

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 New Highland Academy.

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 New Highland Academy.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: New Highland Elementary

6001903

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 EFFECTIVE 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

New Highland Academy is a K-5 elementary school of 330 students in East Oakland. NHA fosters a positive and inclusive school culture through a school-wide focus on four core values: Be kind, Work hard, Get smart and Talk it out. Second Step and Caring School Community curricula develop students' emotional intelligence and the skills to solve problems peacefully, and counselors provide additional support and intervention. New Highland Academy is dedicated to integrating the arts across the curriculum. Every student attends a weekly visual art class, engaging in projects that include collage, print-making, clay sculpture, and painting. Each teacher also develops and teaches units integrating visual arts with science, social studies or language arts. Every student also receives weekly instruction in creative movement/dance through a partnership with LunaDance. The school garden provides every student with opportunities for hands-on science. Our after school provider, Higher Ground, provides a caring and robust program of homework support, tutoring and enrichment until 6:00 p.m. daily.

VISION

Graduates of New Highland Academy will be creative thinkers, effective communicators and compassionate citizens. Students will meet or exceed grade level standards and be able to apply powerful problem-solving skills in new and unfamiliar contexts. They will be able to communicate effectively orally and in writing as well as through a variety of art and technology media. Our students will be proud of who they are, able to get along with others from different backgrounds, and active in contributing to the well-being of the school community.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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.

The School Accountability Plan

Our Strategic Planning Group meets monthly to establish school priorities, monitor progress, make adjustments, and vet/develop new programs/initiatives to help fulfill school vision. We measure our progress through school-wide goals we set. SPG does some of the preliminary work to share with the SSC for review and approval on categorical areas; SSC has a more global view of the school plan. Monthly Faculty Council and Faculty Meetings are used to engage staff in progress of school and new developments to get timely feedback. The Instructional Leadership Team meets once per month to develop and coordinate PD implementation. ILT also vets instructional initiatives and programs and provides adjustments in regards to supporting teachers in implementation.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: New Highland Elementary

Principal: ELIZABETH OZOL

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.

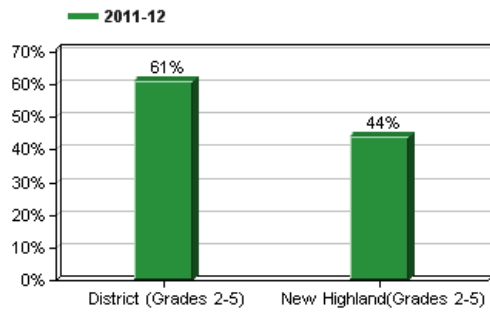
School Quality Standards relevant to this Strategic Priority

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

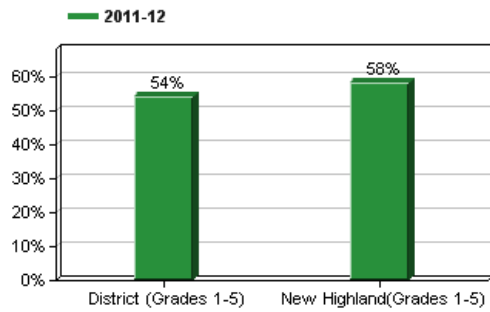
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



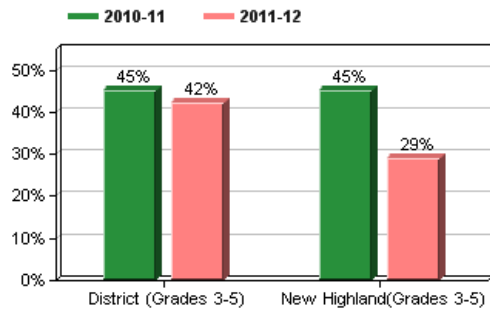
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

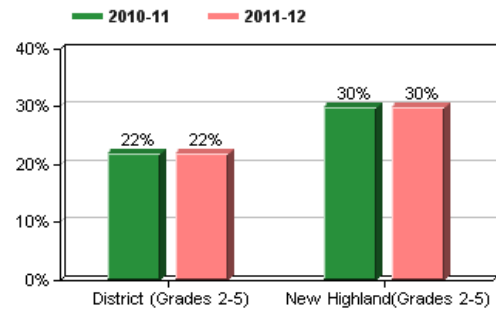


CST

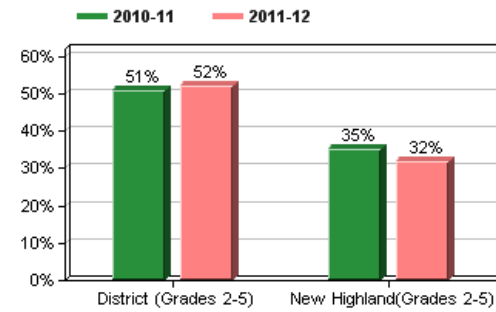
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

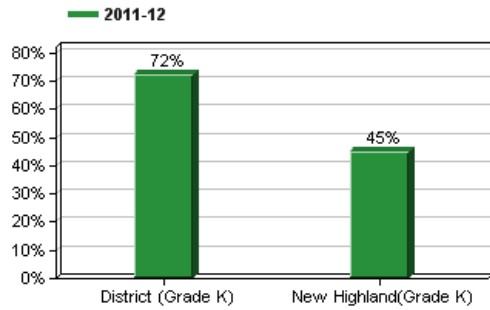


CST/CMA ELA % Prof/Adv

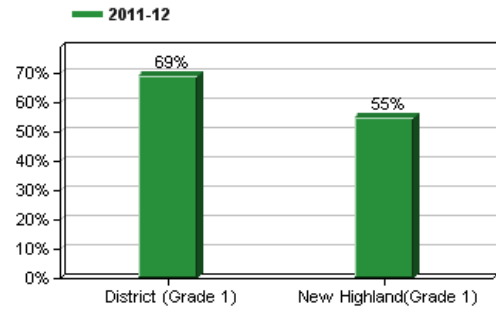


DIBELS

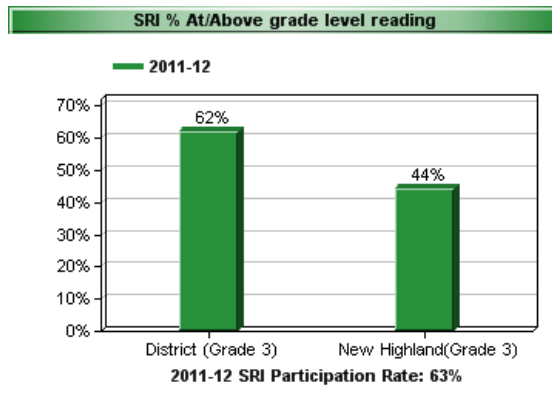
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- As of B2 (2011-2012): 31% of students P/A school wide. By grade: 33% P/A in 2nd grade; 22% P/A in 3rd grade; 20% P/A in 4th grade and 49% P/A in 5th grade.
- As of B2 (2012-2013): 33% of students P/A school wide. By grade: 31% P/A in 2nd grade; 37% P/A in 3rd grade; 35% P/A in 4th grade and 30% P/A in 5th grade. SRI (fall 2012-13): 33% of 2nd through 5th graders schoolwide reading at or above grade level according to SRI. At or above by grade level: 11% of second graders, 41% of third graders, 39% of fourth graders, 41% of fifth graders.

Data Analysis

- 30% of students are FBB/BB in ELA in 2011-2012 and in 2012-2013. There was a slight drop in # of students at P/A in ELA from 35% to 32%. The scores basically remained flat.
- 29% of 2nd graders P/A on CST, 22% of 3rd graders P/A, 43% of 4th graders P/A, 45% of 5th graders P/A
- 33% of Latino students scored P/A on spring 2011 CST, and 33% Latino students scored FBB/BB
- 34% of African American students scored P/A on spring 2011 CST, and 29% scored FBB/BB
- 29% of ELL students scored P/A on spring 2011 CST, 34 % scored FBB/BB

Theory of Action

- Students read and write every day, across content areas. Students read a balanced diet of fiction and non-fiction, and explore grade level appropriate genres.
- Students are taught and actively use comprehension strategies when they read, to make meaning and critically think about what they are reading.
- Students' progress in reading is regularly measured through district benchmarks, SRI/AR tests, DRA, Dibels and fluency and student monitoring informs instruction.
- Students who are behind need additional support and time to practice target skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Comprehension Strategies explicitly taught and practiced K-5	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQ11A378	Teachers explicitly teach and model comprehension strategies and gradually release responsibility until students can practice these strategies independently	N/A			0	\$0.00
Provide PD on balanced approach to literacy instruction, transition to ELA common core standards, and response to intervention (RTI)	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQ11A662	Develop and present (or participate in Corridor School's PD) including small group instruction, reciprocal teaching, guided reading and workshop model.	N/A			0	\$0.00
Hire additional fifth grade teacher to reduce class size					4/25/2012	125SQ11A1628	Additional 5th grade teacher	N/A			0	\$0.00
Hire additional fifth grade teacher to reduce class size					4/25/2012	125SQ11A1629	Additional 5th grade teacher	N/A			0	\$0.00
Hire additional kinder teacher to reduce class size					4/25/2012	125SQ11A3250	Partly fund kinder teacher with QEIA	N/A			0	\$0.00
Hire fourth grade teacher to reduce class size					4/25/2012	125SQ11A3254	Fund 4th grade teacher with QEIA	N/A			0	\$0.00
Hire fourth grade teacher to reduce class size					4/25/2012	125SQ11A3259	Partly fund fourth grade teacher with QEIA	N/A			0	\$0.00
Reduce class size at fifth grade to support increased student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	125SQ11A4820	Partly fund fifth grade teacher to reduce class size.	3010-Title I		TCSHLT0265	0.7	\$56,757.14
Purchase supplies to support student achievement.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/11/2013	125SQ11A4832	Purchase supplies	3010-Title I	4310-SUPPLIES		0	\$2,663.24
Reduce class size to support greater student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	125SQ11A4834	Partly fund teacher's salary to reduce class size.	7090-EIA - SCE		TCSHLT0265	0.1	\$8,108.16
Purchase supplies to support student achievement.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/11/2013	125SQ11A4836	Purchase supplies.	7090-EIA - SCE	4310-SUPPLIES		0	\$5,711.44
Purchase supplies to support student achievement.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/11/2013	125SQ11A4845	Purchase supplies.	7400-QEIA	4310-SUPPLIES		0	\$2,031.88
Hire Teacher on Special Assignment to support teachers with variety of supports and consultation related to (obstacles to) English learner student	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	3/22/2013	125SQ11A4837	Fund one day of .6FTE TSA's salary to support teachers around EL student achievement	7091-EIA - LEP		C10TSA0037	0.25	\$28,049.55

achievement.												
Reduce class size to support greater student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/22/2013	125SQ11A4841	Partly fund second grade teacher's salary to reduce class size.	7400-QEIA		TCSHLT0265	0.2	\$16,216.33
Reduce class size to support greater student achievement.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	4/22/2013	125SQ11A4842	Partly fund kinder teacher's salary to reduce class size.	7400-QEIA		TCHBIL0206	1	\$92,354.87
Reduce class size to support greater student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/22/2013	125SQ11A4844	Partly fund fourth grader teacher's salary to reduce class size.	7400-QEIA		TCSHLT0271	0.76	\$55,130.60
Prepare upper elementary students for success on Science Writing Tasks by introducing similar developmentally appropriate tasks at grades K-2.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQ11A5945	Develop tasks requiring students to make a claim or express an opinion and give evidence/reasoning in writing.	N/A			0	\$0.00
To prepare students for CC math standards, teachers will administer monthly MARS-like math task (authentic open ended math problems).	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQ11A5946	Teachers give monthly MARS task requiring students to show their work in numbers, words, pictures; work in groups, explain their thinking to others.	N/A			0	\$0.00
Principal, AP's and teachers (peer observs.) observe teachers in classrooms using the 5x8 cards as basis for feedback on desired student vital behaviors.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/22/2013	125SQ11A5947	Principal schedules regular formal and informal observations using the 5x8 card as basis for feedback.	N/A			0	\$0.00
Integrate use of rubrics to encourage qualitative evaluation of student work in writing across curriculum (SWT, ELA projects, math tasks) as well as of group process.	Local assessments (benchmarks, PWA)	All Students	Monthly	Grade level team	4/22/2013	125SQ11A5949	Grade level teams agree on rubrics, co-construct with students and use regularly to (self) assess writing products.	N/A			0	\$0.00
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs and/or an electronic collaborative website.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	4/22/2013	125SQ11A441	Weekly PLC meetings include time for collaboration around math and science.	N/A			0	\$0.00
Lead science teacher provides PD, encouragement and problem solving to support teachers in teaching science.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/22/2013	125SQ11A448	Lead teacher provides PD and supports teachers in strengthening their implementation of standards-based science	N/A			0	\$0.00
Accelerated Reader used by every student, grades 2-5 with active	SRI	All	Monthly	Leadership	4/22/2013	125SQ11A380	All students (gr 2-5) read independently and take	N/A			0	\$0.00

progress monitoring by teacher		Students		Team			AR tests to demonstrate their comprehension						
Students participate in workshop/ intervention time 3-5 times per week, where differentiated support in literacy fundamentals is given to accelerate progress of FBB/BB students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/22/2013	125SQI1A394	Teachers plan and provide differentiated intervention during workshop time	N/A				0	\$0.00
Design & implement school structures to support literacy instruction and integration of science with literacy	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQI1A661	Develop site based vision for a Balanced Approach to Literacy and transition to Common Core for ELA. Articulate PD plan, calendar and timeline.	N/A				0	\$0.00
Hire Teacher on Special Assignment to support teachers with variety of supports and consultation related to (obstacles to) student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	125SQI1A4835	Partly fund TSA's salary to support increased student achievement.	7090-EIA - SCE		C10TSA0037		0.2	\$22,439.64
Purchase supplies to support student achievement.	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	1/9/2013	125SQI1A4840	Purchase supplies.	7091-EIA - LEP	4310-SUPPLIES			0	\$921.21
Provide additional opportunities for teacher collaboration time and professional development.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/15/2013	125SQI1A4833	Increase EEIP teacher's FTE to allow for additional teacher release time.	7090-EIA - SCE		TCEEIP0045		0.3	\$21,617.65
Work with Student Leadership Group (SLG) to plan and implement student-led projects to generate interest and enthusiasm about reading.	SRI	All Students	Monthly	Principal	4/22/2013	125SQI1A5944	Meet bi-monthly with SLG to plan and implement projects such as "Reading Dragon" whose ever-growing body is made of reading log pages.	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: New Highland Elementary

Principal: ELIZABETH OZOL

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:

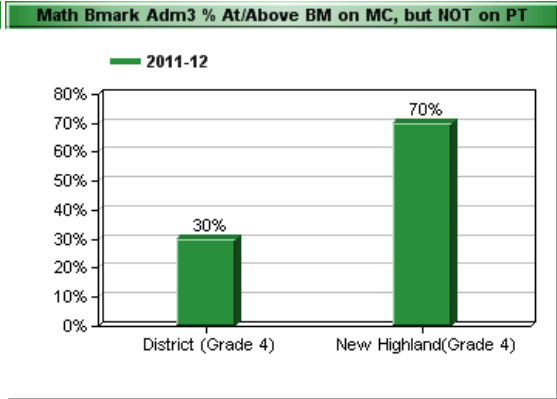
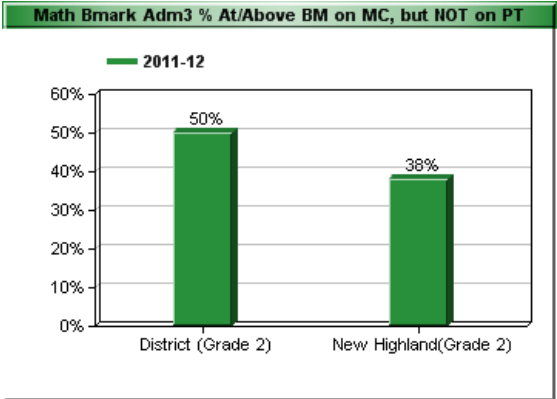
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

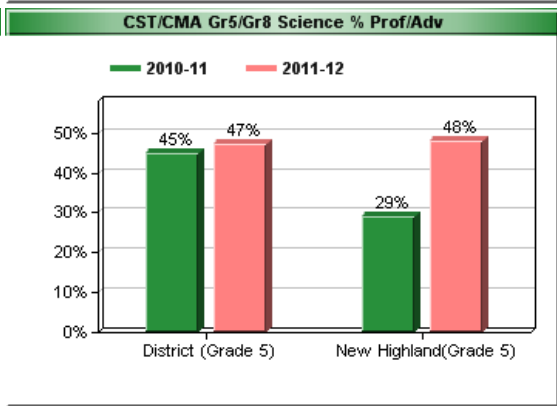
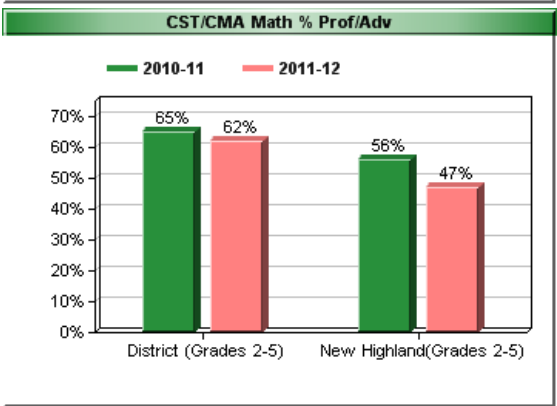
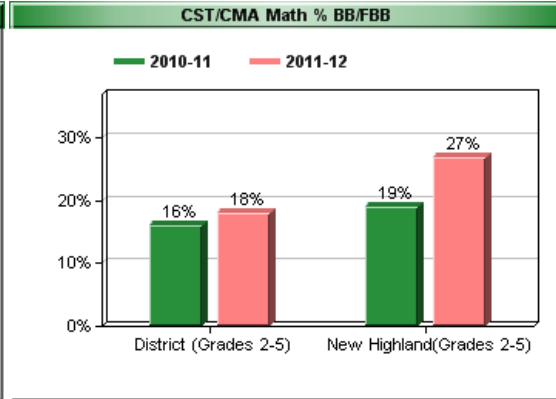
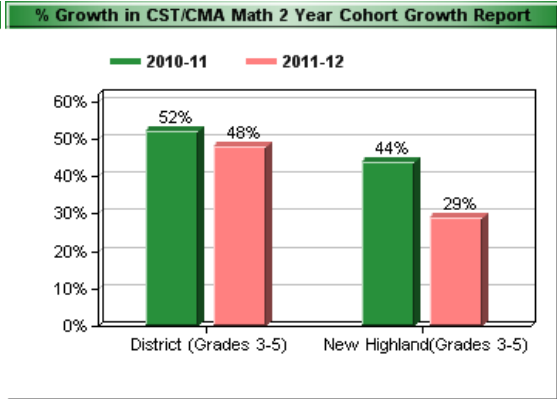
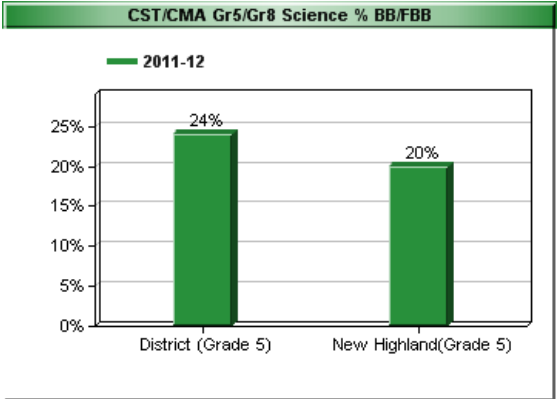
A quality school...

- 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



CST



School Data

- As of Math B1 (2012-2013): 50% of second through fifth graders proficient or advanced. By grade: 38% of kinder, 81% of first graders, 69% of second graders, 29% of third graders, 49% of fourth graders, 28% of fifth graders.

Data Analysis

- In 2011, 56% of students scored Proficient/Advanced in Math and 19% of students scored FBB/BB in Math. In 2012, only 47% of student scored P/A in Math and the percentage of students scoring FBB/BB rose to 27%.
- 29% of 5th graders were proficient in Science on the spring 2011 CST. We had significant growth of 18% -- in 2012, 47% of 5th graders were proficient in Science on the CST.
- 57% of EL students scored P/A in Math on the spring 2011 CST, and 18% scored FBB/BB.
- 60% of Latino students scored P/A in Math on the spring 2011 CST, and 18% scored FBB/BB
- 42% of African American students scored P/A in Math on spring 2011 CST, and 26% scored FBB/BB

Theory of Action

- To be successful mathematicians, students need to develop conceptual understanding as well as mastery of algorithm.
- Math and science instruction needs to engage all students in using academic language and explaining their thinking.
- Students will develop competency in mathematics if teachers gradually release responsibility until students can independently explain how they arrived at their correct answer.
- The integration of art with math and science enhances motivation, critical thinking, confidence and making meaningful connections with our environment and our world.
- Students who are behind in math and science need extra support and time to practice target skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reduce class size to support greater student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	125SQI1B4834	Partly fund teacher's salary to reduce class size.	7090-EIA - SCE		TCSHLT0265	0.1	\$8,108.16
Purchase supplies to support student achievement.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/11/2013	125SQI1B4836	Purchase supplies.	7090-EIA - SCE	4310-SUPPLIES		0	\$5,711.44
Purchase supplies to support student achievement.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/11/2013	125SQI1B4845	Purchase supplies.	7400-QEIA	4310-SUPPLIES		0	\$2,031.88
Hire Teacher on Special Assignment to support teachers with variety of supports and consultation related to (obstacles to) English learner student achievement.	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	3/22/2013	125SQI1B4837	Fund one day of .6FTE TSA's salary to support teachers around EL student achievement	7091-EIA - LEP		C10TSA0037	0.25	\$28,049.55
Reduce class size to support greater student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/22/2013	125SQI1B4841	Partly fund second grade teacher's salary to reduce class size.	7400-QEIA		TCSHLT0265	0.2	\$16,216.33
Reduce class size to support greater student achievement.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	4/22/2013	125SQI1B4842	Partly fund kinder teacher's salary to reduce class size.	7400-QEIA		TCHBIL0206	1	\$92,354.87
Reduce class size to support greater student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/22/2013	125SQI1B4844	Partly fund fourth grader teacher's salary to reduce class size.	7400-QEIA		TCSHLT0271	0.76	\$55,130.60
Prepare upper elementary students for success on Science Writing Tasks by introducing similar developmentally appropriate tasks at grades K-2.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQI1B5945	Develop tasks requiring students to make a claim or express an opinion and give evidence/reasoning in writing.	N/A			0	\$0.00
To prepare students for CC math standards, teachers will administer monthly MARS-like math task (authentic open ended math problems).	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQI1B5946	Teachers give monthly MARS task requiring students to show their work in numbers, words, pictures; work in groups, explain their thinking to others.	N/A			0	\$0.00
Principal, AP's and teachers (peer observs.) observe teachers in classrooms using the 5x8 cards as basis for feedback on desired student vital behaviors.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/22/2013	125SQI1B5947	Principal schedules regular formal and informal observations using the 5x8 card as basis for feedback.	N/A			0	\$0.00
Integrate use of rubrics to encourage qualitative evaluation of student work in writing across	Local assessments	All	Monthly	Grade level	4/22/2013	125SQI1B5949	Grade level teams agree on rubrics, co-construct with students and use	N/A			0	\$0.00

curriculum (SWT, ELA projects, math tasks) as well as of group process.	(benchmarks, PWA)	Students		team				regularly to (self) assess writing products.						
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs and/or an electronic collaborative website.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	4/22/2013	125SQI1B441		Weekly PLC meetings include time for collaboration around math and science.	N/A				0	\$0.00
Lead science teacher provides PD, encouragement and problem solving to support teachers in teaching science.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/22/2013	125SQI1B448		Lead teacher provides PD and supports teachers in strengthening their implementation of standards-based science	N/A				0	\$0.00
Participation in CAL-BLAST Project, with all supporting PD and coaching Sessions.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQI1B5948		Participation in CAL-BLAST Project, with all supporting PD and coaching Sessions	N/A				0	\$0.00
Provide STEM career activities in classroom and afterschool program so that students are aware of future career choices.	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/22/2013	125SQI1B449		Teachers offer challenging math, science and engineering activities in their curriculum, work with groups such as Cal-teach to bring in outside STEM partners, and talk about future related career choices.	N/A				0	\$0.00
Hold annual career fair. Career Fair ideally will consist of adult speakers who share their path in current career (education requirements, etc.)	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	4/22/2013	125SQI1B1622		Annual career fair organized by Planning Group	N/A				0	\$0.00
Teachers continue to work with science coach to implement notebooking as integral part of FOSS science investigations.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Grade level team	4/11/2013	125SQI1B5151		Teachers plan with science coach and share best practices around notebooking in science instruction.	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: New Highland Elementary

Principal: ELIZABETH OZOL

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

School Data

-

Data Analysis

- 55% of incoming kinder students have not attended a pre-k program (such as Headstart or CDC).

Theory of Action

- We can take actions to enhance a smooth and successful transition into kindergarten and into middle school.
- If we shift to using common core standards to guide instruction, students will become more prepared for the demands of college.
- If NHA students internalize our core values (Be Kind, Work Hard, Get Smart and Talk it Out), these values will prepare them to do well in middle school and beyond.
- If we communicate the importance of establishing open communication with incoming families before and throughout the school year, then we can create and maintain meaningful Home-School relationships.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
After school program provides workforce development and college readiness program	Survey data (CHKS, etc.)		Monthly	After school program coordinator	4/22/2013	125SQ1C3205	Bimonthly workshops on topics related to college readiness	N/A			0	\$0.00
After school program provides workforce development and college readiness program	Survey data (CHKS, etc.)		Monthly	After school program coordinator	4/22/2013	125SQ1C3206	Training opportunities through internships and paid positions for m.s. and h.s. students	N/A			0	\$0.00
School holds events and assemblies devoted to celebrating different cultures, and recognizing excellence and improvement.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	4/22/2013	125SQ1C240	2-3 cultural assemblies scheduled such as African American history/culture celebrations, Latino history/culture celebrations.	N/A			0	\$0.00
School holds events and assemblies devoted to celebrating different cultures, and recognizing excellence and improvement.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/22/2013	125SQ1C5943	Monthly awards assemblies celebrate excellent and effort and revisit Four Core Values.	N/A			0	\$0.00
Mini-middle school fair held at New Highland offers students and families opportunity to get information and ask questions of different m.s. representatives.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/22/2013	125SQ1C5942	NHA invites representatives from area middle schools to showcase their school at m.s. fair.	N/A			0	\$0.00
Hold monthly meetings beginning in May for incoming kinder families to prepare their child for success in kinder	Local assessments (benchmarks, PWA)	Pre-Kindergarten	Monthly	Principal	4/22/2013	125SQ1C1625	Monthly parent meetings	N/A			0	\$0.00
Principal provides support for incoming kinder students to support successful transition from pre-k to kinder.	Local assessments (benchmarks, PWA)	Pre-Kindergarten	Monthly	Principal	4/11/2013	125SQ1C5683	Principal holds monthly meetings for incoming kinder families from May-August.	N/A			0	\$0.00
Principal provides support for incoming kinder students to support successful transition from pre-k to kinder.	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Principal	4/11/2013	125SQ1C5684	Preschool students visit kinder classes (Headstarts and CDC) on a walking field trip.	N/A			0	\$0.00
Principal provides support for incoming kinder students to support successful transition from pre-k to kinder.	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Community Partner	4/11/2013	125SQ1C5686	Pre-k "boot camp" summer program will be held for incoming kinders who have never attended preschool.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: New Highland Elementary

Principal: ELIZABETH OZOL

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.

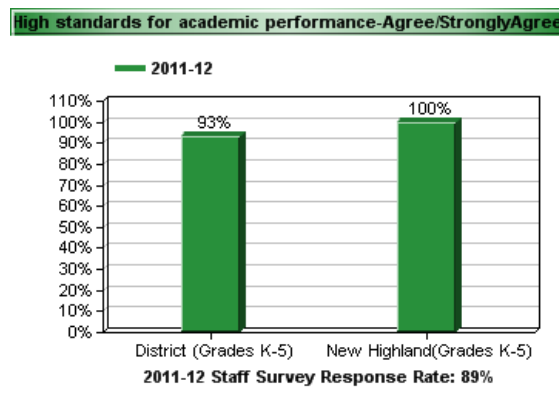
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

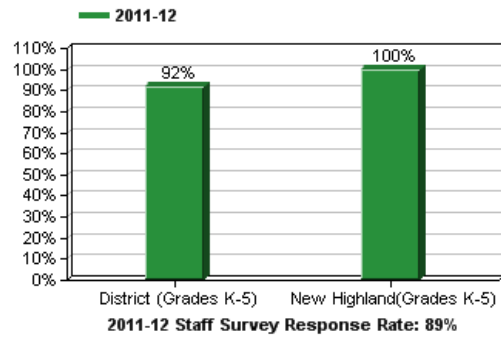
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

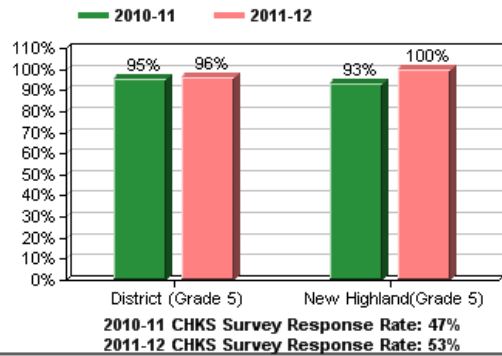


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



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



Data Analysis

- From 2010-11 to 2011-12, the percentage of 5th graders (who took the survey) who plan to go to college rose from 93% to 100%.
- 100% of staff who responded believe that New Highland has high academic standards for students and promotes academic success.

Theory of Action

- If we expose students to the possibilities for career and workforce, it will inspire and inform their actions
- It's not too early to expose students to possible college and career choices in elementary school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide STEM career activities in classroom and afterschool program so that students are aware of future career choices.	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/22/2013	125SQI1D449	Teachers offer challenging math, science and engineering activities in their curriculum, work with groups such as Cal-teach to bring in outside STEM partners, and talk about future related career choices.	N/A			0	\$0.00
Hold annual career fair. Career Fair ideally will consist of adult speakers who share their path in current career (education requirements, etc.)	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	4/22/2013	125SQI1D1622	Annual career fair organized by Planning Group	N/A			0	\$0.00
Teachers continue to work with science coach to implement notebooking as integral part of FOSS science investigations.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Grade level team	4/11/2013	125SQI1D5151	Teachers plan with science coach and share best practices around notebooking in science instruction.	N/A			0	\$0.00
After school program provides workforce development and college readiness program	Survey data (CHKS, etc.)		Monthly	After school program coordinator	4/22/2013	125SQI1D3205	Bimonthly workshops on topics related to college readiness	N/A			0	\$0.00
After school program provides workforce development and college readiness program	Survey data (CHKS, etc.)		Monthly	After school program coordinator	4/22/2013	125SQI1D3206	Training opportunities through internships and paid positions for m.s. and h.s. students	N/A			0	\$0.00
Host 2-3 college awareness events					4/2/2012	125SQI1D1623		N/A			0	\$0.00
Take students on a culminating field trip in 5th grade, where they visit a local University (eg. Stanford)	Survey data (CHKS, etc.)	All Students	End of Year	After school program coordinator	4/22/2013	125SQI1D1624	Field trip to visit college	N/A			0	\$0.00
After school program provides workforce development and college readiness program					4/2/2012	125SQI1D3207	Biweekly workshops	N/A			0	\$0.00
After school program provides workforce development and college readiness program					4/2/2012	125SQI1D3208	Internships and paid positions for H.S. and M.S. students	N/A			0	\$0.00

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: New Highland Elementary

Principal: ELIZABETH OZOL

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

Data Analysis

- 33% of Latino students scored P/A on spring 2011 CST, and 33% Latino students scored FBB/BB
- 34% of African American students scored P/A on spring 2011 CST, and 29% scored FBB/BB
- 29% of ELL students scored P/A on spring 2011 CST, 34 % scored FBB/BB

Theory of Action

- Differentiated support for students struggling with phonics, fluency and comprehension
- Extra time to develop and practice targeted skills related to reading
- Teaming with family, afterschool program and other supports to accelerate struggling students
- Continuous developing of staff's cultural competency
- Developing understanding and appreciation of different cultures, languages, backgrounds

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Accelerated Reader used by every student, grades 2-5 with active progress monitoring by teacher	SRI	All Students	Monthly	Leadership Team	4/22/2013	125SQI1E380	All students (gr 2-5) read independently and take AR tests to demonstrate their comprehension	N/A			0	\$0.00
Students participate in workshop/ intervention time 3-5 times per week, where differentiated support in literacy fundamentals is given to accelerate progress of FBB/BB students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/22/2013	125SQI1E394	Teachers plan and provide differentiated intervention during workshop time	N/A			0	\$0.00
Design & implement school structures to support literacy instruction and integration of science with literacy	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	125SQI1E661	Develop site based vision for a Balanced Approach to Literacy and transition to Common Core for ELA. Articulate PD plan, calendar and timeline.	N/A			0	\$0.00
Hire Teacher on Special Assignment to support teachers with variety of supports and consultation related to (obstacles to) student achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	125SQI1E4835	Partly fund TSA's salary to support increased student achievement.	7090-EIA - SCE		C10TSA0037	0.2	\$22,439.64
Purchase supplies to support student achievement.	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	1/9/2013	125SQI1E4840	Purchase supplies.	7091-EIA - LEP	4310-SUPPLIES		0	\$921.21
Teachers serve as mentors for target students					5/3/2012	125SQI1E235		N/A			0	\$0.00
Behavioral health providers support target students					5/3/2012	125SQI1E236	Case manager	N/A			0	\$0.00
Behavioral health providers support target students					5/3/2012	125SQI1E237	Social worker	N/A			0	\$0.00
Classroom teachers differentiate instruction to challenge and enrich GATE students		GATE			4/11/2013	125SQI1E3279	Teachers offer challenging projects for GATE students	N/A			0	\$0.00
SST's for struggling students convened with teacher, family and appropriate other staff to brainstorm and implement interventions for students outside sphere of success (academic or	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Other	4/1/2013	125SQI1E5173	Regular meetings and follow-up to implement Tier 2 interventions.	N/A			0	\$0.00

behaviorial). Mentors from external organizations such as SAGE at UC Berkeley assigned to targeted students	Survey data (CHKS, etc.)	FBB, BB and BAS	Monthly	Principal	4/22/2013	125SQ1E3874	Mentors assigned to targeted students	N/A			0	\$0.00
Monthly coordination of services team (COST) meeting to coordinate behavioral health interventions for struggling students.	Discipline/CSC	All Students	Monthly	Principal	4/1/2013	125SQ1E5172	Principal meets monthly with counseling & PEC staff, etc. to coordinate services/interventions provided for struggling students	N/A			0	\$0.00
Social worker works with ELL students and families with focus on regular attendance and family participation in their students' growth toward being English proficient.	CELDT	English Learners	Monthly	Principal	4/3/2013	125SQ1E4838	Partly fund social worker's salary to provide support to EL students to improve attendance and English acquisition.	7091-EIA - LEP		SOCWKR0015	0.4	\$40,334.82
Expand academic involvement thru SSC/ELAC. Review academic performance data, attendance & suspension data and discuss actions that school and family take to support student success.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/1/2013	125SQ1E195	Refreshments for meetings	N/A			0	\$0.00
Expand academic involvement thru SSC/ELAC. Review academic performance data, attendance & suspension data and discuss actions that school and family take to support student success.	SRI	All Students	Monthly	Principal	4/1/2013	125SQ1E5165	Share and discuss data, specifically share what school is doing, what families can do to support student success	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: New Highland Elementary

Principal: ELIZABETH OZOL

From OUSD Strategic Plan:

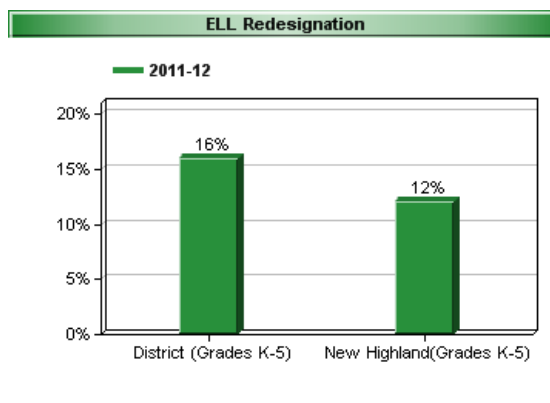
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together 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

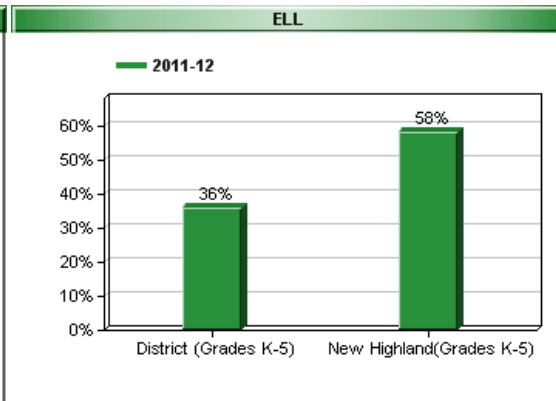
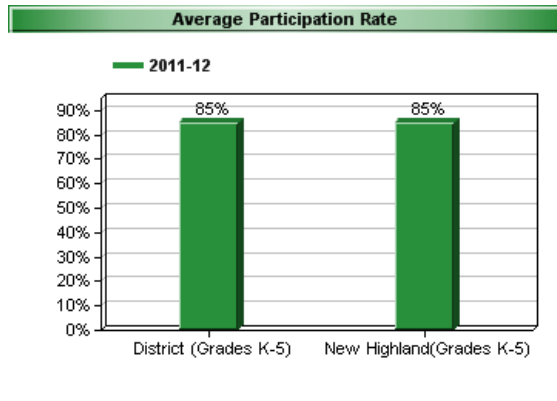
A quality school...

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

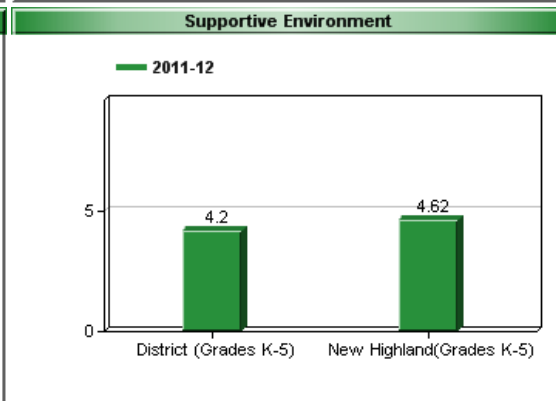
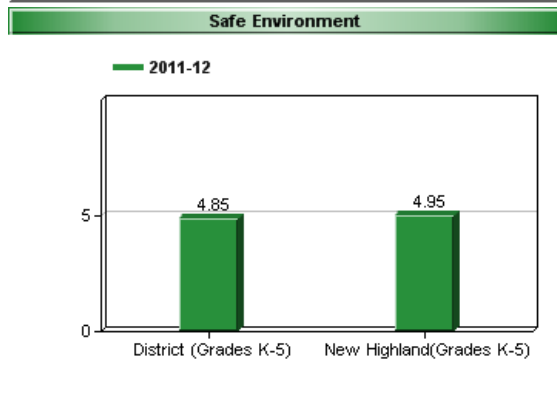
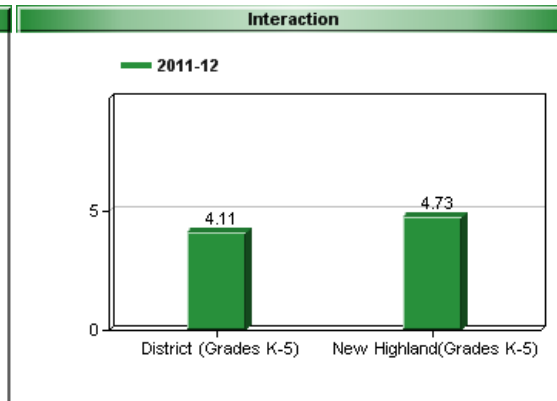
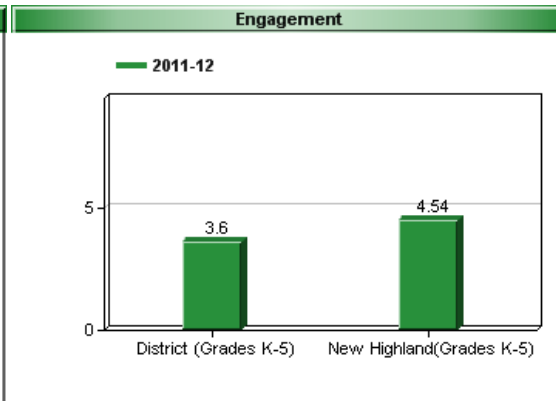
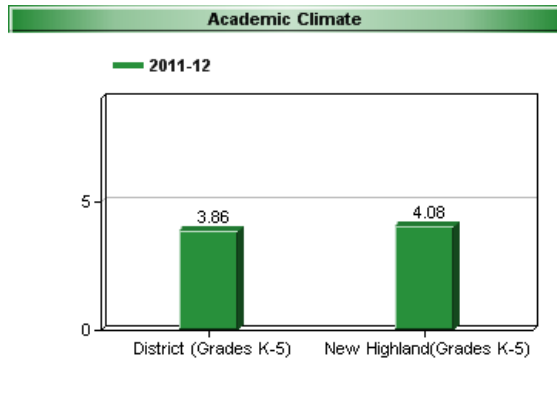
After School Program- Student Impact



After School Program- Participation



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



School Data

- Student family survey results - talk to H.G. - 2010-11 Site Evaluation Profile

Data Analysis

- NHA's after school program in collaboration with Higher Ground as lead agency consistently outperforms district average on all points of service.

Theory of Action

- When children are in a safe, caring environment during after school hours, which offers enrichment, academic support & leadership opportunities, students will be happier, healthier and do better in school.
- When the ASP provides structured opportunities for parents/families to participate, this will improve families' connection to the school community and will result in better outcomes for students and stronger school/family partnerships.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
SST's for struggling students convened with teacher, family and appropriate other staff to brainstorm and implement interventions for students outside sphere of success (academic or behavioral).	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Other	4/1/2013	125SQ11F5173	Regular meetings and follow-up to implement Tier 2 interventions.	N/A			0	\$0.00
During ASP each student has focused time to read a book at appropriate level.					5/3/2012	125SQ11F3196	Provide books at students' levels	N/A			0	\$0.00
Build capacity of ASP staff to implement basic reading support/improvement strategies					5/3/2012	125SQ11F3197	Teacher liaison works with ASP coordinator to provide PD	N/A			0	\$0.00
STEM enrichment activities					5/3/2012	125SQ11F3198	Weekly science activities	N/A			0	\$0.00
Monthly parent/family meetings to promote 2 way communication and more deeply engage families					5/3/2012	125SQ11F3199	Hosting monthly family events and meetings	N/A			0	\$0.00
College and career readiness - career day, college visits					5/3/2012	125SQ11F682	Organize career day, college volunteers and college month	N/A			0	\$0.00
Students create community service projects to help school and greater community.					5/3/2012	125SQ11F3204	Activities include eat to live, 4R's, violence prevention, gardening & nutrition and student government	N/A			0	\$0.00

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

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

School: New Highland Elementary

Principal: ELIZABETH OZOL

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 1: Reduce suspensions by 50% and eliminate the disproportionate representation of African American males.

- Strategy 1.1: Implement cross grade buddy classes to build community. Implement "chill out" buddy classes where a student can go to calm down and take a quiet break.
- Strategy 1.2: Provide counseling through Lincoln or on-site support for students with serious behavior challenges.

Goal 2: Reduce chronic absences by 5% every quarter.

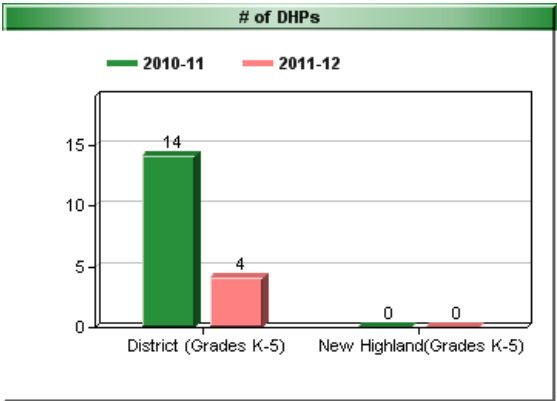
- Strategy 2.1: Attendance clerk calls families on the morning student is absent. Teachers also call when student is absent. Staff offers to be thinking partner with family to solve attendance problems.
- Strategy 2.2: Perfect and improved attendance are recognized and celebrated through certificates and incentives.

School Quality Standards relevant to this Strategic Priority

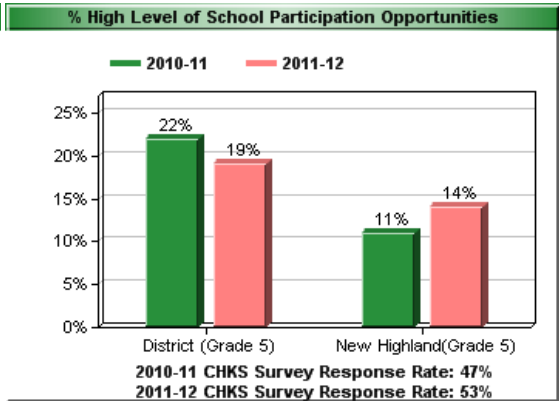
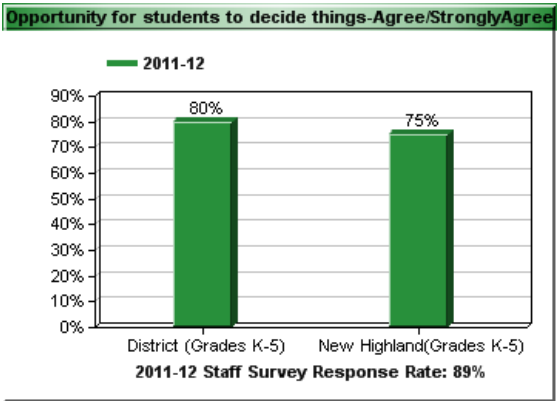
A quality school...

- 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

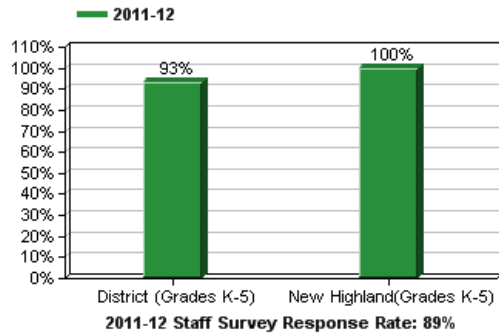


Survey - Engagement

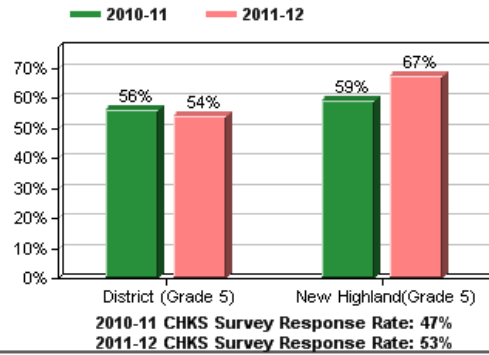


Survey - Relationships

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

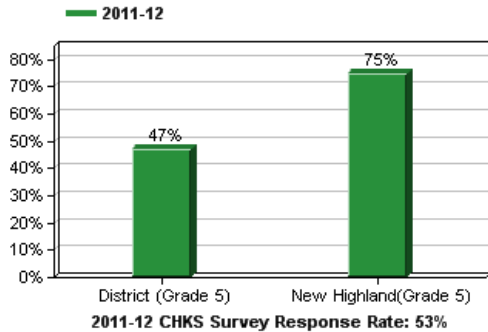


% High Level of Caring Relationships with Adults at School

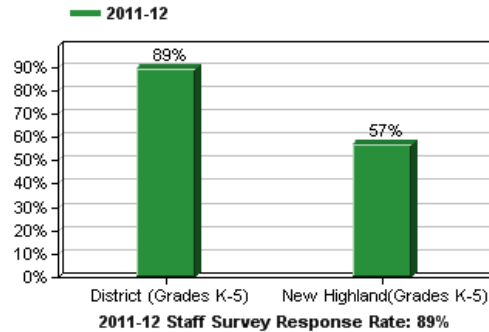


Survey - Safety

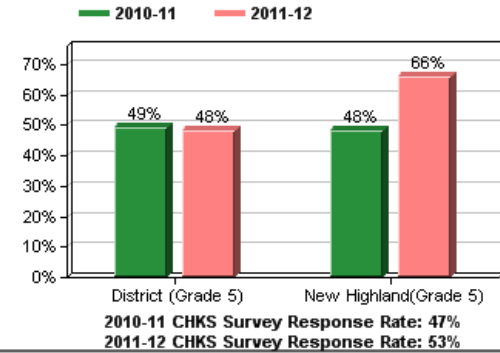
% Hit or pushed by other kids at school



This school is a safe place for students.%Agree/Strongly Agree

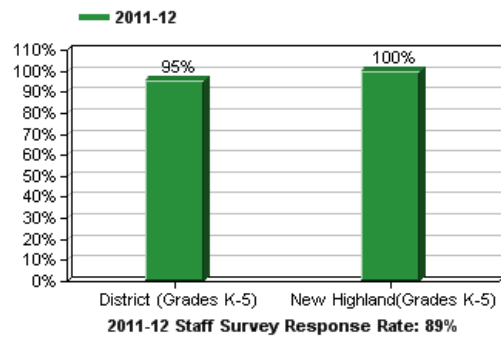


% feeling safe at school all of the time



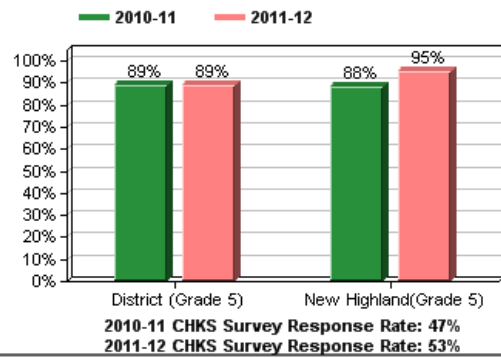
Survey - Welcoming

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

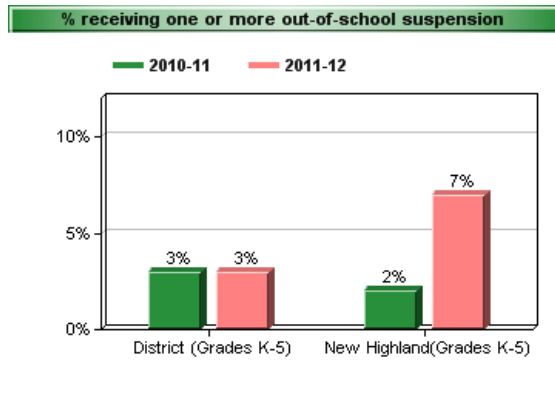


Survey- Beliefs

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



Suspensions



Data Analysis

- Consistent with district average, only half of NHA students felt safe all of the time in 2010-11. This percentage increased by 18 points in 2011-12 - 66% of 5th graders who responded to survey reported feeling safe all the time.
- While 100% of staff who took survey think NHA is a supportive and inviting school, only 57% believe it is a safe place for students.
- While NHA has not DHPed any student for the past 2 years, the percentage of students receiving an out of school suspension rose from 2% to 7% from 2010-11 to 2011-12.

Theory of Action

- Students are healthy, happy and do better in school when the school setting is an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
- All students are more likely to succeed when the school offers a coordinated and integrated system of academic and learning support services
- When students are experiencing difficulty (academic, social, or otherwise), they benefit from early identification and intervention, and when school and family work as a team

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integrate use of rubrics to encourage qualitative evaluation of student work in writing across curriculum (SWT, ELA projects, math tasks) as well as of group process.	Local assessments (benchmarks, PWA)	All Students	Monthly	Grade level team	4/22/2013	125SQI2A5949	Grade level teams agree on rubrics, co-construct with students and use regularly to (self) assess writing products.	N/A			0	\$0.00
Provide additional opportunities for teacher collaboration time and professional development.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/15/2013	125SQI2A4833	Increase EEIP teacher's FTE to allow for additional teacher release time.	7090-EIA - SCE		TCEEIP0045	0.3	\$21,617.65
Work with Student Leadership Group (SLG) to plan and implement student-led projects to generate interest and enthusiasm about reading.	SRI	All Students	Monthly	Principal	4/22/2013	125SQI2A5944	Meet bi-monthly with SLG to plan and implement projects such as "Reading Dragon" whose ever-growing body is made of reading log pages.	N/A			0	\$0.00
School holds events and assemblies devoted to celebrating different cultures, and recognizing excellence and improvement.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	4/22/2013	125SQI2A240	2-3 cultural assemblies scheduled such as African American history/culture celebrations, Latino history/culture celebrations.	N/A			0	\$0.00
School holds events and assemblies devoted to celebrating different cultures, and recognizing excellence and improvement.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/22/2013	125SQI2A5943	Monthly awards assemblies celebrate excellent and effort and revisit Four Core Values.	N/A			0	\$0.00
Mini-middle school fair held at New Highland offers students and families opportunity to get information and ask questions of different m.s. representatives.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/22/2013	125SQI2A5942	NHA invites representatives from area middle schools to showcase their school at m.s. fair.	N/A			0	\$0.00
Provide refreshments to make parents/families feel more welcome and increase involvement in school events and activities related to students' academic success.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	1/10/2013	125SQI2A4824	Allocate money to purchase refreshments for meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$411.23

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

Strategic Priority B. Health & Wellness

School: New Highland Elementary

Principal: ELIZABETH OZOL

From OUSD Strategic Plan:

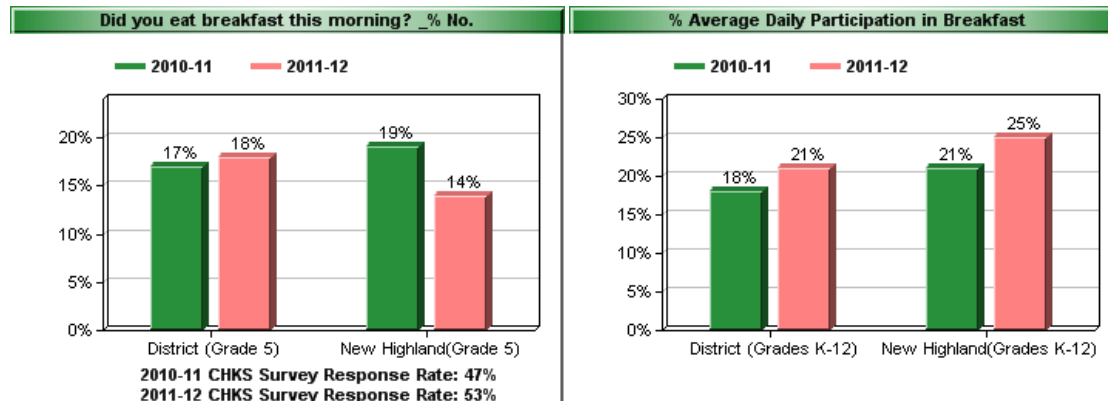
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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

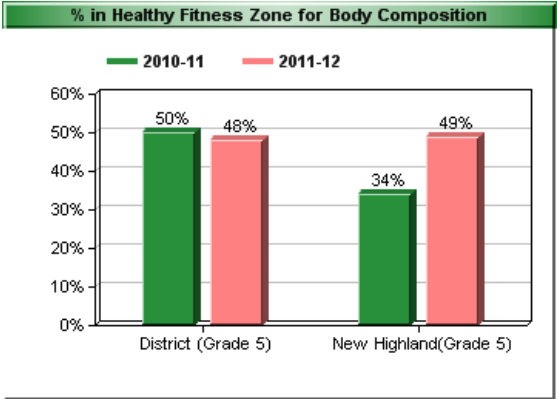
A quality school...

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

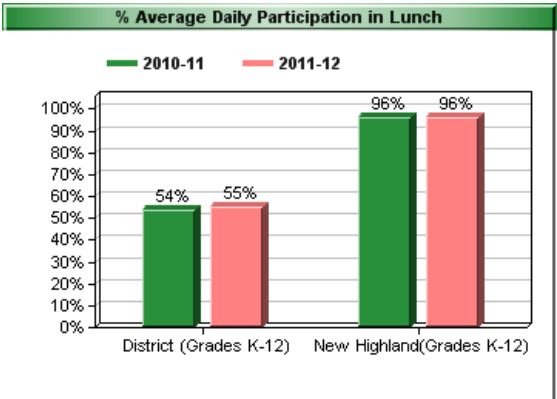
Breakfast



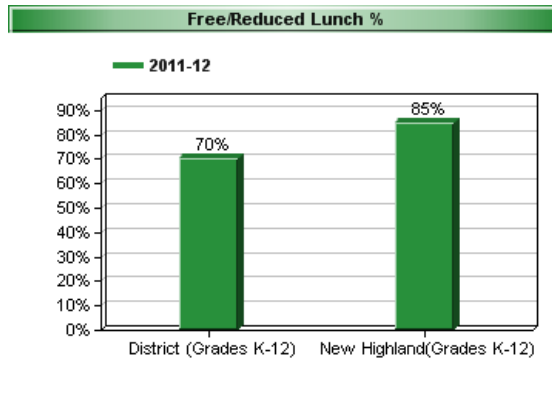
Fitness



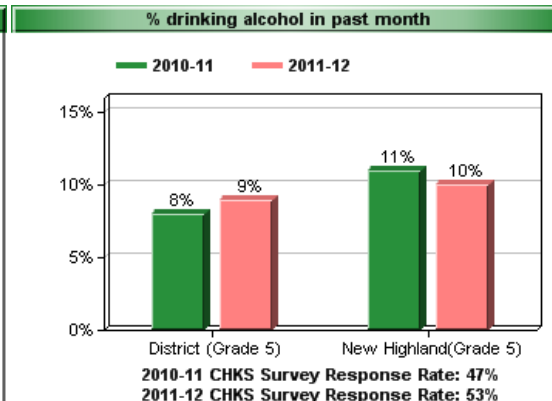
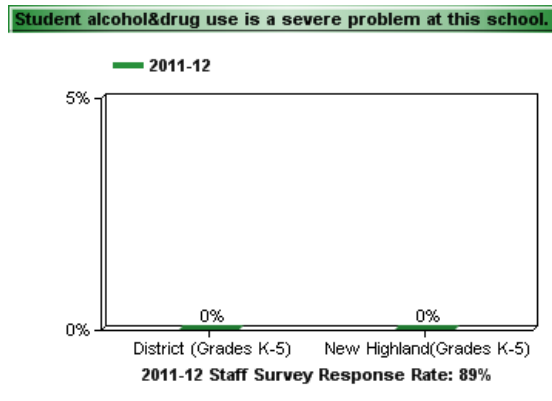
Lunch



Socio Economics



Survey - Drugs / Alcohol



Data Analysis

- A fifth of our fifth graders did not eat breakfast on the day of the survey in 2010-11. In 2011-12 this number dropped to 14%.
- A third of our fifth graders were in the "Healthy Body Fitness Zone." In 2011-12, this jumped by 15 points to 49%.
- In 2010-11, 11% of our fifth graders had tried alcohol in the past month. In 2011-12, 10% of fifth graders had tried alcohol in past month.
- 38% of our fifth graders exercise 6 or 7 days per week.
- Almost every fifth grader ate lunch in 2010-11 and 2011-12.

Theory of Action

- Every child can learn and succeed with appropriate support.
- Students can build social/emotional skills through intentional instruction, structured opportunities to interact with peers and adults and lots of opportunities to reflect and practice on their own.

- Supportive intervention for struggling students is key to their behavioral and academic success.
- Every student is a valued member of a caring, respectful and predictable school environment.
- Every student develops lasting, positive relationships with other students and adults in the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
SST's for struggling students convened with teacher, family and appropriate other staff to brainstorm and implement interventions for students outside sphere of success (academic or behavioral).	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Other	4/1/2013	125SQI2B5173	Regular meetings and follow-up to implement Tier 2 interventions.	N/A			0	\$0.00
Mentors from external organizations such as SAGE at UC Berkeley assigned to targeted students	Survey data (CHKS, etc.)	FBB, BB and BAS	Monthly	Principal	4/22/2013	125SQI2B3874	Mentors assigned to targeted students	N/A			0	\$0.00
Monthly coordination of services team (COST) meeting to coordinate behavioral health interventions for struggling students.	Discipline/CSC	All Students	Monthly	Principal	4/1/2013	125SQI2B5172	Principal meets monthly with counseling & PEC staff, etc. to coordinate services/interventions provided for struggling students	N/A			0	\$0.00
Part-time social worker provides counseling and support for struggling students.					5/3/2012	125SQI2B179	Social worker provides counseling	N/A			0	\$0.00
Part-time social worker provides counseling and support for struggling students.					5/3/2012	125SQI2B1631	Social worker provides counseling	N/A			0	\$0.00
Partnership with Lincoln Child Center to provide Medi-Cal funded therapy.					5/3/2012	125SQI2B180	Renew MOU with Lincoln	N/A			0	\$0.00
School garden provides opportunities for hands-on learning about healthy foods, nutrition, science and art.					5/3/2012	125SQI2B189		N/A			0	\$0.00
Dance class provided for all students for 1/2 year or full year.					5/3/2012	125SQI2B340	Contract with Luna Kids Dance	N/A			0	\$0.00
Availability of salad bar encourages consumption of more fresh fruits & veggies.					5/3/2012	125SQI2B341	Healthy food choices	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: New Highland Elementary

Principal: ELIZABETH OZOL

From OUSD Strategic Plan:

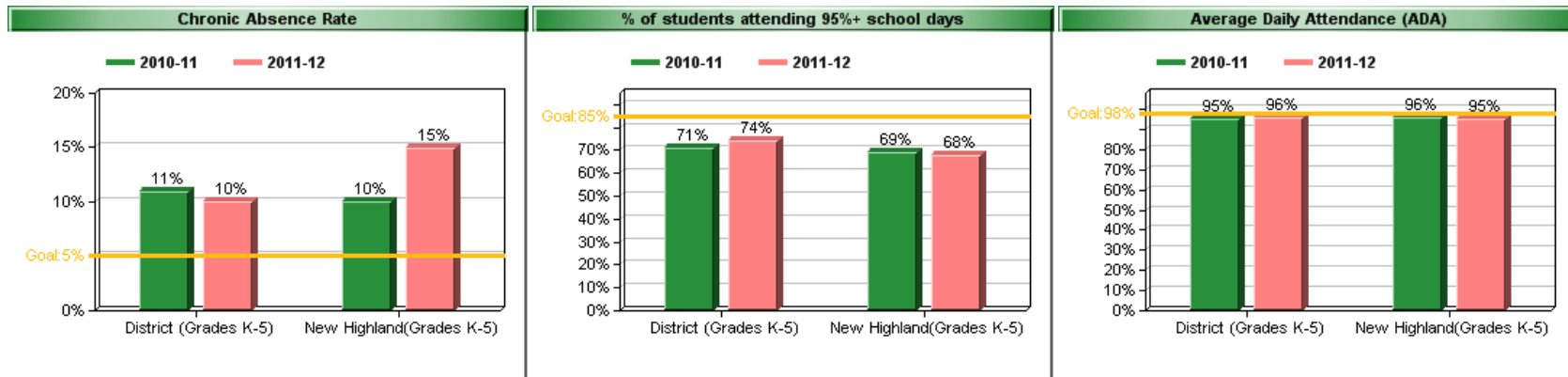
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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

- There were X suspensions in the 2010-2011 school year.

Data Analysis

- Only 45% of African American students have satisfactory attendance (28 out of 62)

- As a grade, Kinder has the lowest satisfactory attendance at 53% (only 32 out of 60 have satisfactory attendance)
- From 2010-11 to 2011-12, the percentage of students with chronic absence problems rose from 10% to 15%.
- From 2010-11 to 2011-12, the percentage of students with satisfactory attendance (coming to school 95% of the days enrolled) declined slightly from 69% to 68%.
- From 2010-11 to 2011-12, the number of students coming to school every day dropped slightly, from 96% to 95%.

Theory of Action

- Recognize and celebrate perfect and improved student attendance like we recognize academic achievement.
- Engage families and community partners in understanding the importance of attendance and finding solutions.
- Promote parent-to-parent engagement and support regarding attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
SST's for struggling students convened with teacher, family and appropriate other staff to brainstorm and implement interventions for students outside sphere of success (academic or behavioral).	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Other	4/1/2013	125SQI2C5173	Regular meetings and follow-up to implement Tier 2 interventions.	N/A			0	\$0.00
Monthly coordination of services team (COST) meeting to coordinate behavioral health interventions for struggling students.	Discipline/CSC	All Students	Monthly	Principal	4/1/2013	125SQI2C5172	Principal meets monthly with counseling & PEC staff, etc. to coordinate services/interventions provided for struggling students	N/A			0	\$0.00
Social worker works with ELL students and families with focus on regular attendance and family participation in their students' growth toward being English proficient.	CELDT	English Learners	Monthly	Principal	4/3/2013	125SQI2C4838	Partly fund social worker's salary to provide support to EL students to improve attendance and English acquisition.	7091-EIA - LEP		SOCWKR0015	0.4	\$40,334.82
Provide refreshments to make parents/families feel more welcome and increase involvement in school events and activities related to students' academic success.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	1/10/2013	125SQI2C4824	Allocate money to purchase refreshments for meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$411.23
Engage parents and community in improving student attendance through parent events					4/23/2012	125SQI2C224		N/A			0	\$0.00
Teachers call families the day the student is absent to find out why and offer support.					4/23/2012	125SQI2C225	Daily calling of absent students	N/A			0	\$0.00
Behavioral health team works to support students with behavioral difficulties to avoid suspensions.					3/1/2013	125SQI2C345	Weekly meetings with students and push-in to support transitions	N/A			0	\$0.00
Behavioral health team works to support students with behavioral difficulties to avoid suspensions.					3/1/2013	125SQI2C1626	Weekly meeting with EL students with push-in to support transitions	N/A			0	\$0.00
Focus on outreach and education of K-1												

parents where chronic absence rates are high in order to set a pattern for the rest of students' elementary years					4/23/2012	125SQI2C3871	Parent meetings and phone calls	N/A			0	\$0.00
Offer individual and class incentives for good attendance - fancy pencils and certificates of recognition, parties for class attendance					3/1/2013	125SQI2C3872	Periodic awards for good attendance	N/A			0	\$0.00
Monthly COS team meeting and meetings with admin staff to review attendance and plan next steps for targeted students					4/23/2012	125SQI2C3873	Monthly meetings to review students with attendance problems	N/A			0	\$0.00
Bilingual parent liaison improves communication with families about school events, and provides translation for meetings such as report card conferences.	Survey data (CHKS, etc.)	English Learners	Monthly	Principal	4/11/2013	125SQI2C4823	Bilingual parent liaison makes phone calls, visits homes with school personnel, does translation for meetings.	9901-Title I - Parent Participation		5825-CONSULTANTS	0	\$1,000.00
Bilingual parent liaison improves communication with families about school events, and provides translation for meetings such as report card conferences.	Survey data (CHKS, etc.)	English Learners	Monthly	Principal	4/11/2013	125SQI2C5681	Bilingual parent liaison makes phone calls, visits homes with school personnel, does translation for meetings.	7091-EIA - LEP		5825-CONSULTANTS	0	\$3,560.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: New Highland Elementary

Principal: ELIZABETH OZOL

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.

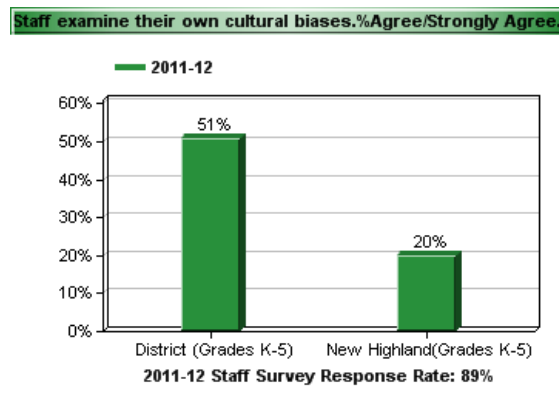
1. Improve the conditions in schools to retain 80% of effective teachers

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



Data Analysis

- 95% of NHA teachers believe they have time to collaborate
- 86% of NHA teachers believe that PD enhances their professional work (13% higher than district average)

- 88% of 5th grade students feel teachers believe in their ability to do the work at a high level

Theory of Action

- Teacher leadership is essential to determining "the work" of the school.
- When teachers partner with the administration to analyze data, assess needs, design and evaluate PD, we have a better chance of meeting our students' needs.
- We will get better student outcomes when a grade level team plans together, designs collective lessons and units, and common assessments.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs and/or an electronic collaborative website.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	4/22/2013	125SQI3A441	Weekly PLC meetings include time for collaboration around math and science.	N/A			0	\$0.00
Lead science teacher provides PD, encouragement and problem solving to support teachers in teaching science.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/22/2013	125SQI3A448	Lead teacher provides PD and supports teachers in strengthening their implementation of standards-based science	N/A			0	\$0.00
Expand academic involvement thru SSC/ELAC. Review academic performance data, attendance & suspension data and discuss actions that school and family take to support student success.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/1/2013	125SQI3A195	Refreshments for meetings	N/A			0	\$0.00
Expand academic involvement thru SSC/ELAC. Review academic performance data, attendance & suspension data and discuss actions that school and family take to support student success.	SRI	All Students	Monthly	Principal	4/1/2013	125SQI3A5165	Share and discuss data, specifically share what school is doing, what families can do to support student success	N/A			0	\$0.00
Teachers learn from each other through common focus on Reading Comprehension					3/18/2012	125SQI3A1637	PD & coaching by peers	N/A			0	\$0.00
Principal meets weekly with grade level PLC's to conduct results-oriented cycles of inquiry					3/18/2012	125SQI3A1638	weekly PPLC's	N/A			0	\$0.00
Principal meets (at least) monthly with Instructional Leadership Team (ILT) and Planning Group (non-instructional school issues) to review relevant data and plan/adjust action steps to support students' academic and/or social/emotional, artistic, physical, etc. success.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/1/2013	125SQI3A5167	Regular meetings with shared responsibility for implementing action steps	N/A			0	\$0.00
Principal meets (at least) monthly with Instructional Leadership Team (ILT) and Planning Group (non-instructional school	Local assessments	All					Ongoing communication					

issues) to review relevant data and plan/adjust action steps to support students' academic and/or social/emotional, artistic, physical, etc. success.	(benchmarks, PWA)	Students	Monthly	Principal	4/1/2013	125SQI3A5170	of decisions in staff and family bulletins	N/A			0	\$0.00
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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: New Highland Elementary

Principal: ELIZABETH OZOL

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.

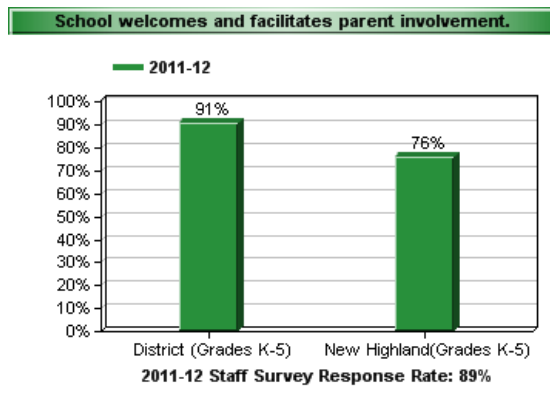
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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



Data Analysis

- 76% of staff respondents believe school welcomes and facilitates family engagement.
- Parents and family members are most engaged when their children are in kinder and first grade. Family engagement lessens as students move through the upper grades.
- We have a small core of parent volunteers who help out at lunchtime in the cafeteria and on the yard with supervision.
- Our newly staffed Family Resource Center (FRC) offers a variety of opportunities and resources for families to support their child's education and/or

support the family's holistic health.

Theory of Action

- Strong ties with families support student success. When families are involved in their children's school life, students do better.
- Children and adults are both learners and teachers, and the school experience needs to offer opportunities for every community member to be a learner and a teacher.
- Students and families who speak more than one language are empowered communicators.
- Parents and staff are mutually responsible and accountable for student academic and behavioral success; for their emotional and physical safety.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mini-middle school fair held at New Highland offers students and families opportunity to get information and ask questions of different m.s. representatives.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/22/2013	125SQI4A5942	NHA invites representatives from area middle schools to showcase their school at m.s. fair.	N/A			0	\$0.00
Hold monthly meetings beginning in May for incoming kinder families to prepare their child for success in kinder	Local assessments (benchmarks, PWA)	Pre-Kindergarten	Monthly	Principal	4/22/2013	125SQI4A1625	Monthly parent meetings	N/A			0	\$0.00
Principal provides support for incoming kinder students to support successful transition from pre-k to kinder.	Local assessments (benchmarks, PWA)	Pre-Kindergarten	Monthly	Principal	4/11/2013	125SQI4A5683	Principal holds monthly meetings for incoming kinder families from May-August.	N/A			0	\$0.00
Principal provides support for incoming kinder students to support successful transition from pre-k to kinder.	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Principal	4/11/2013	125SQI4A5684	Preschool students visit kinder classes (Headstarts and CDC) on a walking field trip.	N/A			0	\$0.00
Principal provides support for incoming kinder students to support successful transition from pre-k to kinder.	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Community Partner	4/11/2013	125SQI4A5686	Pre-k "boot camp" summer program will be held for incoming kinders who have never attended preschool.	N/A			0	\$0.00
Social worker works with ELL students and families with focus on regular attendance and family participation in their students' growth toward being English proficient.	CELDT	English Learners	Monthly	Principal	4/3/2013	125SQI4A4838	Partly fund social worker's salary to provide support to EL students to improve attendance and English acquisition.	7091-EIA - LEP		SOCWKR0015	0.4	\$40,334.82
Expand academic involvement thru SSC/ELAC. Review academic performance data, attendance & suspension data and discuss actions that school and family take to support student success.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/1/2013	125SQI4A195	Refreshments for meetings	N/A			0	\$0.00
Expand academic involvement thru SSC/ELAC. Review academic performance data, attendance & suspension data and	SRI	All Students	Monthly	Principal	4/1/2013	125SQI4A5165	Share and discuss data, specifically share what school is doing, what families	N/A			0	\$0.00

discuss actions that school and family take to support student success.							can do to support student success					
Provide refreshments to make parents/families feel more welcome and increase involvement in school events and activities related to students' academic success.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	1/10/2013	125SQI4A4824	Allocate money to purchase refreshments for meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$411.23
Bilingual parent liaison improves communication with families about school events, and provides translation for meetings such as report card conferences.	Survey data (CHKS, etc.)	English Learners	Monthly	Principal	4/11/2013	125SQI4A4823	Bilingual parent liaison makes phone calls, visits homes with school personnel, does translation for meetings.	9901-Title I - Parent Participation	5825-CONSULTANTS		0	\$1,000.00
Bilingual parent liaison improves communication with families about school events, and provides translation for meetings such as report card conferences.	Survey data (CHKS, etc.)	English Learners	Monthly	Principal	4/11/2013	125SQI4A5681	Bilingual parent liaison makes phone calls, visits homes with school personnel, does translation for meetings.	7091-EIA - LEP	5825-CONSULTANTS		0	\$3,560.00
Partnership with OUSD adult ed. provides Family Literacy classes.					5/3/2012	125SQI4A191	Provide space & support for Family Literacy class	N/A			0	\$0.00
Kinder team provides monthly parent/family events with food and teachers model literacy & math activities for parents.					5/3/2012	125SQI4A192		N/A			0	\$0.00
Quarterly family nights such as Family Art Night, Science Night, etc. offer fun, educational opportunities for students, families and teachers to interact.					5/3/2012	125SQI4A193	plan quarterly events	N/A			0	\$0.00
Bilingual parent liaison provides translation for teacher communications, report card conferences, etc.					5/3/2012	125SQI4A1627	Bilingual parent liaison	N/A			0	\$0.00
Bilingual parent liaison provides translation for teacher communications, report card					5/3/2012	125SQI4A1633	Bilingual parent liaison	N/A			0	\$0.00

conferences, etc.													
Bilingual parent liaison provides translation for teacher communications, report card conferences, etc.					5/3/2012	125SQI4A1634	Bilingual parent liaison	N/A				0	\$0.00
Principal meets bimonthly with Student Leadership Group to review relevant data (eg SRI) and develop action steps for improving student participation and/or outcomes (eg school-wide reading campaign).	Survey data (CHKS, etc.)	All Students	Every Other Week		4/1/2013	125SQI4A5163	Bimonthly meetings with SLG representatives who report out to respective classes	N/A				0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: New Highland Elementary

Principal: ELIZABETH OZOL

From OUSD Strategic Plan:

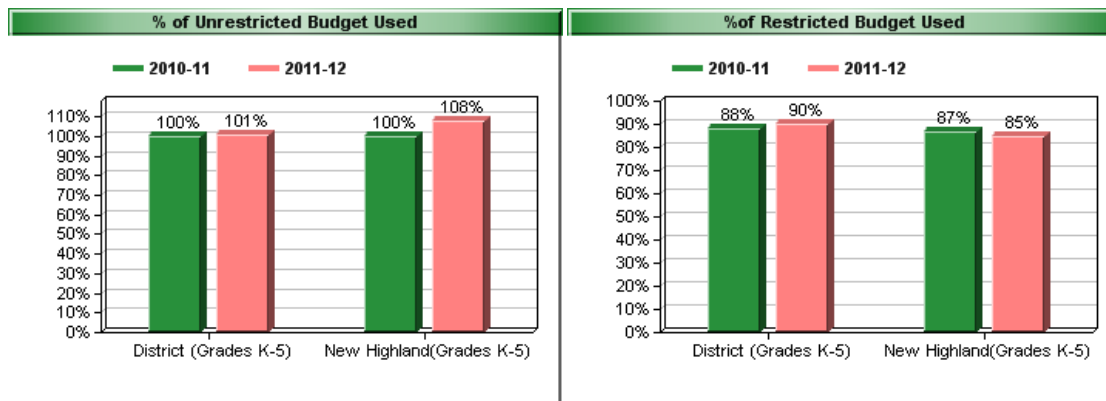
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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

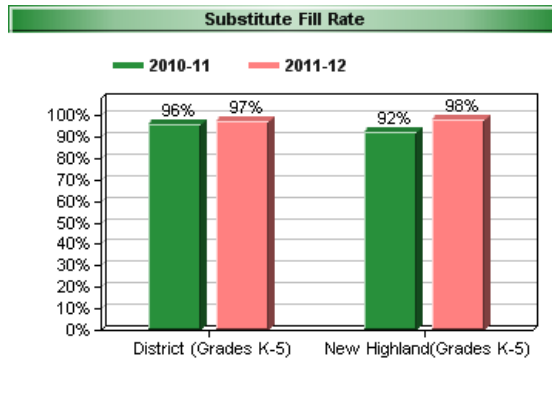
A quality school...

- 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



Data Analysis

- New Highland's sub fill rate was slightly lower than the district average in 2010-11 and slightly higher than district average in 2011-12.
- New Highland spends 100% of its GP funds
- New Highland is on par with the district average of spending 86% of categorical funds; 14% were not spent

Theory of Action




- All resources should support New Highland's vision of students meeting or exceeding grade level standards, communicating effectively orally and in writing, and being compassionate members of their community
- At New Highland, we believe that leadership pertaining to student learning and achievement is best accomplished when decision-making is shared.
- Over the last several years, we are refining a model of shared leadership and decision-making, where the principal collaborates with teachers, staff, families and community through standing committees, regular forums and ongoing communication.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Principal meets (at least) monthly with Instructional Leadership Team (ILT) and Planning Group (non-instructional school issues) to review relevant data and plan/adjust action steps to support students' academic and/or social/emotional, artistic, physical, etc. success.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/1/2013	125SQI5A5167	Regular meetings with shared responsibility for implementing action steps	N/A			0	\$0.00
Principal meets (at least) monthly with Instructional Leadership Team (ILT) and Planning Group (non-instructional school issues) to review relevant data and plan/adjust action steps to support students' academic and/or social/emotional, artistic, physical, etc. success.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/1/2013	125SQI5A5170	Ongoing communication of decisions in staff and family bulletins	N/A			0	\$0.00
Staff and SSC discuss all aspects of site budget allocations and determine priorities.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/1/2013	125SQI5A1636	Discuss and monitor spending	N/A			0	\$0.00
Principal holds weekly meetings with attendance team, office staff, ASP coordinator and TSA to review relevant data and adjust work plan accordingly.	Attendance	All Students	Weekly	Principal	4/1/2013	125SQI5A5161	Principal & team review data, revise and/or generate new action steps.	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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	\$57,876.90	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$72,865.59	
 Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$174,456.50	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$305,198.99	

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	\$59,420.38	
 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	\$1,411.23	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$60,831.61	

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: New Highland Academy
Site Number: 125

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 January 25, 2012
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on January 11, 2013 and February 26, 2013
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:



SSC Chairperson's Signature



ELAC Chairperson's Signature



Principal's Signature



Executive Officer's Signature



Director, State & Federal Compliance Signature

Norma Heredia
SSC Chairperson's Name (printed)

Elvira Alvarado
ELAC Chairperson's Name (printed)

Liz Ozol
Principal's Name (printed)

Kimi Kean
Executive Officer's Name (printed)

Susana Ramirez
Director, State & Federal's Name (printed)

5-7-13
Date

5-7-13
Date

2/26/13
Date

5-15-13
Date

6/5/13
Date

School Site Council Membership Roster – Elementary School

School Name: New Highland Academy

School Year 2012-2013

Chairperson: Norma Heredia	Vice Chairperson: Juana Garcia
Secretary: Joanna Davis	<u>DAC Representative:</u>

Check Appropriate

Members' Names	Address	Representation			
		Principal	Classroom Teacher	Other Staff	Parent/Comm
Norma Heredia	469 Worth St, Oakland, 94621				x
Juana Garcia	1265 – 84th Ave, Oakland, 94621				x
Yolanda Magaña	1609 87th Ave, Oakland, 94621				x
Sondra Alvara	9700 Walnut St, Oakland, 94621				x
Jasmine Phillips	5730 Elizabeth St, Apt. 8B, 94621				x
Liz Ozol	8521 A St., Oakland, 94621	x			
Joanna Davis	8521 A St., Oakland, 94621		x		
Tracy Dordell	8521 A St., Oakland, 94621		x		
Julie Palacios	8521 A St., Oakland, 94621		x		
Martha Hernandez	8521 A St., Oakland, 94621			x	
DAC Representative					
Home Ph.	Email:				

Meeting Schedule : 4th Thursday of month

- 1-Principal
- 3-Classroom Teachers
- 1-Other Staff
- 5-Parent /Community

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 OUSD employees at the site.

New Highland Academy Title I School Parental Involvement Policy 2013-2014

Involvement of Parents in the Title I Program

New Highland Academy agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

New Highland Academy 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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - Monthly ELAC and SSC meetings provide parents with information about NHA's Title 1 programs and opportunities for questions and discussion.
 - NHA's Annual Title 1 Meeting provides in-depth review of all components pertaining to the Title 1 Program and compliant use of Title 1 funds to support student achievement.
 - 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
- NHA holds an annual Student Achievement Celebration night to share the results of the previous year's CST and to review our students' and school's progress over multiple years.
 - Each grade level holds a beginning of year parent meeting to explain the expectations for the school year in terms of behavior, academics and other dimensions of student achievement.
 - Teachers hold individual report card conferences with families to explain the content and achievement standards, the state and district's assessments, and the levels of proficiency expected.

- Among the topics of the monthly parent workshops offered is how to understand the standards and assessments and how to monitor your child's progress.
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - In cooperation with OUSD's Adult Ed Dept., New Highland offers a parent education class on site - Family Literacy. This course has an embedded focus on how parents can support their children's academic success as well as teaching parents to speak, read and write English.
 - Teachers and grade level teams offer "make and take" workshops for parents to learn activities and strategies that they can use at home to support their child's learning.
 - Family Art Night, Academic Bingo Night and other school-wide events provide experiences and activities that families can do at home in support of their students' academic achievement.
 - 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - Staff professional development includes topics such as how to partner effectively with your students' parents/caregivers, strategies to promote positive two-way communication, etc. A panel of Title 1 parents will be invited to share with faculty the ways the school works effectively with parents, and the ways that our school can improve.
 - 5) 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.
 - NHA has a schoolwide Title 1 program, so all Title 1 activities are advertised to and targeted to all parents.
 - Special school events are promoted at regular monthly parent meetings such as SSC and ELAC.
 - 6) 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.
 - Students bring home school bulletins in English and Spanish that communicate important school news and advertise upcoming events.
 - The annual Title 1 parent meeting provides detailed hand-outs in English and Spanish about our school's programs.
 - 7) Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.
 - NHA periodically surveys parents/caregivers to determine what themes and topics are most of interest for parent education and workshops, and then works with OUSD's Adult Ed. Dept. and other community based organizations to respond to parent requests.
 - At monthly meetings of the ELAC and SSC, time is always allotted for questions and discussion on topics brought up by parents/caregivers.
 - 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

- 1) New Highland Academy will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact

New Highland Academy 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.

Attach a copy of the School-Parent Compact to this policy.

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:

- Presented, discussed, revised with parents from CBET/ESL class, April 14, 2010
- Presented, discussed, revised with parents attending ELAC meeting, April 26, 2010
- Presented, discussed, revised with parents attending SSC meeting, April 20 and 27, 2010

This policy was adopted by the New Highland Academy School Site Council on November 1, 2011 and will be in effect for the period of September 2011 to June 2012. The school will distribute this policy to all parents of participating Title 1, Part A, children on after September 1, 2012. It will be made available to the local community by November 1, 2012. It was shared and reviewed with the community on October 15, 2012. New Highland Academy'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)

New Highland Academy Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

California Department of Education
Academic Program Survey—Elementary School Level
March 2013

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.	<p>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.</p> <ul style="list-style-type: none"> • 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. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 294 </u> All Students. <u> 211 </u> ELs. <u> 19 </u> SWDs.</p> <p>Use Identify all that apply: <u> x </u> Basic core and/or CCSS-aligned materials are used as designed. <u> x </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
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. <ul style="list-style-type: none"> 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 ___x___ assessed, ___x___ placed, and ___x___ 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						
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.	<p>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.</p> <ul style="list-style-type: none"> 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%																																									
<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided appropriate intervention program materials.</p> <table border="1" data-bbox="1402 675 2022 805"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>13</td> <td>17</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>12</td> <td>11</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>1</td> <td>4</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1392 837 2032 989"> <thead> <tr> <th colspan="4">Number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td>50%</td> <td>50%</td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td>50%</td> <td>50%</td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td>100%</td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>Appropriate Use <u> x </u> Materials are used as designed.</p>								Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	13	17		All Intensive ELs	12	11		All Intensive SWDs	1	4		Number/Percentage Provided Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	50%	50%		Intensive ELs	50%	50%		Intensive SWDs	100%	100%	
Number of Intensive Intervention Students																																															
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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	1.4 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.	<p>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.</p> <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
1.4				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components Instructional Program Materials All students are ___x___ assessed, ___x___ placed, and ___x___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials. Number of Students: ___294___ All Students. ___186___ ELs. ___22___ 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		Additional Comments					
Mathematics							
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	1.5 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. <ul style="list-style-type: none"> 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%																	
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___x___ assessed, ___x___ placed, and ___x___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 706 2003 836"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>19</td> <td>15</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>17</td> <td>11</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>3</td> <td>6</td> <td></td> </tr> </tbody> </table> <p>Appropriate Use ___x___ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	19	15		All Intensive ELs	17	11		All Intensive SWDs
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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.																																																			
2. Instructional Time	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.	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. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			<p align="center">Key Components</p> <p>Allocation of Instructional Time ___x___ Time is given priority and protected from interruptions.</p> <p>Identify the number of instructional minutes (length of periods) offered at each grade level.</p> <table border="1" data-bbox="1392 735 2007 889"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Els</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students										Els										SWDs						
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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. <ul style="list-style-type: none"> 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																																					
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			Key Components																																									
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	K	1	2	3	4	5	6	7	8																																			
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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.																
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. <ul style="list-style-type: none"> • 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. 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
<p align="center">Key Components</p> <p>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.</p> <p>Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.</p> <table border="1" data-bbox="1394 857 2032 1084"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1–2</th> <th>Level 3</th> <th>Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td align="center">96</td> <td align="center">72</td> <td align="center">54</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">30</td> <td align="center">30</td> <td align="center">30</td> </tr> </tbody> </table>								Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students	96	72	54	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30	30	30
Proficiency Levels	Levels 1–2	Level 3	Level 4–5																
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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.																																		
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.	<p>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.</p> <ul style="list-style-type: none"> • 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. 	Objective	Fully	Substantially	Partially	Minimally																														
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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.																																																			
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. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
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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.																																									
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. <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally																																					
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			<p>Appropriate Allocation of Instructional Time ___ x ___ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p>																																									
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Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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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.																															
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. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	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: <table border="1" data-bbox="1436 704 2011 992"> <thead> <tr> <th colspan="6">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td>1</td> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>1</td> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>1</td> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes at each grade level							4	5	6	7	Pre-algebra/Algebra Readiness	All Intensive Learners	1	3				All Intensive ELs	1	3				All Intensive SWDs	1	3
Number of additional instructional minutes at each grade level																																		
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All Intensive SWDs	1	3																																
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). <ul style="list-style-type: none"> • 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. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Instructional/Assessment Pacing Guides ___x___ Distributed to each grade level. ___x___ In use at every grade level.</p> <p>Pacing Guide Use Monitored ___x___ Principal monitors use.</p>				
Documentation		Additional Comments					
District/School Pacing Plan by Grade Level:	Reading/Language Arts/ELD						
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	3.2 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). <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Instructional/Assessment Pacing Guides ___x___ Distributed to each grade level. ___x___ In use at every grade level.</p> <p>Pacing Guide Use Monitored ___x___ Principal monitors use.</p>				
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.				
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.	<p>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:</p> <ul style="list-style-type: none"> 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	Fully	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Principal <input checked="" type="checkbox"/> Training in RLA/ELD. <input checked="" type="checkbox"/> Coaching, as resources permit.</p> <p>Vice Principal(s) <input type="checkbox"/> NA Training in RLA/ELD. <input type="checkbox"/> NA Coaching, as resources permit.</p>				
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				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>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:</p> <ul style="list-style-type: none"> 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	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
			<p>Principal <input type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Coaching, as resources permit.</p> <p>Vice Principal(s) <input type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Coaching, as resources permit.</p>				
Suggested Documentation		Additional Comments					
	Mathematics						

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	4.3 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: <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – 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 (RtI²) 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	Fully	Substantially	Partially	Minimally
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)</p> <p>Monthly Principals' meetings include:</p> <ul style="list-style-type: none"> • Training to hold difficult conversations and coach teachers • Training in implementing data team protocols to support teachers in implementing the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials • Coaching to to fully implement the various EPC objectives. 				

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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	5.1 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					

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.	<p>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.</p> <p>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.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • 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 	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	1		
Grade 2			2	2	1		
Grade 3			3	3	3		
Grade 4			2	2	1		
Grade 5			2	2	1		
Grade 6							
Grade 7							
Grade 8							

California Department of Education
Academic Program Survey—Elementary School Level

		<p>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.</p> <ul style="list-style-type: none"> • 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 RtI² 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		

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	5.3 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.	<p>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.</p> <p>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.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • 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%																																					
			<p align="center">Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" data-bbox="1396 646 2016 1205"> <thead> <tr> <th></th> <th>Number of Teachers</th> <th>Training</th> <th>Classroom Support</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td align="center">3</td> <td align="center">1</td> <td align="center">0</td> </tr> <tr> <td>Grade 2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">0</td> </tr> <tr> <td>Grade 3</td> <td align="center">3</td> <td align="center">1</td> <td align="center">0</td> </tr> <tr> <td>Grade 4</td> <td align="center">2</td> <td align="center">1</td> <td align="center">1</td> </tr> <tr> <td>Grade 5</td> <td align="center">2</td> <td align="center">1</td> <td align="center">0</td> </tr> <tr> <td>Grade 6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Algebra 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre-algebra/Algebra Readiness</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Number of Teachers	Training	Classroom Support	Grade 1	3	1	0	Grade 2	2	2	0	Grade 3	3	1	0	Grade 4	2	1	1	Grade 5	2	1	0	Grade 6				Grade 7				Algebra 1				Pre-algebra/Algebra Readiness
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California Department of Education
Academic Program Survey—Elementary School Level

		<p>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.</p> <ul style="list-style-type: none"> • 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 RtI² 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		

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.				
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. <ul style="list-style-type: none"> • 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 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Coaches/content experts/specialists ____x__ Type of instructional assistance. _____ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Part-time coach provided through participation in District’s Science and Literacy Cohort. Coach helps teachers plan and prepare lessons integrating CC RLA/ELD standards with standards-based science units, teaches demo lessons, observes classroom teachers and gives feedback, supports teachers’ analysis of student work to identify next instructional steps.</p> <p>Describe criteria used for identifying and providing coaching support: Through course of year, each teacher will participate in coaching cycle.</p> <p>Monitoring Coaching System ____x__ Principal structures/monitors instructional</p>				

California Department of Education
Academic Program Survey—Elementary School Level

		<p>practices of teachers.</p> <ul style="list-style-type: none"> The principal structures and monitors the use and impact of coaching services on students' achievement. 	<p>assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists ___x___ Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Science department and Dept of Leadership, Curriculum and Instruction provide in-depth training to their coaches.</p>
Documentation		Additional Comments	
School Plan for Assistance and Support to Teachers:	Reading/Language Arts/ELD		
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.				
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.	<p>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.</p> <ul style="list-style-type: none"> 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%
			<p align="center">Key Components</p> <p>Coaches/content experts/specialists: ___x___ Type of instructional assistance. _____ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Lower and upper elementary lead teachers participate in district-led PD and present what they’ve learned to site staff.</p> <p>Describe criteria used for identifying and providing coaching support: We don’t have the resources to provide coaching support in math.</p> <p>Monitoring Coaching System ___NA___ Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists ___NA___ Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: NA</p>				
Documentation		Additional Comments					
School Plan for Assistance and Support to Teachers:	Mathematics						
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.				
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. <ul style="list-style-type: none"> 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%
			<p align="center">Key Components</p> <p>Ongoing Assessment and Monitoring System</p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p>Training on Accessing and Using Electronic Data System</p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p>Using Formative Assessment Results</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				
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				
			Review and identify which key components apply. Circle the most appropriate rating.				
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. <ul style="list-style-type: none"> 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. 	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 <input type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input type="checkbox"/> School-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.				
			Training on Accessing and Using Electronic Data System <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.				
			Using Formative Assessments Results <input checked="" type="checkbox"/> Curriculum embedded/formative assessments administered frequently. <input checked="" type="checkbox"/> School-wide assessment calendar developed and used. <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – 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%
			<p align="center">Key Components</p> <p>Scheduled Structured Collaboration Meetings ___ 2-3 ___ 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.</p> <p>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.</p>				
Documentation		Additional Comments					
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:	Reading/Language Arts/ELD						
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
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.	<p>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.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> 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. 	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. <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Allocation of Funds ___x___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___x___ The SPSA aligns to the goals and activities in the LEA Plan.</p>				
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.				
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. <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Allocation of Funds ___x___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___x___ The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							