

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – East Oakland Pride Elementary School

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for East Oakland Pride Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

**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 2012-2013 Community Strategic Site Plan application for East Oakland Pride Elementary School.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: East Oakland PRIDE**

**0115600**

**School Year: 2012-2013**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

## 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

At East Oakland PRIDE, Staff, teachers, parents, administration, students, and community members work together to create a caring community school with competent, compassionate, and confident young scholars. Our diverse community consists of approximately 66% Latino, 23% African American, and 11% Asian and white students. 86% qualify for Free/Reduced lunch. Students and staff come from a complex and interesting group of diverse countries, ethnicities, and backgrounds. We are committed to developing scholars who love to read, write, and discuss their knowledge. They need these skills in order to access opportunities that will be available (or they will create) as they develop into competent and caring adults. They also need to be able to advocate for a just and successful community for all. Our curriculum includes balanced literacy, technology in our computer lab and classrooms, mathematics, science inquiry, field trips, gardening in our outdoor classroom garden, caring school curriculum, English Language development, bilingual classes, African American Achievement, mentoring, tutoring, art, and our engaging after school program. We are working together to create an oasis of learning in the heart of East Oakland. We envision the school as a center of the community for resources and learning for children and adults. We invite all to learn, work, and grow with us.

##### VISION

At East Oakland PRIDE: We are Proud! of our cultures, community and education. We are Respectful! of ourselves and others. We are Intelligent! in our personal and academic choices. We are Determined! to set and reach goals for ourselves. We are Empowered! to make a difference in our communities! All are welcomed to be in the PRIDE of Oakland! Our scholars are caring, competent, committed, and passionate about learning. Students, staff and families greet each other with love and respect. Students walk the halls with books and read voraciously without prompting. Students see themselves as learners, thinkers, and contributors of knowledge and respect. Families, staff and students work together to advocate for safety, equity, and justice for their school and community.

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

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

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

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

#### The School Accountability Plan

The School Site Council(SSC), Instructional Leadership Team(ILT), Caring School Culture Committee(CSC), and Coordination of Service Team (COST) consist of administrators, teachers from each professional learning grade level team, support staff, and parents. The ILT and CSC meet at least twice a month and SSC meets monthly. They will monitor the progress of the CSSSP plan. School Site Council meets monthly and reviews the progress of the entire plan. The data from the appropriate teams will be presented and input will be gathered. The data for ELs and African American students will be monitored for progress in the focal area goals. Every 6-8 week assessment cycle PLC's will analyze data in data teams. ILT will analyze the benchmark and formative assessment data to monitor the response to interventions, the instructional goals and outcomes of their PLCs, and the notes from PLC Instructional Rounds/classroom observations to inform professional development and site plans. The Administration and TSA (Instructional Support Team) will meet weekly to monitor instructional practices, interventions, PD, and focal students' progress through data conferences. Every 8-10 weeks, teachers will meet with the Instructional Support Team to present the instructional plan for success that includes the goals for focal student analysis, necessary support, and subsequent plans. Every month, CSC will monitor school cultural events, student, staff, and parent surveys, referrals, etc. The COST will meet twice a month to monitor the support services provided to students and families. The Family Resource Center and After School Program Coordinators will meet with the Principal weekly to review attendance, parent/community involvement, culture and climate, etc. Each team will prepare an action plan and calendar of meetings and events, which is updated by the facilitator/coordinator and will be reported to the Administrative team. These will inform the master calendar and site plan.

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

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

#### 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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

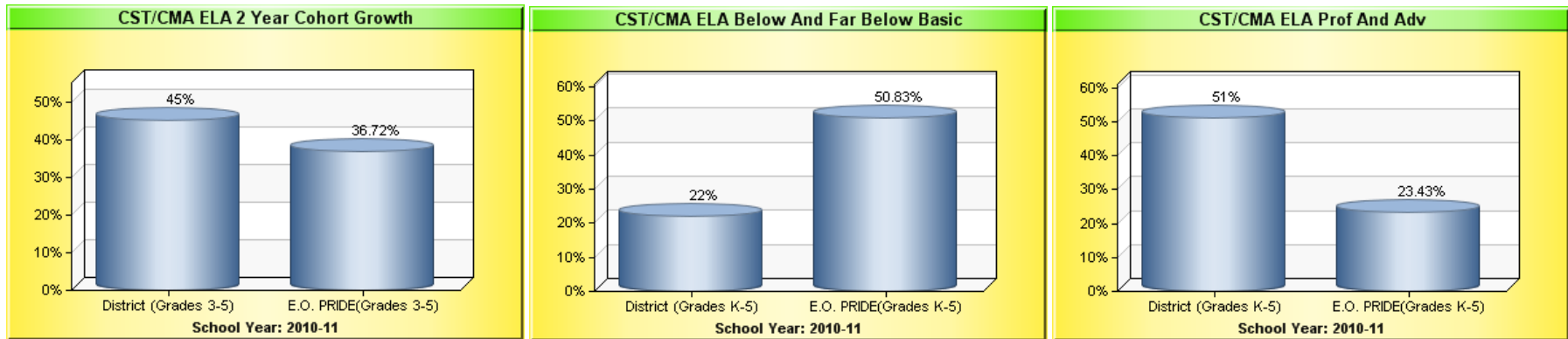
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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 State 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.



**Data Analysis**

- Fewer than a quarter of the students at East Oakland PRIDE demonstrated proficiency on the CST in 2011 and more than half of the students tested below basic levels of proficiency. The greatest needs are in Reading Comprehension and Writing Strat
- Students who performed in the FBB and BB levels have fewer difficulties with word recognition and decoding.
- Few ELL students have been redesignated.
- African American students saw significant improvement, particularly in the fourth grade, due to mentoring and targeted tutoring. The African American students are still performing below proficient overall.

**Theory Action**

- Several programs have been initiated at EOP to support teachers in the development of Reading Comprehension and writing.
- If we provide time, books, materials, and training for for teachers to provide students daily and mandatry opportunities to read and apply the strategies they have learned, then we will develop a schoolwide reading culture.
- When students develop internalized motivation to read, are well informed of reading levels and how to select books for information and reading pleasure, they will develop proficiency in Reading Comprehension and actively engage the joy of learnin

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA will provide teachers instructional support in best instructional practices for students performing below proficient in ELA/AED/ELD to significantly increase achievement in the Common Core Standards in Reading Comprehension, Phonics/Fluency, and Writing through a lense of cultural relevance. TSA will organize the intervention program for students in need of additional intensive inter	ADEPT, CELDT, CST, District Benchmarks, DRA, Dibels	FBB, BB and BAS	School year	Johnson, Matela	5/15/2012	107SQ11A1985	TSA will provide instructional support and intervention in ELA and AED.	7090-EIA - SCE		T10TSA9999	0.5	\$39,838.91
Develop a schoolwide culture of reading. Provide all students with wide							Senior Library Clerk provides intervention					



reading opportunities and interventions that develop motivated, voracious, independent readers who know their reading levels, set goals, and apply a wide range of comprehension strategies and skills.	Reading Surveys, District Benchmarks, CST, DRA, STAR-Accelerated Reader	FBB, BB and BAS	Weekly	Johnson, Matela, TSA	5/15/2012	107SQ11A2000	support through extending library access and support to extend instruction with culturally relevant, theme connected, non-fiction, and leveled reading/research materials	7090-EIA - SCE		20LBCS9999	0.2	\$9,678.89
Develop a schoolwide culture of reading. Provide all students with wide reading opportunities and interventions that develop motivated, voracious, independent readers who know their reading levels, set goals, and apply a wide range of comprehension strategies and skills.	Reading Surveys, District Benchmarks, CST, DRA, STAR-Accelerated Reader	FBB, BB and BAS	Weekly	Johnson, Matela, TSA	5/15/2012	107SQ11A2003	Computer Intervention Teacher provides Intervention Technology program for students performing at FBB and Basic at least 30 minutes a day, four days a week.	3010-Title I		TCEEIP0082	0.2	\$17,841.52
Develop a schoolwide culture of reading. Provide all students with wide reading opportunities and interventions that develop motivated, voracious, independent readers who know their reading levels, set goals, and apply a wide range of comprehension strategies and skills.	Reading Surveys, District Benchmarks, CST, DRA, STAR-Accelerated Reader	FBB, BB and BAS	Weekly	Johnson, Matela, TSA	5/15/2012	107SQ11A2036	Senior Library Clerk organizes and orders library books and provides library time for classes.	Non-SSC approved			0	\$0.00
Establish the structures and routines for developing proficient writers who can utilize writing skills to write descriptive narratives, research and informative reports, edit and respond to literature, and advocate in compelling ways.	PWA, Step Up to Writing,	All Students	All year, Daily writing, Quarterly scoring,	ILT	5/15/2012	107SQ11A2004	Use pd, rubrics, and exemplars from Step Up to Writing pd, Oaklandwrites.org, and PWA with the Common Core Standards to teach, assess, and collaboratively score, analyze, and plan instructional best practices.	N/A			0	\$0.00
Establish the structures and routines for developing proficient writers who can utilize writing skills to write descriptive narratives, research and informative reports, edit and respond to literature, and advocate in compelling ways.	PWA, Step Up to Writing,	All Students	All year, Daily writing, Quarterly scoring,	ILT	5/15/2012	107SQ11A2006	Provide ILT stipends to develop the literacy framework and professional development support in PLCs	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$8,000.00
Provide instruction that develops mastery in Standard and Academic English.	CELDT, ADEPT, ELD Assessments, Benchmarks, ELD	English Learners	Every 10 lessons, all year.	TSA	5/15/2012	107SQ11A2027	Provide materials and supplies for EL enhanced intervention.	7091-EIA - LEP	4310-SUPPLIES		0	\$2,932.27
TSA will provide teachers instructional support in best instructional practices for students performing below proficient in ELA/AED/ELD to significantly increase												

achievement in the Common Core Standards in Reading Comprehension, Phonics/Fluency, and Writing through a lense of cultural relevance. TSA will organize the intervention program for students in need of additional intensive inter	ADEPT, CELDT, CST, District Benchmarks, DRA, Dibels	English Learners	School year	Johnson, Matela	5/15/2012	107SQ11A4519	TSA will provide instructional support and intervention in ELA and AED.	7091-EIA - LEP		T10TSA9999	0.5	\$39,838.91
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## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

#### 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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

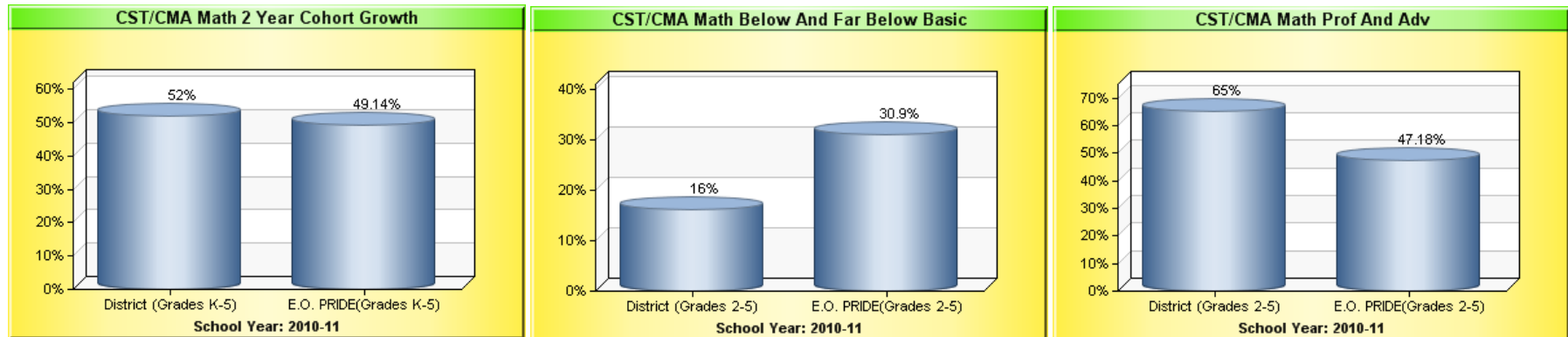
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

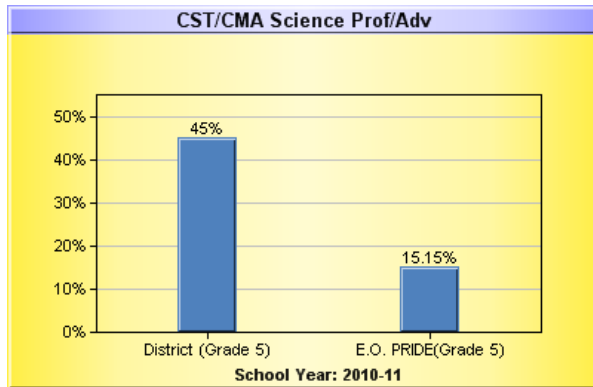
#### District-level Goals

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.





**Data Analysis**

- Staff has had training using the Swun Math methodology, particularly for grades 2-5. We have requested support from LCI for professional development in K-1 classes.
- The analysis of the benchmark data revealed that we need to teach students multiple ways to answer the open ended questions and defend their answers metacognitively.
- Teachers and staff require in-depth training and support in effectively teaching according to the Common Core Standards.
- Teachers have received four trainings in Science this year, and will engage in PD to increase students' comprehension and writing expository/non-fiction text
- Students require more access to STEM through interaction with scientists, inquiry, and application.

**Theory Action**

- If we provide consistent, rigorous, and engaging math instruction that aligns with common core standards, includes student inquiry and dialogue, and application of the basics, then students will demonstrate greater mastery of mathematical concepts.
- If we provide materials, PLC planning time, PD, and rotate classes through science inquiry, reading, research, writing, and active discussion, then students will deepen scientific thinking, an
- If we provide academic intervention mentoring in STEM literacy, and Fast Forward technology intervention, then student achievement will increase significantly.
- If we teach Academic language and vocabulary ELD/AED with STEM content, then students will develop Academic Language and apply it in reading, writing, listening, and speaking
- If students engage in the STEM program during the Bectel Summer Institute at EOP, and the lessons are continued throughout the year with STEM mentors, then students will master science concepts and continue interest in career paths.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage focused planning, preparation, and instruction in STEM Common Core Standards through Swun Math, FOSS, and multiple modalities.	CST, Benchmarks, CELDT,	FBB, BB and BAS	Instructon 90 minutes per day	TSA	5/15/2012	107SQ11B3007	Provide enhancing instructional intervention and mentoring in literacy and STEM to students performing below grade level proficiency.	3010-Title I	5825-CONSULTANTS		0	\$38,890.91
Engage focused planning, preparation, and instruction in STEM Common Core Standards through	CST, Benchmarks, CELDT,	FBB, BB and BAS	Instructon 90 minutes per day	TSA	5/15/2012	107SQ11B3008	Provide enhancing instructional intervention in literacy and STEM to students	7090-EIA - SCE	5825-CONSULTANTS		0	\$4,499.62

Swun Math, FOSS, and multiple modalities.							performing below grade level proficiency.					
Engage focused planning, preparation, and instruction in STEM Common Core Standards through Swun Math, FOSS, and multiple modalities.	CST, Benchmarks, CELDT,	English Learners	Instructor 90 minutes per day	TSA	5/15/2012	107SQ11B4523	Provide enhancing instructional intervention and mentoring in literacy and STEM to students performing below grade level proficiency.	7091-EIA - LEP	5825-CONSULTANTS		0	\$14,999.99

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

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

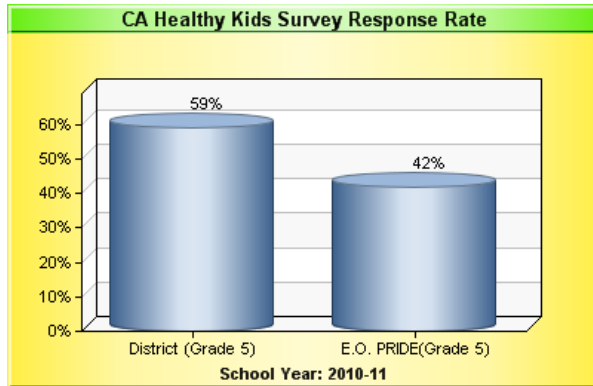
**School Quality Standards relevant to this Strategic Priority**

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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

**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.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Pre-K transitional support is provide by holding parent cafes for families of children aged 0-8. Our Coordination of Services Team is partnered with counseling services and First 5 grant resources to support healthy transition of the CDC students and families to Kindergarten.	Parent participation	Pre-Kindergarten	ongoing	Principal and Teachers	5/18/2012	107SQ11C4641		N/A			0	\$0.00

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

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

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

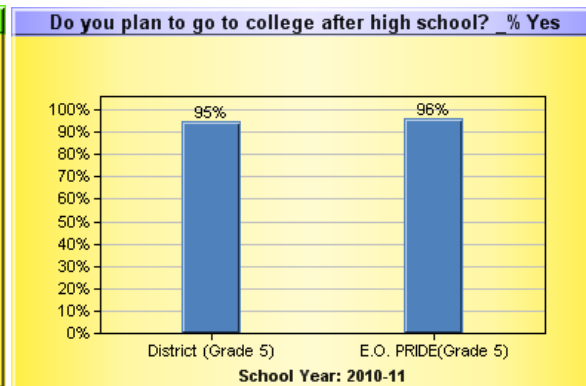
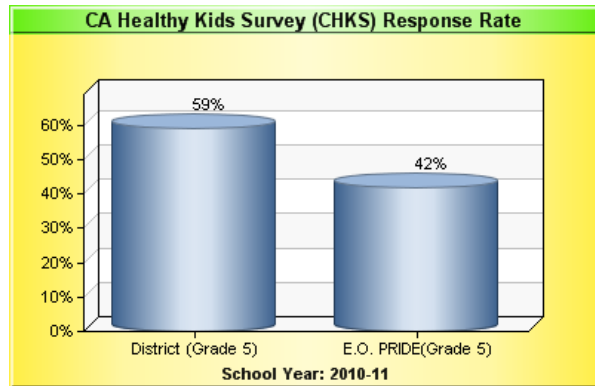
A quality school...

- 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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### 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 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:** East Oakland PRIDE

**Principal:** CAROL JOHNSON

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

A quality school...

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

**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%

**Theory Action**

- If we provide targeted and consistent interventions and mentoring for focal students who have been performing below grade level, then we will increase student achievement and decrease behavioral referrals.
- If we provide academic and lifeskill mentors for focal students, they will access literacy skills, study habits, and successful outcomes.
- If we engage in the AAMA cohort, then the gap in achievement for AA students will close.
- If we develop our balanced literacy practices and ELD/AED curriculum, methodology, and implementation, and engage in regular walkthroughs and feedback cycles, we will increase student achievement overall.
- If we analyze and plan Response to Intervention according to data-driven implementation cycles, student will demonstrate significant gains in ELA, math, and science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the classroom instructional program.	CST	GATE	ongoing	Principal and Teachers	5/18/2012	107SQ11E4642		N/A			0	\$0.00



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

## Strategic Priority F. Extending Learning Time

School: East Oakland PRIDE

Principal: CAROL JOHNSON

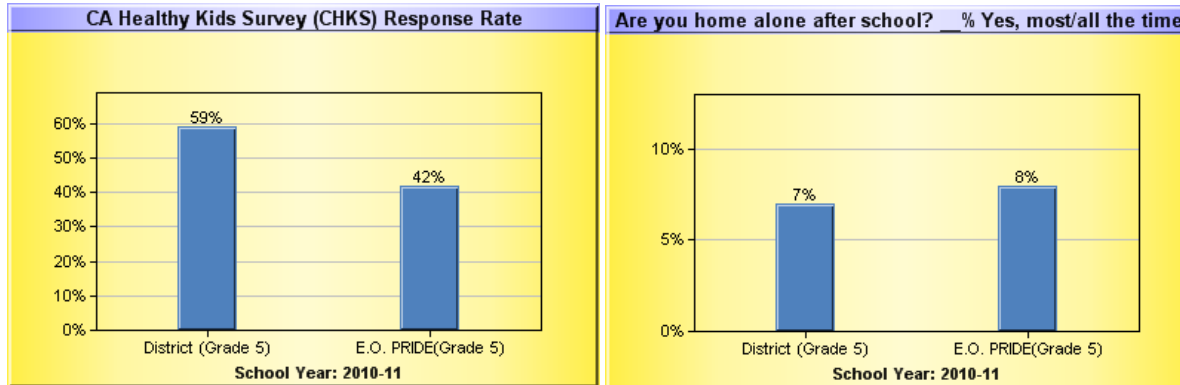
### School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

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

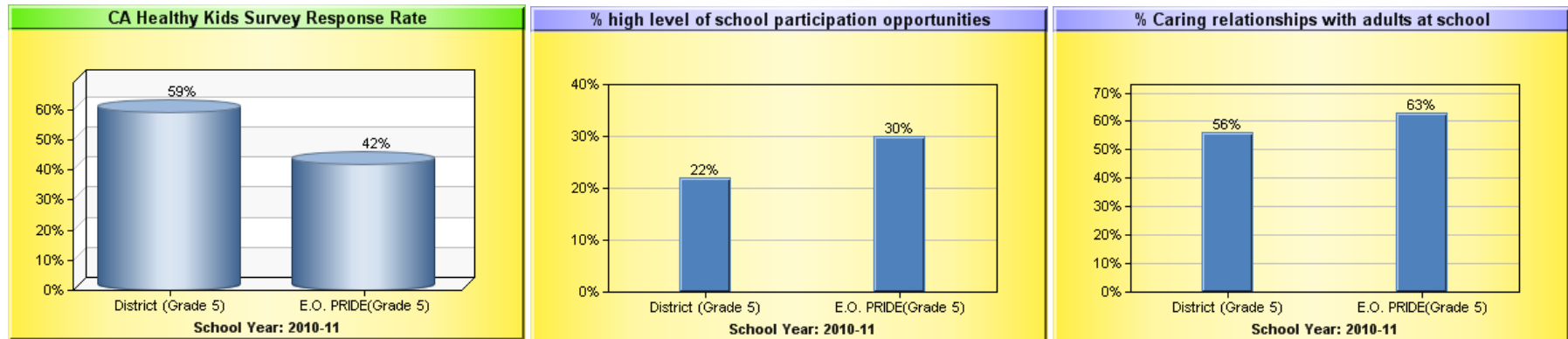
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

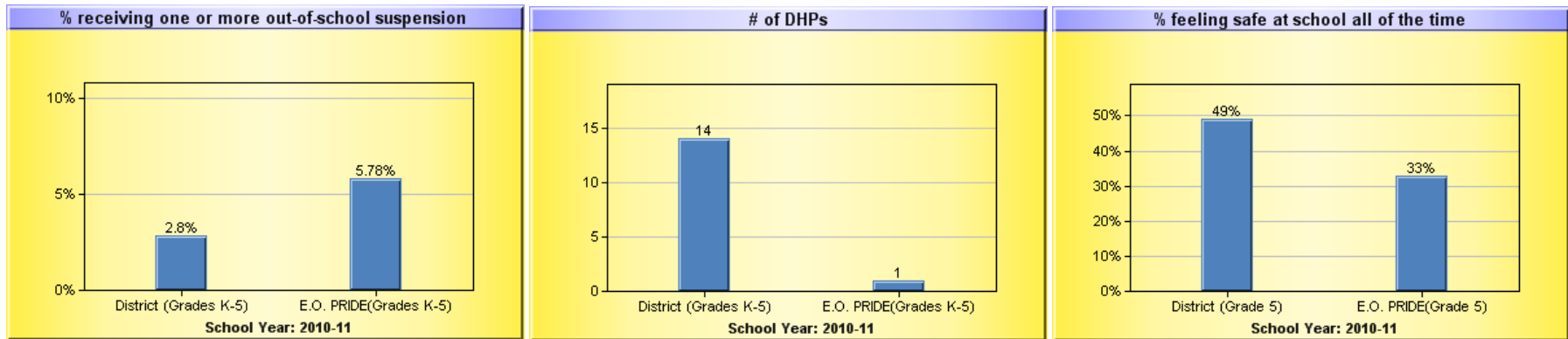
**From OUSD Strategic Plan:**

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%





**Data Analysis**

- While there was a higher level of school participation activities and caring adults at EOP, there are still many challenges to community and school safety.
- There were too many suspensions (twice the district avg.), particularly for African American students, especially the boys.
- Staff and teachers need more culturally competent methods and strategies for engaging African American students and families
- The teachers and staff need more support, training, and resources for effectively teaching and engaging students who have suffered from repetitive trauma.
- The school community has begun to create a caring school climate and culture to create emotional safety and aesthetic beauty for learning. Programs that explicitly celebrate cultural and ethnic diversity are needed.

**Theory Action**

- If we teach using the Caring School Community curriculum and Mindfulness programs, our students will learn to advocate for themselves, resolve conflicts peacefully, and engage in learning with more focus.
- If we partner with African American Male Achievement Task Force Cohort to positively engage our students and families, we will see improvement in all success indicators.
- If we celebrate the incremental improvements toward our vision and goals, we will see more success to improve upon.
- If we engage more parents to support academic and safety initiatives in the community and at school, our students will report feeling more physically safe and emotionally secure at school.
- If we intentionally become a caring school community and consistently expect and celebrate improvement, attendance will increase, students will feel safe, and achievement will improve.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mental Health Counselors support students and families to deal with crises and focus on academic achievement.	CST, Healthy Kids Survey	All Students	Monthly 2012-13	Principal/COST	5/7/2012	107SQI2A4313	Provide mental health services	Funded by Community Partner			0	\$0.00
Caring School Culture Committee guides and supports the activities that decrease negative behaviors and improve climate	Surveys, suspension data	All Students	Monthly 2012-13	CSC-Emma Matela	5/7/2012	107SQI2A4316	CSC Curriculum Cohort participation and implementation	Centralized Services			0	\$0.00
Caring School Culture							Assemblies and activities					

Committee guides and supports the activities that decrease negative behaviors and improve climate	Surveys, suspension data	All Students	Monthly 2012-13	CSC-Emma Matela	5/7/2012	107SQ12A4317	that celebrate improvement and achievement for students, staff, and families	N/A			0	\$0.00
Partner with the AAMA Cohort to transform outcomes for African American students.	CST, Healthy Kids Survey, Attendance, Suspensions	Ethnicity	Bi-monthly 2012-13	AAMA Site Task Force	5/7/2012	107SQ12A4322	AAMA Task Force will develop, provide and monitor high leverage strategies for an elementary model of transform the educational experience for AA students.	Centralized Services			0	\$0.00
Organize the school community and partner with community, district, and city partners to implement the school beautification plan to create an beautiful, nurturing, and inspiring place for scholarship.	Survey, attendance reports	All Students	2012-2013 monthly reports	FRC	5/7/2012	107SQ12A4324	Implement the school beautification plan.	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: East Oakland PRIDE

Principal: CAROL JOHNSON

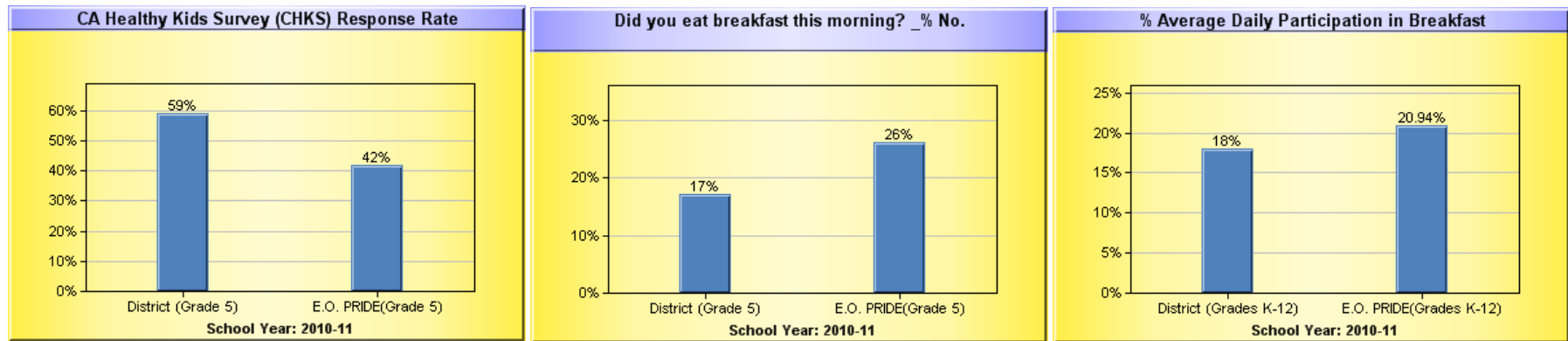
#### School Quality Standards relevant to this Strategic Priority

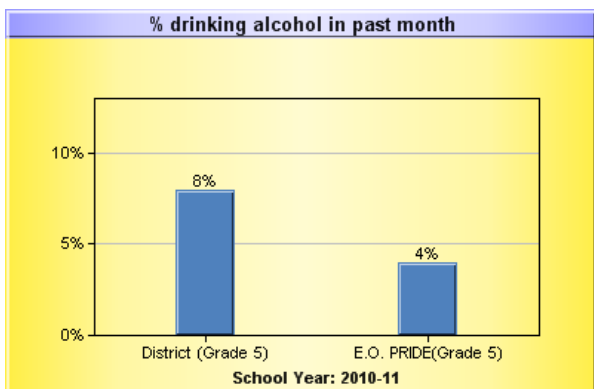
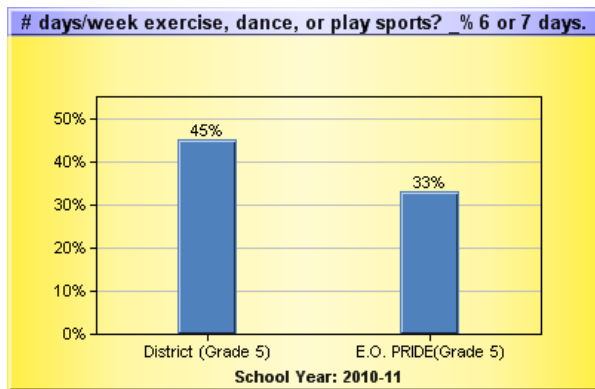
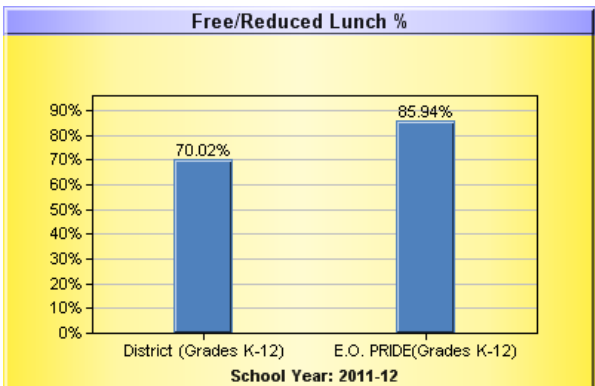
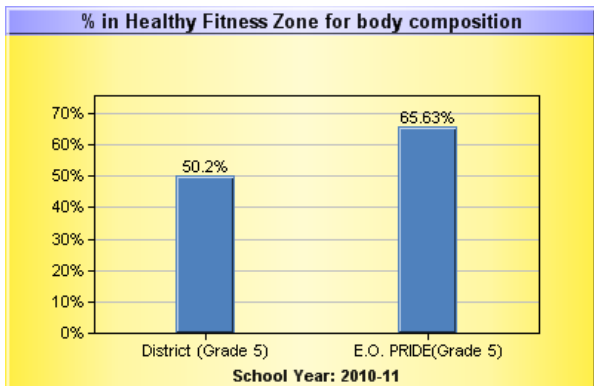
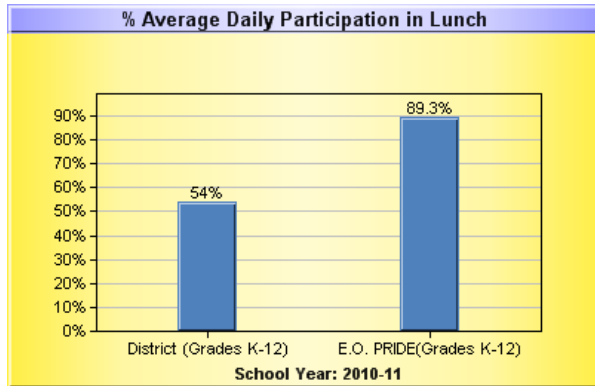
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### 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.





**Data Analysis**

- EOP has high incidents of emotional trauma, physical illness, asthma, and poor nutrition.
- It is important that our students have consistent access to health education, exercise, and nutritious foods.

**Theory Action**

- If we provide students and families with health services, resources, and information to mitigate the education gap, students will be able to focus more time on learning and demonstrate growth in the health and wellness indicators.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide health services on site to provide wellness education and resources to students and families. Provide workshops for teachers to identify areas of need and effectively refer students for sustained well-being.	Healthy Kids Survey	FBB, BB and BAS	All year	Principal	5/7/2012	107SQI2B2037	Hire nurse to provide health education	3010-Title I			0	\$33,947.00

Promote healthy nutritional habits among all students.	Healthy Kids Survey, Nurse health assessments	All Students	All year	Nurse (Ozella Burns), FRC Coordinator (Liz Torres)	5/7/2012	107SQI2B2038	Provide healthy breakfast, morning snacks, farmer's market, salad bar, horticultural lessons in the garden classroom, and nutritional lessons.	Non-SSC approved			0	\$0.00
Psychologist to provide mental health and COST/SST support two days a week to enhance and improve academic outcomes.	Healthy Kids Survey, CST	FBB, BB and BAS	Two days a week all year.	Principal	5/7/2012	107SQI2B2921	Psychologist to provide mental health support two days a week.	3010-Title I		PSYCHL0010	0.4	\$32,515.29

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

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

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

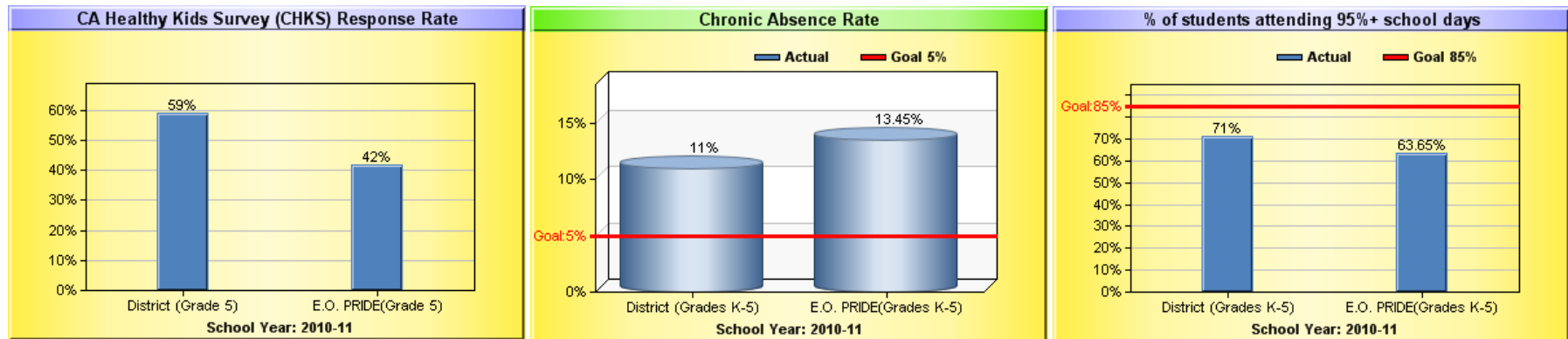
A quality school...

- 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

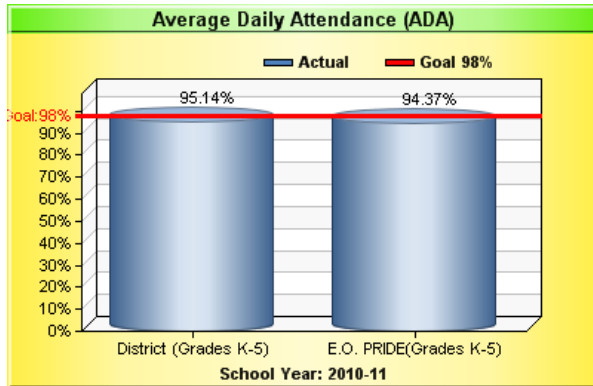
#### From OUSD Strategic Plan:

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 Data**

- 33 students are chronically absent by January.
- Most of the students are K-1.

**Data Analysis**

- Several families take long vacations with no prior notice to teachers, which reduces academic achievement.
- Tardiness turns into absences and truancy, particularly in grades K-1..
- Grades K-2 have the most chronic absences/truancy

**Theory Action**

- 1. Create more welcoming practices that are inclusive of students and families to reduce tardiness and absences.
- Focus on K-1 students and families to increase awareness of the impact of chonic absences on short and long-term educational outcomes.
- Use survey for students and parents to see the impact of culture, climate, and safety on attendance.
- If we involve more parents with positive attendance to interface with and educate/mentor other parents, chronic truancy and mid-year vacations will decrease significantly.
- If parents are aware of the educational and financial impact of positive attendance, and have access to information to help overcome challenges, we will interrupt chronic absence patterns positive attendance will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create a caring and welcoming environment to encourage and motivate all students to attend school every day on time. Focus on k/1 families of students on the chronic absentee list and all students on the current list. Reach out through surveys, parent workshops, calls home,	Improved attendance and decreased tardies overall and those on the chronic absence list.	All Students	Daily calls, monthly meetings, Quarterly recognition assemblies.	Attendance Team with Administrators, Attendance Clerk, Admin. Assist., Family Coordinator, Teachers	5/3/2012	107SQI2C3020	Attendance Clerk contacts families daily and supports SARTS	Non-SSC approved			0	\$0.00



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

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

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

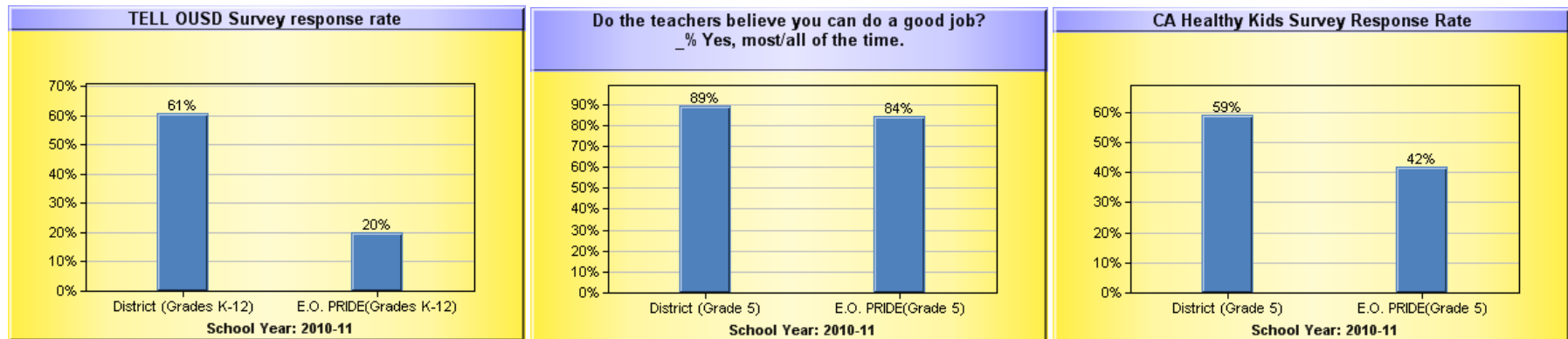
A quality school...

- 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.

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

### Strategic Priority A. Family & Community Engagement

School: East Oakland PRIDE

Principal: CAROL JOHNSON

**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

**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).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop the Family-Community resource Center to provide wrap-around services and education for students and families.	Healthy Kids Survey, Attendance Reports, family participation	English Learners	All Year	Principal, Family Coordinator	5/15/2012	107SQI4A523	Family Coordinator	7090-EIA - SCE		CMRAIB0011	0.3	\$17,895.96
Develop the Family-Community resource Center to provide wrap-around services and education for students and families.	Healthy Kids Survey, Attendance Reports, family participation	English Learners	All Year	Principal, Family Coordinator	5/15/2012	107SQI4A2894	Family Coordinator	7091-EIA - LEP		CMRAIB0011	0.7	\$41,757.25
Provide opportunities for parents to meet, learn, and advocate for student achievement in partnership with the school staff and community.	Healthy Kids Survey, CST, CELDT, Parent Participation rates	All Students	Weekly meetings all year.	Family Coordinator, Principal, Assist. Principal	5/15/2012	107SQI4A2971	Food for meetings with parents	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,273.56
Provide opportunities for parents to meet, learn, and advocate for student achievement in partnership with the school staff and community.	Healthy Kids Survey, CST, CELDT, Parent Participation rates	All Students	Weekly meetings all year.	Family Coordinator, Principal, Assist. Principal	5/15/2012	107SQI4A2972	Provide childcare for families while the participate in meetings at school	9901-Title I - Parent Participation	4399-SURPLUS		0	\$500.00

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

### Strategic Priority A. Strategic Operational Practices

School: East Oakland PRIDE

Principal: CAROL JOHNSON

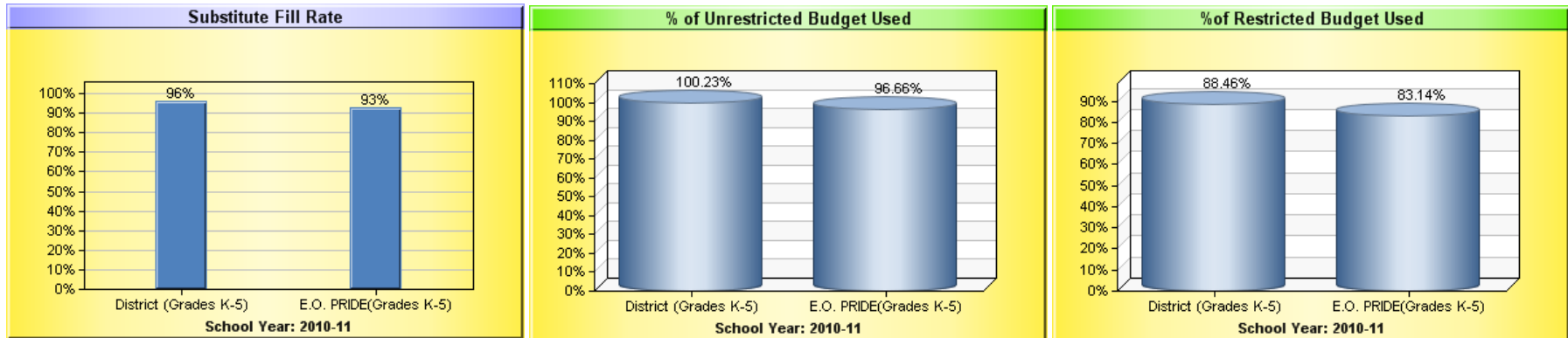
#### School Quality Standards relevant to this Strategic Priority

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.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

#### 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.



Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

**School Site: East Oakland PRIDE  
Site Number: 107**

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 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 03/26/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

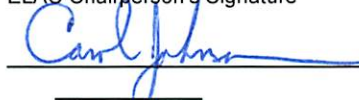
Attested:



SSC Chairperson's Signature



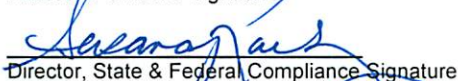
ELAC Chairperson's Signature



Principal Signature



Executive Officer's Signature



Director, State & Federal Compliance Signature

Mr. Mark Danforth

SSC Chairperson's Name (printed)

Ms. Teresa Tafolla  
ELAC Chairperson's Name (printed)

Ms. Carol Johnson

Principal's Name (printed)

Ms. Kimi Kean

Executive Officer's Name (printed)

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

5/10/12

Date

5/7/12

Date

5/7/12

Date

5/12/12

Date

6/8/12

Date

## School Site Council Membership Roster – Elementary School

**School Name:** East Oakland PRIDE

**School Year** 2012-2013

<b>Chairperson: Mark Danforth</b>	<b>Vice Chairperson: Yolanda Henderson</b>
<b>Secretary: Edith Torres</b>	<b><u>DAC Representative: Elizabeth Torres</u></b>

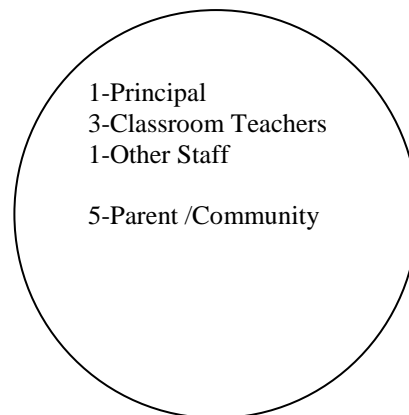
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Beitzell, Jennifer	8000 Birch Street, Oakland, CA 94621		X		
Danforth, Mark	8000 Birch Street, Oakland, CA 94621		X		
Evans, Erica	8000 Birch Street, Oakland, CA 94621				X
Henderson, Yolanda	8000 Birch Street, Oakland, CA 94621				X
Johnson, Carol	8000 Birch Street, Oakland, CA 94621	X			
Jones, Alex	8000 Birch Street, Oakland, CA 94621		X		
King, Donna	8000 Birch Street, Oakland, CA 94621				X
Torres, Elizabeth	8000 Birch Street, Oakland, CA 94621			X	
Torres, Enid	8000 Birch Street, Oakland, CA 94621				X
Gallegos, Beatriz	8000 Birch Street, Oakland, CA 94621				X
<b>DAC Representative</b>	Torres, Elizabeth				
Home Ph. 510-575-5113	Email: elizabeth.torres@ousd.k12.ca.us.us				

<b>Meeting Schedule</b>	<b>Fourth Mondays of each month at 3:30PM</b>
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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.



# Title I School Parental Involvement Policy 2012-2013

## **Involvement of Parents in the Title I Program**

*East Oakland PRIDE* agrees to implement the following statutory requirements:

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

## **Building Parent Capacity for Involvement**

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy. Our School Site Council convenes monthly to guide and monitor Title 1-funded programs.
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - Academic proficiency levels students are expected to achieve
  - The requirements of the Title 1 Program
  - How to monitor their child's progress
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.



- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- 7) Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

To ensure that we are meeting the goals set out above, we provide support and engage our parents in a variety of ways:

- We provide a hub for our parents through the on-site Parent Resource Center.
- Our full-time bilingual Community Relations Assistant coordinates all outreach, communication, and engagement efforts.
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings.
- We hold Parent Leadership meetings, where parents have the chance to learn about and have input on our programs.
- We host English classes (CBET) to support our parents who are English Learners.
- We build our parents' capacity around the academic standards and results through workshops and community events such as Family Reading Night and Academic Awards Ceremonies.
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters.
- We also promote family health through our weekly Farmers' Market program and through health education by our Nurse.
- Finally, we provide our parents many ways to get support our school through our Parent Volunteer program.

### **Annual Title I Meeting**

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

### **School-Parent Compact**

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

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

*School Site Council meetings (October, 2011, February and March, 2012)*

This policy was adopted by the East Oakland PRIDE Elementary School Site Council in 2012 and will be in effect for the period of the 2012-2013 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before September 15, 2012. It will be made available to the local community on or before September 15, 2012. The East Oakland PRIDE 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

*Carol Johnson*

---

(Principal's signature)

\_05/03/2012\_  
(date)

**East Oakland PRIDE Elementary School**  
**SCHOOL-PARENT COMPACT**

*EOP and the parents of the students participating in activities, services, and programs funded by Title I, agree that this*

*compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student*

*academic achievement and the means by which the school and parents will build and develop a partnership that will help*

*children achieve the State's high standards.*

*This school-parent compact is in effect during school year 2012-2013.*

**REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**School Responsibilities**

**EOP will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children**

**to meet the State's student academic achievement standards.**

- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their children's progress.**
- **Provide parents reasonable access to staff**
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**

Principal's  
signature\_\_\_\_\_

**Parent Responsibilities**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom/ school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups
- Volunteering 10 hours a year to assist our children and the school in the education process



Parent Name \_\_\_\_\_ Child's  
Name \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Phone  
Number \_\_\_\_\_



California Department of Education  
**East Oakland PRIDE 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.				
<b>1. Instructional Program</b>	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> <li>At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.</li> <li>Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<p><b><u>Appropriate Instructional program materials</u></b>            All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Students:</b>            ___ All Students.            ___ ELs.            ___ SWDs.</p> <p><b><u>Appropriate Use</u></b>            Identify all that apply:            ___ Core materials are used daily as designed.            ___ Ancillary materials are used daily as designed.</p>							
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

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

California Department of Education  
**East Oakland PRIDE 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.																					
<b>1. Instructional Program</b>	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> <li>• Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction.</li> <li>• The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.</li> <li>• Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																	
			1.3	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<b>Key Components</b>																					
			<p><b><u>Appropriate Instructional Program Materials</u></b>            All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Intensive Intervention Students:</b>            All Intensive Learners: Gr. 4__ Gr. 5__ Gr. 6__            All Intensive ELs: Gr. 4__ Gr. 5__ Gr. 6__            All Intensive SWD's: Gr. 4__ Gr. 5__ Gr. 6__</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b><u>Appropriate Use</u></b>            _____ Materials are used daily as designed.</p>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students				Intensive ELs				Intensive SWDs
Number/% Provided SBE-Intensive Intervention																								
	Grade 4	Grade 5	Grade 6																					
Total Intensive Students																								
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California Department of Education  
**East Oakland PRIDE 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.				
<b>1. Instructional Program</b>	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> <li>At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners.</li> <li>Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b>Appropriate Instructional Program Materials</b> All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.  <b>Number of Students:</b> ___ All Students. ___ ELs. ___ SWDs.  <b>Appropriate Use</b> Identify all that apply: ___ Core materials are used daily as designed. ___ Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

California Department of Education  
**East Oakland PRIDE 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.				
<b>1. Instructional Program</b>	<p>1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> <li>• For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction.</li> <li>• The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Appropriate Instructional Program Materials</u></b>            All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Students served:</p> <p><b>Number of Intensive Intervention Students:</b>            All Intensive learners: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___            All Intensive ELs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___            All Intensive SWDs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___</p> <p><b><u>Appropriate Us</u></b>            _____ Materials are used daily as designed.</p>				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
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California Department of Education  
**East Oakland PRIDE 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.				
<b>1. Instructional Program</b>	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.  Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> <li>• The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.</li> <li>• Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.6	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Appropriate Instructional Program Materials</b></u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.  <b>Number of Intensive Intervention Students:</b> All Intensive Learners: Gr. 8 ___ All Intensive ELs: Gr. 8 ___ All Intensive SWDs: Gr. 8 ___				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
<b>2. Instructional Time</b>	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> <li>• Kindergarten: 60 minutes</li> <li>• Grades one through three: 2.5 hours</li> <li>• Grades four through six: 2.0 hours</li> <li>• Grades six through eight: 2.0 hours (or up to two periods)</li> </ul>	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions.</li> </ul> ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	Fully	Substantially	Partially	Minimally																																															
			2.1	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			<b>Key Components</b>																																																			
			<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>                      _____ Time is given priority and protected from interruptions.</p> <p><b>Identify the number of instructional minutes (length of periods) offered at each grade level.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students										ELs										SWDs						
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<b>2. Instructional Time</b>	<p>2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.</p> <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 30 minutes</li> <li>• Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.</li> </ul>	<p>Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions</li> <li>• Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.</li> <li>• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.</li> <li>• This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.</li> <li>• For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core.               <ul style="list-style-type: none"> <li>– For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.</li> <li>– Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case,</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																							
			2.2	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%																																							
			<b>Key Components</b>																																											
<p><u>Appropriate Allocation of Daily Instructional Time</u>            _____ Time is given priority and protected from interruptions.</p> <p>Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.</p>																																														
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All HP Strategic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All HP Strategic provided 30-45 additional minutes or a support period</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>								K	1	2	3	4	5	6	7	8	All Strategic										All HP Strategic										All HP Strategic provided 30-45 additional minutes or a support period									
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		<p>teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.</p> <ul style="list-style-type: none"> <li>The SBE-basic core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</li> </ul>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;"><b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b></th> </tr> <tr> <th></th> <th style="text-align: center;">K</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided all HP Strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high-priority strategic students.</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>	<b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b>											K	1	2	3	4	5	6	7	8	Additional time provided all HP Strategic students										Additional time provided all HP Strategic ELs										Additional time provided all HP Strategic SWDs									
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<b>2. Instructional Time</b>	<p>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 30-60 minutes</li> <li>• Grades six through eight: 30-60 minutes (or up to one period)</li> </ul>	<p>Full implementation means that that the school’s schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.</p> <ul style="list-style-type: none"> <li>• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures.</li> <li>• Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists.</li> <li>• Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists.</li> <li>• ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%									
			<b>Key Components</b>													
			<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>  Identify all that apply:  _____ Time is given priority and protected from Interruptions.  _____ ELD instruction is additional time in the schedule.</p> <p><b>Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Proficiency Levels</th> <th style="width: 15%;">Levels 1-2</th> <th style="width: 15%;">Level 3</th> <th style="width: 15%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students				# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students																
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)																
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
District Instructional Regulations:																
School Instructional Regulations:																
Attach appropriate documents																

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
<b>2. Instructional Time</b>	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>• Grades four through six: 2.5-3.0 hours</li> <li>• Grades six through eight: 2.5-3.0 hours (or up to three periods)</li> </ul>	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruption.</li> <li>• Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.</li> <li>• The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers.</li> <li>• The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																											
			2.4	4 100% ✖	3 At least 75%	2 At least 50%	1 Less than 50%																											
			<b>Key Components</b>																															
			<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>            _____ Time is given priority and protected from interruptions.</p> <p><b>Indicate total length (minutes) designated for intensive intervention:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th style="width: 70%;"></th> <th style="width: 10%; text-align: center;">4</th> <th style="width: 10%; text-align: center;">5</th> <th style="width: 10%; text-align: center;">6</th> <th style="width: 10%; text-align: center;">7</th> <th style="width: 10%; text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Intensive ELs</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td><td></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						Intensive ELs						Intensive SWDs		
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																													
<b>2. Instructional Time</b>	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> <li>• Kindergarten: 30 minutes</li> <li>• Grades one through six: 60 minutes</li> <li>• Grades six through eight: 50-60 minutes (or one period)</li> </ul>	Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and is protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																																									
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
<b>2. Instructional Time</b>	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 15-30 minutes</li> <li>• Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.</li> <li>• Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course.</li> </ul>	Full implementation means that the school schedule allocates sufficient 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"> <li>• For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.</li> <li>• For grades six and seven, strategic students are assessed and need additional instructional time beyond the core.                             <ul style="list-style-type: none"> <li>– For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course.</li> <li>– Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</li> </ul> </li> <li>• For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.</li> <li>• For grade eight, strategic learners are assessed and need additional instructional time beyond the core.                             <ul style="list-style-type: none"> <li>– For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally		
			2.6	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%		
			<b>Key Components</b>						
<b><u>Appropriate Allocation of Daily Instructional Time</u></b>									
_____ Time is given priority and protected from interruptions.									
<b>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.</b>									
<b># of Students at each grade level</b>									
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
All Strategic									
All HP Strategic									
All HP ELs									
All HP SWDs									

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		<p>taught in the grade-level Algebra I course.</p> <ul style="list-style-type: none"> <li>– Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</li> <li>• For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;"><b>Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</b></th> </tr> <tr> <th></th> <th style="text-align: center;">K</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided to all HP strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP EI strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to all HP SWD strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	<b>Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</b>											K	1	2	3	4	5	6	7	8	Additional time provided to all HP strategic students										Additional time provided to HP EI strategic students										Additional time provided to all HP SWD strategic students									
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																											
<b>2. Instructional Time</b>	<p>2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p> <ul style="list-style-type: none"> <li>• Grades four through six: 15-30 minutes.</li> <li>• Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed.</li> </ul> <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> <li>• Grade eight: One period of Algebra Readiness daily for identified intervention students.</li> </ul>	<p>Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.</p> <ul style="list-style-type: none"> <li>• For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards.</li> <li>• For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program.</li> </ul> <p><b>For districts using the 2008 SBE-adoption:</b></p> <ul style="list-style-type: none"> <li>• The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed.</li> <li>• For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.</li> </ul> <p><b>For districts using the 2001 SBE adoptions:</b></p> <ul style="list-style-type: none"> <li>• Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																							
			2.7	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%																							
			<p><b>Key Components</b></p> <p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>            _____ Time is given priority and protected from interruptions.</p> <p><b>Indicate total number of <u>additional</u> minutes:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;"># of Instructional Minutes at each grade level</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 15%;">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>							# of Instructional Minutes at each grade level	4	5	6	7	Algebra Readiness	All Intensive Learners						All Intensive ELs						All Intensive SWDs		
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in daily use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).</p> <ul style="list-style-type: none"> <li>• Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> <li>• The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100% ✖	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Instructional/Assessment Pacing Guides</b></u> <input type="checkbox"/> Distributed to each grade level. <input type="checkbox"/> Used daily at every grade level.  <u><b>Pacing Guide Use Monitored</b></u> <input type="checkbox"/> Principal monitors daily use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

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

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

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



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

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

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Essential Program Component	Objective	Criteria and Clarifications	<b>Implementation Status and Key Components</b> Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include:               <ul style="list-style-type: none"> <li>– Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.</li> <li>– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</li> </ul> </li> <li>• Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.</li> <li>• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.</li> <li>• Participation in Modules 2 and 3 of the Administrator Training Program.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Training on Response to Instruction and Intervention (RtI<sup>2</sup>) including support on providing tiered intervention; and</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100% x	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<p><b><u>Principal's Professional Development</u></b>  <input checked="" type="checkbox"/> Completed.</p> <p><b>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</b></p>							

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		<p>implementation and monitoring of standards-based IEP.</p> <ul style="list-style-type: none"> <li>• Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.</li> <li>• Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> <li>• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>5. Credentialed Teachers and Professional Development Opportunity</b>	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			_____ <b>Percentage of fully credentialed, highly-qualified teachers.</b>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																					
<b>5. Credentialed Teachers and Professional Development Opportunity</b>	<p>5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of</p>	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</li> <li>• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																	
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	school/district professional development plan.	<ul style="list-style-type: none"> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
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	<p>adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> <li>• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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

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

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> <li>The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs.</li> <li>For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.</li> <li>Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Ongoing Assessment and Monitoring System</u></b></p> <p>_____ District supported electronic data management system.</p> <p>_____ District-wide reporting and analysis of assessment results.</p> <p>_____ School-wide reporting and analysis of assessment results.</p> <p>_____ Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p>_____ Common curriculum embedded/formative assessments in use school-wide.</p> <p><b><u>Training on Accessing and Using Electronic Data System</u></b></p> <p>_____ Staff trained on using and accessing data from the electronic data system.</p>				

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

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> <li>• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs.</li> <li>• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.</li> <li>• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<b><u>Ongoing Assessment and Monitoring System</u></b>							
_____ District supported electronic data management system.							
_____ District-wide reporting and analysis of assessment results.							
_____ School-wide reporting and analysis of assessment results.							
_____ Timely data from assessments available to and easily accessible by administrators and teachers.							
_____ Common curriculum embedded/formative assessments in use school-wide.							
<b><u>Training on Accessing and Using Electronic Data System</u></b>							
_____ Staff trained on using and accessing data from the electronic data system.							

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

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**East Oakland PRIDE 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.				
<b>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b>	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:               <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic;</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded; and</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100% *	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Scheduled Structured Collaboration Meetings</b></u> _____ Number per month. _____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. _____ Meetings are structured; protocols/tools are developed and used. _____ Training for collaboration meeting protocols provided to teachers. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction. _____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.  <u><b>Collaborative Meeting Discussion Content</b></u> _____ Using and analyzing timely student common assessment results from all students. _____ Strengthening program implementation. _____ Designing and improving lessons and instruction. _____ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							



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

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

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