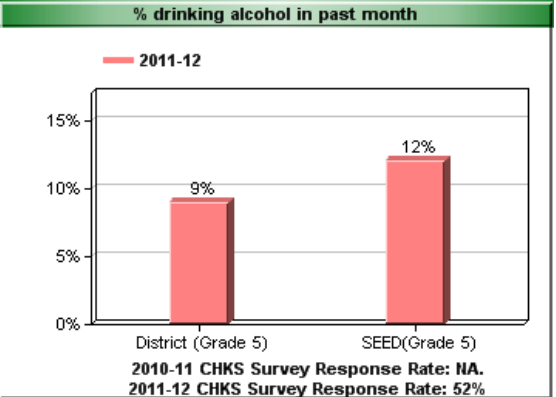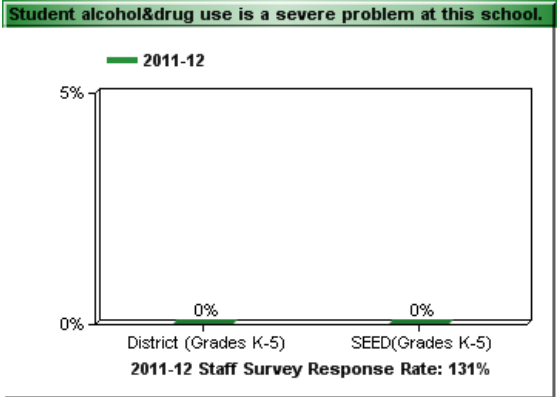
Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

2010-11   2011-12

	District (Grade 5)	SEED (Grade 5)
2010-11	50%	35%
2011-12	48%	68%

Lunch

% Average Daily Participation in Lunch

2010-11   2011-12

	District (Grades K-12)	SEED (Grades K-12)
2010-11	54%	87%
2011-12	55%	82%

Socio Economics

Free/Reduced Lunch %

2011-12

District (Grades K-12)	SEED(Grades K-12)
70%	87%

Survey - Drugs / Alcohol

Student alcohol&drug use is a severe problem at this school.

2011-12

District (Grades K-5)	SEED(Grades K-5)
0%	0%

2011-12 Staff Survey Response Rate: 131%

% drinking alcohol in past month

2011-12

District (Grade 5)	SEED(Grade 5)
9%	12%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
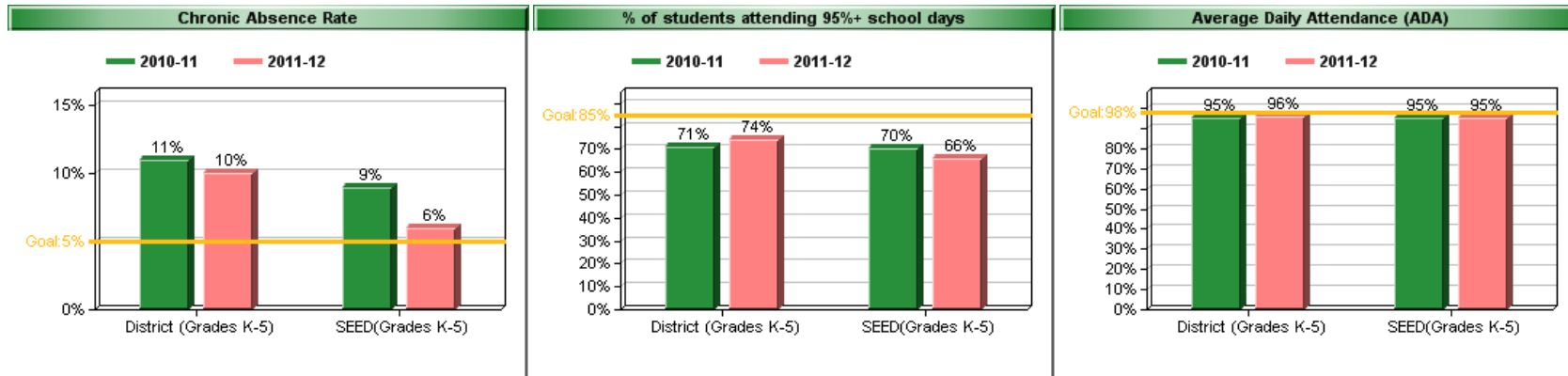
School Data

- Manzanita SEED's ADA as of Jan. 6, 2011 is 96.08%

Data Analysis

- SEED's chronic rate is higher than the district average for grades K-8

- There are 10% of SEED students who are chronically absent
- Many of our chronically absent families take family vacations during the school year
- At least two of our chronically absent students have medical problems which keep them home from school
- Having Nurse Nenh on our SART team has been important in educating the families about when to keep their child home

Theory of Action

- Focus on educating incoming families with a workshop & data/statistics to impress the importance of attendance
- Recognize attendance like we recognize academic achievement
- Encouraging carpools and connecting families

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Workshop during K orientation		Pre-Kindergarten			4/12/2013	175SQI2C769	We will have an additional 1/2 hour dedicated to educating the parent on the importance of attending school regularly	N/A			0	$0.00
SEED will conduct home visits by teachers and/or administration					3/16/2012	175SQI2C770	Manzanita SEED teachers and administration will conduct home visits for chronically absent students.	N/A			0	$0.00
Each Trimester, SEED will have an Award Ceremony and Recognition for Students who meet or exceed the districts attendance goal					3/16/2012	175SQI2C1592		N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning

Staff examine their own cultural biases.%Agree/Strongly Agree.
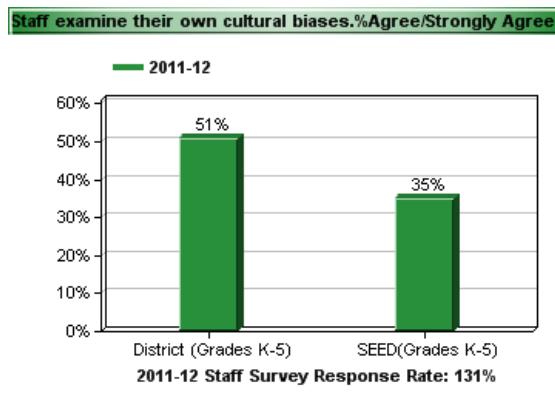
Theory of Action

- SHARED LEADERSHIP SEED is built on a shared leadership model and all members of the community are encouraged to participate in the leadership of the school in their area of expertise.

- PROFESSIONAL DEVELOPMENT
- GRADE LEVEL COLLABORATION Teachers at each grade level share studnets and work toghether closely. They meet weekly on minumum days from 3-4 p.m. to design expeditions, align curriculum, plan HW, and write weekly newsletters.
- AUGUST PROFESSIONAL DEVELOPMENT All faculty participate in PD for 1 week before the beginning of the school year. 2 1/2 days are PD and curriculum planning, and 2 1/2 days collaboration and room set up. Time not covered by contract is stipended.
- LEADERSHIP TEAM The teacher leaderhsip team supports the continuos imnprovement of the school throught developing and monitoring the PD plan. The lead team uses student data as well as faculty input to monitor and adjust the plan.

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

Strategic Priority A. Family & Community Engagement

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:
A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority
A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming
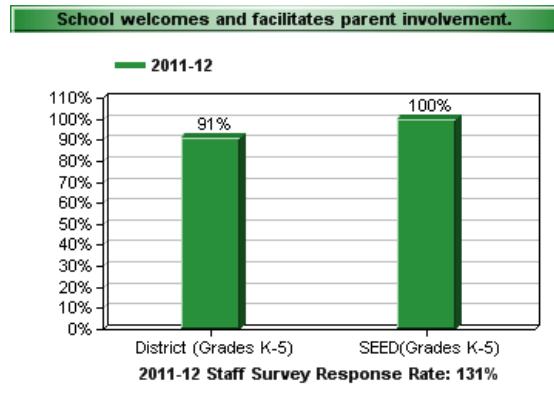
School Data

- 98% of families participated in Student-Led Conferences in December 2012 with teachers. A similar percentage is expected for Student-Led Conferences in June 2013. 75% of families attended the Exposition of Student Work in January 2013. A higher percentage is expected at the May 2013 Expo.
- Over 50 parents participated with the Local Organizing Committee; on average 8-10 parents attended each meeting. Over 25 parents participated in the English Learner Advisory Committee; on average 8-10 parents attended each meeting. 2 to 3 parents were elected as room leaders for each class, for a total of 36 parent leaders. Average attendance at the monthly room leaders meeting was 20 parents. 9 parents were elected members of the SSC. On

average 5 parents attended each month.

- SEED is guided by the opinions and desires of the families it serves. Families participate through membership on the School Site Council, room leaders, ELAC, LOC, etc. and volunteering.
- When we prioritize equity (between subgroups of families by ethnicity, economic class, language of origin, etc.) in parental leadership, involvement, and family-school communication, we promote equity in students' academic achievement and attitudes.
- A Family Coordinator who facilitates parent committees, volunteering and communication will provide parents with connections to school staff, opportunities for leadership, and the knowledge to support and measure their children's academic progress.
- Committees promote parent leadership and engagement in school budgeting and program planning (SSC), district reform and community safety (LOC), language equity (ELAC), and teacher/office/family communication and problem-solving (Room Leaders).
- By using parent attendance at two school EXPOs and two Student-Led Conferences as the highest-value data to measure involvement in children's education, we focus on student academic achievement as the paramount goal of family engagement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire Family COordiator to support parent engagement activities and committees described in theory of action.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/5/2013	175SQI4A5576	Contract (OSF) for Family Coordinator	N/A			0	$0.00
Extended contract time for ASP coordinator to hire and train staff and plan program implementation	State tests (CST/STAR, PFT)	All Students	Every Semester	After school program coordinator	4/4/2013	175SQI4A5338	Extended Contract time for ASP coordinator	7090-EIA - SCE	2220-CLASSSUPPT SALARIES STIPENDS		0	$1,999.00
Spanish/English family literacy class for families with focus on HW support					5/11/2012	175SQI4A1682	Teacher overtime to facilitate family literacy class	N/A			0	$0.00
Spanish/English family literacy class for families with focus on HW support					5/11/2012	175SQI4A1683	refreshments for family lit class	N/A			0	$0.00
Meeting refreshements to support parent attendance at workshops and committes	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/4/2013	175SQI4A5328	Meeting refreshments to support parent attendance at workshops and committes	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,927.51
Meeting refreshements to support parent attendance at workshops and committes					4/4/2013	175SQI4A5329		N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Manzanita SEED   **Principal:** KATHERINE CARTER

From OUSD Strategic Plan:
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget

Sub Fill Rate

Substitute Fill Rate

Legend: ■ 2010-11 ■ 2011-12

	District (Grades K-5)	SEED (Grades K-5)
2010-11	96%	97%
2011-12	97%	97%

;

;
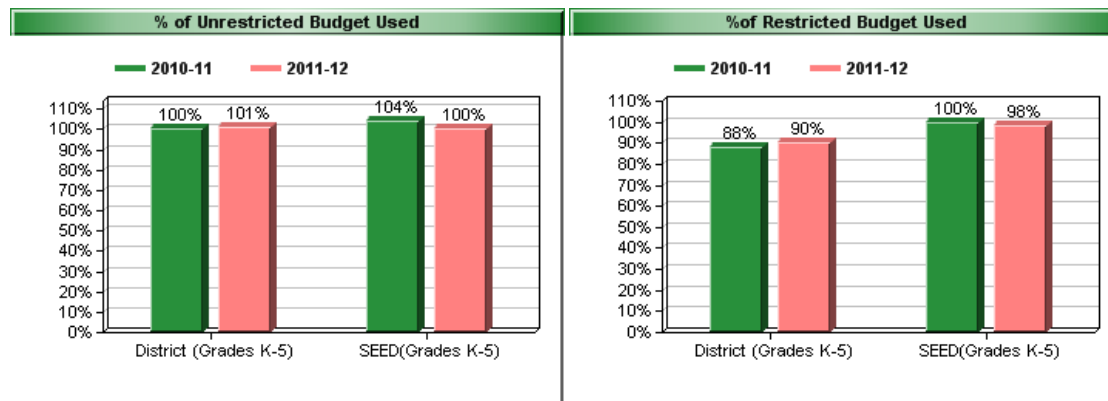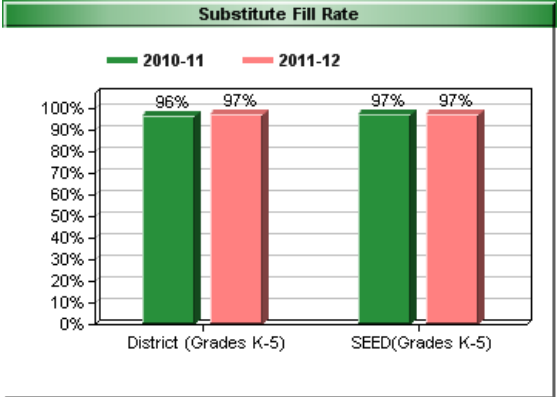
State & Federal Preliminary and Final Budget

<u>Programs Included in this Plan</u>

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$41,796.35	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$53,117.22	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$94,913.57	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$81,158.36	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,927.51	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$83,085.87	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: *Manzanita SEED*
Site Number: *175*

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

☒ Title I School-Wide Program
☐ Title I Targeted Assistance Program
☒ EIA/State Compensatory Education
☒ EIA/Limited English Proficient
☐ QEIA
☐ SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.

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

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on *N/A*

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *2/4/13*

6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

(signature)	Cynthia Billops-Fletcher	2/4/13
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
N/A		
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
(signature)	Katherine Carter	2/4/13
Principal Signature	Principal's Name (printed)	Date
(signature)	Janette Hernandez	5/16/13
Executive Officer's Signature	Executive Officer's Name (printed)	Date
(signature)	Susana Ramirez	6/4/13
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

School Name: Manzanita SEED Elementary   **School Year**: 2012-13

| Chairperson: Cynthia Billops	Vice Chairperson: Kristy Johansen
Secretary: Ama Zenya	**DAC Representative:**

Check Appropriate Representation

Members' Names	Email Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Katherine Carter	Katherine.Carter@ousd.k12.ca.us	X			
Emily Smith	Emiily.Smith@ousd.k12.ca.us		X		
Tom Mayock	Tmayock@hotmail.com		X		
Anne Perrone	annegiulio@gmail.com		X		
Simone Delucchi	Simone.delucchi@ousd.k12.ca.us			X	
Cynthia Billops	c_billops@yahoo.com				X
Laurice Brown	llbrown09@yahoo.com				X
Todd Chrieten	toddchretien@mac.com				X
Ama Zenya	amazenya@gmail.com				X
Kristy Johansen	kristijandyanb@yahoo.com				X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	**10/15/12, 11/26/12, 12/17/12, 1/28/13, 2/25/13, 3/19/13, 4/22/13, 5/20/13**

SSC Legal Requirements:

(1) Members MUST be selected/elected by peer groups;
(2) There must be an equal number of school staff and parent/community members;
(3) Majority of school staff membership must be classroom teachers;
(4) Parent/community members cannot be employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
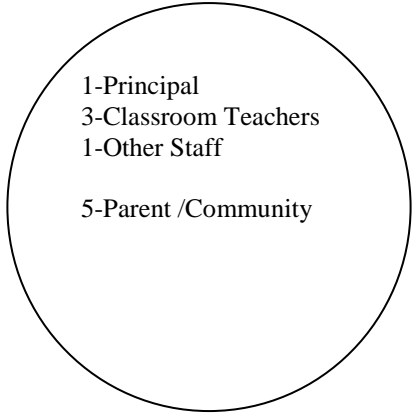
This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building

Manzanita SEED

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Manzanita SEED agrees to implement the following statutory requirements:

- Convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan
- Offer a flexible number of meetings for parents
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy
- Provide parents of Title I students with timely information about Title I programs
- Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
- Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
  Manzanita SEED provides the following meetings and structures to meet the requirements listed above:
    - *Back to school night*
    - *2 Expositions of student work*
    - *Home visits*
    - *Room Leader Meetings*
    - *SSC Meetings*
    - *Annual Title 1 meeting/State of School Meeting*
        1. *Planning, review, and improvement of the Title I and LEP programs*
        2. *Disseminate to parents for review the following materials:*
            - *School's current Parent Involvement Policy*
            - *School-parent compact*
            - *Student achievement data*
            - *Non-highly qualified teacher data*

School-Parent Compact

Manzanita SEED has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Manzanita SEED engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards

2) The State of California's student academic achievement standards
3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
4) Academic proficiency levels students are expected to achieve
5) How to monitor their child's progress

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  Materials will be:
    - *Distributed at Back to School Night*
    - *Distributed and reviewed at Room Leader Meetings*
    - *Included in SSC members binder at site plan appendix*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  Childcare and translation will be provided at all SSC and Room leader meetings. Home visits will be made to hard-to-reach families. Expositions of student work will be held in the evenings and/or on Saturday to be accessible to more families. Room Leader meetings will be scheduled at varying times, and SSC meetings will be held in the evenings.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  Childcare and translation will be provided at all SSC and Room leader meetings. Informational phone blasts and school newsletters will be done in English and Spanish.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by *SSC Meetings: 10/15/12, 11/26/12, 12/1712, 1/2813, 2/25/13, 3/18/13*

This policy was adopted by the Manzanita SEED School Site Council on (2/25/13) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating children. It will be made available to the local community. The Manzanita SEED's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____   _____

(Principal's Signature)   (Date)

Manzanita SEED Family-School Agreement

At SEED, teacher and families and administration work together with students to support their growth and achievement

Teachers
I will support students at school by:

- Scheduling and facilitating two meetings with each students family each year
- Collaborating with my colleagues to plan and implement quality instruction
- Following school rules and showing respect for myself and others

I will work with families by:

- Working as partners with families and engage in conversations concerning students progress
- Responding to families requests for information within two days
- Conducting home visits when appropriate
- Working with family leaders in my classroom

Principal
I will support families by:

- Setting high academic expectations for all students
- Providing effective instructional leadership that will enhance student achievement

Families
I will support my child at home by:

- Making sure they get at least 9-10 hours of sleep a night
- Ensuring my child attends school regularly.
- Supporting the school-wide discipline plan
- Actively engaging in volunteer participation for students education
- Actively engaging in volunteer participation for students education
- Checking students backpack regularly for important communication from school
- Participating in parent meetings and other school events
- Ensuring my student wears the school uniform
- Sending only healthy snacks to school.

Students:
I will support my learning at home by:

- Reading at home
- Going to bed on time
- Talking with my family about what I am learning at school

I will support my learning at school by:

- Being on time for class
- Wearing my school uniform
- Eating only healthy snacks at school
- Carrying information between home and school
- Having a positive attitude about learning
- Attending two meetings each year with my family and my teacher
- Following school rules and showing respect for myself and others

Teacher_____ Parent/Guardian_____ Student_____

Principal_____

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

| **1. Instructional Program** | 1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials. | Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.

 • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.

 • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.

 • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. | (see table and key components below) |

Objective	Fully	Substantially	Partially	Minimally
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional Program Materials
All students are assessed, placed, and provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
___X_ All Students.
___X ELs.
___XSWDs.

Use
Identify all that apply:
_X Basic core and/or CCSS-aligned materials are used as designed.
_X Ancillary materials are used as designed.

Documentation	Additional Comments

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

Additional Comments: All students are provided with standard-based core instructional program materials as well as ancillary materials that are used for differentiating instruction.

Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment.	Objective	Fully	Substantially	Partially	Minimally

| | | | 1.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately assessed, placed, and provided appropriate locally-adopted, standards-aligned, instructional program materials.

Appropriate Use
X Materials/ELD components are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	All teachers at SEED are trained in ELD instruction and integrate ELD instruction into content instruction on a daily basis. Content instruction is modified to ensure the access of studnets with different English proficiency levels. Student proficiecny is monitored on the CELDT as well as writen and oral language samples throughout the year.
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

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

1. Instructional Program

1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed.

- Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction.
- The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.

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

Key Components

Appropriate Instructional Program Materials
All students are assessed, placed, and provided appropriate intervention program materials.

Number of Intensive Intervention Students

	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	12	10	N/A
All Intensive Els	11	7	N/A
All Intensive SWDs	1	3	N/A

Number/Percentage Provided Intensive Intervention

	Grade 4	Grade 5	Grade 6
Total Intensive Students	12	10	N/A
Intensive ELs	11	7	N/A
Intensive SWDs	1	3	N/A

Appropriate Use
___X Materials are used as designed.

Documentation	Additional Comments

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

SWD receive pull-out intervention in Reading using the Voyager program. ELs who are in need of intensive support receive intensive intervention with differentiated materials in English and in Spanish.

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components

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

1. Instructional Program

1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.

Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.

- At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
- If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners.
- In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data.
- Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.

Key Components

Instructional Program Materials
All students are assessed, placed, and provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
_____X All Students.
_____X ELs.
_____X SWDs.

Appropriate Use
Identify all that apply:
__X Basic core and/or CCSS-aligned materials are used as designed.
__X Ancillary materials are used as designed.

Documentation

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

Additional Comments

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

California Department of Education
Academic Program Survey—Elementary School Level

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

1. Instructional Program

1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.

Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.

Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.

- For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction.
- The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	12	10	N/A
All Intensive Els	11	7	N/A
All Intensive SWDs	1	3	N/A

Appropriate Use
X Materials are used as designed.

Documentation	Additional Comments

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

Mathmatics intervention is provided in class by the classroom teacher in 4th and 5th grades.

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

5

California Department of Education
Academic Program Survey—Elementary School Level

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

<table>
<tr>
<td>2. Instructional Time</td>
<td>2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.</td>
<td>Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs.
This time is given priority and protected from interruptions.</td>
<td>

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

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

Key Components

Allocation of Instructional Time
X Time is given priority and protected from interruptions.

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

Number of instructional minutes at each grade level				
	K	1-3	4-5	
All Students	60	90	90	
ELs	60	90	90	
SWDs	60	90	90	

</td>
</tr>
</table>

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components **Review and identify which key components apply. Circle the most appropriate rating.**				
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	Objective / Fully / Substantially / Partially / Minimally table below				

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

Key Components

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

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students		
	K-1st	**2nd-5th**
Additional time provided identified Strategic students	30 min	60 min
Additional time provided identified Strategic ELs	30 min	60 min
Additional time provided identified Strategic SWDs	30 min	60 min

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		Additional time is provided in K/1 through pull-out intervention following the RTI model, and in 2nd-5th in the after school program.
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction.				

Implementation Status and Key Components

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

Key Components

Allocation of Instructional Time
Identify all that apply:
____X Time is given priority and protected from interruptions.
____X ELD instruction is additional time in the schedule.

Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students	20	64	27
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	60 min	60 min	60 min

Documentation	Additional Comments

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

ELD instruction is integrated in to all content lessons taught in English.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students. • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time.	(see rating table and key components below)			

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

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

Key Components

Allocation of Instructional Time
X Time is given priority and protected from interruptions.

Indicate total length (minutes) designated for intensive intervention:

Number of instructional minutes at each grade level					
	4	5	6	7	8
All Intensive learners	30	30	N/a	N/a	N/a
Intensive Els	30	30	N/a	N/a	N/a
Intensive SWDs	60	60	N/a	N/a	N/a

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

California Department of Education
Academic Program Survey—Elementary School Level

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

| 2. Instructional Time | 2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions. | Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs.
• This time is given priority and is protected from interruptions. | |

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time
X Time is given priority and protected from interruptions.

Identify number of instructional minutes offered at each grade level:

Number of instructional minutes at each grade level			
	K	1st-3rd	4th-5th
All Students	45	60	60
ELs	45	60	60
SWDs	45	60	60

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.	(see tables below)				

Implementation Status table:

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

Key Components

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

Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.

Number of students at each grade level						
	K	1	2	3	4	5
All Strategic	6	5	7	7	12	10
All Strategic ELs	4	3	4	4	11	7
All Strategic SWDs	2	2	3	3	1	3

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students						
	K	1	2	3	4	5
Additional time provided to strategic students	30	30	30	30	30	30
Additional time provided to identified EL strategic students	30	30	30	30	30	30
Additional time provided to identified SWD strategic students	60	60	60	60	60	60

Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. **For districts using the 2007 SBE-adoption**: • The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. **For districts using the 2001 and 2005 SBE-adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program.	(see details below)

Implementation Status and Key Components

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

Key Components

Allocation of Instructional Time
_____ Time is given priority and protected from interruptions.

Indicate total number of additional minutes:

Number of additional instructional minutes at each grade level					
	4	5	6	7	Pre-algebra/Algebra Readiness
All Intensive Learners	3	7	N/a	n/a	n/a
All Intensive ELs	2	4	n/a	n/a	n/a
All Intensive SWDs	1	3	n/a	n/a	n/a

Documentation	Additional Comments

	Mathematics
District Instructional Regulations:	
School Instructional Regulations:	
Attach appropriate documents	

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____X Distributed to each grade level.
_____X In use at every grade level.

Pacing Guide Use Monitored
_____X Principal monitors use.

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

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

Objective	Fully	Substantially	Partially	Minimally
3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
____X Distributed to each grade level.
____X In use at every grade level.

Pacing Guide Use Monitored
_____X Principal monitors use.

Documentation	Additional Comments
Mathematics	

	Mathematics
School Plan for Assistance and Support to Teachers:	

Attach appropriate documents.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	**Objective** / 4.1	**Fully** / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

Principal
_____X Training in RLA/ELD.
_____X Coaching, as resources permit.

Vice Principal(s)
_____n/a Training in RLA/ELD.
_____n/a Coaching, as resources permit.

Suggested Documentation		Additional Comments
	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	Objective / 4.2	**Fully** / 4 / 100%	Substantially / 3 / At least 75%	Partially / 2 / At least 59%	Minimally / 1 / Less than 50%

Key Components

Principal
_____X Training in Mathematics.
_____X Coaching, as resources permit.

Vice Principal(s)
_____n/a Training in Mathematics.
_____n/a Coaching, as resources permit.

Suggested Documentation	Additional Comments
Mathematics	

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

4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support **may** include:
		• Development, use, and monitoring of classroom observation protocols to include:
		  – Full and skillful implementation of instructional materials including use of ancillaries.
		  – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
		• Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices.
		• Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners.
		• Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback.
		• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.
		• Training on Response to Instruction and Intervention (RtI[2]) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs.
		• Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials.
		• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.
			Objective
			
			4.3
				Fully
				
				4
				100%
					Substantially
					
					3
					At least 75%
						Partially
						
						2
						At least 50%
							Minimally
							
							1
							Less than 50%

Key Components

Type of professional development/ support:

• Teacher coaching and observation protocols
• Training on Common Core State Standards
• Training on data inquiry

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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components 100% **Percentage of fully credentialed, highly-qualified teachers.**				

Documentation			Additional Comments
	RLA/ELD	Mathematics	
			4 teachers have national board certification.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include: • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student					

Implementation Status and Key Components

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

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	3	3	3
Grade 2	2	2	2
Grade 3	2	2	2
Grade 4	1	1	1
Grade 5	2	2	2
Grade 6	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a

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

Documentation		Additional Comments
	RLA/ELD	Professional Development focus areas included : Curriclum planning for common core with an emphasis on evidenced based writing and using complex text, curriculum development, and data inquiry.

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

5. Credentialed Teachers and Professional Development Opportunity

5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.

Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.

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

Some activities might include:
- Use of intensive intervention instructional materials along with the basic core program.
- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings:

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

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	2	2	2
Grade 2	1	1	1
Grade 3	1	1	1
Grade 4	1	1	1
Grade 5	1	1	1
Grade 6	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a
Algebra 1	n/a	n/a	n/a
Pre-algebra/Algebra Readiness	n/a	n/a	n/a

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		weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-aligned IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
Documentation		Additional Comments	
	Mathematics		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	**Objective** / **Fully** / **Substantially** / **Partially** / **Minimally** see below				

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

Key Components

Coaches/content experts/specialists
Type of instructional assistance: Curriculum planning

Describe type of classroom/teacher assistance regularly provided to teachers: Teacher receive assistance from Expeditionary Learning coach on curriculum development and implementation.

Describe criteria used for identifying and providing coaching support: Priority was given to new teachers

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

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

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.					

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

Key Components

Coaches/content experts/specialists:
Type of instructional assistance: curricular planning

Describe type of classroom/teacher assistance regularly provided to teachers: Teacher receive assistance from Expeditionary Learning coach on curriculum development and implementation.

Describe criteria used for identifying and providing coaching support: Priority was given to new teachers

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

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

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	Objective	**Fully**	Substantially	Partially	Minimally
			7.1	**4** **100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components

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

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal

8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.

Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.

- Teachers are trained in collaboration meeting protocols.
- Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
  - Entry-level placement and/or diagnostic;
  - Progress monitoring, including frequent formative and curriculum-embedded; and
  - Summative benchmark assessments.
- Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.

	Objective	Fully	Substantially	Partially	Minimally
	8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
____2: Number per month.
____X All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
____X Meetings are structured; protocols/tools are developed and used.
____X Training for collaboration meeting protocols provided to teachers.
____X   Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____X Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		   – Entry-level placement and/or diagnostic;
		   – Progress monitoring, including frequent formative and curriculum-embedded assessments; and
		   – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			(see below)				

Objective	Fully	Substantially	Partially	Minimally
8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components
Scheduled Structured Collaboration Meetings
_____1: Number per month.
_____X All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____X Meetings are structured; protocols/tools are developed and used.
_____X Training for collaboration meeting protocols provided to teachers.
_____X Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____X Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status section detail:

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

Key Components

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Documentation		Additional Comments
	Mathematics	
Plan uses all revenues appropriately.		
Attach appropriate documents.		