OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Think College Now Elementary School

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Federal Programs
- ➢ Title I, Part A

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

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Think College Now

0100792

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT

The urgency reflected in our school's name, Think College Now (TCN), arose from an immediate need: At the time of our founding, less than one in 20 high school graduates in our district were eligible to attend a University of California college. Our vision and theory of action took shape around the idea that all Oakland students needed to be "thinking college," and not just as high school seniors. It had to start early. It had to start now--in kindergarten. In 2003, a team of parents, educators, and community organizations founded TCN in Oakland's Fruitvale district to close the achievement gap and give all students the chance to go to college and pursue their dreams. TCN was designed as a small school to address issues of overcrowding; in neighborhoods like ours, as many as 1,400 students were being taught in buildings designed for 500. The school grew a grade level each year until reaching capacity with 267 students, kindergarten through 5th grade. Now in our ninth year, TCN realizes its vision through effective instruction in a school culture based on five core values: reality (as in making college a reality), respect, responsibility, reflection, and ganas (dedication). With these concepts as our guide, we have significantly improved student achievement and developed a professional learning community committed to constant learning. 91% of our kids' families live at or below the poverty line, and 66% are English Learners. To realize our equity-based vision and college-focused mission, our theory of action is driven by high expectations for all students, standards-based and data-driven instruction and assessment, strong family involvement and community partnerships, an outstanding staff, and an early, community-wide emphasis on college. Our diverse group of teachers, students, and families is dedicated to improving skills through strategic reading, writing, and math instruction at school, consistent reading at home, and a college-going culture that inspires our students.

VISION

Think College Now's vision is to ensure that all students will have the tools to choose their life's path and desired occupation with an equitable opportunity to attend college and pursue their dreams. We believe that access to college is the key to bringing about educational equity for our children. We work relentlessly to help our students develop habits to make the dramatic student achievement gains required for college entrance. We believe that with high expectations, an early start with a college focus, more time, data to drive instruction and monitor our progress, family and community involvement, and an outstanding staff, Think College Now students can reach their goals. We received the California Distinguished School Award (2008), the Title I Academic Achievement Award (2008,2010), and the OUSD Academic Excellence Award for the growth and results our students have achieved (2009).

Accountable for Quality: Ensuring Thriving Students and Healthy Communities
Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

SCHOOL SITE COUNCIL (SSC) ? At monthly meetings, the SSC (with input from the English Language Advisory Committee) will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. ? The SSC will facilitate a State of the School Meeting for the greater community in the fall to present families and staff updates on progress towards the indicators of progress listed in the site plan and solicit input to improve progress. ADMINISTRATIVE CHECK-INS WITH SUPPORT STAFF ? The principal will meet with the after-school program (ASP) coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to the enrollment, program, or strategies implemented to improve progress. ? The principal will meet with the family resource center (FRC) coordinator and administrative assistant monthly to monitor progress in Family Engagement. The team will look at surveys, event attendance data, and other indicators of success and make adjustments to strategies and/or support provided in order to improve progress. BENCHMARK DATA ? Classroom teachers will review benchmark data in English Language Arts (ELA), Math, and/or Science 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and/or special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal/assistant principal or in a professional learning community session (grade level-wise, grade above and/or grade below). ? Benchmark data in ELA, Math, and Science will also be presented at the weekly community meeting, displayed in the office, sent home to families, and shared in the SSC meetings following each administration. STAFF MONITORING OF BENCHMARK DATA AND INTERNAL DATA ? The Leadership Team (LT) and the classroom teachers will review benchmark, Developmental Reading Assessment 2, Core Phonics Survey, Scholastic Reading Inventory data in ELA, Math, and Reading at least 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark/Internal data review will take place either in a 1:1 meeting with the principal/assistant principal or in a professional learning community session. ? Benchmark data in ELA and Math will also be presented at Parent Committee meetings, displayed in the office, sent home to families, and shared in the SSC meetings following each administration. ? School-wide Caring Community Survey (Staff/Team Barometer, Parent Survey, Student Survey) will be given at least twice a year and looked at

by our Leadership Team, School Site Council, Staff, and Student Council. ? Healthy Kids Survey and Caring Community survey will be cross checked by the SSC at the end of the year and help determine next steps for implementing programs that support the creation of a welcoming and caring school. LEADERSHIP PRACTICES ? Professional Development (PD) is conducted regularly on how to monitor student-learning, differentiation, and to develop common instructional strategies. ? We have determined that development of teacher leadership is key to school improvement. Developing teacher leadership is key in growing the expertise and professionalism of the PLC?s. ? Our Leadership Team (LT) meets to determine the key school wide instructional focus and analyzes the results and sets goals to continue our progress. Teachers post student results (on-going) for students to be able to monitor their own progress.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Think College Now   **Principal:** JOSE OLIVARES

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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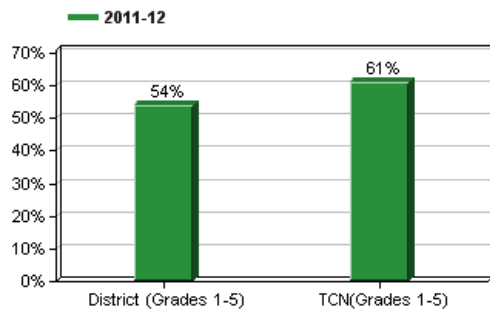
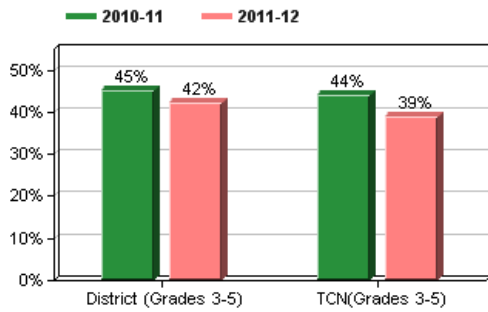**Benchmark**

ELA MidYear % At/Above BMark in Reading Comprehension

2011-12

	District (Grades 2-5)	TCN(Grades 2-5)
2011-12	61%	56%
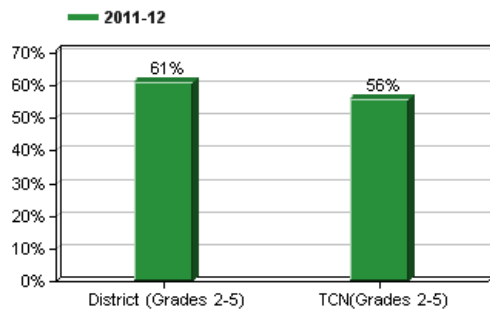
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

2011-12

	District (Grades 1-5)	TCN(Grades 1-5)
2011-12	54%	61%

CST

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

■ 2010-11 ■ 2011-12

	District (Grades 3-5)	TCN(Grades 3-5)
2010-11	45%	44%
2011-12	42%	39%

CST/CMA ELA % BB/FBB

■ 2010-11 ■ 2011-12

	District (Grades 2-5)	TCN(Grades 2-5)
2010-11	22%	15%
2011-12	22%	13%

CST/CMA ELA % Prof/Adv

■ 2010-11 ■ 2011-12

	District (Grades 2-5)	TCN(Grades 2-5)
2010-11	51%	57%
2011-12	52%	53%
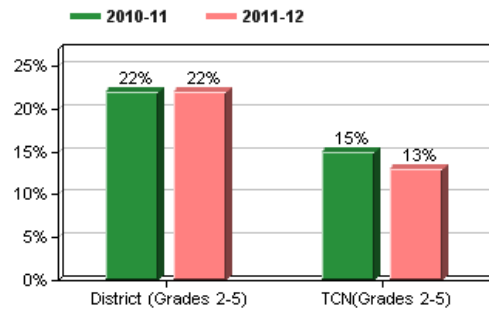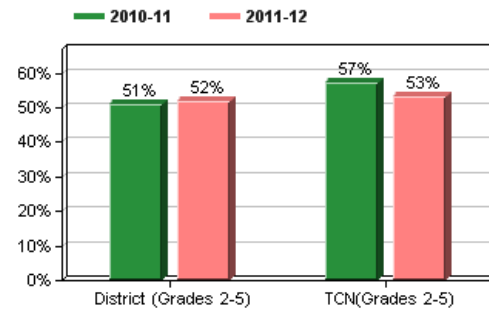
DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

■ 2011-12

	District (Grade K)	TCN(Grade K)
2011-12	72%	58%
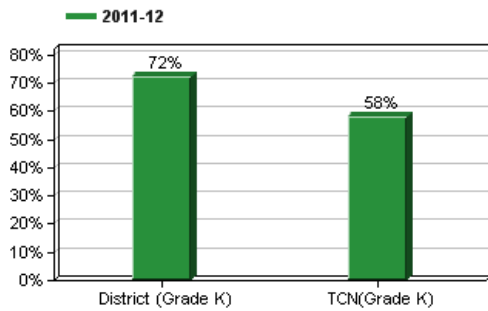
DIBELS EOY Gr1 % Low Risk in Oral Reading

■ 2011-12

	District (Grade 1)	TCN(Grade 1)
2011-12	69%	70%

SRI

SRI % At/Above grade level reading

— 2011-12

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70%
60%        62%
50%                    49%
40%
30%
20%
10%
 0%
      District (Grade 3)   TCN(Grade 3)
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2011-12 SRI Participation Rate: 89%
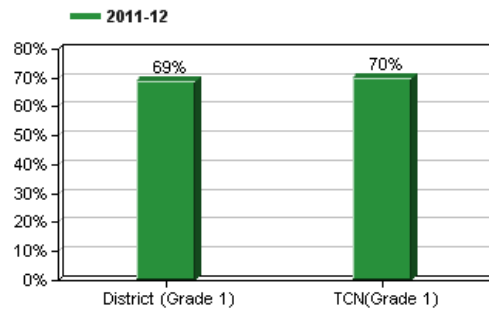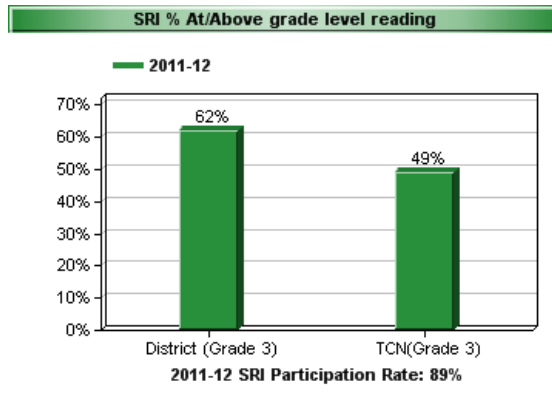
Theory of Action

- In 2013-14, we will continue implementing a balanced literacy approach by teaching components icluded in the Common Core, like interactive read aloud, shared reading, reading workshop, interactive/share writing, writing workshop, and word work.
- We will assess students reading levels using SRI, DRA2, and other tools to progress monitor their reading development in the areas of fluency and comprehension. Students will receive appropriate differentiated instruction and reading interventions.
- An understanding of the need for reading grade-level text and independent-level text: Students need to have access to grade level text (with appropriate scaffolding and background knowledge) and to grade-level tasks associated with that reading. I
- During reading workshop, teachers will provide vocabulary work based on three strategies - context clues, apposition, and word substitution - to all groups. Also, teachers will ask high-level questions which require students to provide evidence.
- For writing, teachers will model writing skills during interactive/shared writing and provide targeted support during writing workshop to support Science writing Assessment.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Additional teacher will support class size reduction and interventions for low-performing students to benefit from extra attention.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	190SQI1A3460	Teacher	7090-EIA - SCE		K12TCH1143	0.15	$11,466.30
Additional teacher will support class size reduction and interventions for low-performing students to benefit from extra attention.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	190SQI1A3468	Teacher	3010-Title I		K12TCH0102	1	$55,015.08
Intervention prep teacher to provided addition release time for teachers to prep and coference to support increase planning for parent engagement of low performing students.	State tests (CST/STAR, PFT)	All Students	End of Year		4/12/2013	190SQI1A3472	Teacher	7090-EIA - SCE		TCEEIP0112	0.5	$32,674.39
Teacher on SA will provide reading interventions to support ELL student meet academic standards.					4/2/2012	190SQI1A3476	Teacher On Special Assignment	N/A			0	$0.00
Teacher on Special Assignment to provide teacher professional development and reading intervention support FBB, BB and Basic and ELL students to meet academic standards.	Grades/GPA	FBB, BB and BAS	End of Year	Principal	4/12/2013	190SQI1A3478	Teacher On Special Assignment	3010-Title I		C10TSA0028	0.1	$9,227.14
Teacher on Special Assignment to provide teacher professional development and reading intervention support FBB, BB and Basic and ELL students to meet academic standards.	Grades/GPA	FBB, BB and BAS	End of Year	Principal	4/12/2013	190SQI1A5713	Teacher On Special Assignment	7090-EIA - SCE		C10TSA0028	0.05	$4,613.57
Teacher on Special Assignment to provide teacher professional development and reading intervention support FBB, BB and Basic and ELL students to meet academic standards.	Grades/GPA	English Learners	End of Year	Principal	4/12/2013	190SQI1A5715	Teacher On Special Assignment	7091-EIA - LEP		C10TSA0028	0.6	$55,362.85
Additional materials and supplies to allow for	State tests	All	End of					7090-EIA -	4310-			

differentiated instruction to support low performing students.	(CST/STAR, PFT)	Students	Year	Principal	4/12/2013	190SQI1A3479	Supplies	SCE	SUPPLIES		0	$1,128.52
Students will participate in fieldtrips to enrich instruction and meet academic standards	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	190SQI1A3480	Admission fees	3010-Title I	5829-ADMISSION FEES		0	$3,600.00
Students will participate in fieldtrips to enrich instruction and meet academic standards					4/12/2013	190SQI1A3481	Buses	N/A			0	$0.00
Additional books other text books to allow for differentiated instruction to support low performing student					4/2/2012	190SQI1A3482	Books Other Than Text	N/A			0	$0.00
Additional materials and Supplies to support professional development for teachers targeting low performing students.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	190SQI1A3483	Supplies	3010-Title I	4310-SUPPLIES		0	$906.16
Supplies and materials to support instruction for ELL students to meet academic standards	CELDT	English Learners	End of Year		4/12/2013	190SQI1A3484	Supplies	7091-EIA - LEP	4310-SUPPLIES		0	$71.34
Students will participate in technology based interventions to support math skill development					4/2/2012	190SQI1A3485	Consultant Contract	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Think College Now   **Principal:** JOSE OLIVARES

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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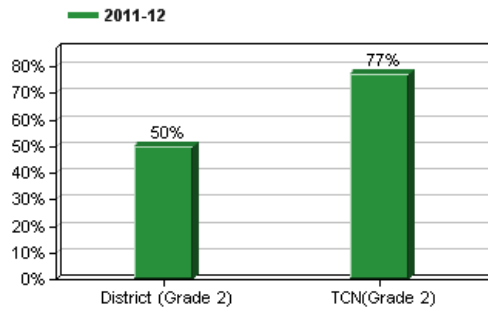
School Quality Standards relevant to this Strategic Priority
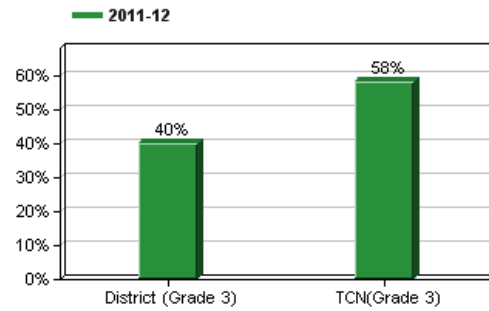
A quality school...

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- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college
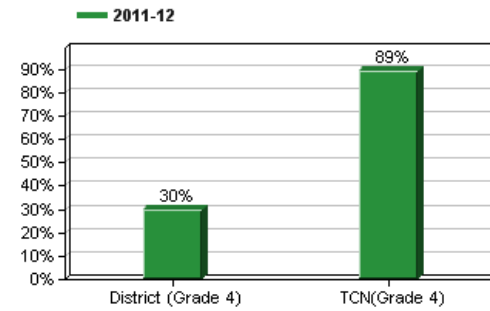
Benchmark
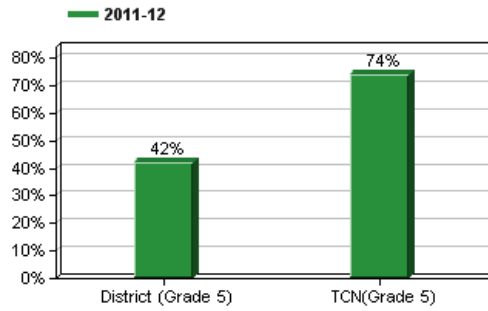
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
District (Grade 2): 50%, TCN(Grade 2): 77%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
District (Grade 3): 40%, TCN(Grade 3): 58%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
District (Grade 4): 30%, TCN(Grade 4): 89%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
District (Grade 5): 42%, TCN(Grade 5): 74%

CST

CST/CMA Gr5/Gr8 Science % BB/FBB — 2011-12
District (Grade 5): 24%, TCN(Grade 5): 26%
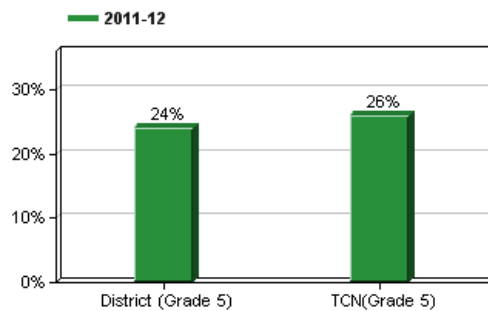
% Growth in CST/CMA Math 2 Year Cohort Growth Report — 2010-11, 2011-12
District (Grades 3-5): 52%, 48%; TCN(Grades 3-5): 60%, 56%
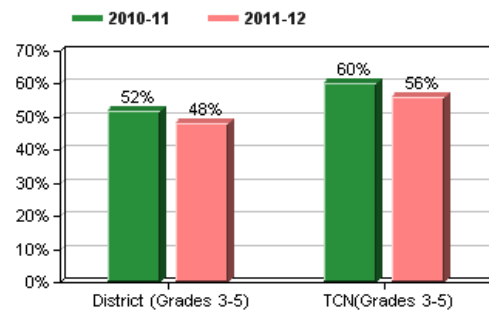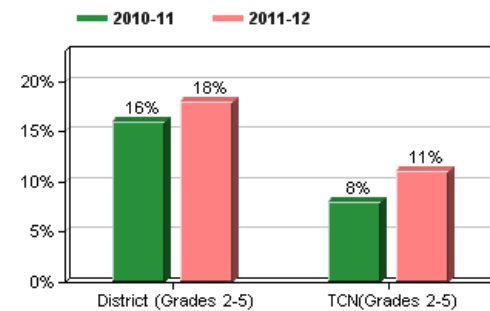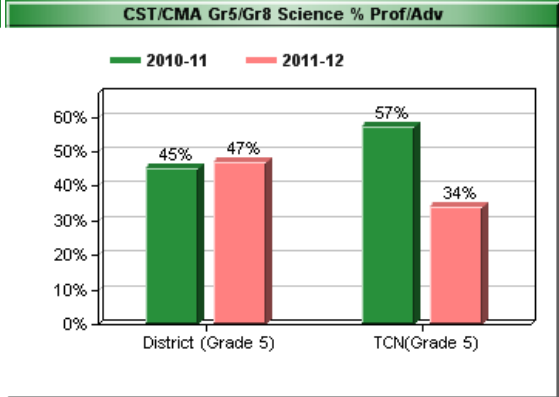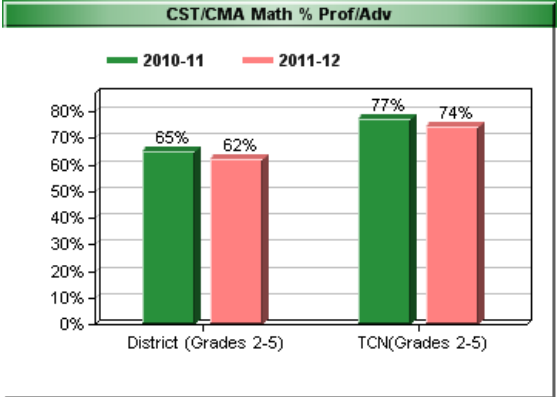
CST/CMA Math % BB/FBB — 2010-11, 2011-12
District (Grades 2-5): 16%, 18%; TCN(Grades 2-5): 8%, 11%

CST/CMA Math % Prof/Adv

2010-11 ■ 2011-12 ■

	District (Grades 2-5)	TCN (Grades 2-5)
2010-11	65%	77%
2011-12	62%	74%

CST/CMA Gr5/Gr8 Science % Prof/Adv

2010-11 ■ 2011-12 ■

	District (Grade 5)	TCN (Grade 5)
2010-11	45%	57%
2011-12	47%	34%

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Think College Now   **Principal:** JOSE OLIVARES

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide incoming kindergarten students with transition support.	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year		4/12/2013	190SQI1C4761	Hold informational meetings and tours for families of incoming students.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Think College Now   **Principal:** JOSE OLIVARES

From OUSD Strategic Plan:
In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.
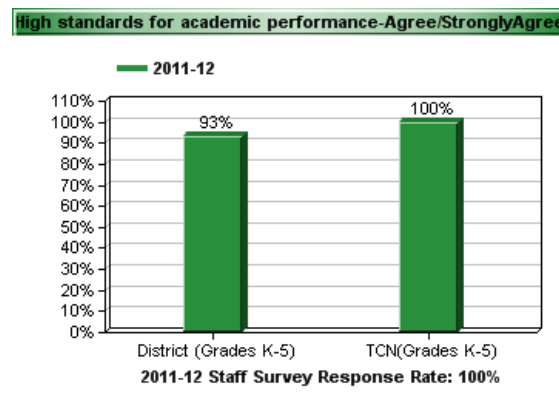
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

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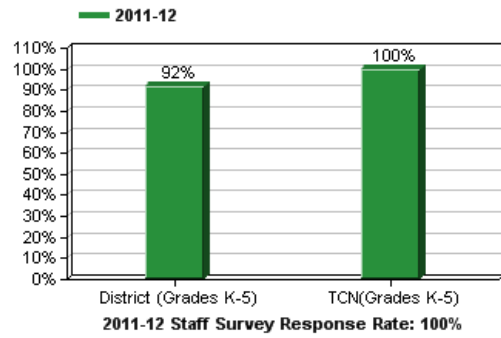A quality school...

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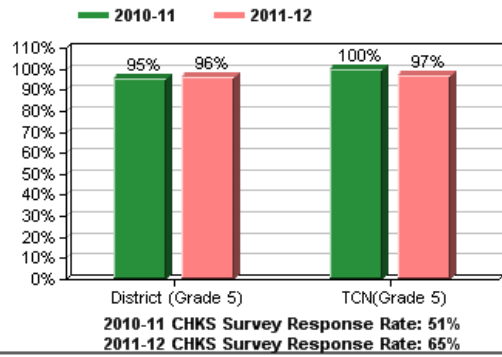
Survey - High Standards

Survey - Success

School promotes academic success. __% Agree/Strongly Agree

■ 2011-12

District (Grades K-5): 92%
TCN(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 100%

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

■ 2010-11   ■ 2011-12

District (Grade 5): 95%, 96%
TCN(Grade 5): 100%, 97%

2010-11 CHKS Survey Response Rate: 51%
2011-12 CHKS Survey Response Rate: 65%

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School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Think College Now   **Principal:** JOSE OLIVARES

From OUSD Strategic Plan:

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

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

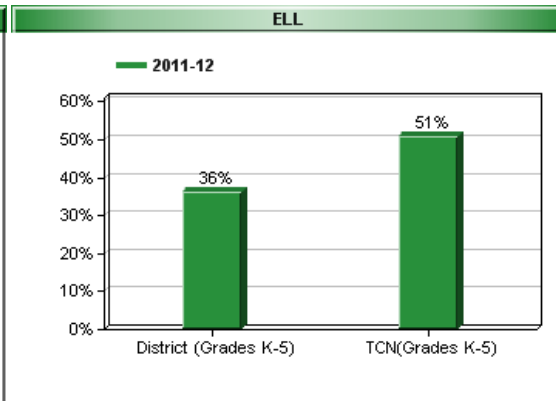**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement differentiated instruction for GATE students.	State tests (CST/STAR, PFT)	GATE	End of Year		4/12/2013	190SQI1E4760	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Think College Now   **Principal:** JOSE OLIVARES

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

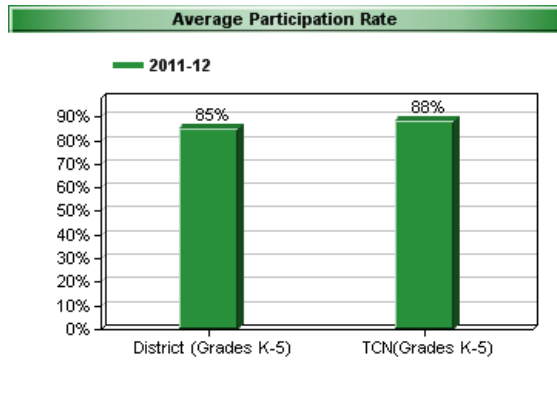**School Quality Standards relevant to this Strategic Priority**
A quality school...

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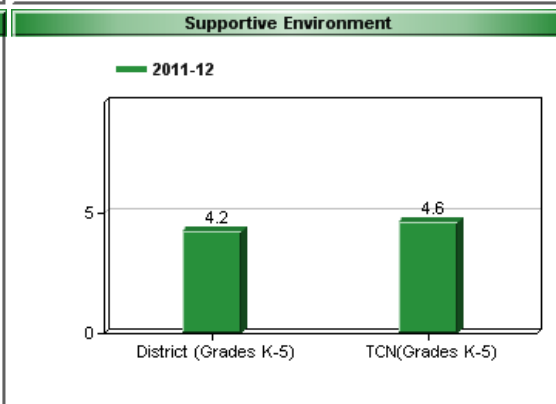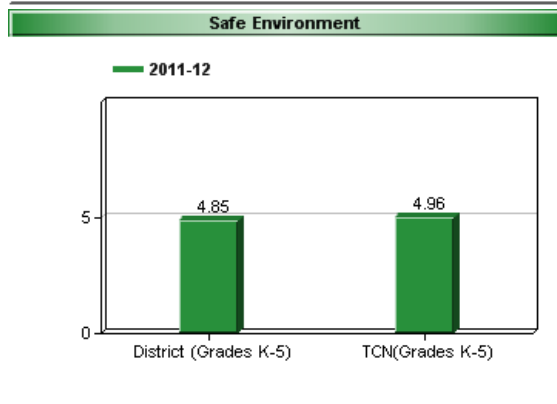
After School Program- Student Impact
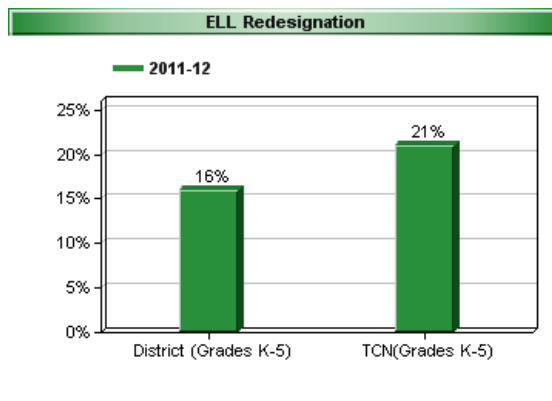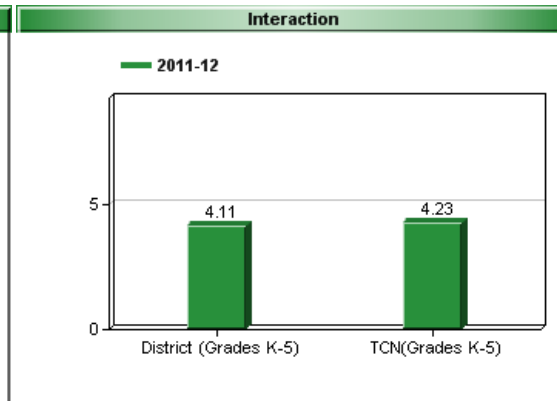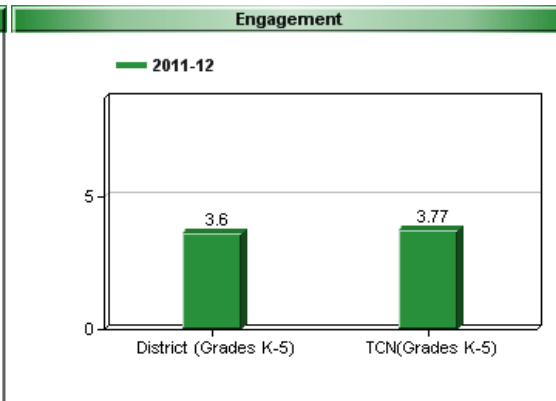

After School Program- Participation

Average Participation Rate

2011-12

	District (Grades K-5)	TCN(Grades K-5)
	85%	88%

ELL

2011-12

	District (Grades K-5)	TCN(Grades K-5)
	36%	51%

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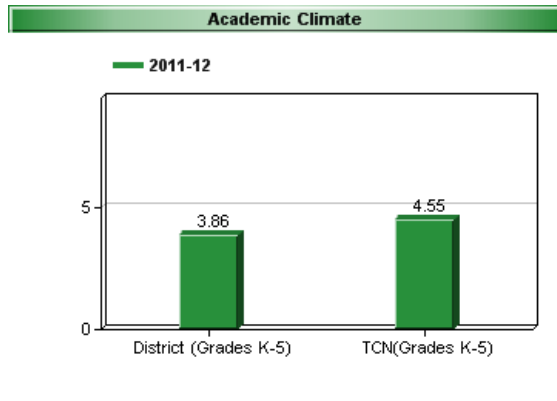
Academic Climate

2011-12

	District (Grades K-5)	TCN(Grades K-5)
	3.86	4.55

Engagement

2011-12

	District (Grades K-5)	TCN(Grades K-5)
	3.6	3.77

Interaction

2011-12

	District (Grades K-5)	TCN(Grades K-5)
	4.11	4.23

Safe Environment

2011-12

	District (Grades K-5)	TCN(Grades K-5)
	4.85	4.96

Supportive Environment

2011-12

	District (Grades K-5)	TCN(Grades K-5)
	4.2	4.6

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<h1 style="text-align:center">School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments</h1>

<h2 style="text-align:center">Strategic Priority A. School Culture (including Meaningful Student Engagement)</h2>

School: Think College Now   **Principal:** JOSE OLIVARES

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: GOAL 1: To reduce discipline problems in order to decrease yard referrals.

- Strategy 1.1: Strategy 1.1: Refer students to mediation and conflict resolution sessions with yard supervisors and Playworks Coach.
- Strategy 1.2: Strategy 1.2: Train students in grades 3rd-5th to serve as Junior Coaches.

Goal 2: GOAL 2: Increase student engagement and attendance

- Strategy 2.1: 2.1: Monitor attendance with log in the office and contact families individually by clerical and administrator.
- Strategy 2.2: 2.2: Develop a school culture improvement plan* to build relationships, increase safety, and community participation. * TBD

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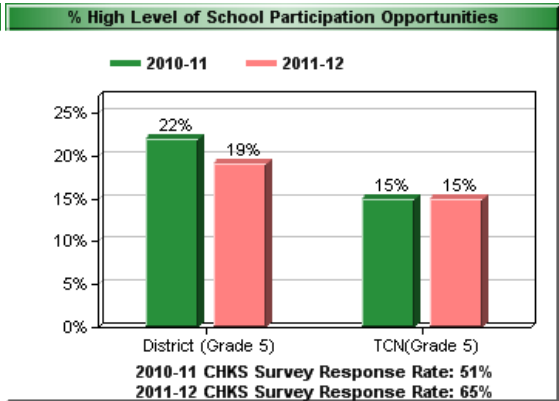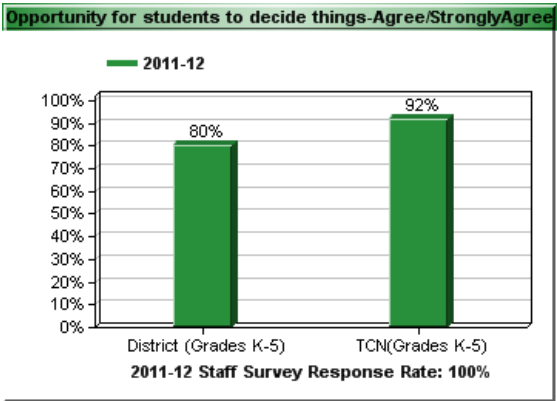
A quality school...

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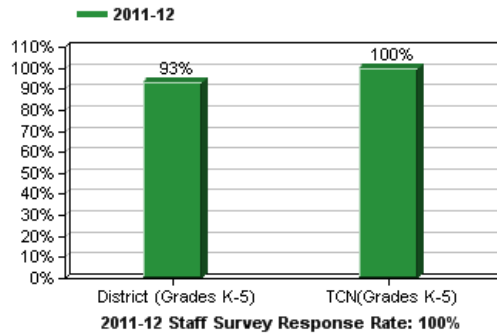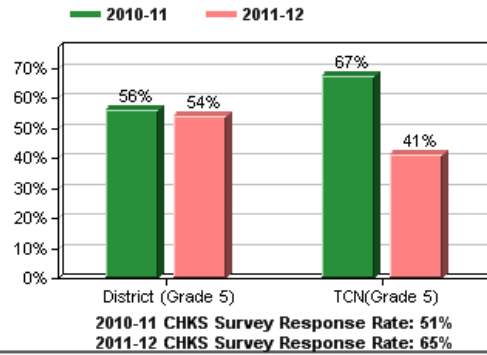
DHP

# of DHPs
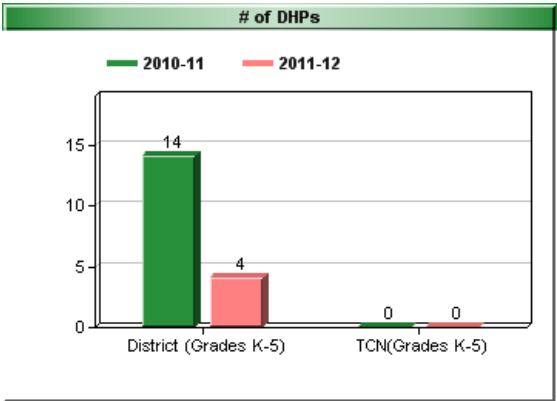
Survey - Engagement

Survey - Relationships

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

2011-12

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

2011-12 Staff Survey Response Rate: 100%

% High Level of Caring Relationships with Adults at School

2010-11 **2011-12**

District (Grade 5): 56% / 54%
TCN(Grade 5): 67% / 41%

2010-11 CHKS Survey Response Rate: 51%
2011-12 CHKS Survey Response Rate: 65%

Survey - Safety

% Hit or pushed by other kids at school

2011-12

District (Grade 5): 47%
TCN(Grade 5): 56%

2011-12 CHKS Survey Response Rate: 65%
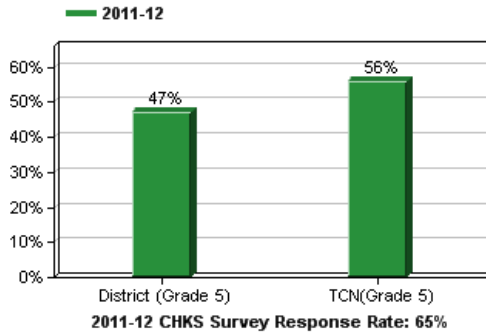
This school is a safe place for students.%Agree/Strongly Agree

2011-12

District (Grades K-5): 89%
TCN(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 100%
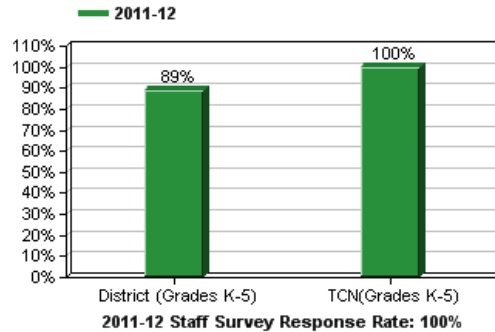
% feeling safe at school all of the time

2010-11 **2011-12**

District (Grade 5): 49% / 48%
TCN(Grade 5): 58% / 48%

2010-11 CHKS Survey Response Rate: 51%
2011-12 CHKS Survey Response Rate: 65%
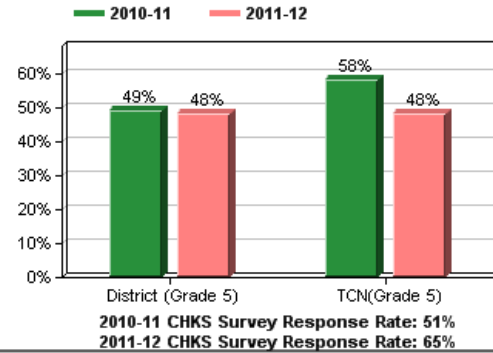
Survey - Welcoming

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

2011-12

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

2011-12 Staff Survey Response Rate: 100%
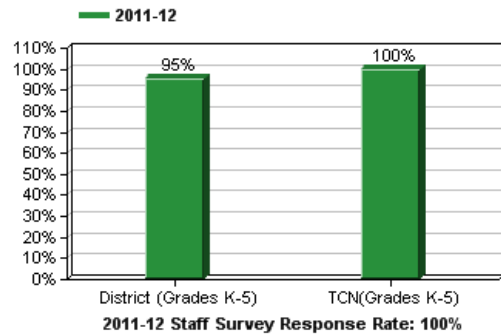
Survey- Beliefs

Most/All the time teachers believe you can do a good job.
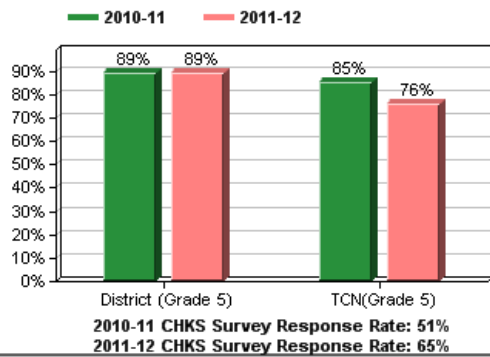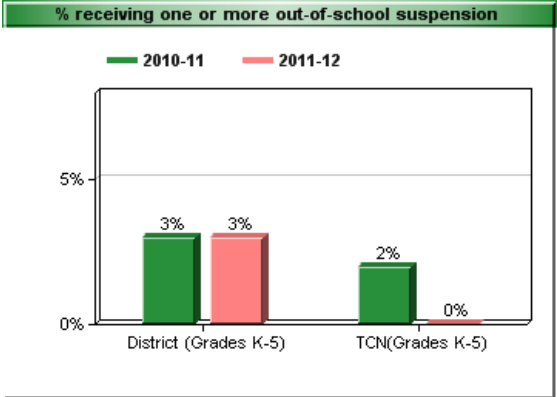
2010-11 | 2011-12

District (Grade 5): 89% | 89%
TCN(Grade 5): 85% | 76%

2010-11 CHKS Survey Response Rate: 51%
2011-12 CHKS Survey Response Rate: 65%

Suspensions

% receiving one or more out-of-school suspension

2010-11   2011-12

5%

3%   3%

2%

0%

0%

District (Grades K-5)   TCN(Grades K-5)

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

Strategic Priority B. Health & Wellness

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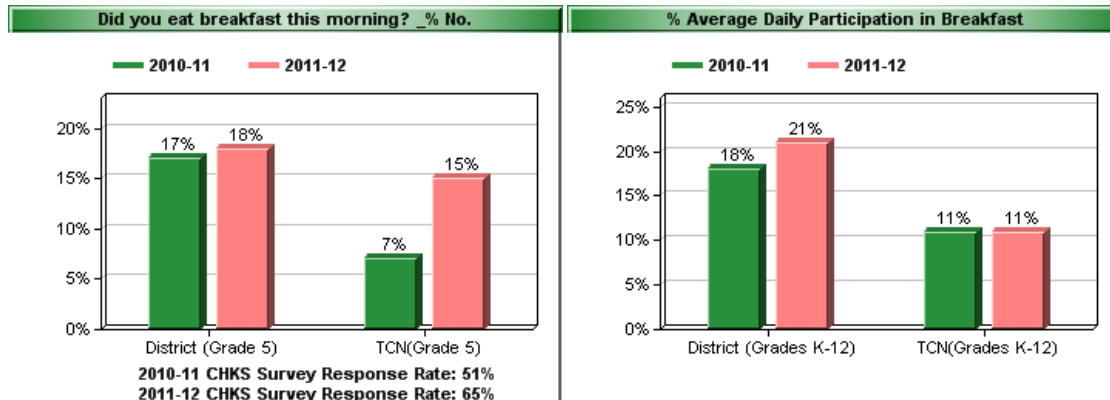
From OUSD Strategic Plan:
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment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

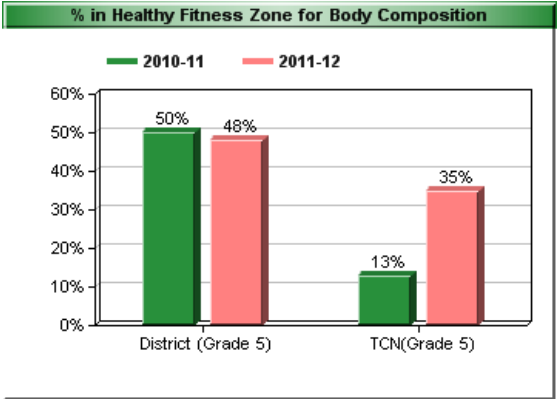**School Quality Standards relevant to this Strategic Priority**
A quality school...

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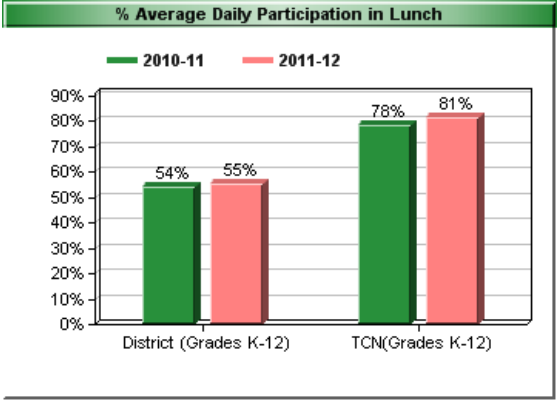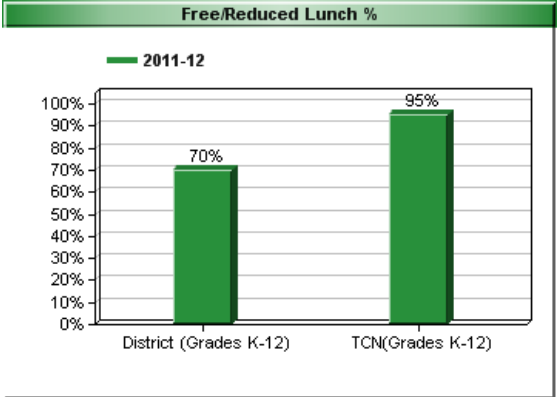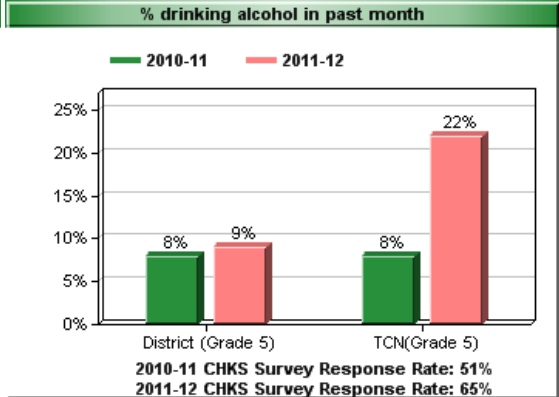
Breakfast

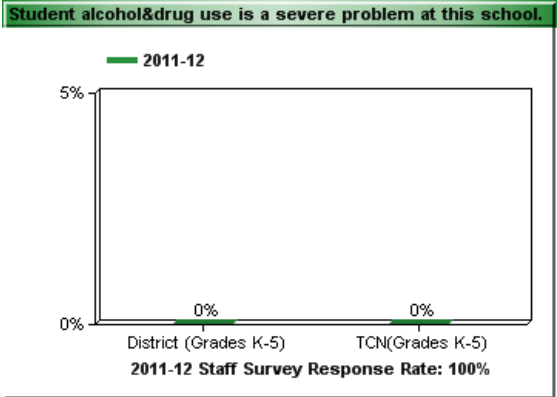**Did you eat breakfast this morning? _% No.**
2010-11, 2011-12
- District (Grade 5): 17%, 18%
- TCN(Grade 5): 7%, 15%
2010-11 CHKS Survey Response Rate: 51%
2011-12 CHKS Survey Response Rate: 65%

% Average Daily Participation in Breakfast
2010-11, 2011-12
- District (Grades K-12): 18%, 21%
- TCN(Grades K-12): 11%, 11%

Fitness

% in Healthy Fitness Zone for Body Composition

2010-11   2011-12

District (Grade 5): 50%, 48%
TCN(Grade 5): 13%, 35%

Lunch

% Average Daily Participation in Lunch

2010-11   2011-12

District (Grades K-12): 54%, 55%
TCN(Grades K-12): 78%, 81%

Socio Economics

Free/Reduced Lunch %

— 2011-12

District (Grades K-12)	70%
TCN(Grades K-12)	95%

Survey - Drugs / Alcohol

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

— 2011-12

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

2011-12 Staff Survey Response Rate: 100%

% drinking alcohol in past month

— 2010-11   — 2011-12

	2010-11	2011-12
District (Grade 5)	8%	9%
TCN(Grade 5)	8%	22%

2010-11 CHKS Survey Response Rate: 51%
2011-12 CHKS Survey Response Rate: 65%

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Think College Now   **Principal:** JOSE OLIVARES

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

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

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

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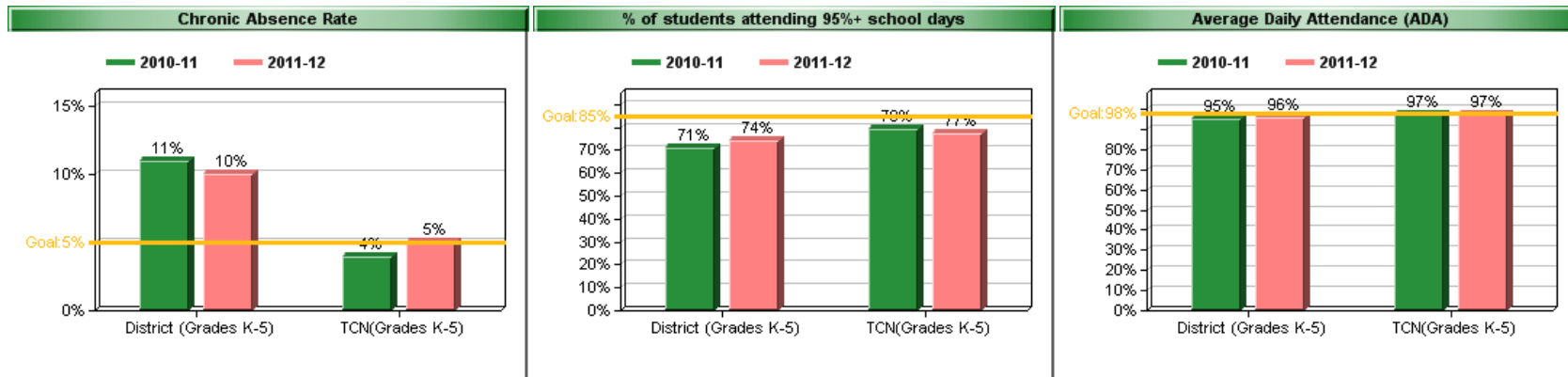
Theory of Action

- Punctual, regular attendance is expected of all students. Research suggests that students who attend school regularly achieve at significantly higher levels and are more likely to be eligible to attend college than are students who are absent excessi
- Think College Now loses approximately $25 per day per student absence. We ask that families make every effort to schedule medical appointments after school hours. Take advantage of minimum day Wednesdays (1:10 dismissal), other minimum days (non-We
- If a medical appointment must be made during the school day, please bring your child to school before and after the appointment to maximize class time.

When an absence is unavoidable due to serious student illness, medical appointments, or family em

- We will make phone calls home during the school day and/or in the evening to discuss your child?s absence and make plans to catch up on work from missed class time. More than three unexcused absences in a school year will be considered excessive an

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Award Assembly to recognize students with perfect attendance					4/2/2012	190SQI2C3488	Assembly	N/A			0	$0.00
Parent workshops to inform, engage and educate them about the importance of attendance					4/2/2012	190SQI2C3490	Parent Workshops	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Think College Now   **Principal:** JOSE OLIVARES

From OUSD Strategic Plan:
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.
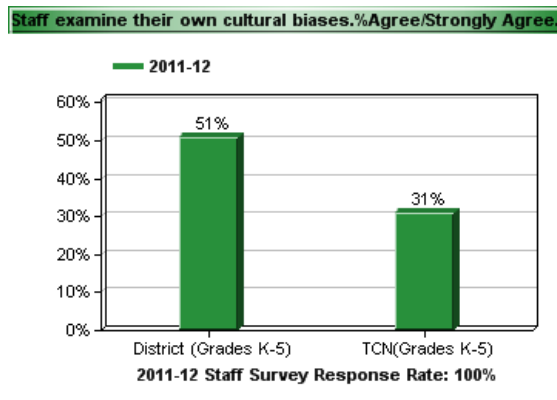
1. Improve the conditions in schools to retain 80% of effective teachers

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

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

Survey - Professional Learning

Staff examine their own cultural biases. %Agree/Strongly Agree.
2011-12
District (Grades K-5): 51%
TCN(Grades K-5): 31%
2011-12 Staff Survey Response Rate: 100%

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

Strategic Priority A. Family & Community Engagement

School: Think College Now   **Principal:** JOSE OLIVARES

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

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

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

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

Survey - Welcoming
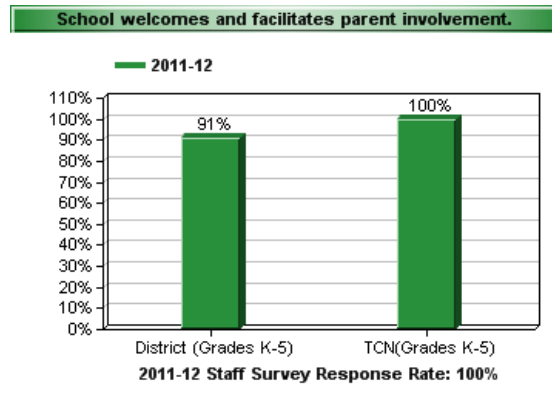
School Data

- 11-12 examples participation include in Back to School Night (160 families), Kinder Literacy Workshops (20 families each), Literacy Night (48 families), Unity Night (70 families), Math Night (52 families), College Bound Workshops (50 families each)
- Other opportunities for academic and social development include the CST Test Practice Workshop, 3 Report Card Conferences with 100% participation, Open House, and well attended weekly Panther Paw assemblies.

Theory of Action

- High Expectations for all students, staff, parents ? No excuses Students are expected to make significant gains in literacy and math each year and attain grade-level mastery in all subjects.
- College Focus: Unite the entire community in our college-focused mission. Elementary students in higher-income neighborhoods know they are expected to go to college. Our students do too. We begin ?thinking college? in kindergarte
- Data-Driven Instruction: Outstanding Standards-based, data-driven instruction and assessment Utilizing data to drive instruction and monitor progress will increase learning and strengthen student achievement
- Family and Community: Strong Family Involvement and Community Partnerships We know that we cannot reach our goals alone.
- Outstanding Staff: Outstanding Staff with a sense of urgency to reach our goals Dedicated, high-achieving staff members are the backbone of a school's success.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
The FRC will provide high leverage resources for all parents to support their child's path toward college.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	190SQI4A2091	Refreshments for workshops and Middle School Options event.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,632.77
The FRC will provide meaningful opportunities for families to be involved in their child's classroom and school.					3/27/2012	190SQI4A2090	Refreshments for Back to School Night, Open House, and monthly leadership meetings	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Think College Now   **Principal:** JOSE OLIVARES

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

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

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

Budget

Sub Fill Rate

Substitute Fill Rate

	2010-11	2011-12
District (Grades K-5)	96%	97%
TCN(Grades K-5)	95%	100%

;

;
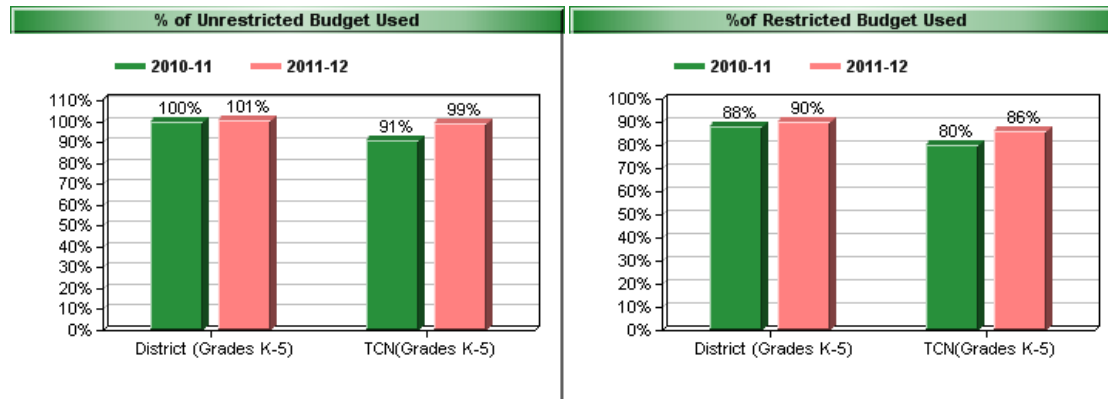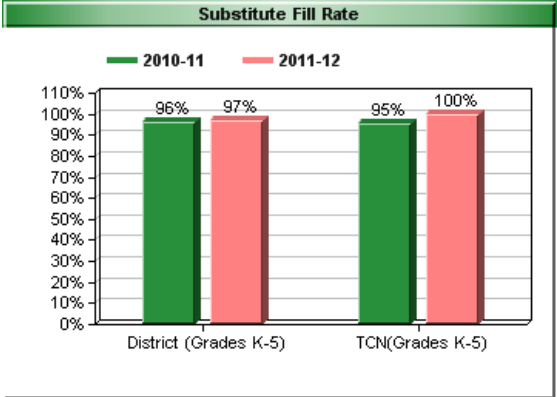
State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$49,882.79	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$55,434.19	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$105,316.98	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$68,748.38	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,632.77	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$70,381.15	

Appendices

- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: Think College Now
Site Number: 190

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

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

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

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

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

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on Tuesday, April 23, 2013

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on Tuesday, April 23, 2013

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

Attested:

Charlie JM	Charlene Johnson	4/23/13
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
Jose R. Olivares	Jose Ruben Olivares	4/23/13
Principal Signature	Principal's Name (printed)	Date
	Janette Hernandez	5/9/13
Executive Officer's Signature	Executive Officer's Name (printed)	Date
Susana Ramirez	Susana Ramirez	6/5/13
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

School Name: Think College Now #190   **School Year** 2012-13

Chairperson:	Vice Chairperson:
Charlene Johnson	Carmen Perez
Secretary:	**DAC Representative:**
Vanessa Lopez	Charlene Johnson

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Charlene Johnson	6825 Hawley St Apt 315				X
Teresa Diaz	3442 School St. Apt. # 1				X
Carmen Perez	3111 32nd Ave.				X
Jose Ruben Olivares	2825 International Blvd.	X			
Jennifer Kaufman	2825 International Blvd.		X		
Vanessa Lopez	9721 Coral Rd.				X
Karen Lopez	1200 30th Ave.				X
Marie Sanner	2825 International Blvd.		X		
Emily Rinaker	2825 International Blvd.		X		
Arcelia Gonzalez	2825 International Blvd.			X	
DAC Representative	Charlene Johnson				X
Home Ph. 510-823-5253	Email: Charlene.Johnson@ousd.k12.ca.us				

Meeting Schedule	10/3/12, 10/24/12, 10/30/12, 11/27/12, 12/18/12, 1/29/13, 2/26/13, 3/19/13, 4/30/13, 5/28/13, 6/11/13

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
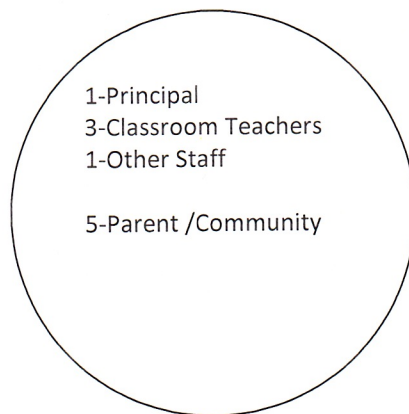
This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2010. Fax # 879-8098

TCN FAMILY INVOLVEMENT PLAN

VISION: Think College Now's students will have the tools to successfully choose their life's path and desired occupation with an equitable opportunity to attend college and pursue their dreams. In order to achieve our vision, we must value and encourage family involvement as one of our top priorities.

GOAL: To engage and create family partnerships – to build links between home and school culture – to support student achievement.

- **Volunteering**-Parents are encouraged to volunteer in a variety of ways. All volunteers that work with children must have a TB test (The fee can be paid by TCN-contact the FRC to set it up). Volunteer opportunities include:
    - **Classroom**- Parents can volunteer in the classroom by assisting the teacher (helping with projects, preparing student supplies, or helping students with assignments). Before school hours, parents can also come in and read to students. After school hours, parents can work at home to support teachers as well. Talk to your teacher if you want to help!
    - **FRC**- Parents are welcome to volunteer in the family resource center assisting the administrative staff with various tasks. Filling, translation, making phone calls, making copies, and distributing (especially Mondays) are all tasks that have been completed by parent volunteers in the past.
    - **Cafeteria**- In the cafeteria volunteers run and maintain the Salad Bar.

- **Parent voice**-Listening to and acknowledging parent concerns and opinions is an important part of our home-school partnership. There are various ways for parents to communicate with other parents, teachers, staff and the principal:
    - **Teachers**- Teachers want to work with you to support their students. ***Any classroom issue should always go directly to the teacher (not to other parents)***. They often can speak to parents before or after school. Parents may also make an appointment with any teacher by leaving a note in the appropriate office mailbox, or by phone or e-mail.
    - **Parent Representatives**-Each classroom has 2 parent representatives. The parent representatives and treasurers have a monthly meeting.
    - **Principal and Assistant Principal**- The principal and assistant principal have weekly office hours from 9:00-9:30 am every Tuesday dedicated to parent concerns or suggestions.

- **Procedure for concerns or suggestions:**
    - **Classroom Concerns**: Please go directly to your child's classroom teacher. If you are not satisfied, visit the principal or assistant principal at their office hours or make an appt.
    - **All other suggestions (i.e., school-wide)**
        - Drop into the Family Resource Center and speak to an FRC staff member
        - Speak to your class rep or discuss your concern during the class meeting
        - Leave a note in the principal's box or in the appropriate teacher or staff member's box
        - Speak to the principal during his office hours or make a appointment

- **School Committees**-Parents are encouraged to be members, officials and participants in decisions relating to the education of their children:
    - **SSC (School Site council)-** The SSC has the power to vote on how some of the school budget will be spent. It also votes and decides on school related issues. This committee is composed of an equal amount of teachers, parents, and staff. Both teachers and parents hold official positions. [Held the last Wednesday of the month at 4:15pm]

- o **ELAC (English language advisory council)** This committee discusses the implementation of English language education, school climate, attendance and homework over long periods of vacation. All parent and budgetary decisions are discussed here before presented to the SSC. All TCN parents are invited to join the ELAC council. [Held the last Wednesday of the month at 8:45am]

- **Parent Education-** Parents are a child's first teachers. TCN supports and provides on-site adult education. Parents are empowered to reach their own educational goals. Parent education is essential for student success and for family success.
  - o **Parent workshops-** A variety of parent workshops are provided at TCN on an as-needed basis. Some of our community partners are Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition. The Family Resource Center works with different community resource groups to provide workshops ranging from UC Berkeley: college-going culture (financial aid, community college, etc), Champions for Change (Nutrition and Health) to OUSD Adult Education-professional development (computer training, literacy, etc) and much more. Translation and childcare for all workshops and meetings will be provided free of charge.

- **Family Resource Center (FRC)-** The FRC does outreach for students and their families. With the help from a grant received from the Zellerbach Foundation, we were able to develop and strengthen our family resource center. The family resource center is a comfortable, safe space where families can come in search of guidance for the home and various forms of school and community resources. The FRC is also the hub for parent representatives and volunteers.

- **Holistic Counseling Program-** TCN's counseling program is an integral part of our students' daily educational experience, and the program is designed to produce positive changes in student behavior and student learning. Students and families benefit from an array of direct services provided on site at Think College Now Elementary School. We provide families with individual, group and family counseling services as well as in-depth case management and referral services. Our program is integrated into the school and works as a group to provide services to enhance academic achievement and the social and emotional growth of our student.

- **Family Involvement Policy and Compact-** Each parent must sign the family compact to complete enrollment. As we have told families who enter our school, we expect more from ourselves, from the staff, the parents and the students. That is the only way we can achieve our lofty goals... together. As TCN grows, so do our families; we look forward to providing any support needed to maintain our family involvement as priority in our students' education.

- **Back-to-School Night [9/21/11] and Open House [6/6/12] Accountability Celebrations**- These events are opportunities for parents to visit their child's classroom, receive information on curriculum, academic assessment and student progress, proficiency levels, and the process for having conferences or communication with their child's teacher.

- **Home-School Letter-** Every Monday (or Tuesday if it is a 3-day weekend), TCN families receive valuable information to strengthen our family-school communication. It is imperative that you read it each week and return the folder every Wednesday. See Home-School folder section of the family handbook for more details.

Think College Now

Family/School Compact
2013-14
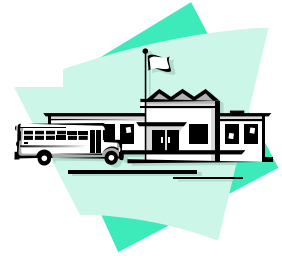
As a Think College Now parent/caregiver, I/We _____ agree to:
Parent(s)/Guardian(s) Names(s)

Provide Home Academic Support:
- Provide my child with a quiet space for homework and ensure that he/she has all necessary materials
- monitor and support the completion of homework assignments
- ensure that my child is reading every night
- frequently discuss school work and activities with my child
- ensure that my child has a library card and provide opportunities weekly to visit library

Provide School Support:
- support and adhere to the school discipline and conflict resolution policy
- promptly respond to messages from my child's school
- follow through with school recommended actions
- ensure that everyday my child comes to school rested
- ensure my child eats breakfast everyday at home or at the school breakfast program
- ensure that my child only brings nutritious/healthy foods to school
- review this agreement with my child
- ensure that my child does not bring electronic devices to school (including cell phones: must get written permission for emergency use of cell phones)

Participate:
- actively collaborate and communicate with teachers to meet my child's learning needs. This includes reading communications sent by the teacher and the school (i.e., the weekly Home-School letter and folders sent by the teacher).
- Ensure that I/we fill out school surveys which help TCN obtain more funds from grants and outside agencies
- attend mandatory all-school meetings. This includes: Parent—teacher conferences three times a year, teacher workshops 2 times a year, Back to School Night, and Open House /Year-End Celebration,
- participate in all report card conferences with classroom teachers
- if necessary, meet with educators away from the school campus at my home or another site
- make positive contributions of my time, resources, or skills to the school community
- fulfill the family partnership plan by contributing in one of the following ways to TCN: Either contribute $40.00 annually, which will be used directly for class or school-wide events, and/or contribute a minimum of 10 volunteer hours annually or participate in a school fundraiser.
- come to a meeting to discuss: (1) how to support homework at home and (2) the number of hours of television at home
- Every student must wear TCN uniform daily. Monday – Thursday: beige bottom, white or burgundy top, TCN t-shirt, or college shirt. Fridays – beige bottom, white top, or any bottom with TCN or college logo top. Parent responsibility to communicate needs regarding uniforms (school will support).
- Take advantage of resources/support/workshops/classes that are offered through the Family Resource Center

My signature below represents my understanding and full commitment to the above agreements.

_____   _____
Parent/Guardian Signature   **Parent/Guardian Signature**

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

			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students. • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.	1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Number of Students:
_298_ All Students.
_164_ ELs.
____ SWDs.

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

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

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

Second portion of the Implementation table:

Objective	Fully	Substantially	Partially	Minimally
1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

	Documentation	Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.	(see detail below)

Implementation Status and Key Components

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

Key Components

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

Number of Intensive Intervention Students

	Gr. 4	Gr. 5	Gr. 6
All Intensive learners			
All Intensive Els			
All Intensive SWDs			

Number/Percentage Provided Intensive Intervention

	Grade 4	Grade 5	Grade 6
Total Intensive Students			
Intensive ELs			
Intensive SWDs			

Appropriate Use
_____ Materials are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	At TCN, we do not use a particular program from the district to provide an intensive intervention program. Our Interventionists are Reading Recovery Specialists who via this model, target students with low reading performance and accelerate students who are 1-2 years behind as measured by the DRA2 (Developmental Reading Assessment 2).
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. • At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	**Objective** and key components table below				

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

Key Components

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

Number of Students:
_298_ All Students.
_164_ ELs.
_____ SWDs.

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

Documentation	Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Essential Program Component	Objective	Criteria and Clarifications
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.

Implementation Status and Key Components:

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

Key Components

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

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners			
All Intensive Els			
All Intensive SWDs			

Appropriate Use
_____ Materials are used as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

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

California Department of Education
Academic Program Survey—Elementary School Level

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

2. Instructional Time

2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.

Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs.

- This time is given priority and protected from interruptions.

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

Key Components

Allocation of Instructional Time

_X_ Time is given priority and protected from interruptions.

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

Number of instructional minutes at each grade level									
	K	1	2	3	4	5	6	7	8
All Students									
ELs									
SWDs									

SEE BELOW

Documentation		Additional Comments

	Reading/Language Arts/ELD
District Instructional Regulations:	
School Instructional Regulations:	

Grade	Total Days	Total Instr Minutes	Days Pass?	Days Diff	Minutes Pass?	Minutes Diff

California Department of Education
Academic Program Survey—Elementary School Level

Attach appropriate documents	K	180	64,260	**Yes, 180 required**	**0**	**Yes, 36000 required**	28,260
	1	180	61,560	**Yes, 180 required**	**0**	**Yes, 50400 required**	11,160
	2	180	61,560	**Yes, 180 required**	**0**	**Yes, 50400 required**	11,160
	3	180	61,560	**Yes, 180 required**	**0**	**Yes, 50400 required**	11,160
	4	180	61,560	**Yes, 180 required**	**0**	**Yes, 54000 required**	7,560
	5	180	61,560	**Yes, 180 required**	**0**	**Yes, 54000 required**	7,560

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time

_X_ Time is given priority and protected from interruptions.

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided identified Strategic students									
Additional time provided identified Strategic ELs									
Additional time provided identified Strategic SWDs									

Documentation		Additional Comments

	Reading/Language Arts/ELD
District Instructional Regulations:	
School Instructional Regulations:	

Attach appropriate documents

Grade	Total Days	Total Instr Minutes	Days Pass?	Days Diff	Minutes Pass?	Minutes Diff
K	180	64,260	**Yes, 180 required**	**0**	**Yes, 36000 required**	**28,260**
1	180	61,560	**Yes, 180 required**	**0**	**Yes, 50400 required**	**11,160**
2	180	61,560	**Yes, 180 required**	**0**	**Yes, 50400 required**	**11,160**
			Yes, 180		**Yes, 50400**	

California Department of Education
Academic Program Survey—Elementary School Level

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

| 2. Instructional Time | 2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions. | Full implementation means that the school's schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions.
• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures...
• ELs who are also identified as SWDs must receive ELD instruction. | *(see rating table and key components below)* |

Implementation Status and Key Components table:

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

Key Components

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

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

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students			
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	**45-60 minutes per day**	**30-45 minutes per day**	**30-45 minutes per day**

Documentation	Additional Comments

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students. • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time.	Objective / 2.4	Fully / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

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

Indicate total length (minutes) designated for intensive intervention:

Number of instructional minutes at each grade level					
	4	5	6	7	8
All Intensive learners					
Intensive Els					
Intensive SWDs					

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

Implementation Status and Key Components detail:

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

Key Components

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

Identify number of instructional minutes offered at each grade level:

Number of instructional minutes at each grade level									
	K	1	2	3	4	5	6	7	8
All Students									
ELs									
SWDs									

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

Implementation Status and Key Components

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

Key Components

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

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

Number of students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic									
All Strategic ELs									
All Strategic SWDs									

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided to strategic students									
Additional time provided to identified EL strategic students									
Additional time provided to identified SWD strategic students									

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

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

Indicate total number of additional minutes:

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

Documentation	Additional Comments

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status ratings

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

Key Components

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

Pacing Guide Use Monitored
_X_ Principal monitors use.

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation table (within right column):

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

Key Components

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

Pacing Guide Use Monitored
_X_ Principal monitors use.

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

Key Components

Principal
_**X**_ Training in RLA/ELD.
_____ Coaching, as resources permit.

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

Suggested Documentation		Additional Comments
	RLA/ELD	

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

Suggested Documentation		Additional Comments
	Mathematics	

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

			Objective	Fully	Substantially	Partially	Minimally

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

Key Components

Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)

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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components _100%_ **Percentage of fully credentialed, highly-qualified teachers.**				

	Documentation		Additional Comments
	RLA/ELD	Mathematics	

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

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

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

Key Components

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

	Number of Teachers	Training	Classroom Support
Kinder	2	2	2
Grade 1	2	2	2
Grade 2	2	2	2
Grade 3	2	2	2
Grade 4	2	2	2
Grade 5	3	3	3
Grade 6			
Grade 7			
Grade 8			

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

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

5. Credentialed Teachers and Professional Development Opportunity

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

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

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

Some activities might include:
- Use of intensive intervention instructional materials along with the basic core program.
- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress,

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

Key Components

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

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

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

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

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

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

Key Components

Coaches/content experts/specialists
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

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

Trained Coaches/ Content Experts/Specialists
_X_ Provided with materials-based training.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

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

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Academic Program Survey—Elementary School Level

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

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

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

Key Components

Coaches/content experts/specialists:
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

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

Trained Coaches/ Content Experts/Specialists
  _X_ Provided with materials-based training.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

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

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

| 7. Student Achievement Monitoring System | 7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction. | Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.

• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
• Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. | Objective 7.1: Fully (4 / 100%), Substantially (3 / At least 75%), Partially (2 / At least 50%), Minimally (1 / Less than 50%) — **Fully 100%** selected.

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	Objective / 7.2	Fully / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  – Entry-level placement and/or diagnostic;
		  – Progress monitoring, including frequent formative and curriculum-embedded; and
		  – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. (see details below)

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

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

Key Components

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components

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

Key Components
Scheduled Structured Collaboration Meetings
__4__ Number per month.
__X__ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
__X__ Meetings are structured; protocols/tools are developed and used.
__X__ Training for collaboration meeting protocols provided to teachers.
__X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__X__ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	**Objective** / 9.1	**Fully** / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

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

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

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

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California Department of Education
Academic Program Survey—Elementary School Level

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

Key Components

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

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

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