

**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 Laurel Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

**State Programs**

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

**Federal Programs**

- Title I, Part A

**Recommendation:**

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



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Laurel Elementary**

**6001994**

**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

Laurel Elementary is a K-5 school located in the foothills of East Oakland. Our campus serves a densely populated, ethnically diverse, working class neighborhood. Our student population mirrors the diversity of the surrounding community and is composed of students from numerous ethnic groups, the largest of which are Asian (37%) and African American (30%). Other groups of significant size are Latino (21%) and White (3%). 69% of our students qualify for Free/Reduced Lunch and 44% are designated as English Language Learners. Laurel currently has 22 classroom teachers serving 545 students. Our average class size is 24 students, with a maximum size of 21 per class in Kindergarten and 28 in grade 5. Laurel is also currently served by additional staff members who provide push-in and pull-out academic and social/emotional support for students including, a Resource Specialist teacher, a psychologist, two counselors. Providing additional intervention and enrichment are our librarian, media teacher and art teacher. Academically, Laurel has established a trend of steady gains over the past few years. Since 2008, our API has risen from 780 to 828, a 48 point gain, giving us a statewide rank of 7 out of 10. The percentage of students at or above proficient in ELA, math and science is 59%, 67% and 47%, respectively. Despite our successes, however, there is still much work to be done. We are currently in year 3 of program improvement for not having met our Adequate Yearly Progress target for our Hispanic or Latino sub-group.

##### VISION

Our vision of Laurel is to be a safe, nurturing and stimulating learning environment that will allow students to achieve their full potential, and to be poised for success in middle school and beyond. We will realize this through hard work and dedication and through partnership with all

members of our school community - teachers, parents, students, staff and local community At Laurel, we will: Engage in instruction that is rigorous, standards-based, and differentiated to address multiple learning styles and needs. Emphasize depth of knowledge rather than breadth, focusing on the development of higher-order thinking skills. Offer activities that allow for creative expression, tap into students natural curiosity, and instill a life-long love of learning. Foster the development of important social and emotional skills that will help us all to be members of a community that is based on respect and that values diversity. Strive to become a community hub that provides a range of resources and services that will allow our students and their families to thrive.

## **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**

School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - In partnership with ELAC and SSC members, Laurel will hold a yearly Title 1 meeting in September (Back-to-School Night) to review school-wide data with a focus on under performing sub-groups and how Title 1 funding is being used to support their success. This will also be the basis for creating an aligned school and PTA budget that addresses the needs of all students. Staff Monitoring of Benchmark Data and Internal Data - The ILT, COS team and the Classroom teachers will review CST and benchmark data to identify instructional areas of need/strength to plan future professional development, and identify students who need additional supports. - Classroom teachers will review benchmark data in ELA, and Math 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal or in a faculty planning session. SSC and Staff Monitoring of Efforts to Promote Student Safety, Health and Wellness - SSC, COS team and staff will analyze CHKS data as well as school-wide suspension and office referral data to assess effectiveness of efforts to build caring and supportive school culture based on respect. - The principal will meet with the after-school program coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to the enrollment, program, or strategies implemented to improve progress. - The principal will meet with the SART/SARB team monthly to monitor school attendance, chronic absenteeism and progress in Family Engagement. The team will look at surveys, event attendance data, and other indicators of success and make adjustments to strategies and/or support provided in order to improve progress.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Laurel Elementary

Principal: JOHN STANGL

#### 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

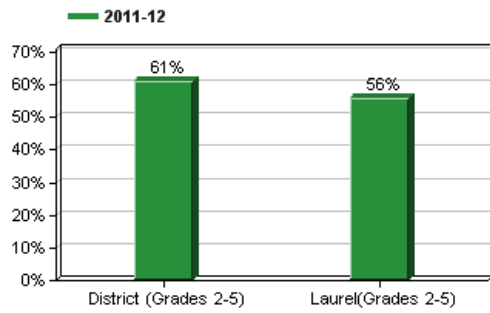
A quality school...

- 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

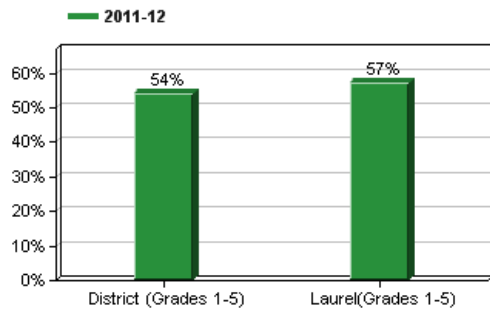


**ELA MidYear % At/Above BMark in Reading Comprehension**



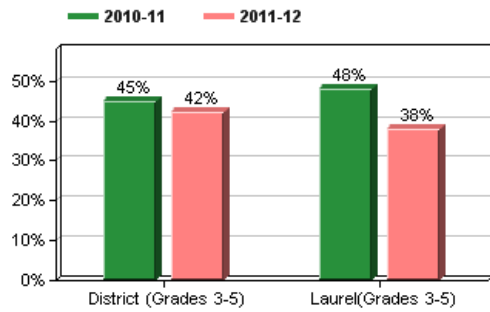
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

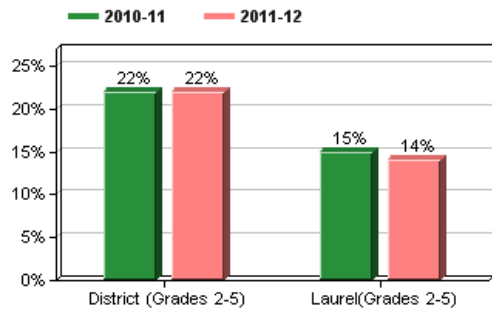


**CST**

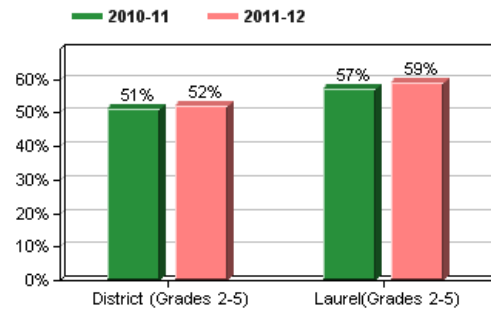
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



**CST/CMA ELA % BB/FBB**

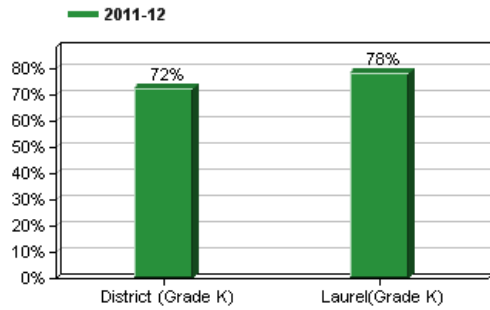


**CST/CMA ELA % Prof/Adv**

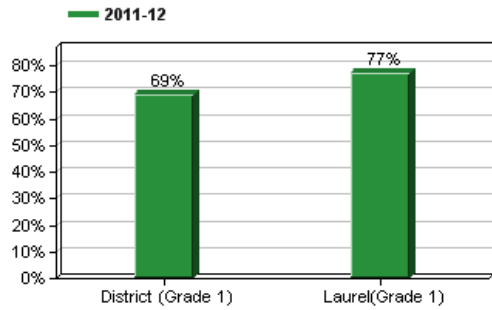


**DIBELS**

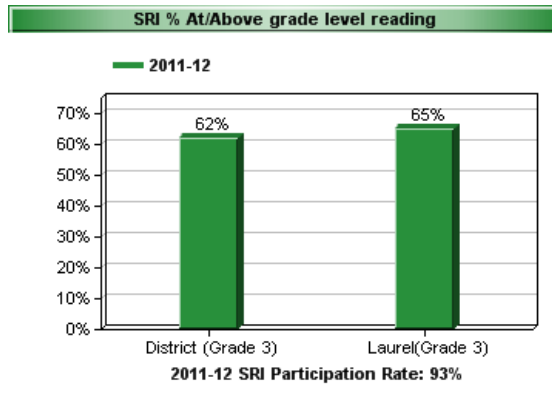
**DIBELS EOY GrK % Low Risk in Letter Naming**



**DIBELS EOY Gr1 % Low Risk in Oral Reading**



**SRI**



#### School Data

- ELA CST data by Grade (Proficient/Advanced) - Grade 2-59%, Grade 3-45%, Grade 4-63%, Grade 5-72%; by Ethnicity (Proficient/Advanced) - AA-54%, Asian-71%, Latino-51%; by Fluency (Proficient/Advanced) - EL-47%, EO 59%, IFEP-100%
- ELA Cohort Growth by Grade - Grade 3-20%, Grade 4-63%, Grade 5-36%; by Ethnicity - AA-26%, Asian-44%, Latino-35%; by Fluency - EL-28%, EO-37%, IFEP-60%, RFEP-51%

#### Data Analysis

- Laurel's overall percentages of students in FBB/BB and P/A remained relatively unchanged compared to previous year. Most significant improvement seen in grades 2 and 5.
- Among ethnic subgroups, Laurel's African American and Latino groups lag significantly behind Asian students. Our African American Males struggle the most with 23% falling into the FBB/BB band.
- African American Females experienced some of the most significant gains with 56% showing gains, outperformed only by Asian Females where 65% experienced growth.
- Overall, our EL subgroup both reduced the number of students in FBB/BB by 5% and increase the number in P/A by 1.7%.
- SRI data indicates that 58% of students have been their growth target rate. The percentage is 8.7 points greater than the district average.

#### Theory of Action

- By using a Response to Intervention tiered model, we will be able maximize use of resources and provide students with the level of support required to keep them from falling behind. Tier 1 will address the needs of 80% of our students.
- Students not responding to classroom Tier 1 interventions will receive additional, more intensive support, in and out of the classroom by specialists.
- Our approach to English Language Arts instruction will balance the need for skills-based instruction in the primary grades and the applications of skills and the deepening of understanding in the higher grades.
- We will use SRI to identify lexile levels and match students with the appropriate leveled text, student per
- Teachers will need time to work in collaborative groups to examine data and plan out units of instruction that integrate learning across the curriculum.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher collaboration work time focused on data analysis and the development of integrated units and lessons.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	3/5/2013	131SQI1A2703	Teacher collaboration work time focused on data analysis and the development of integrated units and lessons.	N/A			0	\$0.00
Identify existing and secure new sources of leveled text to augment classroom and school libraries.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	3/5/2013	131SQI1A2702	Identify existing and secure new sources of leveled text to augment classroom and school libraries.	N/A			0	\$0.00
Provide staff with professional development focused on Guided Reading, writing across the curriculum, and differentiation to meet the needs of ELs and underperforming students.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	3/5/2013	131SQI1A3163	Provide staff with professional development focused on Guided Reading, writing across the curriculum, and differentiation to meet the needs of ELs and underperforming students.	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Laurel Elementary

Principal: JOHN STANGL

#### From OUSD Strategic Plan:

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

#### District-level Goals

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

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

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

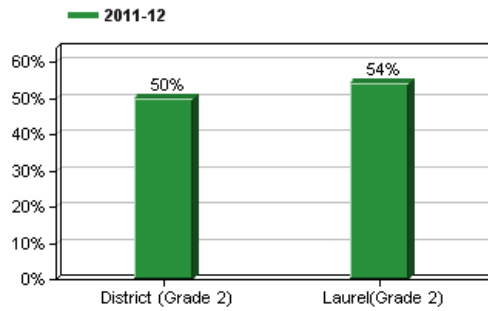
#### School Quality Standards relevant to this Strategic Priority

A quality school...

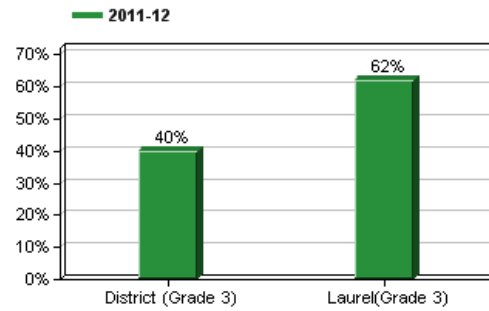
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Benchmark

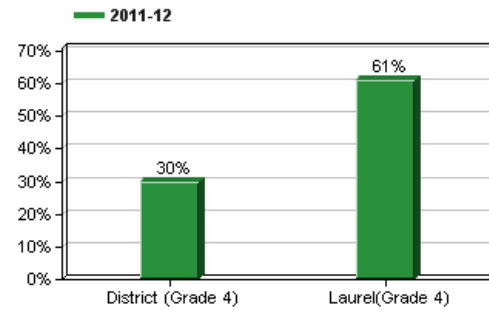
**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**



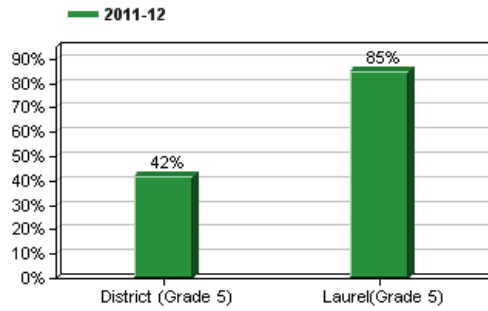
**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**



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

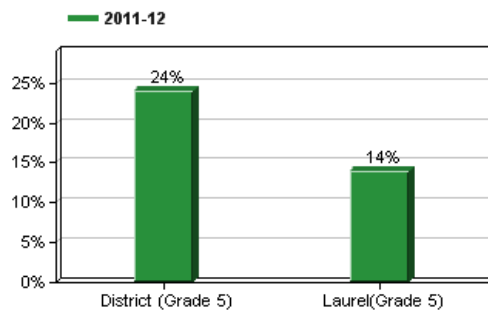


**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**

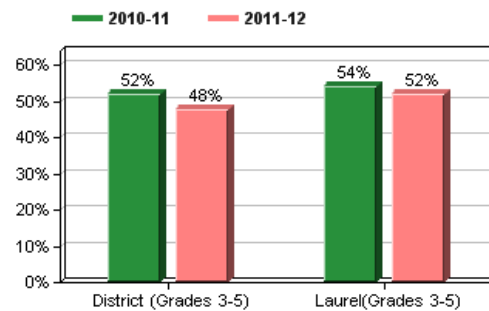


**CST**

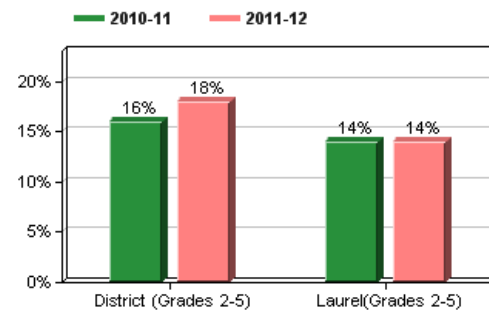
**CST/CMA Gr5/Gr8 Science % BB/FBB**

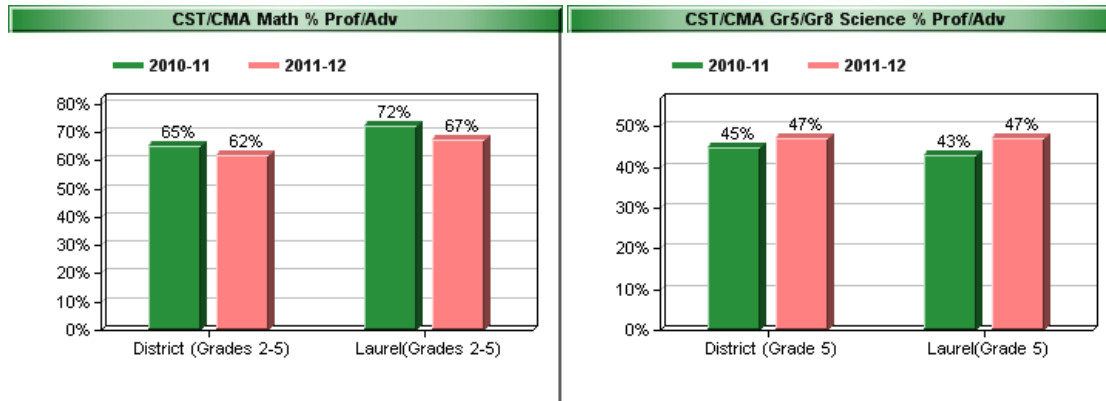


**% Growth in CST/CMA Math 2 Year Cohort Growth Report**



**CST/CMA Math % BB/FBB**





### School Data

- Cohort Growth by Grade - Grade 3-46%, Grade 4-42%, Grade 5-65%; by Ethnicity - AA-39%, Asian-68%, Latino-35%; by Fluency - EL-42%, EO-46%, IFEP-60%, RFEP-86%
- Math CST data by Grade (Proficient/Advanced) - Grade 2-57%, Grade 3-66%, Grade 4-59%, Grade 5-85%; by Ethnicity (Proficient/Advanced) - AA-54%, Asian-90%, Lat-54%; by Fluency (Proficient/Advanced) - EL-68%, EO 58%, IFEP-100%, RFEP-98%

### Data Analysis

- Overall, Laurel had a drop of 4.9% of the number of students proficient or above in math. Grades 2 and 4 and the most significant drop, 15% and 16% respectively. The most significant gains we in 3 and 5 grades, 6.8% and 5.2% respectively.
- Among subgroups, our African American population had the most significant gain (14%) in the number at or above proficient and the most significant drop in the percentage (10.7%) at FBB/BB.
- 2-Year Cohort Data shows that 52% of our students grew one performance band while the remaining 48% were flat or slid. 5th grade had the highest percentage of students growing (65%).
- Among significant subgroups, the Asian group had the highest percentage of students (68%) showing growth, while Latinos had the least (35%).
- Overall, the percentage of students that are proficient and advance increased by 3.9%. The percentage in FBB/BB decreased by 23%. There was a significant drop in the number in FBB/BB across all grades and subgroups.

### Theory of Action

- As with ELA, in Math we will use a Response to Intervention tiered model, the focus of how we support underperforming students will be on differentiation of instruction in the classroom with more intensive supports provided as necessary.
- We will use science as a hook for engaging students, developing higher order thinking skills and as an anchor that supports cross curricular integration.
- As a Science Focus school, teachers will work in collaborative groups to examine data and plan out units of instruction that support ELs and use notebooks as a tool for deepening student thinking and writing.
- Our teachers will receive quality professional development to prepare them to gradually shift the focus of math instruction to include more open-ended and performance-based questions in preparation for a move to Common Core State Standards.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide teachers professional development and in-class coaching in support of effective science teaching practices.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	3/11/2013	131SQ1B2060	Intensive science professional development and coach support	N/A			0	\$0.00
Provide all grades with science related field trip opportunities and 5th grade students with outdoor educational opportunity as a culminating science event	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	3/5/2013	131SQ1B2143	Raise funds through school fundraising/community partnerships	N/A			0	\$0.00
Monthly collaborative planning for teachers to analyze math data, examine student work, and plan units of instruction with an eye toward alignment with Common Core State Standards.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	3/5/2013	131SQ1B2710	Monthly collaborative planning for teachers to analyze math data, examine student work, and plan units of instruction with an eye toward alignment with Common Core State Standards.	N/A			0	\$0.00
Partner with local community-based science organizations, eg. CRS and Beacon, to have access to scientific resources, knowledge investigative opportunities.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	3/11/2013	131SQ1B4080	Partner with local community-based science organizations, eg. CRS and Beacon, to have access to scientific resources, knowledge investigative opportunities.	N/A			0	\$0.00
Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	5/17/2013	131SQ1B2114	Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	7090-EIA - SCE			0	\$3,406.84
Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	5/17/2013	131SQ1B5145	Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	3010-Title I			0	\$361.79



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Laurel Elementary

Principal: JOHN STANGL

#### 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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support transition of students and parents from Pre-K to Kindergarten by hosting orientation.	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Principal	3/5/2013	131SQ11C2141	Orientation for Kindergarten	N/A			0	\$0.00
Prior to Options, host representatives from OUSD middle schools to showcase for students program offerings; host orientations and family engagement events.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	3/5/2013	131SQ11C2715	Prior to Options, host representatives from OUSD middle schools to showcase for students program offerings; host orientations and family engagement events.	N/A			0	\$0.00
Provide opportunities for students and families to learn about possible careers and explore college/university options and opportunities.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	3/5/2013	131SQ11C4081	Host college and career day to build culture of aspirational goal setting and to understand that value of education.	N/A			0	\$0.00
Provide opportunities for students and families to learn about possible careers and explore college/university options and opportunities.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	3/5/2013	131SQ11C4301	Parent outreach to help parents and students better understand possible college and career paths	N/A			0	\$0.00
Provide opportunities for students and families to learn about possible careers and explore college/university options and opportunities.	Other (OCR, etc)	All Students	End of Year	Principal	3/5/2013	131SQ11C4303	Classrooms adopt the name of a university/college to build awareness.	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Laurel Elementary

Principal: JOHN STANGL

#### 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.

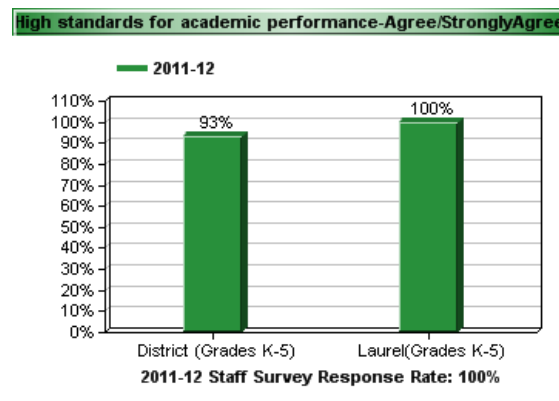
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

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

A quality school...

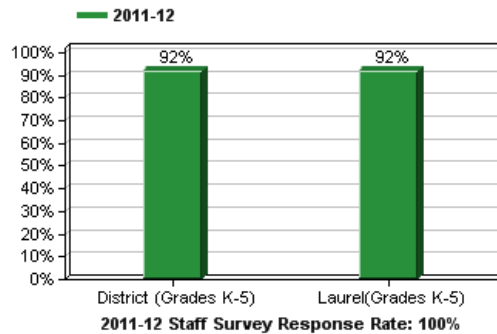
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Survey - High Standards

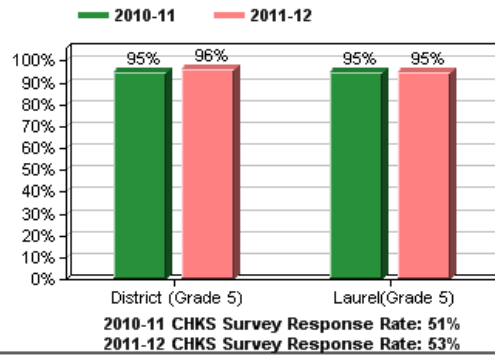


#### Survey - Success

**School promotes academic success. \_\_\_% Agree/Strongly Agree**



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



**School Data**

- 64% of our 5th grade students surveyed report that the adults at the school have high expectations for them. 89% report that adults at home have high expectations. 57% report that their peers have high expectations.
- 89% of students surveyed report that they have goals and aspirations.

**Theory of Action**

- By providing students with regular opportunities to set goals around Attendance, Achievement, and Attitude, students will develop the skill and habit of goal setting and the belief that they can aspire and succeed.
- By focusing on the development of higher order thinking skills, cooperative learning, problem solving, and goal setting, we will position student for success in college and career.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage students in learning that is meaningful, relevant and that fosters the development of critical thinking skills and teamwork.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	3/5/2013	131SQI1D2716	Engage students in learning that is meaningful, relevant and that fosters the development of critical thinking skills and teamwork.	N/A			0	\$0.00
Establish culture of excellence and goal setting by holding Excellence Assemblies each marking period.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	3/11/2013	131SQI1D2717	Establish culture of excellence and goal setting by holding Excellence Assemblies each marking period.	N/A			0	\$0.00
Provide teachers with sub coverage to allow for release time to observe science instruction in one another classroom and debrief afterward.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	3/11/2013	131SQI1D5026	Provide teachers with sub coverage to allow for release time to observe science instruction in one another classroom and debrief afterward.	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: Laurel Elementary

Principal: JOHN STANGL

#### 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

- Our Hispanic and Latino student populations did not meet their growth target in 2011/2012 (growth declined by 17 points). Our EL population also had a decrease in growth (15 points).
- Our African American and Latino ethnic groups have the highest percentage of students in FBB/BB in both Math and ELA and the lowest percentages in proficient and advanced.
- Among fluency groups, the percentage of ELs at proficient or about was 47% vs. 59% for our EOs

#### Theory of Action

- By lowering the class sizes across the grades, teachers will be supported in their effort to modify and differentiate instruction to immediately respond to the needs of students.
- Using the Focal 15 as a model, in each class teachers will identify and closely monitor four underperforming students. Support and instruction will be targeted to address specific needs.
- Using the COST model, a team consisting of the principal, school psych., RSP, SST team and counselors will meet biweekly to coordinate academic and social/emotional student support services and to monitor student response.
- School-wide universal block scheduling of ELD and AED instruction to facilitate the movement of students to the different classes/grade levels to receive AED instruction or appropriate level of ELD instruction focused on oral language and writing.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	5/17/2013	131SQ1E2114	Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	7090-EIA - SCE			0	\$3,406.84
Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	5/17/2013	131SQ1E5145	Collaborative planning time on extended day contracts for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	3010-Title I			0	\$361.79
Hire Math Intervention teacher to provide tier 2 pull-out/push-in math intervention to support underperforming students	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	4/1/2013	131SQ1E2051	Hire Math Intervention teacher to provide tier 2 pull-out/push-in math intervention to support underperforming students	7090-EIA - SCE		TCEEIP0105	0.2	\$14,346.22
Hire TSA to provide ELA/Reading academic intervention and support for ELs	Local assessments (benchmarks, PWA)	English Learners	End of Year	Principal	4/1/2013	131SQ1E2078	Hire TSA to provide ELA/Reading academic intervention and support for ELs	7091-EIA - LEP		C10TSA0013	0.2	\$16,379.60
Hire Instructional Assistant to support English Learners in Kinder through in-class one-on-one instruction	Local assessments (benchmarks, PWA)	English Learners	End of Year	Principal	4/1/2013	131SQ1E2087	Hire Instructional Assistant to support English Learners in Kinder through in-class one-on-one instruction	7091-EIA - LEP		IABIL0018	0.8	\$48,985.03
Purchase supplemental learning materials that support development of academic language and literacy of lowest performing students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	3/11/2013	131SQ1E2127	Purchase supplemental learning materials that support development of academic language and literacy of lowest performing students.	N/A			0	\$0.00
Purchase supplemental learning materials to support the development of academic language and literacy for English Learners.	Local assessments (benchmarks, PWA)	English Learners	End of Year	Principal	3/11/2013	131SQ1E2128	Purchase supplemental learning materials to support the development of academic language and literacy for English Learners.	N/A			0	\$0.00
Hire TSA to support lowest performing students in ELA and Reading through professional development focused on differentiation of instruction whole class and targeted small group interventions	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	4/1/2013	131SQ1E2698	Hire TSA to support lowest performing students in ELA and Reading through professional development focused on differentiation of instruction whole class and targeted small group interventions	7090-EIA - SCE		C10TSA0013	0.8	\$65,518.41
Hire librarian to provide ELA/Reading support and targeted interventions for lowest	Local assessments (benchmarks,	All Students	End of Year	Principal	3/11/2013	131SQ1E2732	Hire librarian to provide ELA/Reading support and targeted interventions for lowest	N/A			0	\$0.00

performing students.	PWA)						performing students.					
Hire Media Specialist to provide ELA/Reading support and targeted interventions for lowest performing students. Activities to include: leading small intervention groups of students using Fast ForWord; providing instruction in grades 1-5 in basic computer literacy skills. Provide professional development to teachers on integration of technology into regular classroom setting.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	5/17/2013	131SQ1E2734	Hire Media Specialist to provide ELA/Reading support and targeted interventions for lowest performing students and provide teachers with professional development on working with identified students in a general classroom setting.	3010-Title I	5825-CONSULTANTS		0	\$9,668.12
Hire Media Specialist to provide ELA/Reading support and targeted interventions for lowest performing students. Activities to include: leading small intervention groups of students using Fast ForWord; providing instruction in grades 1-5 in basic computer literacy skills. Provide professional development to teachers on integration of technology into regular classroom setting.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	5/17/2013	131SQ1E5143	Hire Media Specialist to provide ELA/Reading support and targeted interventions for lowest performing students.	7090-EIA - SCE	5825-CONSULTANTS		0	\$1,938.09
Hire Media Specialist to provide ELA/Reading support and targeted interventions for lowest performing students. Activities to include: leading small intervention groups of students using Fast ForWord; providing instruction in grades 1-5 in basic computer literacy skills. Provide professional development to teachers on integration of technology into regular classroom setting.	Local assessments (benchmarks, PWA)	English Learners	End of Year	Principal	5/17/2013	131SQ1E5144	Hire Media Specialist to provide ELA/Reading support and targeted interventions for lowest performing students.	7091-EIA - LEP	5825-CONSULTANTS		0	\$2,312.26
Reading intervention to provide targeted reading intervention for lowest performing student grades 1-5.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	3/11/2013	131SQ1E2742	Targeted reading intervention for lowest performing student grades 1-5.	N/A			0	\$0.00
Establish partnerships							Establish partnerships					



with organizations, eg Reading Partners, Faith Network, African American Male Achievement Task Force, to mentoring and additional academic support to targeted students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	3/11/2013	131SQ1E4082	with organizations, eg Reading Partners, Faith Network, African American Male Achievement Task Force, to mentoring and additional academic support to targeted students.	N/A			0	\$0.00
Provide gifted and academically talents students with extended learning opportunities through field trips and after school program.	Local assessments (benchmarks, PWA)	GATE	End of Year	Principal	3/11/2013	131SQ1E4300	Provide gifted and academically talents students with extended learning opportunities through field trips and after school program.	N/A			0	\$0.00
Lower class size to allow for more differentiation and individualized instruction for lowest performing students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	4/1/2013	131SQ1E5141	Lower class size to allow for more differentiation and individualized instruction for lowest performing students.	3010-Title I		K12TCH1265	0.95	\$63,123.31
Lower class size to allow for more differentiation and individualized instruction for lowest performing students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	4/1/2013	131SQ1E5142	Lower class size to allow for more differentiation and individualized instruction for lowest performing students.	7090-EIA - SCE		K12TCH1265	0.05	\$3,322.28

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Laurel Elementary

Principal: JOHN STANGL

#### From OUSD Strategic Plan:

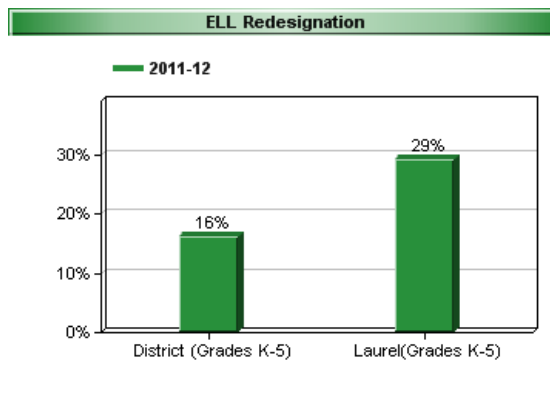
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

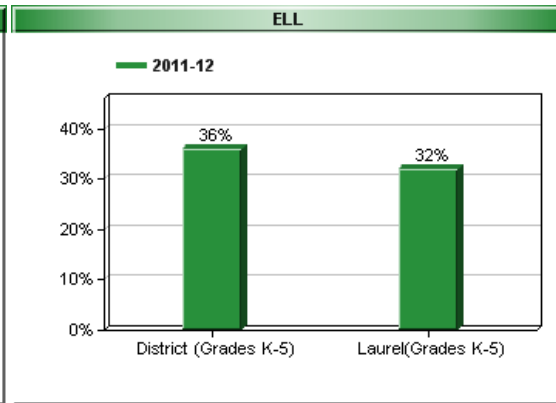
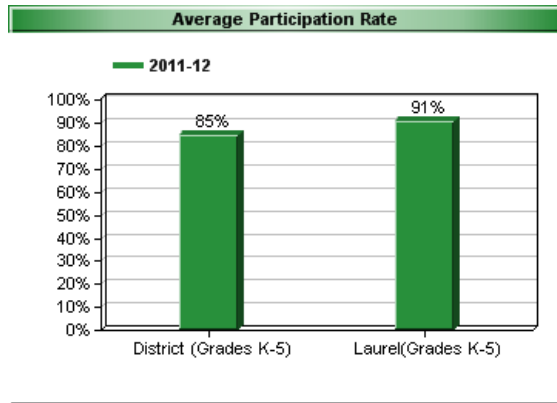
A quality school...

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

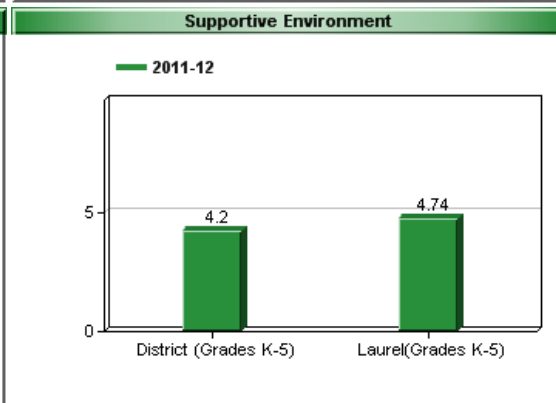
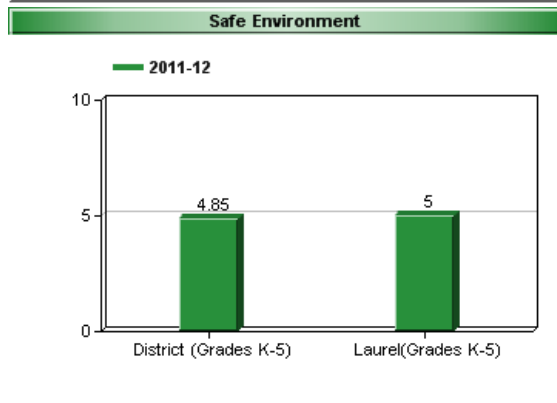
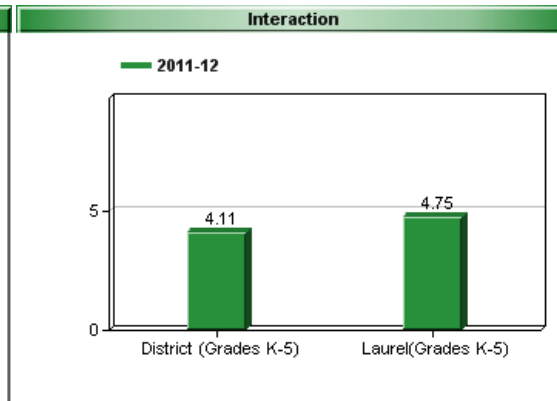
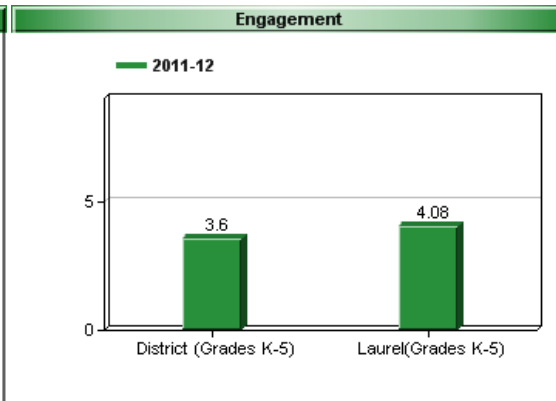
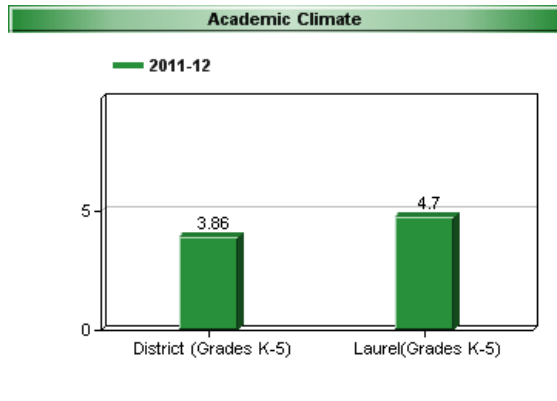
#### After School Program- Student Impact



#### After School Program- Participation



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



### Data Analysis

- 

### Theory of Action

- By having an After School Program, students will have an opportunity to receive immediate academic support and to participate in enrichment activities, helping them to development important social and artistic skills.
- Offering classroom teachers extended contracts for after school tutoring, will allow them to provide more individualized instruction to accelerate the learning of struggling students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extended contracts for certificated teachers to provide after school tutoring	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	3/11/2013	131SQ11F2108	Extended contracts for certificated teachers to provide after school tutoring	N/A			0	\$0.00
Extend contract with After School Program provider to create opportunities for enrichment and academic support.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	3/11/2013	131SQ11F2111	Renew After School Program provides opportunities for enrichment and academic support.	N/A			0	\$0.00
Provide summer academic intervention for lowest performing students	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	3/11/2013	131SQ11F2144	Identify and recruit lowest performing students to participate in summer program	N/A			0	\$0.00
Provide summer academic intervention for lowest performing students	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	3/11/2013	131SQ11F2145	Hire summer intervention teachers	N/A			0	\$0.00

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

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

School: Laurel Elementary

Principal: JOHN STANGL

#### 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 the number of behaviors leading to office referrals and out of school suspension by %50.

- Strategy 1.1: Each class will hold weekly community meetings using Second Step curriculum to support the development of empathy and conflict resolutions strategies.
- Strategy 1.2: Staff awareness training on trauma, the social/emotional needs of students and strategies for building positive and supportive relationships with students.

Goal 2: Reduce the daily tardy rate and the number of students who are chronically absent by 5%.

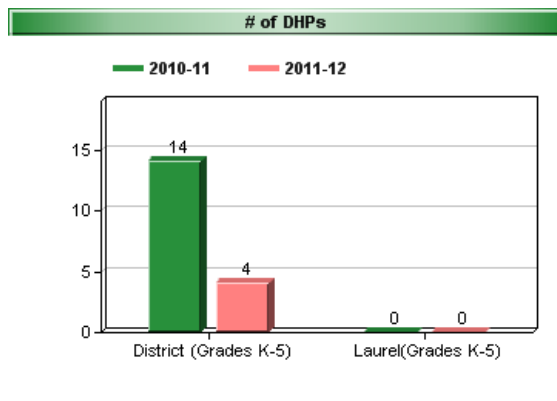
- Strategy 2.1: Monitor monthly attendance rates and early identifications of students who are chronically absent.
- Strategy 2.2: Creation of a site SART team that will reach out to families of student who are chronically absent to identify root causes and create a support plan; SARB referrals when necessary.

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

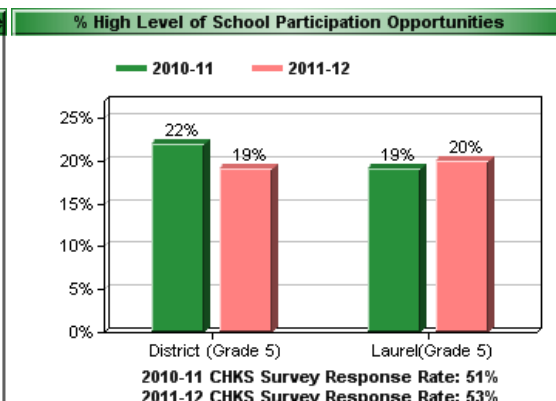
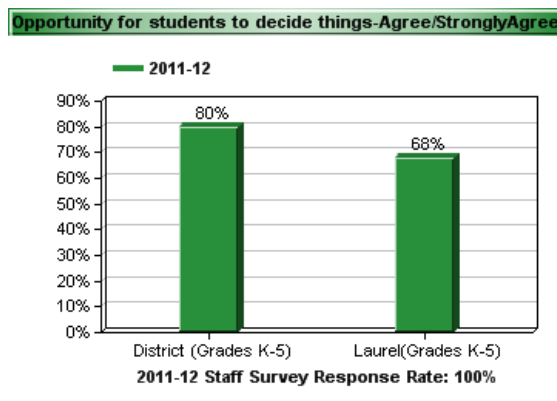
A quality school...

- 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

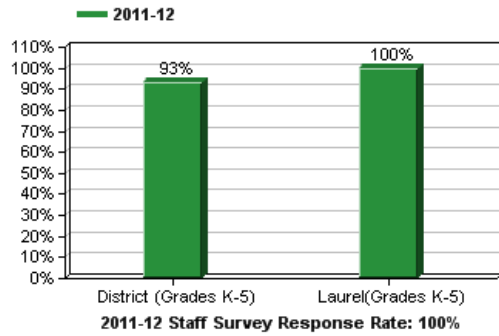


**Survey - Engagement**

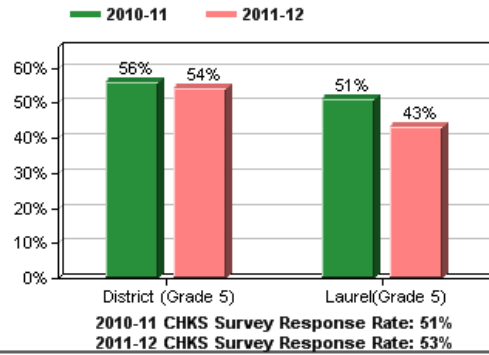


**Survey - Relationships**

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

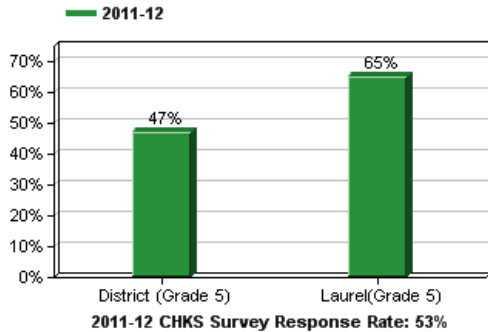


**% High Level of Caring Relationships with Adults at School**

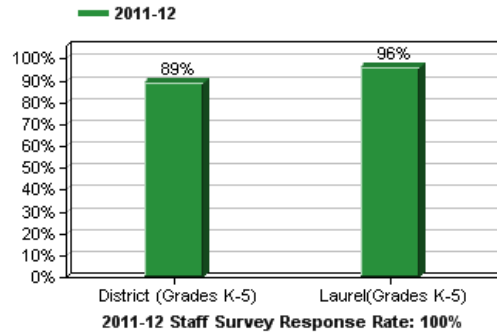


**Survey - Safety**

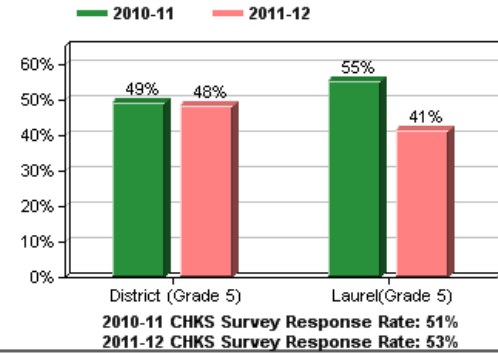
**% Hit or pushed by other kids at school**



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



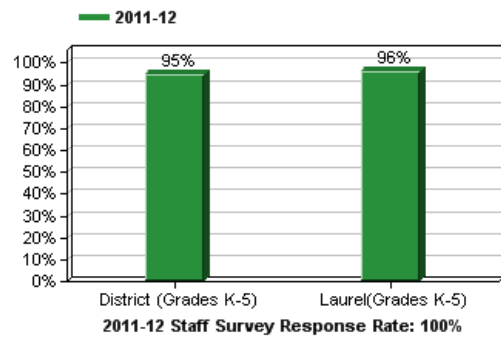
**% feeling safe at school all of the time**



**Survey - Welcoming**

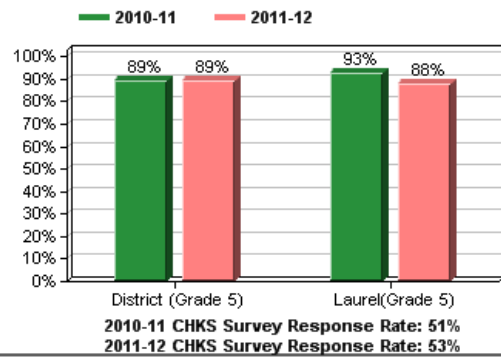


**School is a supportive and inviting place. Agree/Strongly Agree**

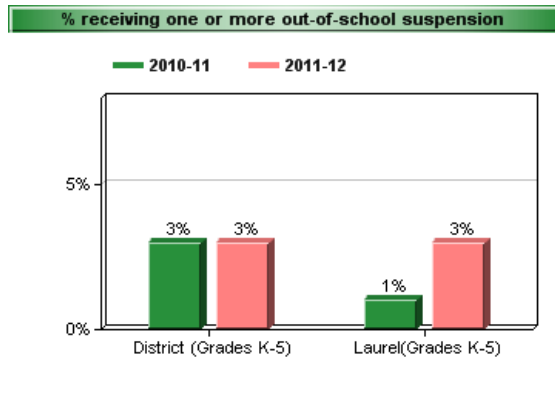


**Survey- Beliefs**

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



**Suspensions**



#### Theory of Action

- Through early identification of students who struggle academically and socially/emotional and by providing supportive interventions, students are less likely to receive an office referral for behavior.
- By regularly celebrating student successes, we will create a school culture that supports excellence and motivates students to try their best.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Fully implement Second Step curriculum to support positive social behavior and students ability to regulate socially and emotionally.	Discipline/CSC	All Students	End of Year	Principal	3/11/2013	131SQI2A2117	Fully implement Second Step curriculum to support positive social behavior and students ability to regulate socially and emotionally.	N/A			0	\$0.00
Recognize exemplary behavior with High Paw rewards and Student of the Month honors.	Discipline/CSC	All Students	Weekly	Principal	3/11/2013	131SQI2A2118	incentives/prizes	N/A			0	\$0.00
Recognize academic excellence with Excellence Assemblies at the end of each marking period.	Local assessments (benchmarks, PWA)	Proficient and Advanced	Every Marking Period	Principal	3/11/2013	131SQI2A2119	incentives/prizes/certificates	N/A			0	\$0.00
Promote positive social behavior by establishing clear school-wide rules, values and norms.	Discipline/CSC	All Students	End of Year	Principal	3/11/2013	131SQI2A2146	Prepare school-wide assembly for September	N/A			0	\$0.00
Early identification of underserved students in need of additional academic and behavioral support through SST referrals and COS Team meetings.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	3/11/2013	131SQI2A2884	Early identification of underserved students in need of additional academic and behavioral support through SST referrals and COS Team meetings.	N/A			0	\$0.00
Launch coordinated anti-bullying campaign based on best practices and consistent effort.	Discipline/CSC	All Students	End of Year	Leadership Team	3/11/2013	131SQI2A4304	Launch coordinated anti-bullying campaign based on best practices and consistent effort.	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Laurel Elementary

Principal: JOHN STANGL

#### From OUSD Strategic Plan:

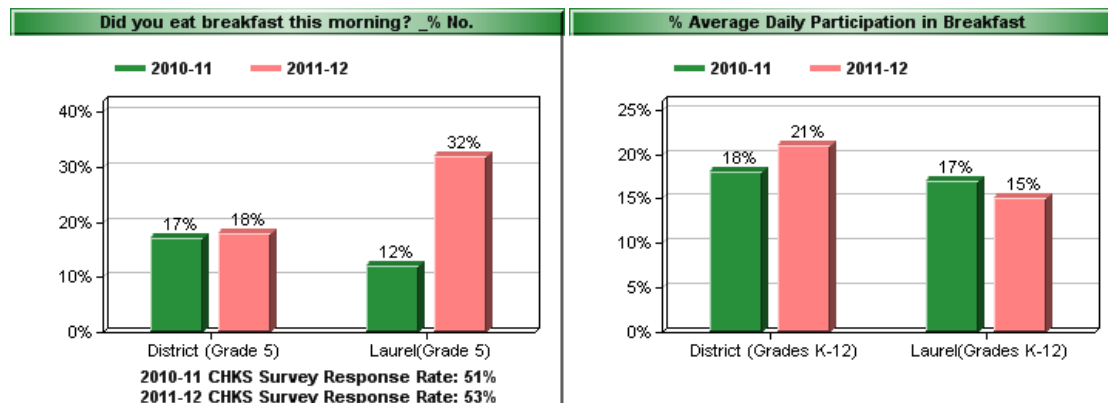
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

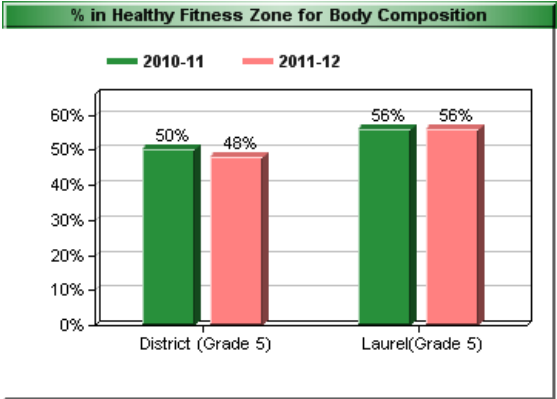
A quality school...

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

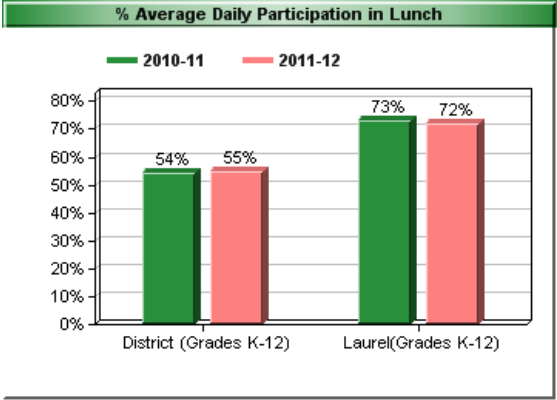
#### Breakfast



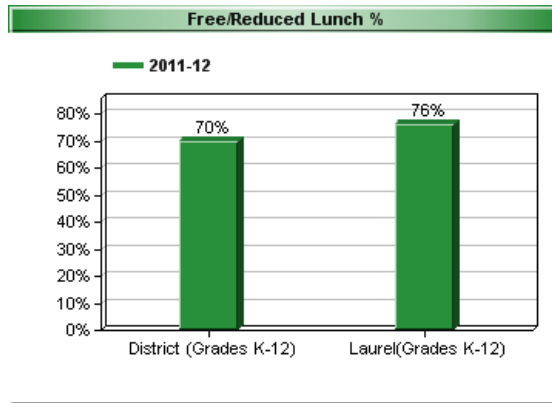
#### Fitness



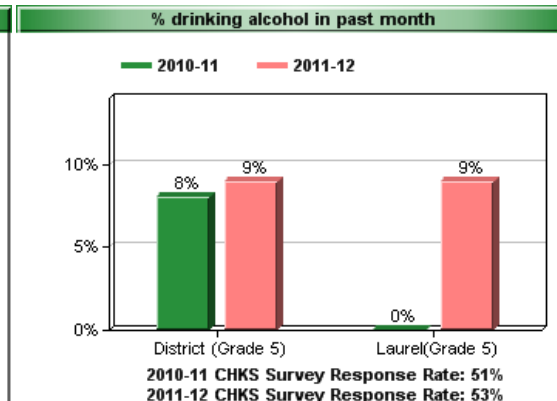
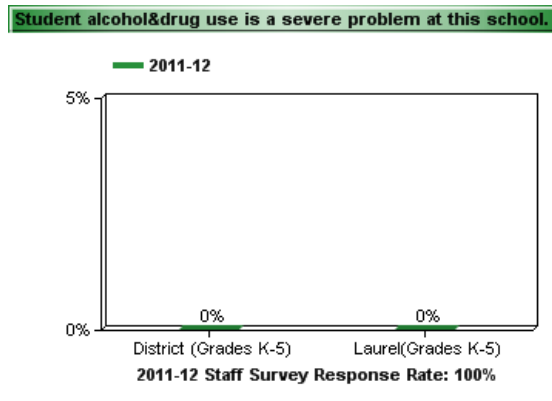
**Lunch**



**Socio Economics**



Survey - Drugs / Alcohol



Theory of Action

- By putting the programs and people in place to create a school campus where students feel supported and safe, students will have greater opportunity to realize full academic potential.
- By holding regular Coordination of Services Team meetings, attended by our RSP teacher, psychologist and counselors, we will more efficiently and effectively align resources with student needs.
- Structured play and physical education activities will provide students opportunities to maintain health and wellness, and develop important problem solving and team play skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire psychologist to provide direct and indirect mental health support services and serve as active member of COS, SST and 504 teams	Discipline/CSC	All Students	End of Year	Principal	4/1/2013	131SQI2B2066	Hire psychologist to provide direct and indirect mental health support services and serve as active member of COS, SST and 504 teams	3010-Title I		PSYCHL0039	0.3	\$24,759.05
Hire Noon Supervisor to create safer school environment by providing increased supervision of yard during morning and lunch recess.	Discipline/CSC	All Students	End of Year	Principal	3/11/2013	131SQI2B2100	Hire Noon Supervisor to create safer school environment by providing increased supervision of yard during morning and lunch recess.	N/A			0	\$0.00
Contract with Lincoln Child Center to provide direct mental health support services to students.	Discipline/CSC	All Students	End of Year	Principal	3/11/2013	131SQI2B2130	Contract with Lincoln Child Center to provide direct mental health support services to students.	N/A			0	\$0.00
Hire HEROES coach to promote physical fitness, positive yard culture through organized/structured play, and student leadership.	Health data	All Students	End of Year	Principal	3/11/2013	131SQI2B2142	Hire HEROES coach to promote physical fitness, positive yard culture through organized/structured play, and student leadership.	N/A			0	\$0.00
Implement school-wide referral/case management system (e.g., COST/SST).	Discipline/CSC	All Students	Every Other Week	Leadership Team	3/11/2013	131SQI2B2148	Biweekly meetings by COST to include RSP teachers, psychologists and counselors	N/A			0	\$0.00
Partner with Alameda County and Safe Routes to Schools to promote student safety and physical fitness.	Health data	All Students	End of Year	Principal	3/11/2013	131SQI2B2757	Partner with Alameda County and Safe Routes to Schools to promote student safety and physical fitness.	N/A			0	\$0.00
Promote health and wellness by educating students and families on the importance of nutritious diet and by providing families greater access to nutritional food.	Health data	All Students	End of Year	Principal	3/11/2013	131SQI2B4305	Partner with Meals for Minds and Alameda County Food Bank to organized monthly food distributions for families.	N/A			0	\$0.00
Promote health and wellness by educating students and families on the importance of nutritious diet and by providing families greater access to nutritional food.	Health data	All Students		Leadership Team	3/11/2013	131SQI2B5025	Form Health and Wellness Council to lead effort to improve health and wellness for Laurel students and staff.	N/A			0	\$0.00

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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Laurel Elementary

Principal: JOHN STANGL

#### From OUSD Strategic Plan:

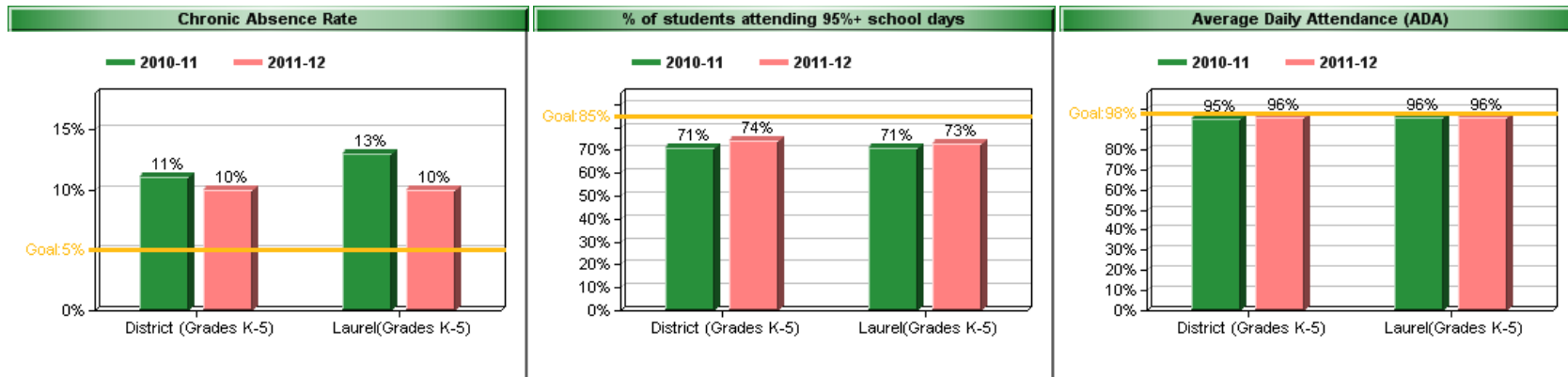
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

- 54% of K-5 students who live in the neighborhood attend Laurel. Many students who attend Laurel from outside the attendance area rely on public transportation/private car.

#### Data Analysis



- Many factors go into our high rate of chronic absenteeism, including the high percentage of students live outside attendance area. We also have a large number of students that suffer chronic illness, especially asthma.

#### Theory of Action

- Form SART/SARB team to identify students who have a history of high absenteeism early on and identify main causes. COS team to meet bi weekly to provide counseling, referrals and support where possible.
- To reduced tardies and absences, we will celebrate with awards and certificates students who have perfect attendance or who significantly reduce the number of tardies and absences

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase Attendance Clerk position to 0.5 FTE to monitor student attendance and identify chronically absent students early on; participate as member of SART/SARB team.	Attendance	All Students	End of Year	Principal	3/11/2013	131SQI2C2105	Increase Attendance Clerk position to monitor student attendance and identify chronically absent students early on; participate as member of SART/SARB team.	N/A			0	\$0.00
Form SART/SARB committee to identify chronically absent students and hold meetings with parents to identify solutions.	Attendance	All Students	End of Year	Principal	4/1/2013	131SQI2C2122	Form SART/SARB committee to identify chronically absent students and hold meetings with parents to identify solutions	N/A			0	\$0.00
Schedule minimum days for teachers to conference with parents 2 times per year to discuss academics, attitude and attendance.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	3/11/2013	131SQI2C2787	Schedule minimum days for teachers to conference with parents 2-3 times per year to discuss academics, attitude and attendance.	N/A			0	\$0.00
Encourage improved attendance by recognizing students monthly for perfect attendance and for improving attendance.	Attendance	All Students	Every Marking Period	Principal	3/11/2013	131SQI2C4306	Encourage improved attendance by recognizing students monthly for perfect attendance and for improving attendance.	N/A			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Laurel Elementary

Principal: JOHN STANGL

#### 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.

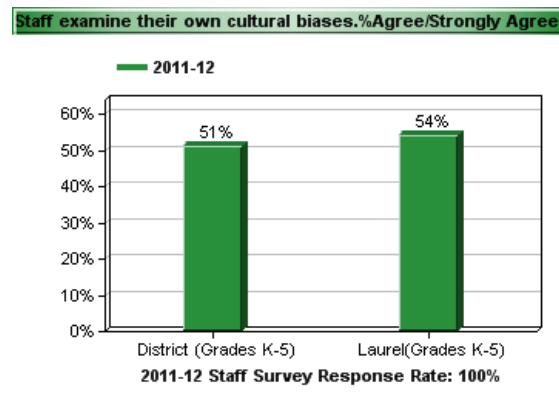
1. Improve the conditions in schools to retain 80% of effective teachers

#### 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



#### School Data

- Laurel's teaching staff is veteran, with the majority having taught 5+ years, and provides leadership formally, through participation in committees and leadership teams, and informally, through collegial collaboration.

- At Laurel, professional development is delivered by teachers in English Language Arts, Science, Math and Special Needs.

#### Theory of Action

- By creating structures for collaborative leadership including Instructional Leadership Team, SSC, Culture and Climate Leadership Team, the level of engagement and ownership of ideas will increase among all stakeholders.
- The fostering of a Professional Learning Community among teachers that engage in collaborative cycles of inquire, will result in accelerated growth of student achievement.
- Teacher leadership focused on the achievement of all students plays a critical role in a school success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide high quality weekly professional development that fosters and supports teacher leadership; engages teachers in cycles of inquiry; allows teachers to learn research-based best practices.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	3/11/2013	131SQI3A2862	Provide weekly professional development that fosters and supports teacher leadership; engages teachers in cycles of inquiry; allows teachers to learn research-based best practices.	N/A			0	\$0.00
Create organizational chart that includes all committees and leadership teams and includes meeting times, purpose, and list of members.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	3/11/2013	131SQI3A2866	Create organizational chart that includes all committee and leadership teams and includes meeting times, purpose, and lists members.	N/A			0	\$0.00
Provide teachers with release time to observe classrooms, coach, and attend leadership trainings.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	3/11/2013	131SQI3A2869	Provide teachers with release time to observe classrooms, coach, and attend leadership trainings.	N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

School: Laurel Elementary

Principal: JOHN STANGL

#### From OUSD Strategic Plan:

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

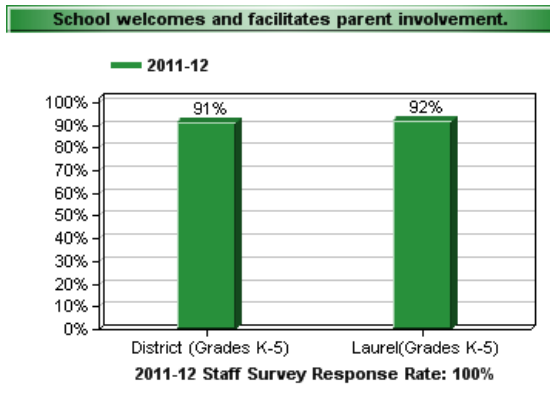
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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

A quality school...

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

#### Survey - Welcoming



#### School Data

- Laurel has an active parent community as evidenced by the number of active PTA members; SSC, Title 1, and ELAC attendance, and parent teacher conference attendance.

#### Theory of Action

- By organizing school events showcasing student talent and academic achievement, parents will more frequently visit school and become more involved in school events.
- By cultivating and supporting parents leaders representing all demographic subgroups, a more representative group of parents and parent leaders will take shape.
- Through increased parent engagement, parents and students, together with school staff, will see themselves as part of a responsive and caring school community.
- To effectively reach parents, all forms of communication - newsletters, phone calls, meetings, etc. - must be used and translation must be provided in all major languages.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide meeting refreshments for parent engagement meetings including SSC/ELAC, Title 1, and Volunteer Appreciation Day	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/1/2013	131SQI4A2116	Provide meeting refreshments for parent engagement meetings including SSC/ELAC, Title 1, and Volunteer Appreciation Day	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,325.42
Support parent leaders by providing opportunity to attend Title 1 parent leadership conference.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	3/11/2013	131SQI4A2129	Support parent leaders by providing opportunity to attend Title 1 parent leadership conference.	N/A			0	\$0.00
Provide informal opportunity for parents to ask questions, make suggestions, share concerns, and receive information at monthly Coffee with the Principal meetings.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	3/11/2013	131SQI4A2822	Provide informal opportunity for parents to ask questions, make suggestions, share concerns, and receive information at monthly Coffee with the Principal meetings.	N/A			0	\$0.00
Regularly communicate information translated in all major spoken languages (English, Spanish and Cantonese) to parents through monthly school newsletter, weekly teacher letters, School Messenger and at appropriate school events.	Survey data (CHKS, etc.)	English Learners	End of Year	Principal	3/11/2013	131SQI4A2826	Regularly communicate information translated in all major spoken languages (English, Spanish and Cantonese) to parents through monthly newsletter, School Messenger and at appropriate school events.	N/A			0	\$0.00
Plan at least one large school event/assembly each trimester showcasing and celebrating student talent and academic achievement.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	3/11/2013	131SQI4A2834	Plan at least one large school event/assembly each trimester showcasing and celebrating student talent and academic achievement.	N/A			0	\$0.00
Schedule minimum days for teachers to conference with parents 2-3 times per year to discuss academics, attitude and attendance.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	3/5/2013	131SQI4A2873	Schedule minimum days for teachers to conference with parents 2-3 times per year to discuss academics, attitude and attendance.	N/A			0	\$0.00
Organize parent workshops to engage and build capacity of parent community to support their child's education.	Survey data (CHKS, etc.)	All Students	End of Year		3/5/2013	131SQI4A4308	Identify and engage in partnerships with community based organizations eg Second Step, College Bound, On Track, etc. thpartnership opportunities,	N/A			0	\$0.00



## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Laurel Elementary

Principal: JOHN STANGL

#### From OUSD Strategic Plan:

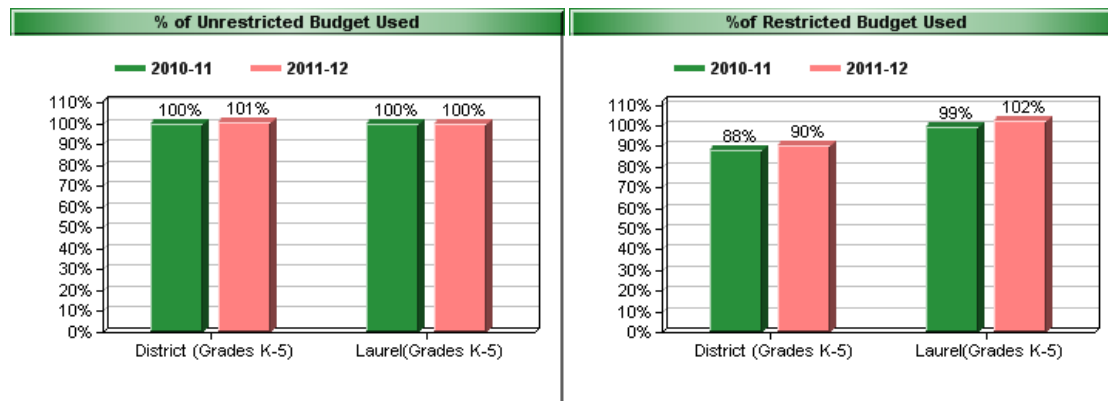
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

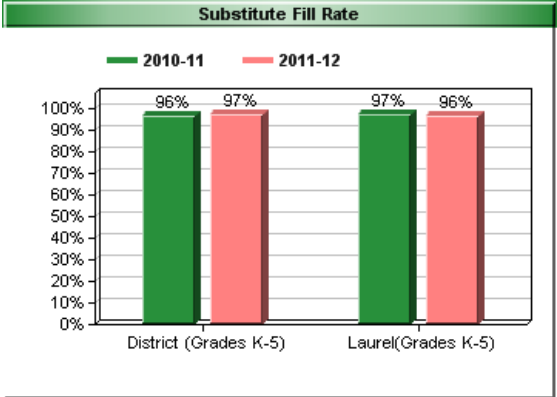
A quality school...

- 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







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## 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
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$88,531.84	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$67,676.89	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$156,208.73</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$97,912.27	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,325.42	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$100,237.69</b>	

## 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: Laurel  
Site Number: 131

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
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on March 6, 2013, April 3, 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:

James Bell  
SSC Chairperson's Signature

James Bell  
SSC Chairperson's Name (printed)

5/1/13  
Date

[Signature]  
ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

[Signature]  
Principal's Signature

John Stangl  
Principal's Name (printed)

5/1/13  
Date

[Signature]  
Executive Officer's Signature

Janett Hernandez  
Executive Officer's Name (printed)

5/3/13  
Date

[Signature]  
Director, State & Federal Compliance Signature

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

6/4/13  
Date

## School Site Council Membership Roster – Elementary School

School Name: Laurel 131

School Year 2012 - 2013

<b>Chairperson:</b> James Bell	<b>Vice Chairperson:</b> Beatriz Gutierrez
<b>Secretary:</b> Carlos Castellanos	<b>DAC Representative:</b> <u>Jackie Snodgrass</u>

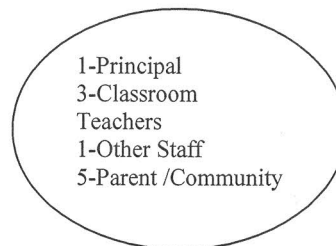
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
John Stangl	3750 Brown Ave. Oakland, CA 94619	1			
Jennifer White	3750 Brown Ave, Oakland, CA 94619		3		
Lena Why	3750 Brown Ave. Oakland, CA. 94619		3		
Delcina Wadia	3750 Brown Ave. Oakland, CA. 94619		3		
Evodia Vivoni	3750 Brown Ave. Oakland, CA. 94619			1	
Carlos Castellanos	2324 Mitchell St. Oakland, CA. 94601				5
James Bell	17099 Via Magdalena, San Lorenzo CA 94580				5
Raquel Cruz	2457 62 <sup>nd</sup> Ave. Oakland, CA 94605				5
Jackie Snodgrass	3201 Sutter St #1 Oakland, Ca. 94602				5
Beatriz Gutierrez	3747 Brown Ave. Oakland, CA 94619				5
<b>DAC Representative</b>	Jackie Snodgrass				
	Email: Jackie@blackorganizingproject.org				

<b>Meeting Schedule</b>	2nd Wednesday of Every Month 5:30-7:00 Library
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**SSC Legal Requirements:**

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



***This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before ..... Fax # 879-8098***

**Laurel  
2012-13  
School Parental Involvement Policy**

**Part 1. General Expectations**

Laurel Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

**Part 2. Description of How the School will implement required School Parental Involvement Policy Components**

- 1) Laurel Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
- 2) Laurel Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Copy all items in three major languages
  - Present information at monthly meetings and start of the year orientation



-Allow time for review and revision of presented materials

- 3) Laurel Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- Monthly PTA Meetings
- Monthly SSC/ELAC Meetings

- 4) Laurel Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their right to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1

At our monthly meetings we will:

- Provide dinner for all members
- Provide child care
- Copy materials in three major languages
- Send out reminder notices in advance of all meetings in three major languages

- 5) Laurel Elementary School will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement.

Activities to support the above mention goal include:

- Provide dinner for all members
- Provide child care
- Copy materials in three major languages
- Send out reminder notices in advance of all meetings in three major languages.
- Hold monthly family nights to involve parents in student learning.

- 6) Laurel Elementary School will provide information about Title 1 programs to parents of participating children in a timely manner.

Activities to support the above mention goal include:

- Annual Title 1 Meeting
- PTA Meetings
- SSC/ ELAC Meetings

- 7) Laurel Elementary School will provide to parents of participating children a description and explanation of the curricula in use at the school, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.

Activities to support the above mention goal include:

- State Testing Results
- Local Benchmark assessments
- Cycle of Inquiry Data
- Specific classroom Assessments

- 8) Laurel Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Activities to support the above mention goal include:

- Report Card Conferences
- Underperforming Student Conferences
- SST Conferences

- 9) Laurel Elementary School will submit to the District any parent comments if the school wide plan (SWP) under section (1114) (b) (2) is not satisfactory to parents of participating children.

### **Part 3. Shared Responsibilities for High Student Academic Achievement**

- 1) Laurel Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

Activities to support the above mention goal include:

- The school site will continue its monthly educational nights (Math, Science, Language Arts, and Social Studies), which allow teachers, students, and parents the opportunity to build games and activities that enhance the students learning. These activities will be led by the teachers/staff and the students of Laurel. The parents will come with their children and help them build the various educational games they can use in the classroom and at home.
- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy.
  - 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - 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 the alternate assessments
    - The requirements of Title 1
    - How to monitor their child's progress
    - How to work with educators

Activities to support the above mention goal include:

- District DAC Meetings
- “New Parent” Educational Workshops

-District DELAC Meetings

- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by
- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
  - Coordinating with parents to participate in District parent workshops
  - Working with our Parent Liaison to coordinate learning opportunities for our parents and community.
- 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by.

Activities to support the above mention goal include:

- Holding tours for prospective parents and members of our community
- Holding orientation meetings with the local pre-schools to encourage support.

- 7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand. As well as making the school and parent meetings open to community members with physical disabilities or other impediments that may prevent full involvement.

Activities to support the above mention goal include:

- All communications will be sent to local community members and parents in the three main languages of the school site.

#### **Part 4. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by (list meetings, presentations, workshops, etc.)

This policy was adopted by the Laurel Elementary School Site Council on 03/16/11. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before September 2011. It will be made available to the local community on or before September 2011. The Laurel Elementary School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

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(Principal's signature)

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(Date)



## **School – Parent Compact**

Laurel Elementary School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will participate as members of a learning community that share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2011-2012 school year.

### **School Responsibilities - Laurel Elementary School will:**

**1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

We will improve students' academic achievement in a safe, stimulating, and nurturing environment where teachers practice instructional strategies that meet the individual learning needs of all the students. We will provide on-going staff development to our teachers and individualized learning opportunities to our students to help them reach their grade level standards. We will provide a curriculum that fosters a well-rounded education beyond Math and English Language Arts to all grade levels. Our goal is to be considered one of the best schools in Oakland.

**2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

Parent Conferences will be held at report card period. If a child is in need of academic or emotional support a separate meeting will be called.

**3) Provide parents with frequent reports on their children's progress.**

Reports will be sent home once per trimester to update parents on student progress. If a child is in need of academic or emotional support a separate report will be sent home.

**4) Provide parents reasonable access to staff.**

Parents are allowed to visit classrooms at any time after checking in the office. If a parent-teacher conference is needed it can be scheduled with the teacher. If a parent wishes to meet with the administration a meeting can be scheduled with the front office.

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

A parent can volunteer for any classroom or school wide event that occurs at Laurel. Arrangements for classroom support can be made with the teacher and school wide support can be made through the front office, Principal, and PTA president.

### **Parent Responsibilities –**

**We, as parents will support our children’s learning in the following ways:**

- Monitor and encourage regular attendance
- Arrange for on-time arrival and pick-ups daily
- Ensure students have identified a safe route to and from school
- Make sure homework is completed and reviewed
- Provide structured time for daily reading
- Stay in contact with teacher and school site
- Monitor and limit amount of television viewing time
- Promote positive use of child’s out of school time
- Promote positive reinforcement to excel in school
- Promote good healthy choices in preparation for the school day
- Ask your child about their day
- Get your child to bed at a reasonable time
- Encourage and model positive social and emotional behavior through actions and words
- Tell your child you love them

### **Student Responsibilities –**

**We, as students, will share the responsibility to improve our academic achievement and social emotional behavior to achieve the State of California’s academic standards. We will:**

- Do my homework every day
- Ask for help when I need it
- Communicate with teachers and adults in a positive manner
- Read for at least 20-30 minutes (depending on grade) every day outside of school
- Make nutritious choices for meals
- Strive to get a good night’s sleep every day
- Agree to practice positive conflict resolution
- Be respectful
- Be responsible
- Be at the right place at the right time
- Listen to and follow directions the first time they are given.



## **Laurel 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, including nightly reading, 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 or a question.
- 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.

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Staff

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Parent/Guardian

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Student



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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.				
<b>1. Instructional Program</b>	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”	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 current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.  <ul style="list-style-type: none"> <li>At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have 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) that are to 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.</li> <li>Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			1.1	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<p><b><u>Appropriate Instructional program materials</u></b> All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Students:</b>            ___ All Students.            ___ ELs.            ___ SWDs.</p> <p><b><u>Appropriate Use</u></b> Identify all that apply:            ___ Core materials are used daily as designed.            ___ Ancillary materials are used daily 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 core materials.							

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.				
<b>1. Instructional Program</b>	1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> <li>• Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.</li> <li>• At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			1.2	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
		<p><b><u>Appropriate Instructional Program Materials</u></b>  All EL students are appropriately ___assessed, ___placed, and ___ provided appropriate SBE-adopted or SBE-approved instructional program materials.</p> <p><b>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:</b></p> <p><b><u>Appropriate Use</u></b>  _____ Materials/ELD components are used daily as designed.</p>					
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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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.																								
<b>1. Instructional Program</b>	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> <li>• Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction.</li> <li>• 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.</li> <li>• Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally																				
			1.3	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%																				
			<b>Key Components</b>  <b>Appropriate Instructional Program Materials</b> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.  <b>Number of Intensive Intervention Students:</b> All Intensive Learners: Gr. 4__ Gr. 5__ Gr. 6__ All Intensive ELs: Gr. 4__ Gr. 5__ Gr. 6__ All Intensive SWD's: Gr. 4__ Gr. 5__ Gr. 6__																								
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students				Intensive ELs				Intensive SWDs			
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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.				
<b>1. Instructional Program</b>	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> <li>At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have been designed with additional ancillary materials that are to 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.</li> <li>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.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			1.4	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b><u>Appropriate Instructional Program Materials</u></b> All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.  <b>Number of Students:</b> ___ All Students. ___ ELs. ___ SWDs.  <b><u>Appropriate Use</u></b> Identify all that apply: ___ Core materials are used daily as designed. ___ Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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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.				
<b>1. Instructional Program</b>	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program 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 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted 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"> <li>For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction.</li> <li>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.</li> </ul>	Objective	Fully	<b>Substantial</b> <b>y</b>	Partially	Minimally
			1.5	4 100%	<b>3</b> <b>At least</b> <b>75%</b>	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
		<p><b><u>Appropriate Instructional Program Materials</u></b>  All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials. Students served:</p> <p><b><u>Number of Intensive Intervention Students:</u></b>  All Intensive learners: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___  All Intensive ELs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___  All Intensive SWDs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___</p> <p><b><u>Appropriate Us</u></b>  _____ Materials are used daily as designed.</p>					
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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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.													
<b>1. Instructional Program</b>	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.  Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> <li>The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.</li> <li>Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<b>Key Components</b>													
<p><b><u>Appropriate Instructional Program Materials</u></b>  All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Intensive Intervention Students:</b>  All Intensive Learners: Gr. 8 ___  All Intensive ELs: Gr. 8 ___  All Intensive SWDs: Gr. 8 ___</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Number Provided SBE-Algebra Readiness</b></th> </tr> <tr> <th colspan="2" style="text-align: right;"><b>Grade 8</b></th> </tr> </thead> <tbody> <tr> <td style="width: 80%;">Total Students</td> <td></td> </tr> <tr> <td>ELs</td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> </tr> </tbody> </table> <p><b><u>Appropriate Use</u></b>  _____ Materials are used daily as designed.</p>							<b>Number Provided SBE-Algebra Readiness</b>		<b>Grade 8</b>		Total Students		ELs		SWDs	
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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.																																																					
<b>2. Instructional Time</b>	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> <li>• Kindergarten: 60 minutes</li> <li>• Grades one through three: 2.5 hours</li> <li>• Grades four through six: 2.0 hours</li> <li>• Grades six through eight: 2.0 hours (or up to two periods)</li> </ul>	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions.</li> </ul> ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	<b>Fully</b>	Substantially	Partially	Minimally																																																	
			2.1	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%																																																	
			<b>Key Components</b>  <b><u>Appropriate Allocation of Daily Instructional Time</u></b> _____ Time is given priority and protected from interruptions.  <b>Identify the number of instructional minutes (length of periods) offered at each grade level.</b>																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="10" style="text-align: left;">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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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 complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials. <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 30 minutes</li> <li>• Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.</li> </ul>	<p>Full implementation of strategic support means that the school schedule allocates sufficient 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.</p> <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions</li> <li>• Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.</li> <li>• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.</li> <li>• This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.</li> <li>• For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> <li>– For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.</li> <li>– Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case,</li> </ul> </li> </ul>	Objective	Fully	<b>Substantially</b>	Partially	Minimally																																														
			2.2	4 100%	<b>3</b> <b>At least 75%</b>	2 At least 50%	1 Less than 50%																																														
			<b>Key Components</b>																																																		
<p><u>Appropriate Allocation of Daily Instructional Time</u>  _____ Time is given priority and protected from interruptions.</p> <p>Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.</p>																																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="9" style="text-align: center;">Number of Students at each grade level</th> </tr> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All HP Strategic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All HP Strategic provided 30-45 additional minutes or a support period</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>					Number of Students at each grade level										K	1	2	3	4	5	6	7	8	All Strategic										All HP Strategic										All HP Strategic provided 30-45 additional minutes or a support period									
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		<p>teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.</p> <ul style="list-style-type: none"> <li>The SBE-basic core adopted 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.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;"><b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b></th> </tr> <tr> <th></th> <th style="text-align: center;">K</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided all HP Strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high-priority strategic students.</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>	<b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b>											K	1	2	3	4	5	6	7	8	Additional time provided all HP Strategic students										Additional time provided all HP Strategic ELs										Additional time provided all HP Strategic SWDs									
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<b>2. Instructional Time</b>	2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 30-60 minutes</li> <li>• Grades six through eight: 30-60 minutes (or up to one period)</li> </ul>	Full implementation means that that the school’s schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. <ul style="list-style-type: none"> <li>• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures.</li> <li>• Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists.</li> <li>• Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists.</li> <li>• ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally											
			2.3	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%											
			<b>Key Components</b>  <b><u>Appropriate Allocation of Daily Instructional Time</u></b> Identify all that apply: <input type="checkbox"/> Time is given priority and protected from Interruptions. <input type="checkbox"/> ELD instruction is additional time in the schedule.  <b>Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Proficiency Levels</th> <th style="width: 12.5%;">Levels 1-2</th> <th style="width: 12.5%;">Level 3</th> <th style="width: 12.5%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students				# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
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<b>2. Instructional Time</b>	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>• Grades four through six: 2.5-3.0 hours</li> <li>• Grades six through eight: 2.5-3.0 hours (or up to three periods)</li> </ul>	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruption.</li> <li>• Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.</li> <li>• The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers.</li> <li>• The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally																														
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<b>2. Instructional Time</b>	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> <li>• Kindergarten: 30 minutes</li> <li>• Grades one through six: 60 minutes</li> <li>• Grades six through eight: 50-60 minutes (or one period)</li> </ul>	<p>Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> <li>• This time is given priority and is protected from interruptions.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally																																																												
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		<p>taught in the grade-level Algebra I course.</p> <ul style="list-style-type: none"> <li>– Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</li> <li>• For kindergarten through grade eight, the SBE-adopted 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 core program with their peers.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;"><b>Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</b></th> </tr> <tr> <th style="width: 10%;"></th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided to all HP strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP EI strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to all HP SWD strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	<b>Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</b>											K	1	2	3	4	5	6	7	8	Additional time provided to all HP strategic students										Additional time provided to HP EI strategic students										Additional time provided to all HP SWD strategic students									
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2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-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. <ul style="list-style-type: none"> <li>• Grades four through six: 15-30 minutes.</li> <li>• Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed.</li> </ul> For districts using the 2007 SBE-adoption: <ul style="list-style-type: none"> <li>• Grade eight: One period of Algebra Readiness daily for identified intervention students.</li> </ul>	Full implementation means that the school's schedule allocates sufficient 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"> <li>• For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards.</li> <li>• For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program.</li> </ul> <b>For districts using the 2008 SBE-adoption:</b> <ul style="list-style-type: none"> <li>• The SBE-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.</li> <li>• For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.</li> </ul> <b>For districts using the 2001 SBE adoptions:</b> <ul style="list-style-type: none"> <li>• 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 adopted program.</li> </ul>	Objective	Fully	<b>Substantially</b>	Partially	Minimally	
			2.7	4 100%	<b>3</b> <b>At least</b> <b>75%</b>	2 At least 50%	1 Less than 50%	
			<b>Key Components</b>					
<b><u>Appropriate Allocation of Daily Instructional Time</u></b>								
_____ Time is given priority and protected from interruptions.								
<b>Indicate total number of <u>additional</u> minutes:</b>								
<b># of Instructional Minutes at each grade level</b>								
	4	5	6	7	<b>Algebra Readiness</b>			
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<b>3. Lesson Pacing Guide</b>	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in dally use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The 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 RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			3.1	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Instructional/Assessment Pacing Guides</u></b></p> <p>_____ Distributed to each grade level.</p> <p>_____ Used daily at every grade level.</p> <p><b><u>Pacing Guide Use Monitored</u></b></p> <p>_____ Principal monitors daily use.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							



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			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 documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).</p> <ul style="list-style-type: none"> <li>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.</li> <li>The 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 adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			3.2	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b><u>Instructional/Assessment Pacing Guides</u></b>				
			_____ Distributed to each grade level.				
			_____ Used daily at every grade level.				
			<b><u>Pacing Guide Use Monitored</u></b>				
			_____ Principal monitors daily use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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<b>4. School Administrator Instructional Leadership Training</b>	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> <li>• The current RLA/ELD core or intensive reading intervention materials.</li> <li>• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;</li> <li>• Curriculum Framework language and the academic content standards addressed in the materials; and</li> <li>• The use of the instructional/assessment pacing guide.</li> </ul> <p>The remaining eight hours focus on the following:</p> <ul style="list-style-type: none"> <li>• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;</li> <li>• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally		
			4.1	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%		
			<b>Key Components</b>  <u><b>Training and Practicum Completed</b></u> Principal _____ Training in RLA/ELD. _____ Structured Practicum.*  Vice Principal _____ Training in RLA/ELD. _____ Structured Practicum.*  * Refer to suggested practicum activities in EPC 3.3.						

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	<p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<ul style="list-style-type: none"> <li>The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
<b>4. School Administrator Instructional Leadership Training</b>	<p>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> <li>• The current SBE adopted mathematics materials used in the school;</li> <li>• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;</li> <li>• Curriculum Framework language and the academic content standards addressed in the materials; and</li> <li>• The use of the instructional/assessment pacing guide.</li> </ul> <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> <li>• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;</li> <li>• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally		
			4.2	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 59%	1 Less than 50%		
			<b>Key Components</b>  <u><b>Training and Practicum Completed</b></u> Principal _____ Training in Mathematics. _____ Structured Practicum.*  Vice Principal _____ Training in Mathematics. _____ Structured Practicum.*  * Refer to suggested targeted professional development and support list.						

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	<p>*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<ul style="list-style-type: none"> <li>The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>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.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include:               <ul style="list-style-type: none"> <li>– Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.</li> <li>– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</li> </ul> </li> <li>• Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.</li> <li>• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.</li> <li>• Participation in Modules 2 and 3 of the Administrator Training Program.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Training on Response to Instruction and Intervention (RtI<sup>2</sup>) including support on providing tiered intervention; and</li> </ul>	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;"><b>Key Components</b></p> <p><b><u>Principal's Professional Development</u></b>            _____ Completed.</p> <p><b>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</b></p>				

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		<p>implementation and monitoring of standards-based IEP.</p> <ul style="list-style-type: none"> <li>• Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.</li> <li>• Supporting and training 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.</li> <li>• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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	<b>Fully</b>	Substantially	Partially	Minimally
			5.1	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			_____ <b>Percentage of fully credentialed, highly-qualified teachers.</b>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							



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Essential Program Component	Objective	Criteria and Clarifications	<b>Implementation Status and Key Components</b> Review and identify which key components apply. Circle the most appropriate rating.				
<b>5. Credentialed Teachers and Professional Development Opportunity</b>	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.  This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of	Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.  The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing 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 variety of assessments including placement and common standards-based 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 adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</li> <li>• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			5.2	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<b><u>Training and Practicum Completed:</u></b>							
Indicate number of teachers at each grade level and number completing training and practicum.							
			<b># of Teachers</b>	<b>40-hour Training</b>	<b>80-hours of Structured Practicum</b>		
	Grade 1						
	Grade 2						
	Grade 3						
	Grade 4						
	Grade 5						
	Grade 6						
	Grade 7						
	Grade 8						
* Refer to suggested practicum activities.							

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	<p>school/district professional development plan.</p>	<ul style="list-style-type: none"> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
<b>5. Credentialed Teachers and Professional Development Opportunity</b>	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.  This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	<p>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing 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 variety of assessments including placement and common standards-based 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 adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> <li>• Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program.</li> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</li> </ul>	Objective	Fully	<b>Substantial</b> <b>y</b>	Partially	Minimally																																					
			5.3	4 100%	<b>3</b> <b>At least</b> <b>75%</b>	2 At least 50%	1 Less than 50%																																					
			<b>Key Components</b>																																									
			<p><b><u>Training and Practicum Completed</u></b></p> <p>Indicate number of teachers at each grade level and number completing training and practicum.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;"># of Teachers</th> <th style="width: 15%;">40-hour Training</th> <th style="width: 15%;">80-hours of Structured Practicum</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">Grade 1</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Grade 2</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Grade 3</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Grade 4</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Grade 5</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Grade 6</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Grade 7</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Algebra 1</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table>						# of Teachers	40-hour Training	80-hours of Structured Practicum	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Algebra 1				Algebra Readiness
	# of Teachers	40-hour Training	80-hours of Structured Practicum																																									
Grade 1																																												
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* Refer to suggested practicum activities.																																												

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	<p>adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> <li>• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the current 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 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 current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>• The principal structures and monitors the use and impact of coaching services on students' achievement.</li> </ul>	Objective	Fully	<b>Substantial</b> <b>y</b>	Partially	Minimally
			6.1	4 100%	<b>3</b> <b>At least</b> <b>75%</b>	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Coaches/content experts/specialists</u></b>            _____ Type of instructional assistance.            _____ Works primarily in classrooms.</p> <p><b>Describe type of classroom/teacher assistance regularly provided to teachers:</b></p> <p><b>Describe criteria used for identifying and providing coaching support:</b></p> <p><b><u>Monitoring Coaching System</u></b>            _____ Principal structures/monitors instructional assistance services.</p> <p><b><u>Trained Coaches/ Content Experts/Specialists</u></b>            _____ Completed SBE-adopted materials-based training (identify which program[s]).            _____ Completed English Learner Professional Development (ELPD).</p> <p><b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b></p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components						
			Review and identify which key components apply. Circle the most appropriate rating.						
			Objective	Fully	Substantially	Partially	Minimally		
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current 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 SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of coaching services on students' achievement.</li> </ul>	<b>Key Components</b>						
			<p><b><u>Coaches/content experts/specialists:</u></b>            _____ Type of instructional assistance.            _____ Works primarily in classrooms.</p> <p><b>Describe type of classroom/teacher assistance regularly provided to teachers:</b></p> <p><b>Describe criteria used for identifying and providing coaching support:</b></p> <p><b><u>Monitoring Coaching System</u></b>            _____ Principal structures/monitors instructional assistance services.</p> <p><b><u>Trained Coaches/ Content Experts/Specialists</u></b>            _____ Completed SBE-adopted materials-based training (identify which program[s]).            _____ Completed ELPD.</p> <p><b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b></p>						
			Documentation		Additional Comments				
				Mathematics					
School Plan for Assistance and Support to Teachers:									
Attach appropriate documents.									

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. 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 on student placement, diagnosis, progress, and effectiveness of instruction.	<p>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.</p> <ul style="list-style-type: none"> <li>The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based 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 adopted programs.</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Ongoing Assessment and Monitoring System</u></b></p> <p>_____ District supported electronic data management system.</p> <p>_____ District-wide reporting and analysis of assessment results.</p> <p>_____ School-wide reporting and analysis of assessment results.</p> <p>_____ Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p>_____ Common curriculum embedded/formative assessments in use school-wide.</p> <p><b><u>Training on Accessing and Using Electronic Data System</u></b></p> <p>_____ Staff trained on using and accessing data from the electronic data system.</p>				

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			<p><b><u>Using Formative Assessment Results</u></b></p> <p>_____ Common curriculum embedded/formative assessments administered frequently.</p> <p>_____ School-wide assessment calendar developed and used.</p> <p>_____ 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.			



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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention 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 on student placement, diagnosis, progress, and effectiveness of instruction.	<p>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.</p> <ul style="list-style-type: none"> <li>The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based 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 adopted programs.</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<b><u>Ongoing Assessment and Monitoring System</u></b>							
_____ District supported electronic data management system.							
_____ District-wide reporting and analysis of assessment results.							
_____ School-wide reporting and analysis of assessment results.							
_____ Timely data from assessments available to and easily accessible by administrators and teachers.							
_____ Common curriculum embedded/formative assessments in use school-wide.							
<b><u>Training on Accessing and Using Electronic Data System</u></b>							
_____ Staff trained on using and accessing data from the electronic data system.							

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			<p><b><u>Using Formative Assessments Results</u></b></p> <p>_____ Curriculum embedded/formative assessments administered frequently.</p> <p>_____ School-wide assessment calendar developed and used.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels -			
Classroom:			
District			
Attach appropriate documents.			

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**Academic Program Survey—Elementary School Level**  
**March 2013**

Essential Program Component	Objective	Criteria and Clarifications	<b>Implementation Status and Key Components</b> Review and identify which key components apply. Circle the most appropriate rating.				
<b>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b>	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 assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.	<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 a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:               <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic;</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded; and</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• Collaborative discussions are centered on strengthening the implementation of the 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.</li> </ul>	Objective	Fully	<b>Substantial</b> <b>y</b>	Partially	Minimally
			8.1	4 100%	<b>3</b> <b>At least</b> <b>75%</b>	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<b>Scheduled Structured Collaboration Meetings</b>							
_____ Number per month.							
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.							
_____ Meetings are structured; protocols/tools are developed and used.							
_____ Training for collaboration meeting protocols provided to teachers.							
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.							
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.							
<b>Collaborative Meeting Discussion Content</b>							
_____ Using and analyzing timely student common assessment results from all students.							
_____ Strengthening program implementation.							
_____ Designing and improving lessons and instruction.							
_____ Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

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**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.				
<b>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b>	8.2 The school/district facilitates and supports 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 assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	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. <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:               <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic;</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded assessments; and</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• Collaborative discussions are centered on strengthening the implementation of the 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.</li> </ul>	Objective	Fully	<b>Substantial</b> <b>y</b>	Partially	Minimally
			8.2	4 100%	<b>3</b> <b>At least</b> <b>75%</b>	2 At least 50%	1 Less than 50%
			<b>Key Components</b> <b><u>Scheduled Structured Collaboration Meetings:</u></b> _____ Number per month. _____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. _____ Meetings are structured; protocols/tools are developed and used. _____ Training for collaboration meeting protocols provided to teachers. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction. _____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.  <b><u>Collaborative Meeting Discussion Content</u></b> _____ Using and analyzing timely student common assessment results from all students. _____ Strengthening program implementation. _____ Designing and improving lessons and instruction. _____ 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  
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Essential Program Component	Objective	Criteria and Clarifications	<b>Implementation Status and Key Components</b> Review and identify which key components apply. Circle the most appropriate rating.				
<b>9. Fiscal Support</b>	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).	<p>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.</p> <ul style="list-style-type: none"> <li>• The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>• 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.</li> <li>• The district requires that SPSA expenditures detail EPC alignment.</li> <li>• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			9.1	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Allocation of Funds</u></b>            _____ District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b><u>Coordination of Funds</u></b>            _____ 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.							

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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.				
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.	<p>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.</p> <ul style="list-style-type: none"> <li>• The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>• 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.</li> <li>• The district requires that SPSA expenditures detail EPC alignment.</li> <li>• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	<b>Fully</b>	Substantially	Partially	Minimally
			9.2	<b>4</b> <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Allocation of Funds</u></b>            _____ District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b><u>Coordination of Funds</u></b>            _____ 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.							