

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 Allendale 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 Allendale Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Allendale Elementary

6001630

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

Allendale Elementary School is situated in the Allendale Park neighborhood of East Oakland. The school had an enrollment of 430 students in the 2012-2013 year in grades TK-5, with fifteen classrooms. In addition there is a kindergarten SDC classroom and a state pre-K program. Of the students, 100% are eligible for free or reduced-price lunch and 42% are English Learners. 33% of the students are Latino, 37% are African American, 12% are Asian, 6% are Filipino. 7.8 % of the students are receiving Special Education services. The school has steadily improved its standardized test scores and API, which reached a high of 786 in 2009. Teachers meet weekly for a sixty minute period during the workday in their professional learning community to analyze student performance data and set goals and instructional strategies. They follow a set agenda and use protocols and defined roles to manage the meetings. These meetings are the cornerstone of building a professional learning community. Allendale has hired consultants to help support our efforts in improving student behavior and increasing parent involvement. The Higher Ground group has two full-time student behavior counselors who work with students with behavior referrals. Allendale School uses technology to help improve student performance. The school has high-speed internet connections available in all classrooms which have three or four computers for student use. Allendale has a modern computer lab with 32 workstations. We use on-line software to give students opportunities for monitored practice in reading and math. We have a library/media center staffed by a library clerk. The focus of technology at Allendale use is to increase student proficiency in writing, research and inquiry. Our Reading Partners program pairs low-performing readers with adult volunteers. Students in this program read with their adult mentor 1-2 hours per week all year long to enhance their reading and self-esteem. Our literacy coach works with ELL students and other low readers on a regular basis. Teachers regularly work before and after school to work on reading and math skills. Our literacy coach also coaches teachers on balanced literacy techniques to use

with all levels of readers in the classroom. Allendale receives ASES and OFCY grants which fund the Tigers Roar Extended Day Program. Grant funds are used to pay for an academic coordinator, teacher tutors that provide academic support, and consultants for enrichment programs including sports, martial arts, ballet folklorico, Oakland Youth Chorus, track and cheerleading programs, and more. Academic tutoring is also provided by the Supplemental Education Services (SES). Approximately 200 students participate in one or more of the after school programs. Allendale has a pre-K and TK to Kindergarten transition plan. Parents of children in pre-K programs are provided with opportunities during the Spring to visit the Kindergarten classrooms and meet and talk with the teachers. There are also meetings scheduled during the summer and a parent meeting for incoming Kindergarten parents just before the new school year begins. Establishing a Culture of Goal Setting and High Expectations Allendale follows the philosophy that we always must answer three crucial academic questions to insure school improvement. They are: What do students need to know? How do we know when they do? What do we do when they don't? What do we do when they do get it? What Do Students Need To Know? The key aspect of this question is each PLC understanding what key standards students must master at each grade level. It is the focus of each PLC to identify these key standards and create a pacing calendar that insures that the standards are taught. How Do We Know When They Do? Not only will PLC's analyze summative data from the CST, and benchmark assessment data, but each PLC must create weekly formative assessments to understand what students understa

VISION

Our mission is to establish a community and an environment of learning, trust, and respect. Highly qualified teachers engaged in building an effective professional learning community staff each classroom. Parents and community members are vital stakeholders in promoting student academic achievement. Our balanced literacy program, school-wide emphasis on the child's social and emotional learning, commitment to a clean and safe school, before and after-school programs, speech therapists, resource specialists, behavior support, community outreach and educational technology all help make Allendale School a moving forward in the 21st century.

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

Monitoring We have weekly administrative team meetings and biweekly Instructional Leadership Team meetings to review our progress and agree to common strategies. We have monthly SSC meetings where results and effectiveness are discussed with parents. We regularly consult data and use classroom observations and walkthroughs with parents and teachers to gauge progress. Leadership Practices PD is conducted regularly on how to monitor student learning, differentiation, and to develop common instructional strategies. There are regular daily walkthroughs of classrooms and with feedback on agreed to "vital signs" of instruction. Each administrative team member (principal and coaches) spend at least 2 hours daily in classrooms. We have determined that development of teacher leadership is key to school improvement. To that end we are devoting an increased emphasis to PD on PLC facilitation. Developing teacher leadership is key in growing the expertise and professionalism of the PLC's. Our Instructional Leadership Team (ILT) meets to determine the key school wide instructional focus and analyzes the results and sets goals to continue our progress.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

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.

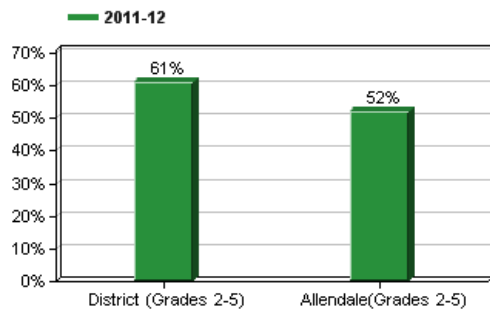
School Quality Standards relevant to this Strategic Priority

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

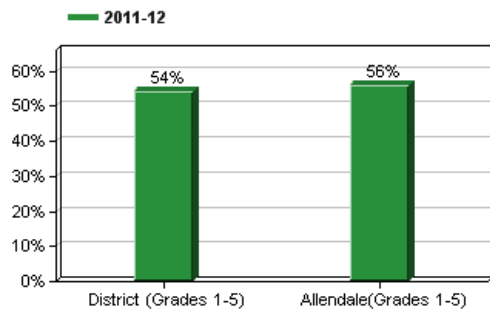
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



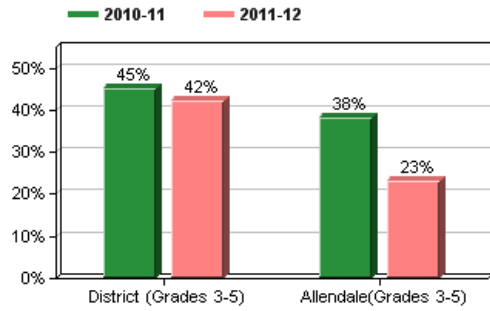
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

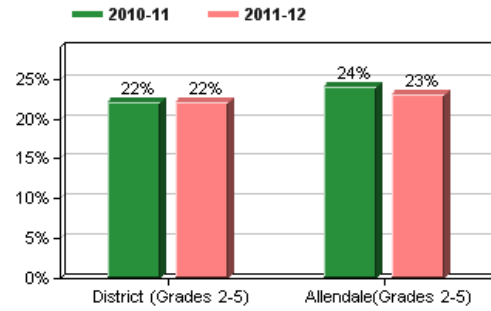


CST

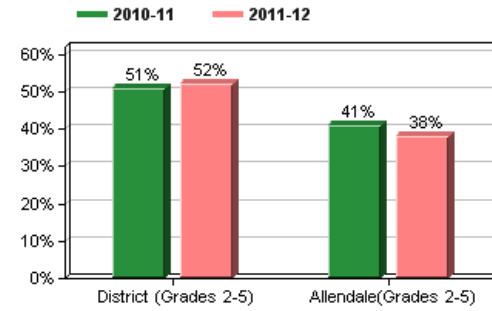
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

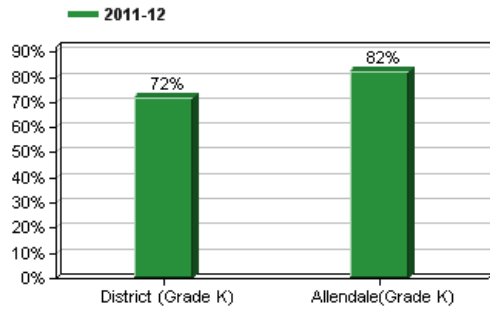


CST/CMA ELA % Prof/Adv

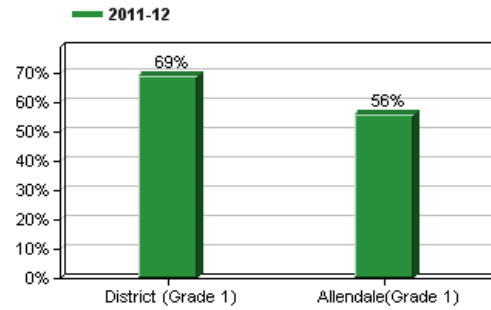


DIBELS

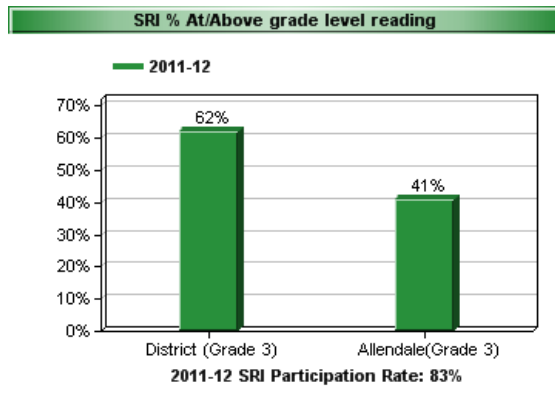
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- CST ELA Matched Cohort 2010-11 to 2011-12 : there was a net 3% decrease to 38% in the number of students scoring PRO/ADV, and a decrease of students in FBB & BB to 23%. The number of 2nd grade students in FBB/BB decreased by 18.5% to 14%, and those scoring P/A increased to 51% or a 21% increase. 3rd grade scores declined to 19% in P/A, while 4th and 5th grades declined to 34% and 42% P/A.
- 2012-13 BM 2 Multiple Choice: 38% of 2nd graders 38% of 3rd graders At/Above, 25% of 4th graders At/Above, 71% of 5th graders At/Above. Fall 2012 SRI Scores show 68% of 2nd graders reading At/Above grade level, 55% of 3rd graders At/Above, 48% of 4th graders At/Above, 80% of 5th graders At/Above. 2013 BM 2 Dibels scores show 91% of 1st graders scoring at the top level in Phoneme Segmentation.

Data Analysis

- The 2012 CST ELA Overall % of students at PRO/ADV (38%) is in line with Allendale's recent history - 41% in 2011, 49% in 2010 (boosted by a very successful 5th grade), 42% in 2009, and 38% in 2008.
- The 2012 CST ELA overall % of students at BB/FBB (23%) is also in line with Allendale's recent history - 24% in 2011, 19% in 2010, 26% in 2009, and 26% in 2008. There was a 18.5% decrease in FBB/BB in 2nd grade, 3.3% and 3.7% decreases in 4th & 5th.
- Allendale has not been able to significantly change student outcomes on the CST over the last several years. The 2012-13 BM 2 data shows 43% At/Above grade level - results similar to previous years as well (CST Cohort % Pro/Ad = 39%).
- There are 2 student groups of concern: 2011-12 3rd Graders - 57% scored FBB/BB, while only 19% scored Pro/Ad. In 2011-12 34% of African-American students scored FBB/BB, the same percentage scoring Pro/Ad.

Theory of Action

- Implement Balanced Literacy in daily instruction including Reading Workshop (Independent Reading, Guided Reading, Shared, or Grade Level Reading, and Independent Workstations), Writing Workshop, and Word Work.
- Use DRA to identify student instructional reading level, DIBELS and BPST in the primary grades, and District Benchmark assessments. Use PLC time on a weekly basis to collaboratively look at student work and data and to plan for student instruction.
- Purchase books for central leveled library and classroom books and supplies for balanced literacy instructional practices.
- Participate in Professional Development and on-going observations and feedback cycles with our PALS partners at Aspire Charter schools. Utilize key texts to guide PD and teacher collaboration, such as ones by Fountas and Pinnell and Lucy Calkins
- Engage in peer observations using Instructional Rounds walkthrough process to refine and deepen practices. Includes release time for teachers to observe

and debrief.

- If we

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	CELDT	English Learners	End of Year	Principal	4/1/2013	101SQI1A2378	TSA/Literacy Coach focusing on coaching teachers in balanced literacy instruction for ELL's.	7091-EIA - LEP		C11TSA0110	0.3	\$34,300.70
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQI1A5146	TSA/Literacy Coach focusing on coaching teachers in balanced literacy instruction for students not meeting proficiency on state assessments.	7090-EIA - SCE		C11TSA0110	0.1	\$11,433.57
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQI1A5147	TSA/Literacy Coach focusing on coaching teachers in balanced literacy instruction for students not meeting proficiency on state assessments.	3010-Title I		C11TSA0110	0.5	\$57,167.83
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQI1A5149	Teacher stipends/extended contracts for extended time for after school instruction.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$677.56
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQI1A5150	Teacher stipends/extended contracts for professional development for teachers to support needs of students not meeting proficiency on state standards.	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$7,000.00
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQI1A5153	Supplies to support balanced literacy program for students not meeting proficiency on state standards.	7090-EIA - SCE	4310-SUPPLIES		0	\$6,223.37
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	CELDT	English Learners	End of Year	Principal	4/1/2013	101SQI1A5155	Supplies to support balanced literacy program for ELL students.	7091-EIA - LEP	4310-SUPPLIES		0	\$1,511.57
TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Semester	Principal	4/1/2013	101SQI1A5156	Consultant contract (Reading Partners) to tutor low performing students in reading strategies.	3010-Title I	5825-CONSULTANTS		0	\$25,000.00
Substitutes to release teachers to observe balanced literacy strategies at BMA , and for peer observation at Allendale.					5/7/2012	101SQI1A2396	Teacher release time for professional development, peer observation, outside school observation in conjunction with the PALS partnership with ASPIRE schools.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

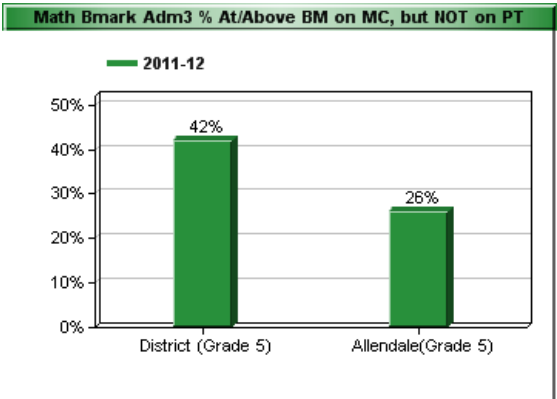
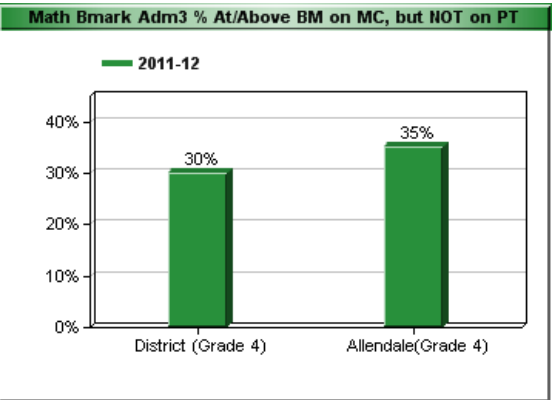
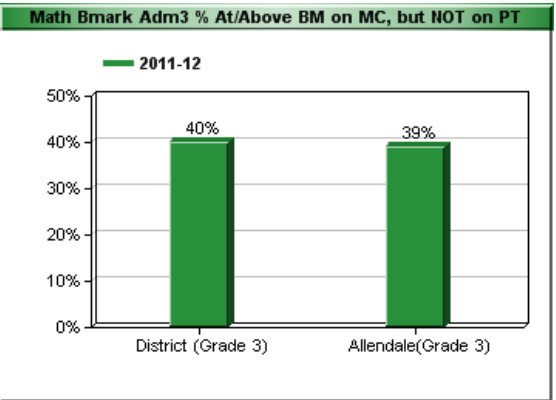
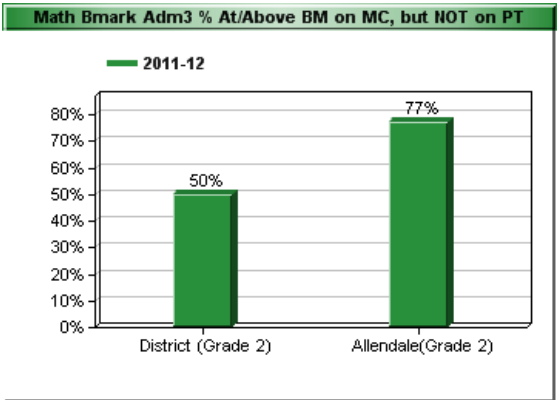
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

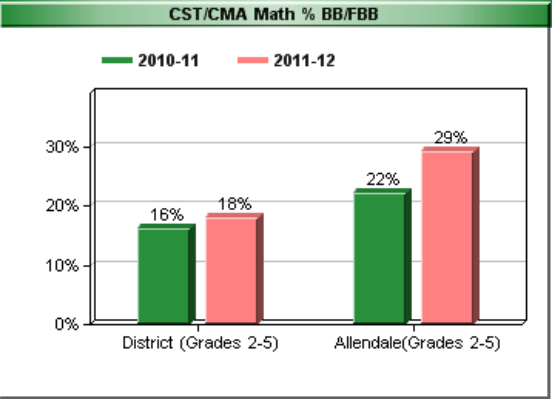
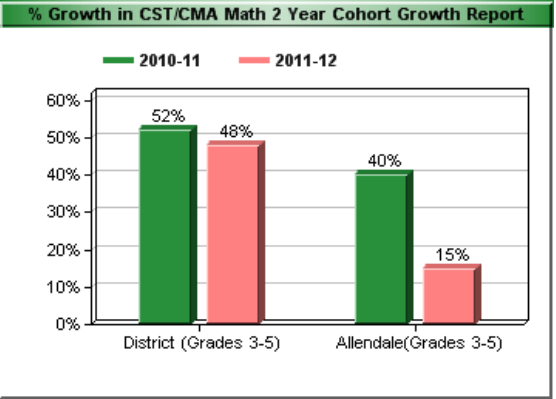
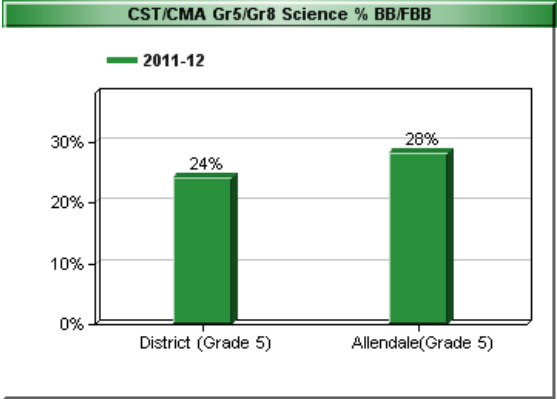
A quality school...

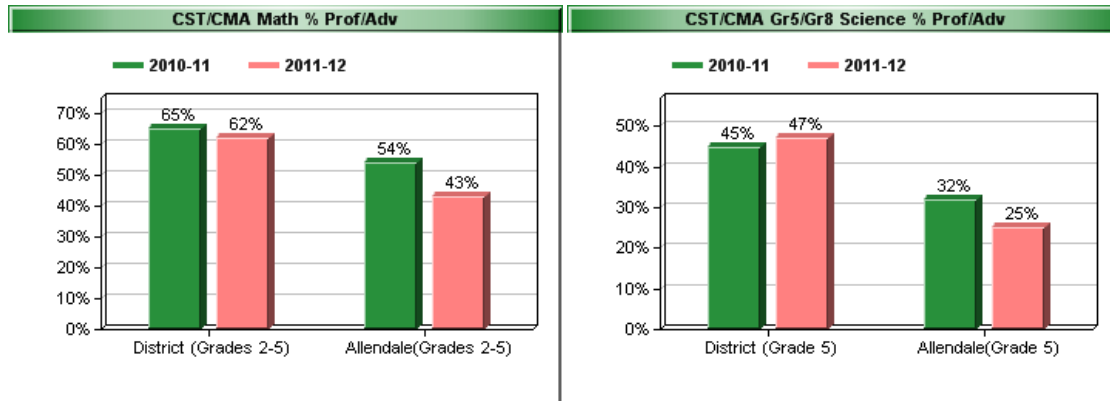
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





School Data

- CST Math Matched Cohort 2010-11 to 2011-2012: 45% at PRO/ADV remained there and 54% slid or remained in FBB; Overall CST scores in 2011-12 declined from 54% Pro/Ad in 2011 to 43%. FBB/BB scores increased by 6.6% over the previous year to 29%.
- CST Science declined from 32% Pro/Ad in 2010-11 to 25% in 2011-12. Math BM I Multiple Choice: 52% At/Above, 9% Approaching, 29% Below; BM II: 42% At/Above, 18% Approaching, 40% Below;

Data Analysis

- The 2012 CST Math % of students at PRO/ADV (43%) is a significant decline compared to Allendale's recent history - 54% in 2011, 61% in 2010. The 2nd grade did increase students scoring Pro/Ad by 23% to 61%, & decreased FBB/BB students by 30% to 10%.
- The 2012 CST Math Overall % of students at BB/FBB (29%) is also a significant increase Allendale's recent history - 22% in 2011, 15% in 2010, 24% in 2009, and 21% in 2008.
- The 2012 BM 1 data shows results similar to previous years as well (CST Cohort % PRO = 56%, BM I % At/Above = 62%; BM II % At/Above = 42%).
- There are 2 student groups of concern: 45% of 2011-12 3rd Graders scored FBB/BB, while only 30% scored Pro/Ad. 47% of all African-American students scored FBB/BB, while only 28% scored Pro/Ad.
- Science scores decreased from 32% Pro/Ad in 2011 to 25% in 2012, but African-American 5th graders improved by 4% to 28% Pro/Ad, and decreased the number in FBB/BB by 10%.

Theory of Action

- Balanced literacy will include "science literacy". Every classroom will be expected to complete the cycle of science reading, student discourse, and writing that is begun with the FOSS activity.
- Monthly PD for teachers focusing on the eight Standards for Mathematical Practice. They focus on how students reason, communicate, and make connections.
- Monthly math PD on the SMP including making sense of problems and persevering in solving them, constructing arguments and critiquing the reasoning of others, modeling real life situations using mathematics, and strategic use of appropriate tools.
- There will also be a new focus fro PLC's to create formative assessments that promote discussion and questioning among students, allow the teacher to provide feedback, and allows students to act as instructional resources for each other.
- As part of our balanced literacy initiative, we will increase content area text reading and support. We will have professional development to train

teachers how to scaffold comprehension of difficult non-fiction texts, especially science.

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

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
Providing systems and opportunities for pre-K students and families to transition to Allendale will improve attendance and adjustment to all-day classes for TK and K students.	Attendance	Pre-Kindergarten	End of Year	Principal	5/17/2013	101SQI1C6145	Parents of transitioning pre-K, TK, K students will be invited to transitional celebrations at the end and beginning of the school year.	N/A			0	\$0.00
Providing systems and opportunities for pre-K students and families to transition to Allendale will improve attendance and adjustment to all-day classes for TK and K students.	Survey data (CHKS, etc.)	Pre-Kindergarten	Every Semester	Principal	5/17/2013	101SQI1C6146	Grade level meetings will include parents of pre-K, TK, and K students during the fall and spring semesters.	N/A			0	\$0.00
Providing systems and opportunities for pre-K students and families to transition to Allendale will improve attendance and adjustment to all-day classes for TK and K students.	Attendance	Pre-Kindergarten	Every Semester	Principal	5/17/2013	101SQI1C6147	Pre-K, TK, and K students are assigned an upper-grade buddy classroom whose students will read with and participate in other academic activities with the younger students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

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.

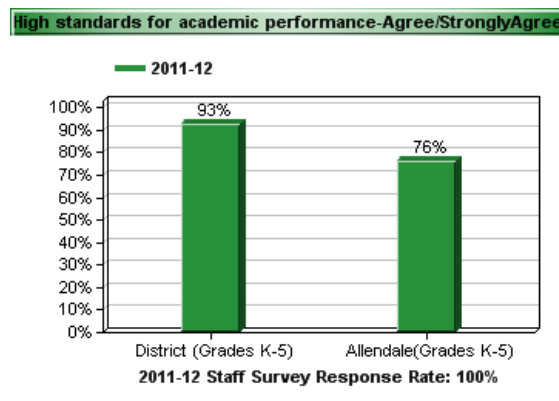
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

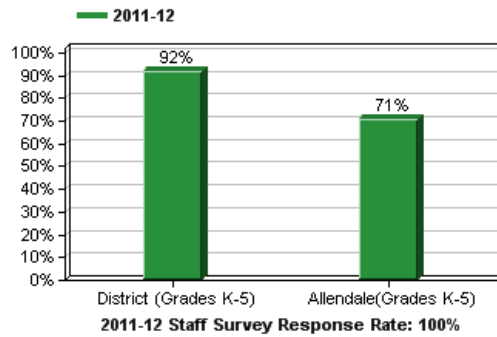
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

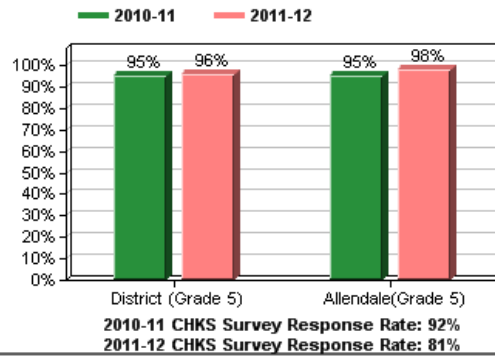


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



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



School Data

- According to CHKS data 98% of Allendale students plan to go to college. 78% of students felt that adults in the school held high expectations for them.
- 76% of staff felt that the school set high standards for academic performance for all students, and 71% of staff felt the school promoted academic success.

Data Analysis

- The school has promoted the idea of thinking about and planning for college among students and families. This is a significant change from past CHKS data on college.
- There is a discrepancy in what staff reports and what students report on success, support and rigor.
- What would it take to get the staff to see that this is a school that promotes academic rigor and student success?

Theory of Action

- Further training of staff on the rigor of balanced literacy and developing a plan of action for implementing the rigor of the common core.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support Social and Emotional Learning of students identified "at-risk".	Discipline/CSC	FBB, BB and BAS	Monthly	Principal	5/15/2013	101SQ1D5160	Consultant contract for behavioral support coach to teach SEL standards to students not meeting proficiency on state academic standards.	7090-EIA - SCE	5825-CONSULTANTS		0	\$30,000.00
Increase parent engagement and involvement.	Survey data (CHKS, etc.)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQ1D5162	Parent engagement coordinator to promote parent involvement (volunteering) and engagement and understanding of school program and vision (communication). Parent involvement promotes success for students not reaching proficiency on state exams.	3010-Title I	5825-CONSULTANTS		0	\$1,999.99
Increase parent engagement and involvement.	Survey data (CHKS, etc.)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQ1D5164	Parent engagement coordinator to promote parent involvement (volunteers) and engagement and understanding of school program and vision (communication). Parent involvement promotes success for students not reaching proficiency on state exams.	7090-EIA - SCE	5825-CONSULTANTS		0	\$18,000.00
ESL class for parents.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	4/1/2013	101SQ1D5166	ESL class for parents of ELL students. Parents can better help students, communicate with teachers, assist in classrooms.	7091-EIA - LEP	4399-SURPLUS		0	\$14,000.00
ESL class for parents to encourage English learning in second language households and support student achievement.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	5/15/2013	101SQ1D5168	ESL class for parents of ELL students. Parents can better help students, communicate with teachers, assist in classrooms.	7091-EIA - LEP			0	\$0.00
Parent communication	Survey data (CHKS, etc.)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQ1D5169	Copying, printing and supplies to communicate with parents.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$1,250.00
Parent communication	Survey data (CHKS, etc.)	FBB, BB and BAS	End of Year	Principal	4/1/2013	101SQ1D5171	Refreshments for parent meetings including SSC, ELAC, and PTO.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$767.75

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: Allendale Elementary

Principal: STEVEN THOMASBERGER

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

School Data

- DIBELS BM 2, 1st Grade (English) - 42 out of 54 (78%) are at the top level in Nonsense Word Fluency, compared to 51% at the end of last year. In Phoneme Segmentation 49 of 54 are at the top level (91%), compared to 87% at BM3 in 2012.
- CELDT (Oct. 2012) - 15 1st grade, 23 2nd, 24 3rd, 13 4th, 11 5th are below "grade level" proficiency level (are at Beginning, Early Intermediate, or Intermediate).

Data Analysis

- DIBELS - Higher support for students identified as at-risk for later academic difficulty includes early grade reading intervention small group pull-out, SST with families, and progress monitoring with DIBELS.
- EL stuck in Level 3 - Focal 15
- DIBELS, BPST testing, benchmark tests identify students. Reviewed by COST team and enrolled in school-day intervention programs.
- "BASIC" students are identified by CST and benchmark tests to give after school tutorial services to bump to "PROFICIENT".

Theory of Action

- Establish an RTI pyramid with schoolwide core instructional programs that will meet the needs of 80% of students (Tier I), targeted support for 15% of students (Tier II), and more intense services for the remaining 5% (Tier III).
- Academic differentiation in Tier I core programs based on state, district, school assessment data. Teacher pulls leveled groups to accelerate achievement, uses engagement and participation strategies and integrates culturally relevant literature.
- Provide science prep classes with integrated science studies throughout the day. Offer leveled ELD classes with Systematic ELD, after school GATE classes, and service learning opportunities.
- Higher support for students identified as at-risk for later academic difficulty includes early grade reading intervention small group pull-out, SST with

families, and progress monitoring with DIBELS.

- Continue with and refine the COST team to coordinate special ed, regular ed, and support services to insure communication school-wide on student academic, and social-emotional success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA to coordinate ELL program including intervention services, ELD program, and Bilingual program.					5/17/2012	101SQ1E2379	TSA to provide professional development on academic language and English Learner strategies and methods and targeted student group instruction.	N/A			0	\$0.00
Extended contracts for teachers to run small after school intervention groups for students not meeting standards.					5/17/2012	101SQ1E2397	Extended contracts for teachers to run small after school intervention groups for students not meeting standards.	N/A			0	\$0.00
Extended contracts for teachers to run small after school intervention groups for students not meeting standards.					5/17/2012	101SQ1E4579	Extended contracts for teachers to run small after school intervention groups for students not meeting standards.	N/A			0	\$0.00
GATE-Identified students receive additional academic challenges.	State tests (CST/STAR, PFT)	GATE	End of Year	Principal	5/17/2013	101SQ1E6143	GATE coordinator will provide after-school classes for project based learning in math, language arts, and science.	N/A			0	\$0.00
GATE-Identified students receive additional academic challenges.	State tests (CST/STAR, PFT)	GATE	End of Year	Principal	5/17/2013	101SQ1E6144	GATE coordinator and literary specialist will train teachers on how to differentiate the curriculum for advanced students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

From OUSD Strategic Plan:

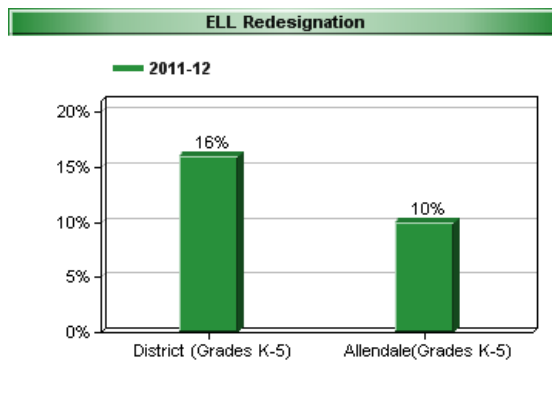
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

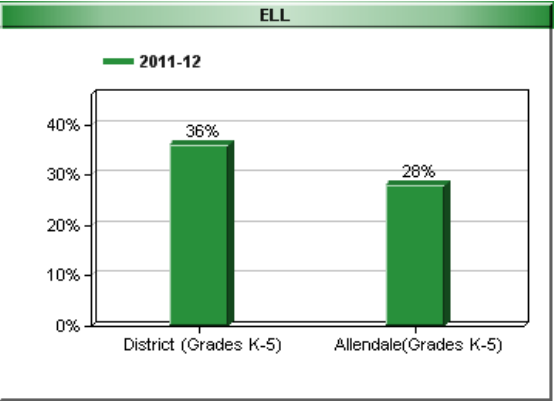
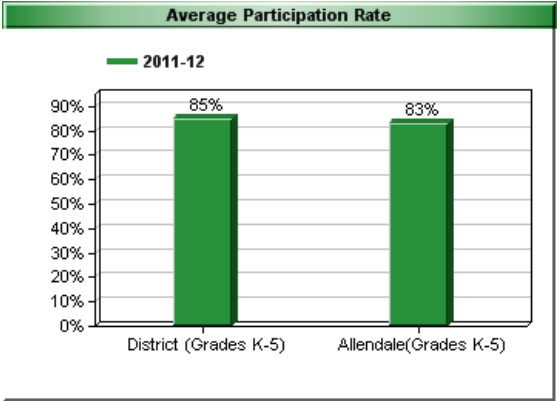
A quality school...

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

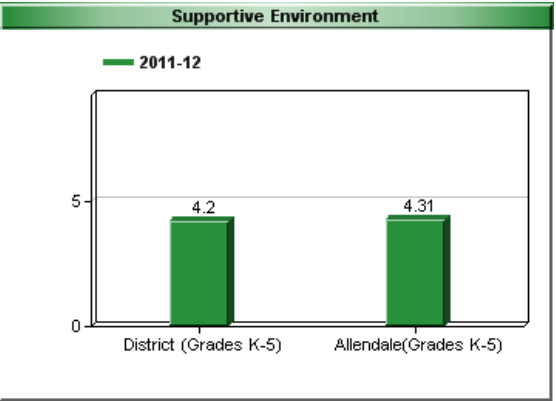
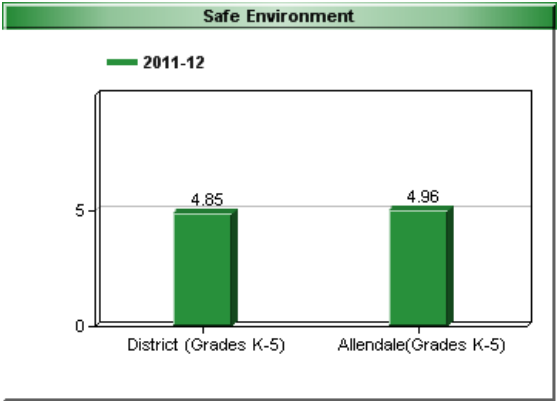
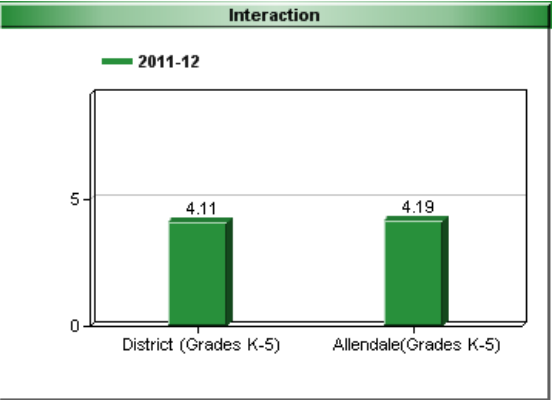
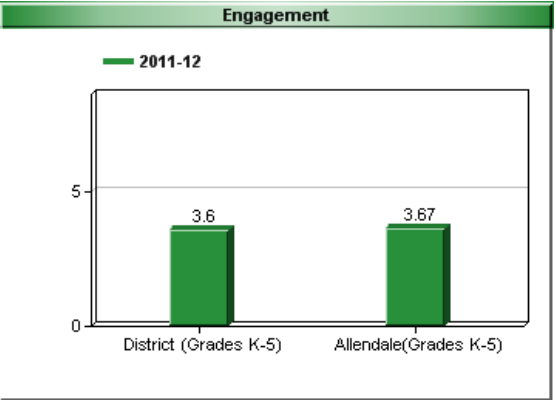
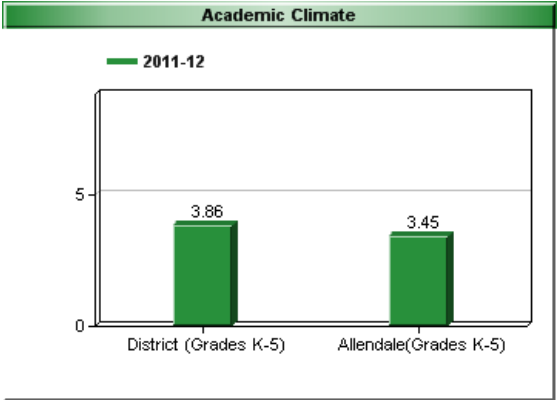
After School Program- Student Impact



After School Program- Participation



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



School Data

- 100 students in 1st through 5th grades are currently enrolled in our Tigers' Roar extended day program. 120 students participated in the SES after school tutorial program using 3 different providers on-site.
- An after-school tutorial program (not Higher Ground) is provided for BASIC students to push them to Advanced or Proficient on the CST.

Data Analysis

- Wrap-around service with students in day time behavioral services and academic intervention services has improved those students' behavior and academics.
- Enrichment courses are offered that are not available during the regular day - gardening, service learning, ballet folklorico and more.
- An assessment of the program done by the OUSD After School Program Office found that the program scored between 4 and 5 on a 1-5 scale in: safe environment, supportive environment, interaction, and academic climate.
- During the January assessment the program scored a 3.62 in engagement. This score was based on students not having opps. to set goals, take responsibility, and make choices based on their interest.

Theory of Action

- The extended day program reserves space for those students with identified academic and behavioral challenges. Many students who are served by H.G. behavioral support during the regular day are also enrolled in the extended day program.
- Teachers and the extended day program communicate to insure that the extended day can support students with homework and other academics.
- The extended day program focuses on the same key learning standards and uses many of the same instructional strategies as the classroom teachers.
- Students in the extended day program will use Fast Forward reading intervention software daily in the computer lab to both help close and their gaps in reading as well as accelerate their reading.
- Continue successful adult ESL class. Partial pay for ESL teacher to instruct parents of ELL students weekly.

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

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

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce suspensions and office referrals by 50%.

- Strategy 1.1: Use CARES curriculum throughout the school. Higher Ground behavioral coaches use CARES, Restorative Justice techniques, and SEL strategies to train students.
- Strategy 1.2: PBIS Team meets and develops positive behavior strategies. PBIS designs and implements monthly CARES awards assemblies. PBIS implements Tiger Bucks awards for students on using CARES.

Goal 2: Increase student engagement to school and positive school community.

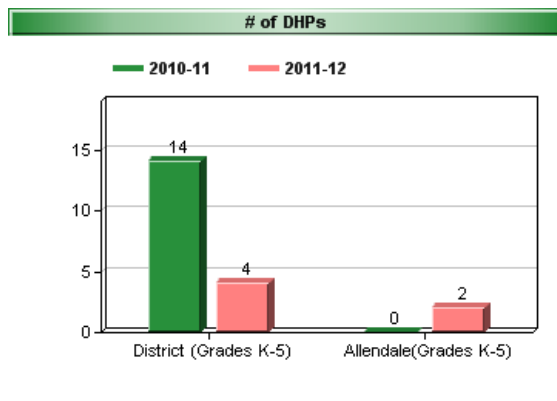
- Strategy 2.1: Continue "Morning Meeting" daily in all classrooms. Continue CARES lessons using literature in all classes.
- Strategy 2.2: Insure that all students with high behavioral needs based on # of office referrals and COST Team identification receive 5:1 positive feedback including CARES Tiger Bucks.

School Quality Standards relevant to this Strategic Priority

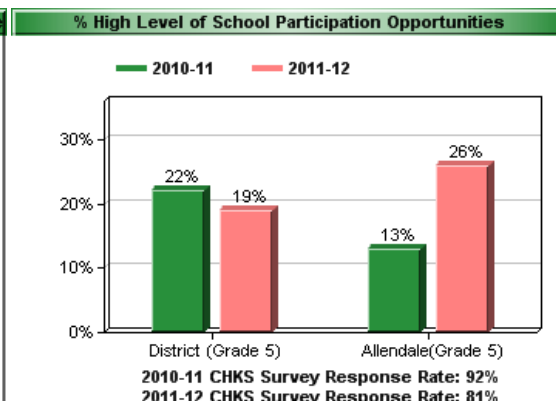
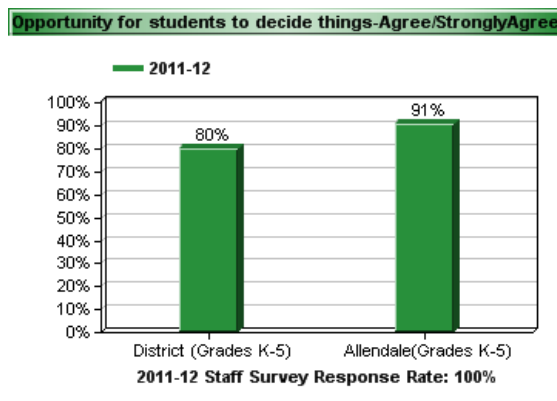
A quality school...

- 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

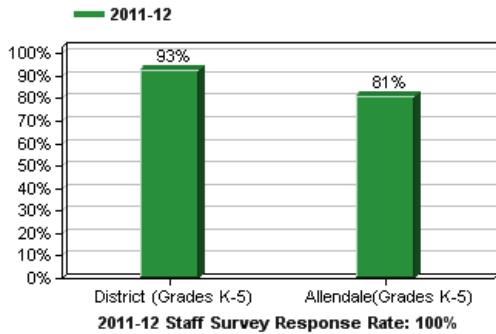


Survey - Engagement

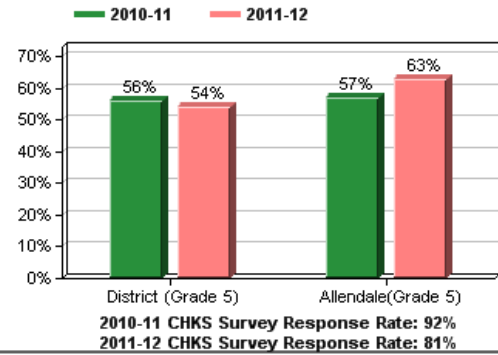


Survey - Relationships

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

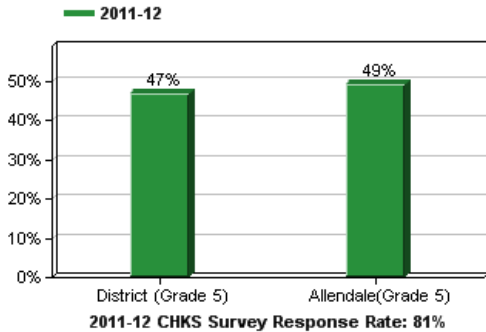


% High Level of Caring Relationships with Adults at School

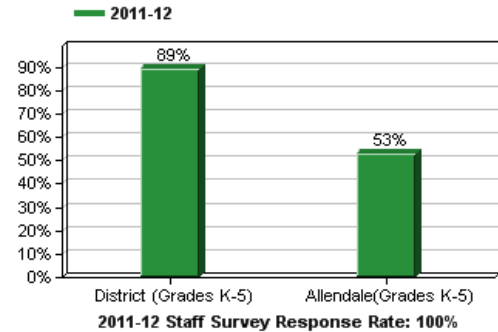


Survey - Safety

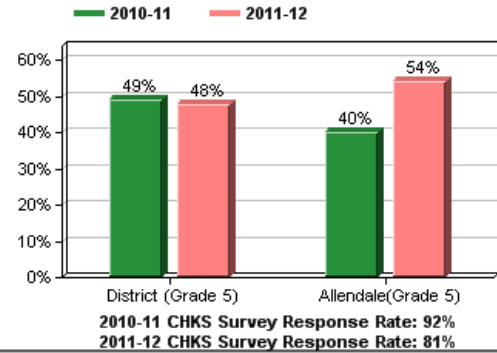
% Hit or pushed by other kids at school



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

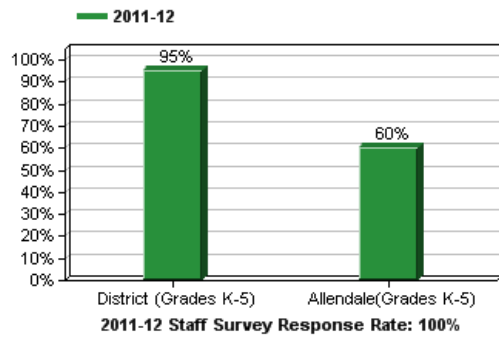


% feeling safe at school all of the time



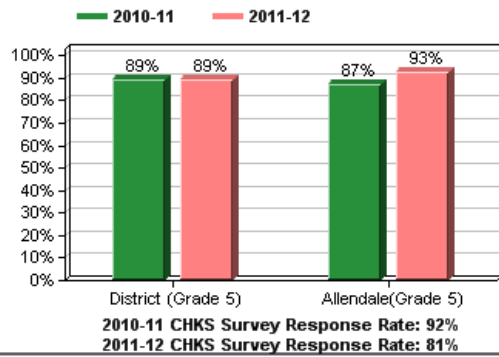
Survey - Welcoming

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

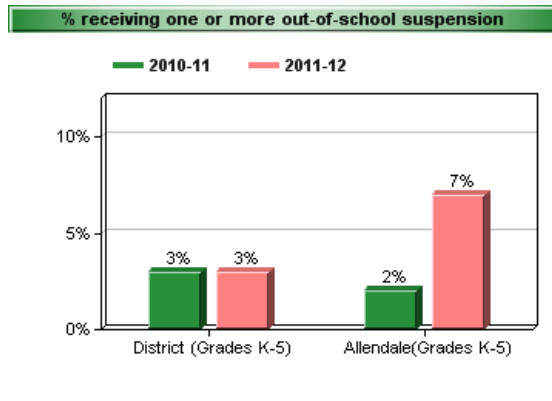


Survey- Beliefs

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



Suspensions



School Data

- Last year (2011-12) there were 28 suspensions. This year (2012-13) there have been 5 suspensions.
- 98% (medium/high) of 5th graders report having a caring relationship with an adult all, and 89% (medium/high) have opps for meaningful participation in school.

Data Analysis

- Factors re: increased suspensions: 2 years of teachers with poor management, no Playworks, changed yard supervisors, new difficult students, coherent and enforced discipline policy.
- 72% report feeling safe at school all or most of the time, but only 45% fell safe outside of school.
- A high number of behavioral referrals are generated by a small number of students.
- PAWSitive cards have been used since January 1. In January there was a 6:1 differential of PAWSitive cards to behavioral referrals.

Theory of Action

- Establish positive school wide climate with practices that will meet the needs of 80% of students (Tier I), targeted support for 15% of students (Tier II), and more intense services for the remaining 5% (Tier III).
- Parent orientations and parent-teacher conferences in Spanish & English. Weekly office staff meetings to insure a welcoming front office environment.
- More intense support include Higher Ground behavioral services, Anne Martin counseling, behavior contracts and counseling, and increased parent contact and support.
- Family events to include academic awards ceremonies, Fall and Spring festivals, Health Fair, and Higher Ground extended learning parent engagement and family events.
- A clear, positive, incentive-based discipline policy that is followed precisely by all school staff. Train teachers to use techniques from Teach Like a Champion, use CARES social skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3 support.					3/30/2012	101SQI2A2392	Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3 support.	N/A			0	\$0.00
Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3 support.					3/30/2012	101SQI2A2393	Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3 support.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

From OUSD Strategic Plan:

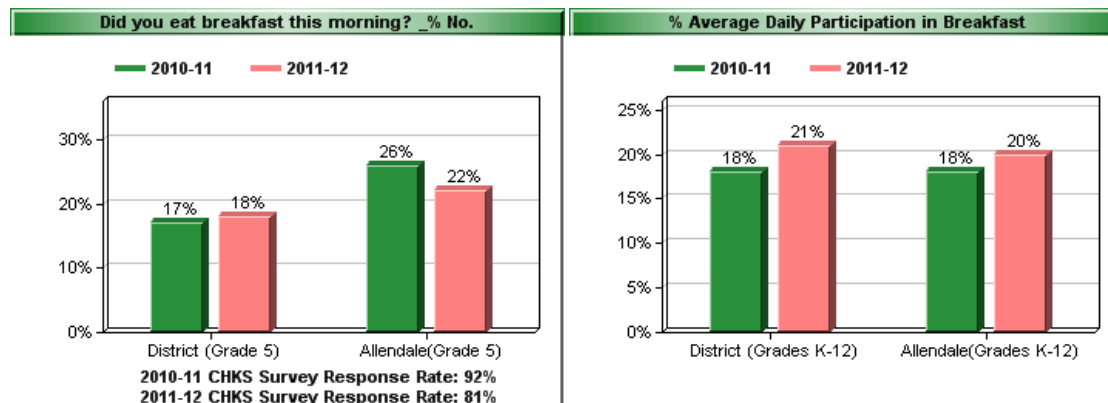
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

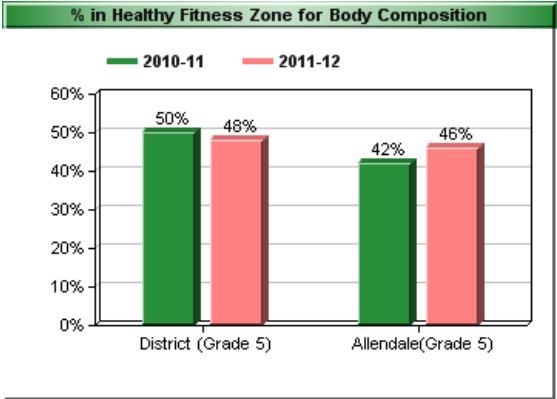
A quality school...

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

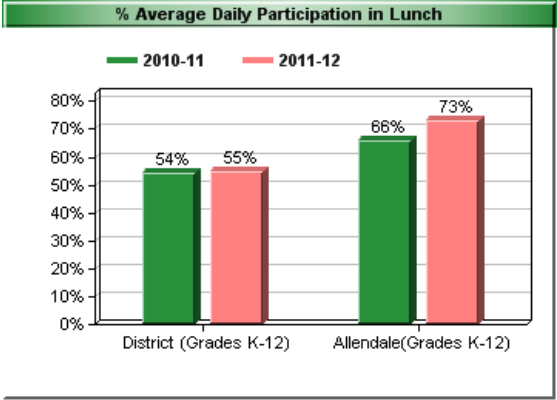
Breakfast



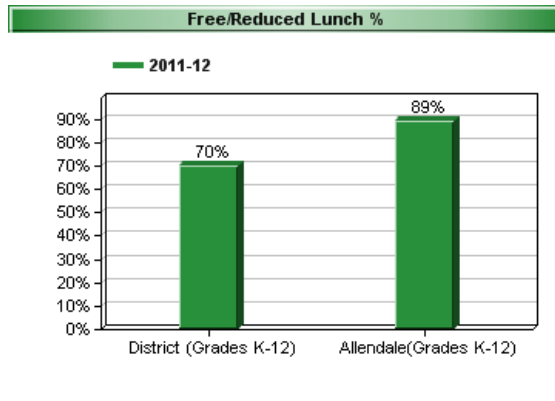
Fitness



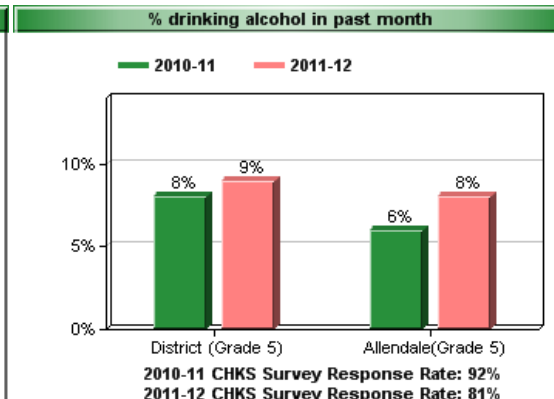
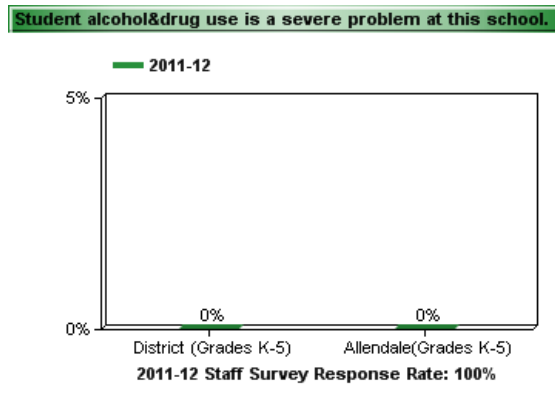
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- 22% of 5th graders indicated they did not eat breakfast.
- There was a 4% increase in student use of the school breakfast program (22%), and a 7% increase in the use of the lunch program (66%).

Data Analysis

- There may be a need to promote alternative breakfast opportunities like "second chance", by asking students if they have eaten.
- Fundraisers at school have often sold "junk food". There is a need to follow OUSD's Wellness Policy.
- 5th graders showed a 4% improvement in Healthy Fitness Zone for Body Composition (45.5%) over the previous year.

Theory of Action

- Promote the breakfast program, and have all teachers ask daily if their students have had breakfast. Provide a "second chance" if they have not eaten.

- Nurse will provide health education in nutrition and alcohol, tobacco, drugs. Seek out community partners to provide other aspects of health ed.
- Further systematize referral to COST and follow-through on SST system. Seek out other community-based student support services.
- Insure that all teachers provide 100 minutes per week of PE.
- OUSD's Wellness Policy will be promoted to insure that "junk" food is not served/sold at events and fundraisers

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
"Playworks" to run a recess games program and to teach games to classes weekly.					5/14/2012	101SQI2B4506		N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

From OUSD Strategic Plan:

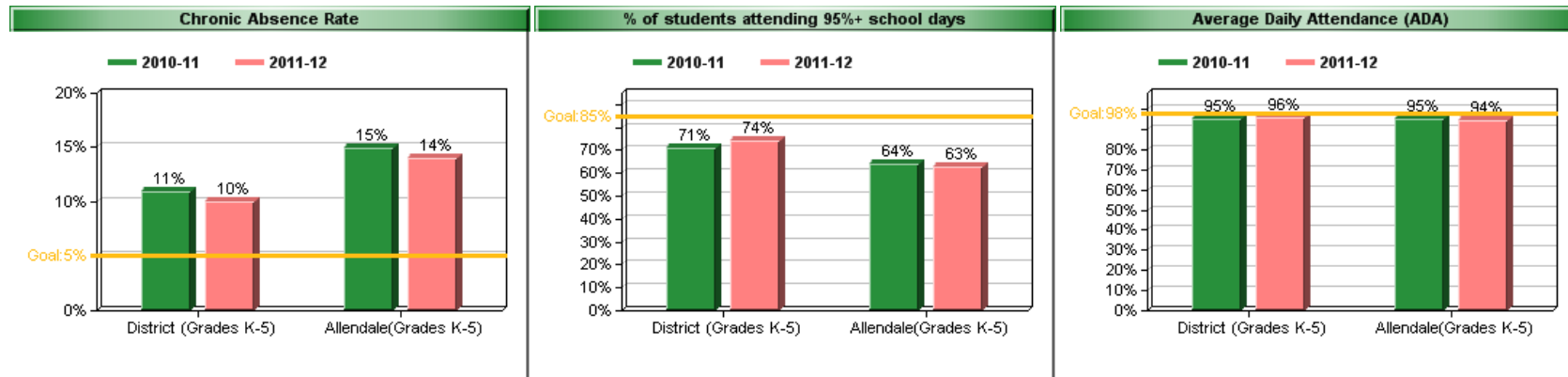
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

- As of Feb. 8 approx 11% (49) of students were chronically absent, compared to 15% last year.
- 60% of chronic truants are transitional kinders, kindergarteners, and 1st graders.

Data Analysis

- Uniform requirement, students awards, increased parent orientation meetings, increased parent-teacher conference time, home visits, requirement for teachers to call parents of truant students, and stricter SART process have reduced chronic absences.
- TK, Kindergarten, and 1st grade parents need training and support regarding importance of attendance and how to manage student absence and illness.

Theory of Action

- Focus on outreach and education of K & 1st grade parents to break the chronic absence pattern.
- Recognize perfect and improved attendance like we do academic achievement.
- Utilize new parent engagement coordinator, in conjunction with COST Team, to contact parents and offer support to get students to school.
- Teachers will be educated on how they can also make contact with parents and encourage them regarding the importance of regular attendance.

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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

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.

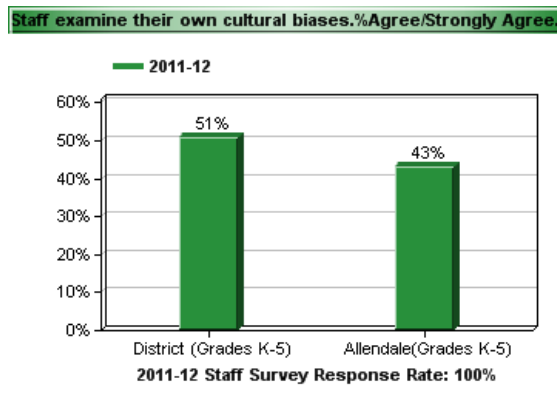
1. Improve the conditions in schools to retain 80% of effective teachers

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



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

Strategic Priority A. Family & Community Engagement

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

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.

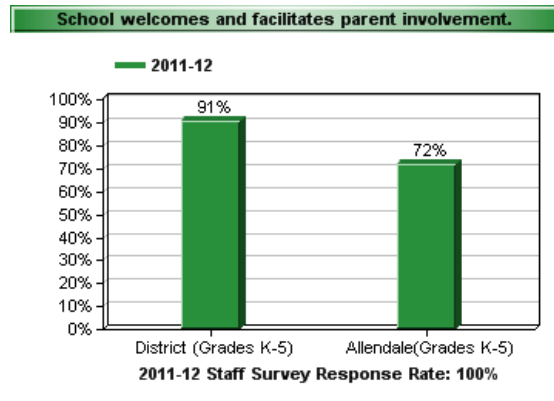
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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

- Bi-weekly, bi-lingual family bulletins are sent home regularly. The FCSC office has assigned a parent engagement coordinator to work with the school. 67% of staff feels (CHKS survey) that the school encourages parents to be active partners, and 72% of staff feel the school is welcoming and facilitates parent involvement.
- ELAC, SSC, and PTO (parent teacher org) meetings are advertised, and held monthly. Notice of meeting are included in family bulletins. There is a parent engagement coordinator who devotes 7 hours per week to coordinating parent volunteers.

Data Analysis

- The school is making a great effort to increase parent involvement and engagement. This is recognized by most staff.

Theory of Action

- The role of the new parent engagement coordinator will be to manage communication in multiple languages with parents, identify school-wide needs, recruit parent volunteers to fill those needs, volunteers for classrooms, and facilitate parent classes
- Survey parents about their internet use. Promote the school's website and on-line resources for parents. Train parents on internet use if necessary.
- Schedule monthly principal/teacher coffees before school to socialize and survey parents about their interests, concerns, and skills they can provide for the school.
- Invite parents to school to learn about balanced literacy, math instruction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Family bulletins, parenting workshops, and other materials that assist parents in helping their child behaviorally and academically, as well as orienting them to the school.					5/7/2012	101SQI4A2422	Family bulletins, parenting workshops, and other materials that assist parents in helping their child behaviorally and academically, as well as orienting them to the school.	N/A			0	\$0.00
Refreshments for SSC, ELAC, and other parent meetings. Enable parents to spend time learning about and making decisions about school issues.					5/7/2012	101SQI4A2423	Materials, training and meals for parents during meetings to promote parent participation.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Allendale Elementary

Principal: STEVEN THOMASBERGER

From OUSD Strategic Plan:

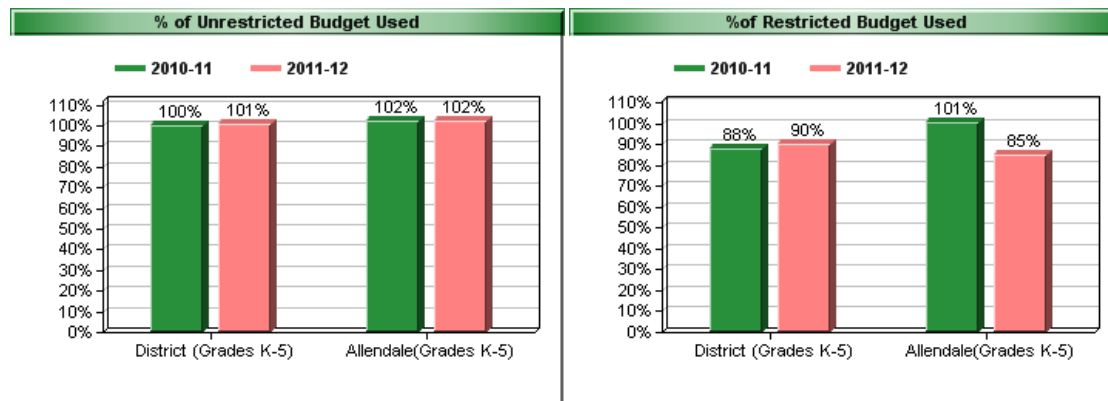
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

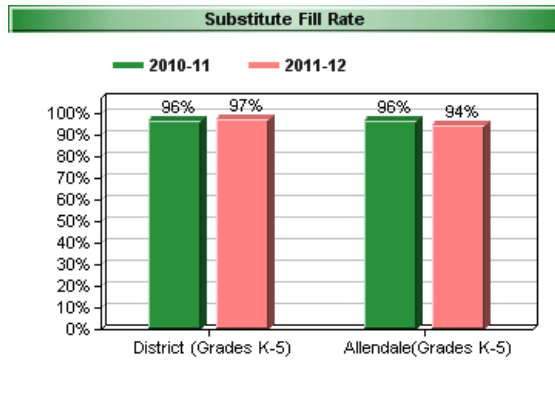
A quality school...

- 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



School Data

- GP funds will be used to fund an EEIP teacher (\$79,000) and Playworks (\$30,000). GP funds will be used to hire substitutes to provide teacher planning time.
- Categorical funds: One Literacy TSA; Reading Partners intervention program, Higher Ground behavioral intervention coaches.

Data Analysis

- Large class sizes have made it difficult to meet each student's needs. There is an ongoing need to increase students' comprehension of difficult content area text.
- Hiring substitutes will free teachers to observe high quality teaching, make instructional rounds, and to plan.
- A literacy coaches (TSA) will work with teachers to support curriculum implementation and develop practice. Reading Partners program will work with below-grade students to improve reading outcomes.
- Playworks supports school goals of physical fitness and cooperation by teaching games and student playground leadership.

Theory of Action



- Balanced Literacy and CCSS Math goals need effective operations and instructional leadership to succeed. Our plan to hire an extra teacher and provide reading intervention will increase equitable outcomes and provide quality instruction.
- TSA's help research and coach high quality practices and arrange professional development. They assist the principal in setting instructional focuses and analyzing results. They also help manage operations so the principal can be more effective.
- Playworks and other community partners are engaged in helping create a more equitable and cooperative culture which in turn helps promote increased academic outcomes.
- Distributed leadership and increasing parent and community involvement are goals intended to increase participation and accountability for improving the school.
- We need to investigate processes for assessing leaders' expertise with leadership practices, operations, instruction, and community engagement.



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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
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$73,818.73	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$49,812.27	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$123,631.00	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$84,957.84	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,017.75	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$86,975.59	

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**



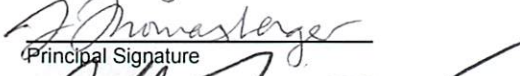


School Site: Allendale
Site Number: 101

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 April 19, 2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 25, April 30, 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:

	<u>Richard Henry</u>	<u>04/30/13</u>
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
	<u>MONICA LAZCON</u>	<u>04/30/13</u>
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
	<u>Steve Thomasberger</u>	<u>4/30/13</u>
Principal's Signature	Principal's Name (printed)	Date
	<u>Janette Hernandez</u>	<u>5/7/13</u>
Executive Officer's Signature	Executive Officer's Name (printed)	Date
	<u>Susana Ramirez</u>	<u>6/4/13</u>
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

School Name: Allendale **School Year** 2012-2013

Chairperson: Richard Henry	Vice Chairperson: Steve Thomasberger
Secretary: D. Hardee	<u>DAC Representative:</u> Richard Henry

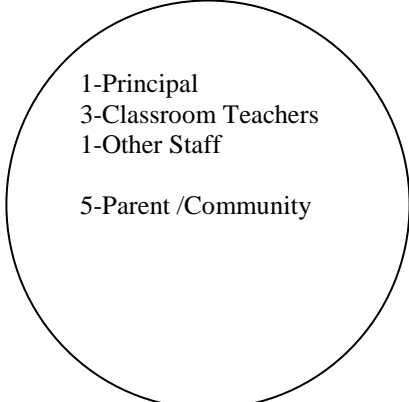
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Richard Henry	2550 Frances St., Oakland 94601				X
Nancy Lee	3840 Greenwood Ave., Oakland 94602		X		
Steve Thomasberger	2329 California St., Berkeley 94703	X			
Johanna Moultrie	2136 Santa Clara, Apt. K, Alameda, 94501			X	
Monica Lazcon	4141 Redding St., Oakland 94619				X
Karen Birchmore	2835 Viola St., Oakland 94619				X
Patricia Martin	3473 Loma Vista, Oakland 94619				X
Theresa Saavedra	900 143 rd Ave., San Leandro 94578		X		
Dewaina Hardee	1024 Imperial Place, Hayward 94541		X		
Claudia Lopez	3667 Dimond Ave., Oakland 94619				X
DAC Representative	Richard Henry				X
Home Ph. 290-0577	Email:				

Meeting Schedule	2nd Tuesday of the month
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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 October 31, 2011. Fax # 879-8098

**2012-13 School Parental Involvement Policy
ALLENDALE ELEMENTARY SCHOOL**

Part 1. General Expectations

Allendale Elementary 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) *Allendale Elementary* 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:

Convened Positive School Climate Committee to create and approve policy. The policy will be presented and reviewed to parents at a school wide meeting. School Compact to be created by the Positive School Climate Committee and reviewed at Parent Involvement meeting and will be signed by staff, parents and students. Student Achievement will be reviewed at Parent Involvement meeting and annual Title 1 meeting will be convened before November 1, 2012. Ongoing discussions will be held at Parent Involvement Meetings to solicit Parent Input.

- 2) *Allendale Elementary* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

Will be available at Parent Involvement Meetings, every school meeting held, Parent Teacher Conferences and registration of new students.

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

The Instructional Leadership Team, School Site Council, Positive School Climate Committee and other meetings that review the School Site Plan and create next year's Plan (morning and evening sessions) will collaborate efforts in updating the Policy.

- 4) *Allendale Elementary* 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 rights 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

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

- 6) *Allendale Elementary* will provide information about Title 1 programs to parents of participation children in a timely manner:

Information will be distributed at back to school nights and regular school community meetings. Information will also be posted on bulletin boards. Special Home Bulletin will report on the use of school funds used for Title 1 students.

- 7) *Allendale Elementary* will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms

of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

Back to School nights, Parent / teacher conferences, English Learner Advisory Committee, report cards, School Site Council, Regular Teacher Communication regarding student progress, Bulletin Board postings, newsletters and Open School Accountability Meetings are viable venues to provide descriptions and explanations of the curriculum in use at the school.

- 8) *Allendale Elementary* 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:

Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for participation.

- 9) *Allendale Elementary* 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 the participating children:

Through school complaint procedure and District level 1 procedures.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) *Allendale Elementary* 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:

Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for parental involvement.

- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

The School – Parent Compact must be signed for each student in the school at registration, back to school night and during the school year.

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

Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents with assistance and information needed to understand the topics listed above.

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:

Providing Parenting Classes, and Classes especially targeted to teach parent Student Academics.

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:

Professional Development on Parent Involvement regulations will be provided, as well as, ensuring that Parent Involvement is a regular topic at staff retreats, School Site Council Meetings, and Positive School Climate Committee meetings.

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:

Outreach will be made to preschool programs, Kindergarten open house will be scheduled and holding adult education courses on campus.

- 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:

To ensure that information is related to parents, the information will be posted in an accessible, legible location and available in all classrooms and offices. All materials will be translated into all major languages used at the school.

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 *Allendale Elementary School Site Council* on 9-12-12_ and will be in effect for the period of _3 years_. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before _11-1-12_. It will be made available to the local community on or before _11-1-12_. *Allendale Elementary School's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, the school will provide a copy of this policy to parents in a language the parents can understand.

(Principal's signature) 9-12-12

(SSC Chairperson's signature) 9-12-12

SCHOOL-PARENT COMPACT
ALLENDALE ELEMENTARY SCHOOL 2012-2013 SCHOOL YEAR

<i>Site Staff Pledge</i>	<i>Parent Pledge</i>	<i>Student Pledge</i>
<p>We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards by:</p> <ul style="list-style-type: none"> • Consistently following a well-paced curriculum. • Assessing regularly to determine student progress. • Providing intervention and extra support as is needed. <p>We will hold parent-teacher conferences (12/5-12/8 & 3/14-3/16) during which we will discuss this compact as it relates to your child's academic achievement.</p> <p>We will provide you with frequent reports of your child's progress. At parent conferences, through report cards, and progress reports as needed.</p> <p>We will be available to talk with you. Messages may be left through the school office.</p> <p>We will provide you opportunities to volunteer and participate in your child's class, and to observe classroom activities. The parent handbook, regular newsletters, postings on bulletin boards and monthly room parent meetings will describe these opportunities.</p>	<p>We, as parents will support our children's learning in the following ways:</p> <ul style="list-style-type: none"> ▪ I will send my child to school on time every day. ▪ I will provide a quiet place and time for my child to do homework, and I will review the homework to ensure it is completed. ▪ I will promptly respond to messages from my child's school. ▪ I will attend Back to School Night, Parent-Teacher -Student Conferences, Open House and other school events. ▪ I will read to my child or have my child read to me for at least 20 minutes every day. ▪ I will limit the amount my child watches television. 	<p>We, as students, will share the responsibility to improve our academic achievement and meet the California academic standards.</p> <ul style="list-style-type: none"> ▪ I will come to class on time every day. ▪ I will come to school ready to learn. ▪ I will follow school rules, always show respect and be responsible for my own behavior. ▪ I will be a cooperative learner. ▪ I will ask for help when I need it. ▪ I will carry information between school and home. ▪ I will return my completed homework on time. ▪ I will read at home at least 20 minutes every day.

Teacher: _____

Parent: _____

Student: _____

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100 %	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: ___430___ All Students. ___166___ ELs. ___19___ SWDs.</p> <p>Use Identify all that apply: ___X___ Basic core and/or CCSS-aligned materials are used as designed. ___X___ Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All EL students are appropriately ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned, instructional program materials. Appropriate Use ___X___ Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. 	Objective	Fully	Substantially	Partially	Minimally																																					
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			Key Components																																									
			<p>Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials.</p> <table border="1" data-bbox="1402 646 2022 776"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>21</td> <td>11</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>6</td> <td>10</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>1</td> <td>6</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1392 808 2032 959"> <thead> <tr> <th colspan="4">Number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td>7</td> <td>2</td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Appropriate Use ___X Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	21	11		All Intensive ELs	6	10		All Intensive SWDs	1	6		Number/Percentage Provided Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	7	2		Intensive ELs	1	2		Intensive SWDs
Number of Intensive Intervention Students																																												
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Attach publisher PO documentation for sets of classroom basic core materials.																																												

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: ___430___ All Students. ___166___ ELs. ___19___ SWDs.</p> <p>Appropriate Use Identify all that apply: ___X___ Basic core and/or CCSS-aligned materials are used as designed. ___X___ Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally																	
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 708 2003 837"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>15</td> <td>15</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>5</td> <td>5</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>2</td> <td>2</td> <td></td> </tr> </tbody> </table> <p>Appropriate Use _X_ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	15	15		All Intensive ELs	5	5		All Intensive SWDs
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																																																			
			Objective	Fully	Substantially	Partially	Minimally																																															
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components Allocation of Instructional Time _X_ Time is given priority and protected from interruptions. Identify the number of instructional minutes (length of periods) offered at each grade level. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>1 5 0</td> <td>2 5 0</td> <td>1 5 0</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	1 5 0	1 5 0	1 5 0	1 5 0	1 5 0	1 5 0				ELs	1 5 0	1 5 0	1 5 0	1 5 0	1 5 0	1 5 0				SWDs	1 5 0	1 5 0	1 5 0	1 5 0	2 5 0	1 5 0
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																													
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																									
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																									
			<p align="center">Key Components</p> <p>Allocation of Instructional Time __X__ Time is given priority and protected from interruptions.</p> <table border="1" data-bbox="1415 634 1986 980"> <thead> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Additional time provided identified Strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>Additional time provided identified Strategic ELs</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>Additional time provided identified Strategic SWDs</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table>						K	1	2	3	4	5	Additional time provided identified Strategic students	30	30	30	30	30	30	Additional time provided identified Strategic ELs	30	30	30	30	30	30	Additional time provided identified Strategic SWDs	30	30	30
	K	1	2	3	4	5																										
Additional time provided identified Strategic students	30	30	30	30	30	30																										
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																
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2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			Allocation of Instructional Time Identify all that apply: ___X___ Time is given priority and protected from interruptions. ___X___ ELD instruction is additional time in the schedule.																
			Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.																
			<table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1–2</th> <th>Level 3</th> <th>Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td align="center">20</td> <td align="center">45</td> <td align="center">40</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">30</td> <td align="center">30</td> <td align="center">30</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students	20	45	40	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30	30	30
Proficiency Levels	Levels 1–2	Level 3	Level 4–5																
Number of Students	20	45	40																
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																														
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<p align="center">Key Components</p> <p>Allocation of Instructional Time __X__ Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" data-bbox="1417 738 2032 868"> <thead> <tr> <th colspan="6">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>150</td> <td>150</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td>150</td> <td>150</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td>150</td> <td>150</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level							4	5	6	7	8	All Intensive learners	150	150				Intensive ELs	150	150				Intensive SWDs	150	150			
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2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
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			<p align="center">Key Components</p> <p>Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes offered at each grade level:</p> <table border="1" data-bbox="1392 735 2032 938"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</td> <td>6 0</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	6 0	6 0	6 0	6 0	6 0	6 0				ELs	6 0	6 0	6 0	6 0	6 0	6 0				SWDs	6 0	6 0	6 0	6 0	6 0	6 0
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																																																																								
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																																																																																				
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Appropriate Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p> <table border="1" data-bbox="1417 771 2026 982"> <thead> <tr> <th colspan="10">Number of students 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 Strategic</td> <td>15</td> <td>20</td> <td>20</td> <td>20</td> <td>30</td> <td>20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic ELs</td> <td>10</td> <td>8</td> <td>8</td> <td>10</td> <td>15</td> <td>15</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic SWDs</td> <td>0</td> <td>2</td> <td>4</td> <td>6</td> <td>4</td> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1417 1006 2026 1404"> <thead> <tr> <th colspan="10">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</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>Additional time provided to strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</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	15	20	20	20	30	20				All Strategic ELs	10	8	8	10	15	15				All Strategic SWDs	0	2	4	6	4	3				Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided to strategic students	30	30	30	30	30	30				Additional time provided to identified EL strategic students	30	30	30	30	30	30				Additional time provided to identified SWD strategic students	30	30	30	30	30	30			
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California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. For districts using the 2007 SBE-adoption: <ul style="list-style-type: none"> The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE-adoptions: <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program. 	Objective	Fully	Substantially	Partially	Minimally																											
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																											
			Key Components Allocation of Instructional Time _____ Time is given priority and protected from interruptions. Indicate total number of additional minutes: <table border="1" data-bbox="1436 704 2013 1008"> <thead> <tr> <th colspan="6">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td>3 0</td> <td>3 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>3 0</td> <td>3 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>3 0</td> <td>3 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes at each grade level							4	5	6	7	Pre-algebra/Algebra Readiness	All Intensive Learners	3 0	3 0				All Intensive ELs	3 0	3 0				All Intensive SWDs	3 0	3 0
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Instructional/Assessment Pacing Guides <input type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level. Pacing Guide Use Monitored <input checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Instructional/Assessment Pacing Guides <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level.				
			Pacing Guide Use Monitored <input checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	<p>Full implementation means the district validates that-the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following:</p> <ul style="list-style-type: none"> The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum framework language and the academic content standards addressed in the materials; The use of the instructional/assessment pacing guide; Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Principal ___X___ Training in RLA/ELD. ___X___ Coaching, as resources permit.</p> <p>Vice Principal(s) ___NA___ Training in RLA/ELD. ___NA___ Coaching, as resources permit.</p>				
Suggested Documentation		Additional Comments					
	RLA/ELD						

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
			<p>Principal ___X___ Training in Mathematics. ___X___ Coaching, as resources permit.</p> <p>Vice Principal(s) ___NA___ Training in Mathematics. ___NA___ Coaching, as resources permit.</p>				
Suggested Documentation		Additional Comments					
	Mathematics						

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<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. Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)</p> <p>Trainings in classroom observation protocols, teacher conversations, ELL development, coaching on EPC objectives.</p>				

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
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.	5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			_100%_____ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Indicate number of teachers at each grade level engaged in professional development.							
		Number of Teachers	Training	Classroom Support			
Grade 1		3	Data & PLC's	Coaching			
Grade 2		3	Data & PLC's	Coaching			
Grade 3		3	Data & PLC's	Coaching			
Grade 4		2	Data & PLC's	Coaching			
Grade 5		2	Data & PLC's	Coaching			
Grade 6							
Grade 7							
Grade 8							

California Department of Education
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		<p>progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned Individualized Education Program (IEP). • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	RLA/ELD		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, 	Objective	Fully	Substantially	Partially	Minimally																																					
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Documentation		Additional Comments	
	Mathematics		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<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 locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Coaches/content experts/specialists <input checked="" type="checkbox"/> Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p> <p>Attend district trainings with other coaches, participate in balanced literacy trainings with other schools’ coaches and principals.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Coaches/content experts/specialists: __X__ Type of instructional assistance. __X__ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System __X__ Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists __X__ Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p> <p>Attend district trainings with other coaches, participate in math trainings with other schools’ coaches and principals.</p>				
Documentation		Additional Comments					
School Plan for Assistance and Support to Teachers:		Mathematics					
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	<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"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Ongoing Assessment and Monitoring System				
			<input checked="" type="checkbox"/> District supported electronic data management system.				
			<input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.				
			<input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.				
			<input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.				
			<input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.				
			Training on Accessing and Using Electronic Data System				
			<input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.				
			Using Formative Assessment Results				
			<input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.				
			<input checked="" type="checkbox"/> School-wide assessment calendar developed and used.				
			<input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	<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"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Ongoing Assessment and Monitoring System</p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p>Training on Accessing and Using Electronic Data System</p> <p><input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p>Using Formative Assessments Results</p> <p><input checked="" type="checkbox"/> Curriculum embedded/formative assessments administered frequently.</p> <p><input type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				
Documentation		Additional Comments					
Mathematics							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	<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"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Scheduled Structured Collaboration Meetings</p> <p><input type="text" value="6"/> Number per month.</p> <p><input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><input type="checkbox"/> Meetings are structured; protocols/tools are developed and used.</p> <p><input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content</p> <p><input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students.</p> <p><input checked="" type="checkbox"/> Strengthening program implementation.</p> <p><input checked="" type="checkbox"/> Designing and improving lessons and instruction.</p> <p><input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	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"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Scheduled Structured Collaboration Meetings ___ 6 ___ Number per month. ___X___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___X___ Meetings are structured; protocols/tools are developed and used. ___X___ Training for collaboration meeting protocols provided to teachers. ___X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___X___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.				
			Collaborative Meeting Discussion Content ___X___ Using and analyzing timely student common assessment results from all students. ___X___ Strengthening program implementation. ___X___ Designing and improving lessons and instruction. ___X___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Key Components Allocation of Funds ___X___ District and site categorical and general funding are aligned to support EPC implementation. Coordination of Funds ___X___ The SPSA aligns to the goals and activities in the LEA Plan.				
			Documentation			Additional Comments	
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Allocation of Funds ___X___ District and site categorical and general funding are aligned to support EPC implementation.				
Coordination of Funds ___X___ The SPSA aligns to the goals and activities in the LEA Plan.							
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							