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 Franklin 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 Franklin Elementary School.

Community Schools **Strategic Site Plan**

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Franklin Elementary

6001820

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

Franklin Elementary School, located in the heart of New Chinatown in Oakland, has high expectations for all students. The campus is alive with ever changing multicultural art work reflecting our connection with local art and music community. Franklin is home to block long lush garden beds tended by each classroom. This garden is a reflection of the commitment of students, staff, families, and community to create and maintain a welcoming, positive atmosphere for all. We have eleven bilingual classes for Cantonese, Spanish, and Vietnamese students and twenty Structured English Immersion (SEI) classes for other language groups. Franklin School provides Deaf and Hard of Hearing Special Education (SPED) instruction to the OUSD's K-5 students. Franklin also has a SPED kindergarten and a SPED 4th and 5th grade program. Franklin is one of the most diverse elementary schools in the Oakland Unified School District with an ethnic breakdown as follows: approximately 22% Latino, 48% Asian, and 15% African-American. 64% of the student body is English Language Learners and 80% qualify for the Free and Reduced Lunch Program.

VISION

Franklin Elementary School strives to ensure that our culturally diverse students and families become life-long learners, make positive life choices and become architects of their future. Franklin also seeks to support the children in families who are starting lives in new places. We strive to provide them the opportunity to succeed academically. With parents and guardians as valued partners, the mission is to provide a solid educational program with high expectations and a strong emphasis on language development. With our culturally rich student population, we encourage everyone to draw on, value and respect their own and each others' cultures. We provide a safe and nurturing

environment. Students learn to become leaders, and to see themselves as interdependent members of a diverse community.

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

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

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

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

The School Accountability Plan

Going Forward Based on these two years of data, we are going to follow the procedures and practices as outlined in the Focal 15 Initiative. We have analyzed focal students? conditions of learning, established short time learning targets, designed and implemented change strategies, evaluated and revised these based on interim progress measures. *All EL's are grouped by their CELDT results. These students receive leveled instruction for thirty minutes of daily in the ELD curriculum. EO?s are included during ELD instruction to increase achievement in ELA. Frontloading is providing during the first twenty minutes of the core ELA. *Franklin?s before/after school student intervention program, Higher Learning program, Summer School Intervention Program increase learning time for targeted students above and beyond the school day. *Student Success Teams (SST) meets twice a week for a closer look at those students flying ?red flags.? Individual and small student groups meet 3-5 times weekly with the psychological support staff. *For 2012-2013, we will keep those teaching/leadership/organizational practices that produced an API score of 816. In order to maintain this level of achievement, we have provided coaching support for the ELD Program and for the continuous ELA Intervention Program and its intervention specialist. In addition to this intervention program, Franklin Reading Buddies will provide additional intensive one-on-one ELA support using technology and OCR core based instructional materials and strategies. We have begun a three year pilot high school mentoring one-on-one program for one day a week. *With the three years (ACES) Advancing Collaboration for Equity in Sciences grant, our goal is to increase student achievement in science content through the integration of FOSS with writing, English Language Development (ELD) and Academic English Development (AED) strategies and improve students? overall writing skills. *Our teachers will use the computer lab as an additional tool to support their instruction strategies and promote student learning. *Franklin's website provides teachers, students, and parents with an online resource that supports student progress and learning, and school parent communication. *Franklin will monitor and implement the effectiveness of these strategies through ELA and Math ALS assessments. The school site progress monitoring program and core curriculum program assessments will be used as additional checks. *Franklin?s SSC meets the third Friday of each month during the school year. This council offers an excellent opportunity for parents, community members and site personnel to work together and plan for student achievement.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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.

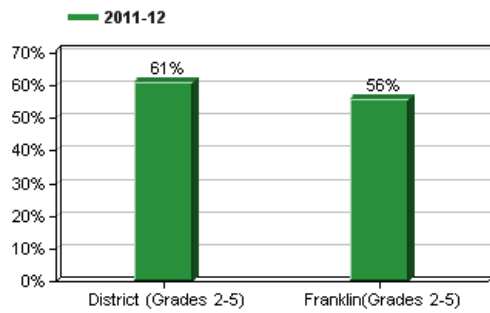**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]
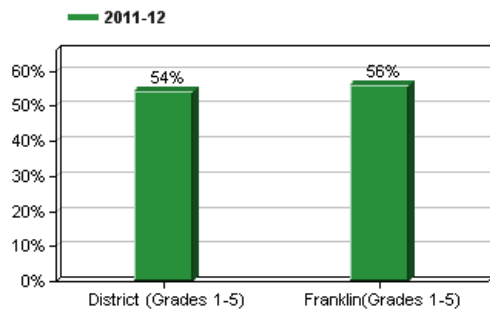
Benchmark
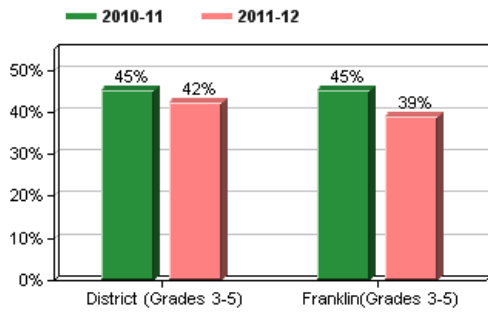
ELA MidYear % At/Above BMark in Reading Comprehension

— 2011-12

	District (Grades 2-5)	Franklin(Grades 2-5)
%	61%	56%

% Growth in CELDT 2 Year Cohort Growth Report

— 2011-12

	District (Grades 1-5)	Franklin(Grades 1-5)
%	54%	56%

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

Legend: 2010-11, 2011-12

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

CST/CMA ELA % BB/FBB

Legend: 2010-11, 2011-12

	District (Grades 2-5)	Franklin (Grades 2-5)
2010-11	22%	18%
2011-12	22%	20%

CST/CMA ELA % Prof/Adv

Legend: 2010-11, 2011-12

	District (Grades 2-5)	Franklin (Grades 2-5)
2010-11	51%	55%
2011-12	52%	51%
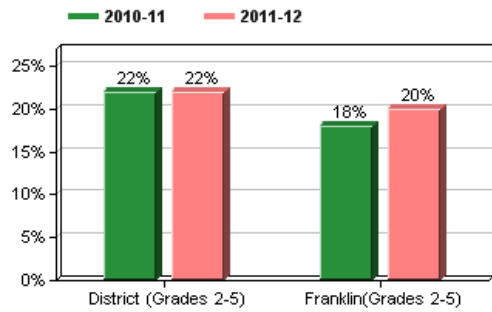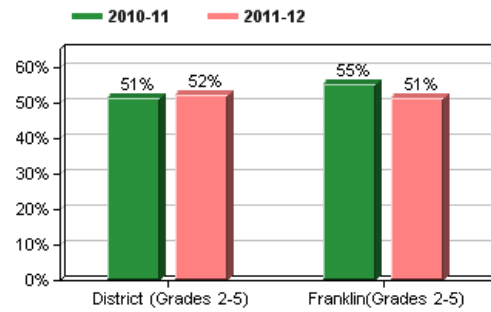
DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

Legend: 2011-12

	District (Grade K)	Franklin (Grade K)
2011-12	72%	83%
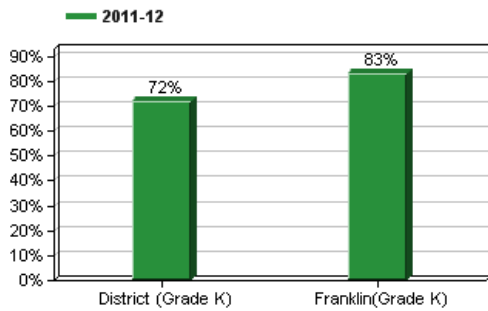
DIBELS EOY Gr1 % Low Risk in Oral Reading

Legend: 2011-12

	District (Grade 1)	Franklin (Grade 1)
2011-12	69%	64%

SRI

SRI % At/Above grade level reading

2011-12 SRI Participation Rate: 86%
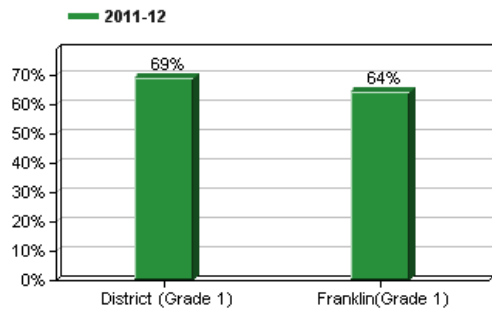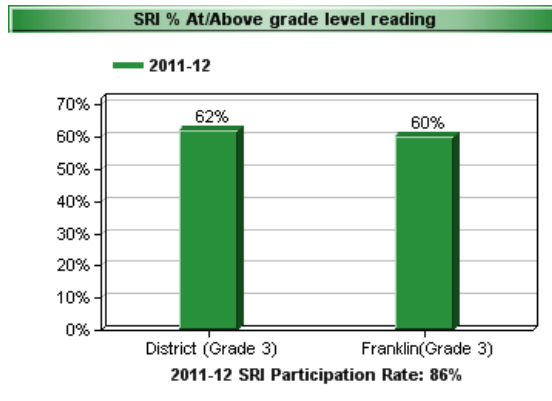
School Data

- School wide Benchmark Data 2 of 3 (2012-13) is at 50% (Gr 3 58%, Gr 4 36%, Gr 5 58%). By Fluency Group: EL (261 students) at 39%, EO (106) at 42%, IFEP (6 students) 60%, RFEP (92 students) 71%

Data Analysis

- Many students declined in their proficiency from one year to another.
- Possible Reason 1: Franklin lacks sufficient numbers of effective intervention programs targeted to each student?s specific needs.
- Possible Reason 2: Our afterschool programs only target students from grades 2 through 5.
- Possible Reason 3: High influx of non-speaking English newcomers throughout the year at all grade levels.

Theory of Action

- Franklin is a science cohort school. FOSS science is evidently being taught in grades K-5. We have established several Professional Learning Comminutes (PLC) systems. We are training teachers to be science leaders.
- District benchmarks, core assessments, and teacher and site coach's observations are used to evaluate the quality and effectiveness of instruction and give teacher feedback.
- Our literacy focus and language development focus is linguistic patterns and sentence frames incorporating systematic ELD with our FOSS instruction.
- We engage families in regular conferences to ensure home support and to make them aware of student progress.
- Franklin will focus on increasing student level of engagement during academic investigations and oral discourse.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Practices: ELA	CELDT	English Learners	End of Year	Principal	4/4/2013	116SQI1A166	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7091-EIA - LEP		IABIL0040	0.8	$48,858.03
Instructional Practices: ELA	CELDT	English Learners	End of Year	Principal	4/4/2013	116SQI1A517	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7091-EIA - LEP		IABIL0072	0.8	$36,754.82
Instructional Practices: ELA	CELDT	English Learners	End of Year	Principal	4/4/2013	116SQI1A519	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7090-EIA - SCE		INTSPC0154	0.5	$24,935.01
Instructional Practices: ELA	CELDT	English Learners	End of Year	Principal	4/4/2013	116SQI1A5364	Intervention specialists to provide support for the Franklin ELA Intervention Program.	7091-EIA - LEP		INTSPC0154	0.3	$14,961.00
Instructional Practices: ELA	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	4/4/2013	116SQI1A521	Instructional Aide to work directly with students in the classroom to provide supplemental support.	3010-Title I		K12IA0111	0.3	$14,663.44
Instructional Practices: ELA	Local assessments (benchmarks, PWA)	FBB, BB and BAS	End of Year	Principal	4/4/2013	116SQI1A5365	Instructional Aide to work directly with students in the classroom to provide supplemental support.	7090-EIA - SCE		K12IA0111	0.5	$24,439.06
Instructional Practices: ELA	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/4/2013	116SQI1A525	TSA to provide teachers with professional ELA development, coaching, and classroom instruction modeling.	3010-Title I		TC11IF0012	0.75	$83,549.95
Instructional Practices: ELA	CELDT	English Learners	End of Year	Principal	4/4/2013	116SQI1A5366	TSA to provide teachers with professional ELL development, coaching, and classroom instruction modeling.	7091-EIA - LEP		TC11IF0012	0.25	$27,849.98
Instructional Practices: ELA	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/4/2013	116SQI1A526	TSA provides teachers with classroom demonstration lessons, coaching, and professional development opportunities. This support covers strategies used in ELL, ELA, ELD, and AED. English language arts core, math core, and core curricula are also supported.	3010-Title I		TC11IF0015	0.2	$20,314.10
Instructional Practices: ELA	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/4/2013	116SQI1A5369	TSA provides teachers with classroom demonstration lessons, coaching, and professional development opportunities. This support covers strategies used in ELL, ELA, ELD, and AED. English language arts core, math core, and core curricula are also supported.	7090-EIA - SCE		TC11IF0015	0.5	$50,785.25
Organizational Practices	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/4/2013	116SQI1A537	Psychologist to train teachers about emotional, social, and behavioral issues that prevent academic achievement, eg like the Mindfulness Program. and assist students with emotional/behavioral/social	7090-EIA - SCE		PSYCHL0040	0.2	$23,509.47

								issues that prevent academic achievement.				
Instructional Supplies to enhance student learning.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	5/9/2013	116SQI1A3179	Additional Classroom supplies	3010-Title I	4310-SUPPLIES		0	$17,437.08
Instructional Supplies to enhance student learning.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	5/9/2013	116SQI1A3180	Additional Classroom supplies	7090-EIA - SCE	4310-SUPPLIES		0	$9,363.57
Instructional Supplies to enhance student learning.	CELDT	English Learners	End of Year	Principal	5/9/2013	116SQI1A3181	Additional Classroom supplies to support ELL students' acquisition of English proficiency.	7091-EIA - LEP	4310-SUPPLIES		0	$9,004.58

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]

Benchmark

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT
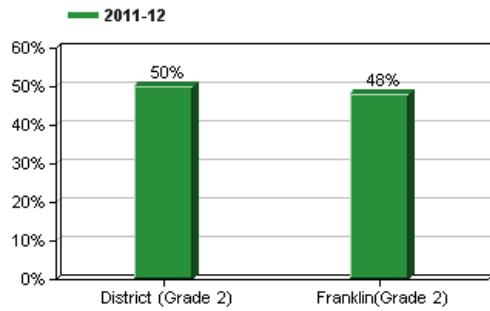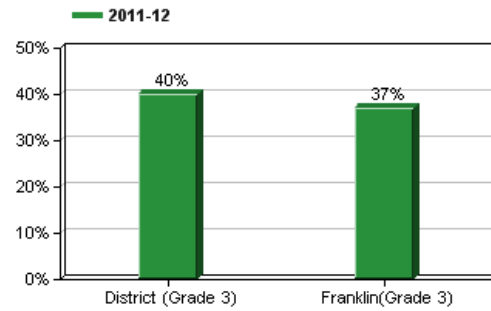
2011-12

District (Grade 2)	Franklin(Grade 2)
50%	48%

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

2011-12

District (Grade 3)	Franklin(Grade 3)
40%	37%

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

2011-12

District (Grade 4)	Franklin(Grade 4)
30%	9%

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

2011-12

District (Grade 5)	Franklin(Grade 5)
42%	2%
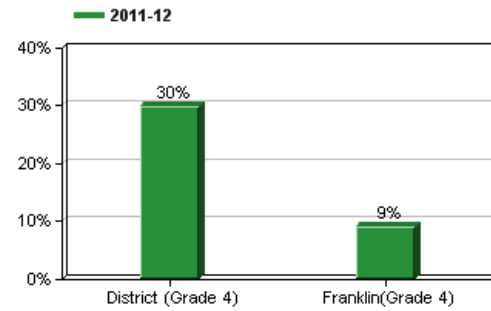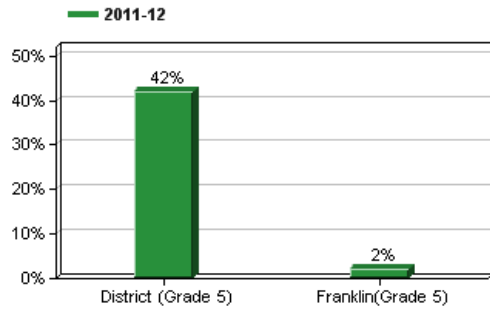
CST

CST/CMA Gr5/Gr8 Science % BB/FBB

2011-12

District (Grade 5)	Franklin(Grade 5)
24%	25%
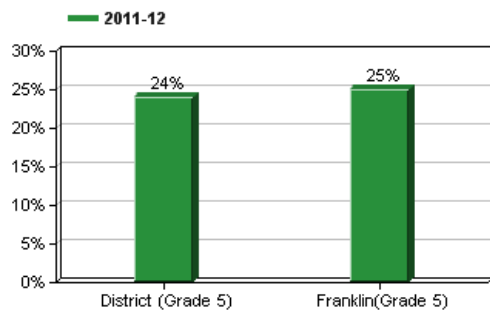
% Growth in CST/CMA Math 2 Year Cohort Growth Report

2010-11   2011-12

	District (Grades 3-5)	Franklin(Grades 3-5)
2010-11	52%	43%
2011-12	48%	46%

CST/CMA Math % BB/FBB

2010-11   2011-12

	District (Grades 2-5)	Franklin(Grades 2-5)
2010-11	16%	19%
2011-12	18%	19%

CST/CMA Math % Prof/Adv

■ 2010-11   ■ 2011-12

District (Grades 2-5): 65%, 62%
Franklin(Grades 2-5): 62%, 64%

CST/CMA Gr5/Gr8 Science % Prof/Adv

■ 2010-11   ■ 2011-12

District (Grade 5): 45%, 47%
Franklin(Grade 5): 51%, 44%
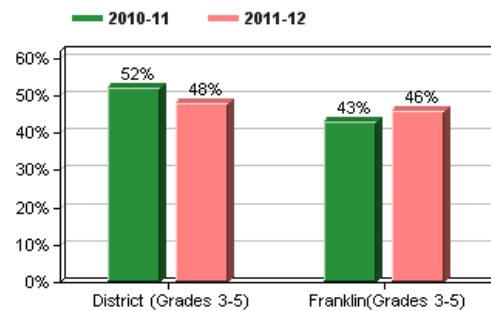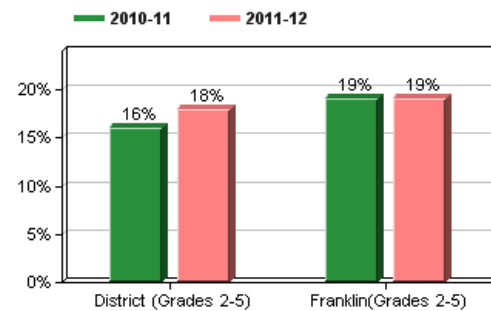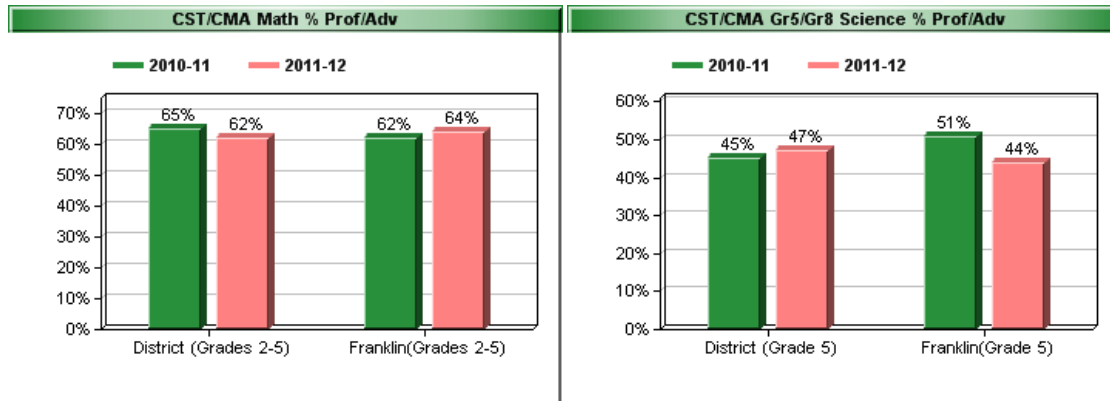
School Data

- Franklin's students did slightly better in the area of CST rather than the district benchmarks.
- Fifth grade declined in CST science from the previous year by 3% to 44% to Proficient and Advanced. The FOSS assessment system differs from the CST testing format.

Data Analysis

- In math 2011-12, grade 2 was 2% below district average. However, 2012-13 Franklin's average was 55%. In math 2011-12, grade 3 was 3% below district average. However, 2012-13 Franklin's average was 65%.
- In math 2011-12, grade 4 was 21% below district average. However, 2012-13 Franklin's average was 60%. This low score was due to a scanning issue. In math, 2011-12, grade 5 was 40% below district average. This low score was due to a scanning issue.
- The School wide At or Above Benchmark was 66%.
- CST Math Results: In general, in spite of the heavy influx of new students during our 2011-12 school, the CST Math scores generally increased. Franklin maintained the CST growth.
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Theory of Action

- Instruction will focus on teaching science concepts, scientific thinking and scientific skills through collaborative groups.
- Monthly staff meetings focusing on science, literacy strategies, and instructional planning.
- We will integrate literacy with science, math, and technology to engage students in higher order thinking skills and problem solving skills through integrated lessons.
- We will use FOSS as a method to engage students in higher order thinking skills and to support cross curricular integration.
- As a science focus school, teachers collaborate in grade level circuits to examine data and plan out units of instruction that support EL?s and use notebooks as a tool for deepening student thinking.

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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 [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]
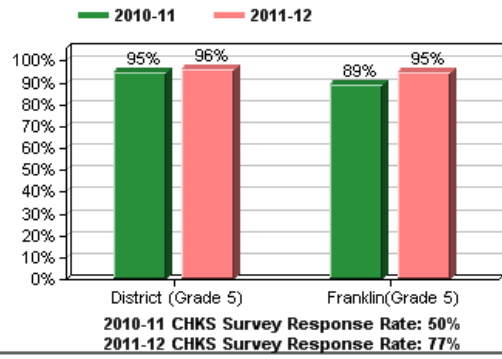
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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 [2011-2012: Developing]
- ensures that students know what they're learning, why they're learning it and how it can be applied [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]

Survey - High Standards
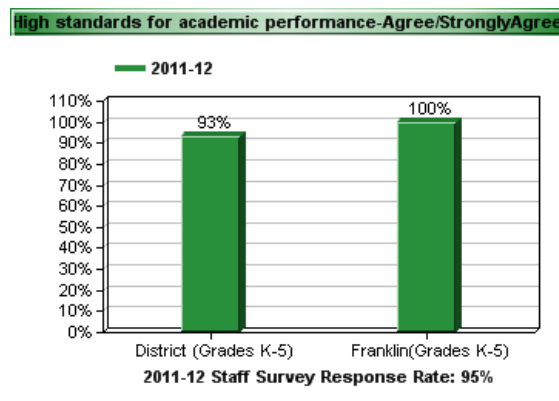
Survey - Success

School promotes academic success. __% Agree/Strongly Agree

- 2011-12

	92%	100%
	District (Grades K-5)	Franklin(Grades K-5)

2011-12 Staff Survey Response Rate: 95%
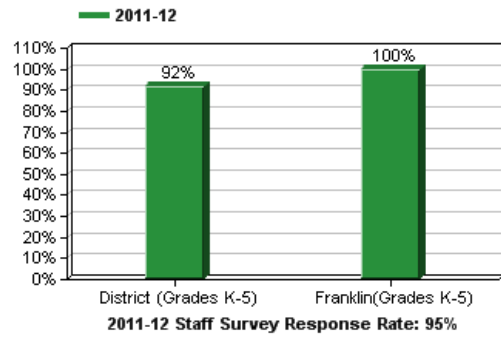
Do you plan to go to college after high school? _% Yes

- 2010-11
- 2011-12

	95%	96%	89%	95%
	District (Grade 5)		Franklin(Grade 5)	

2010-11 CHKS Survey Response Rate: 50%
2011-12 CHKS Survey Response Rate: 77%

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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: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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%

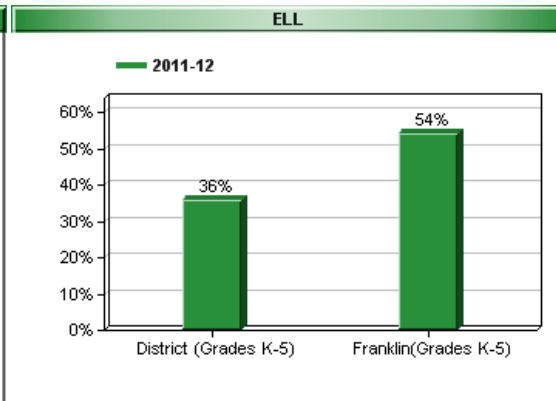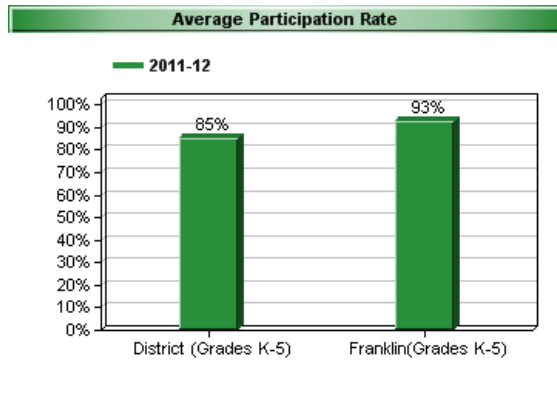**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [2011-2012: Developing]
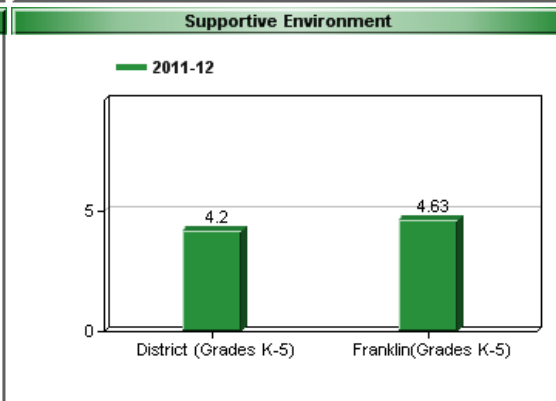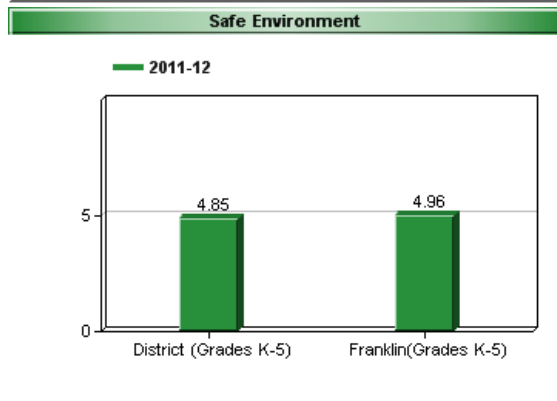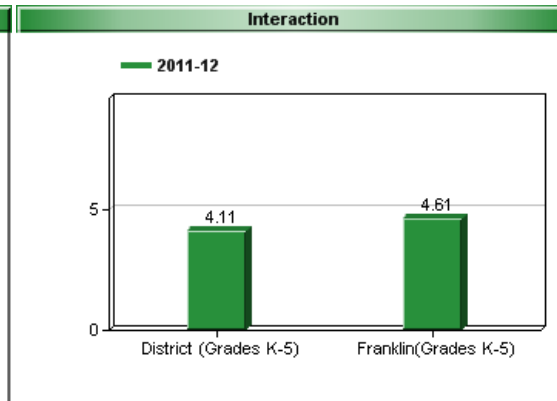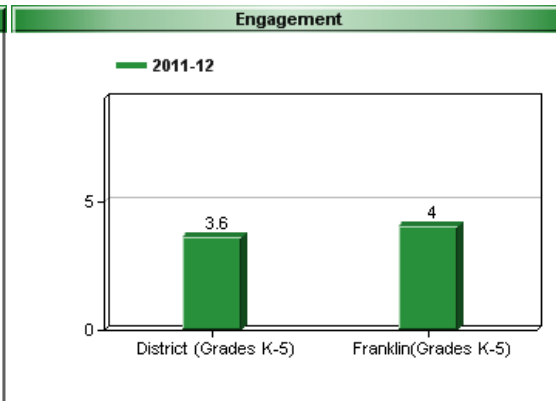
School Data

- The support staff provides services to address emotional, social, behavioral, and academic needs of our students.
- Ann Martin Services, psychologists, school nurse, social worker, speech therapists, and reading intervention sessions provide services to assist our students.

Data Analysis

- Students from diverse backgrounds can be seen playing and studying together on the playground and in our classrooms. Psychologist, speech therapists, and social worker are sensitive to cultural and language needs and are readily available.
- Ann Martin provides daily group and individual counseling.
- Playworks meets physical and developmental needs of our students. GATE students are identified and teachers provide enrichment and differentiated instruction to address their abilities.
- Caring and helpful office bilingual support staff assist with student and parent needs in the office. FOCAL 15 students are identified and receive individual intervention in reading comprehension.
- Monthly nutritional classes bring parents onto the campus. Franklin celebrates and enjoys various ethnic assemblies and holidays.

Theory of Action

- Faster diagnostic in earlier grades to determine a student?s strengths and challenges.
- Franklin will provide IA intervention for students at below or far below benchmark
- Franklin will provide regular assistance via small group instruction, workshop, team teaching, and heterogeneous grouping.
- Franklin will focus on parent involvement and engagement through SSC meetings, nutritional meeting, family and science literacy events.
- Franklin will provide supplemental curricular materials to address the comprehension needs of our students.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Accelerating Students through Targeted Approaches	State tests (CST/STAR, PFT)	GATE			5/15/2013	116SQI1E3736	GATE Program: Provide differentiated instruction for identified GATE students.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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 [2011-2012: Developing]

After School Program- Student Impact
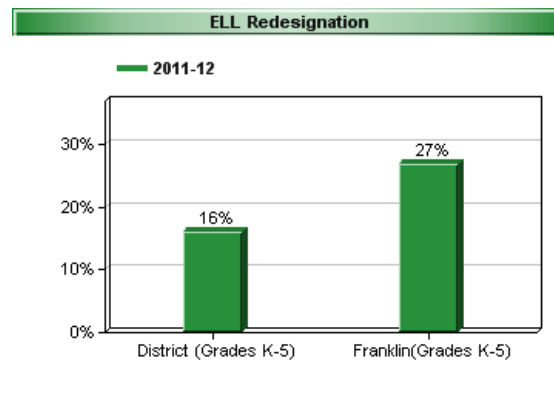
After School Program- Participation

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Average Participation Rate

2011-12

	District (Grades K-5)	Franklin (Grades K-5)
2011-12	85%	93%

ELL

2011-12

	District (Grades K-5)	Franklin (Grades K-5)
2011-12	36%	54%

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

Academic Climate

2011-12

	District (Grades K-5)	Franklin (Grades K-5)
2011-12	3.86	4.28

Engagement

2011-12

	District (Grades K-5)	Franklin (Grades K-5)
2011-12	3.6	4

Interaction

2011-12

	District (Grades K-5)	Franklin (Grades K-5)
2011-12	4.11	4.61

Safe Environment

2011-12

	District (Grades K-5)	Franklin (Grades K-5)
2011-12	4.85	4.96

Supportive Environment

2011-12

	District (Grades K-5)	Franklin (Grades K-5)
2011-12	4.2	4.63

School Data

- EBAYC, Ann Martin, school nurse, social workers with language support, Playworks, tutoring and Summer Intervention, library support. Collaboration (inter-circuit collaboration) of teaching staff and administration; Teachers/staff willing to perform beyond their normal duties.
- Observable teacher leadership growth in FOSS, enVision, OCR, and ELD; Mechanism for shared discussion, decision making established.

Data Analysis

- Franklin is above district averages in all indicators. 27% of our students are redesignated while the district average is 16%. Franklin has a 93% after school participation rate.
- EBAYC enrolls nearly 120 identified B, BB, and FBB students (grades 2-5) for the after school program. There is a 60+ student waiting list in grades 2-5 to attend this after school program.
- Sylvan provides another after intervention program for students (K-5) for an additional 120 students. These classes are from 3:20 pm to 5:15 pm Mon, Tue, Thu, and Fri.
- Several teachers provide after school tutoring as well as enrichment activities and, until recently, were not paid for their extra efforts.
- The MUSE Orchestra occurs every Wednesday for students enrolled in the music program.

Theory of Action

- Franklin uses district benchmark data to enroll students in the after school programs. The data is constantly updated to reflect the needs of our population.
- Our Summer Intervention program serves two purposes: to address the needs of our B, BB, FBB students and our newcomers.
- Teachers will use SRI data to determine student independent reading level and how to group students during reading workshop.
- Math TSA will provide grade level support focusing on linguist pattern type strategies, content, and lesson preparation.
- Franklin provides afterschool intervention for B, BB, and FBB students in K-5.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extended Learning Time					4/4/2013	116SQI1F3175	Summer Intervention	N/A			0	$0.00

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

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

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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: To increase attendance to reach 98% goal

- Strategy 1.1: Weekly SART?s
- Strategy 1.2: Weekly Reward Attendance Bands Strategy 1.3: Attendance clerk close, consistent contact with parents and caregivers.

Goal 2: Increase student engagement and active participation in classrooms.

- Strategy 2.1: Use counseling support staff for at risk targeted students
- Strategy 2.2: Increased teacher referrals to SST process

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

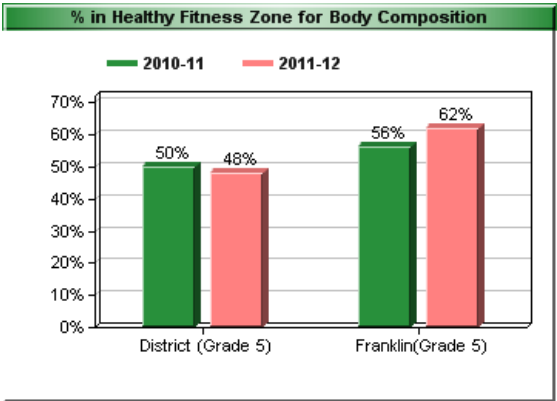- is a safe and healthy center of the community, open to community use before, during, and after the school day [2011-2012: Developing]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Developing]
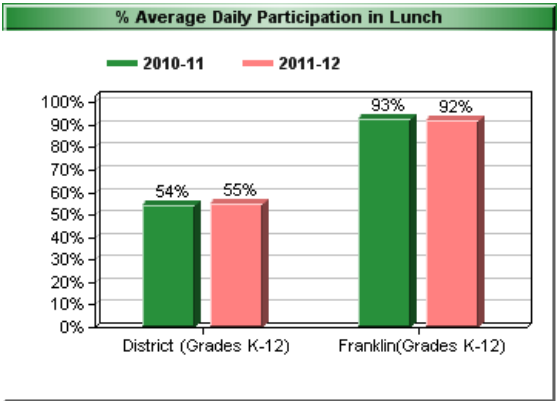- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Developing]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [2011-2012: Developing]

DHP

# of DHPs
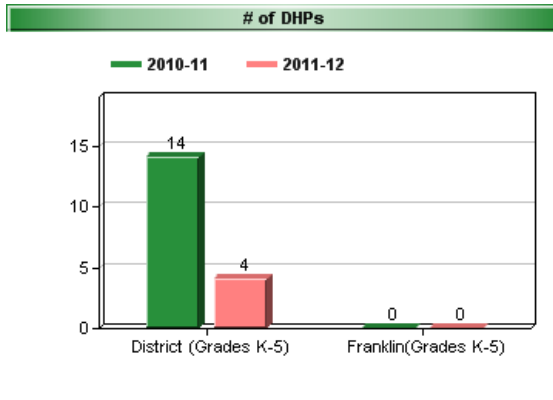
Survey - Engagement
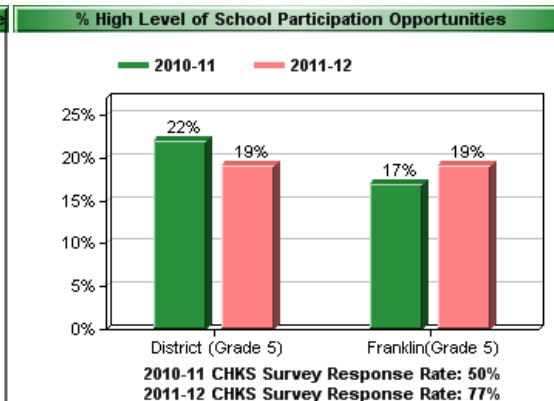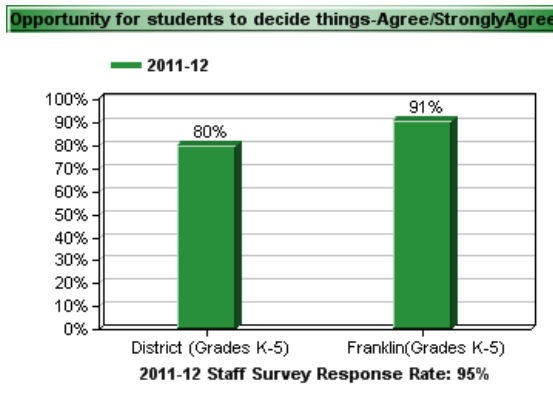
Survey - Relationships

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

━━ 2011-12

District (Grades K-5)	93%	
Franklin(Grades K-5)		100%

2011-12 Staff Survey Response Rate: 95%
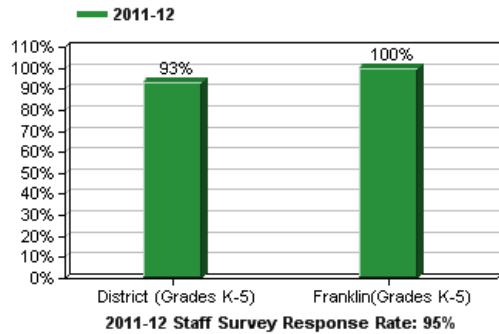
% High Level of Caring Relationships with Adults at School

━━ 2010-11   ━━ 2011-12

	2010-11	2011-12
District (Grade 5)	56%	54%
Franklin(Grade 5)	55%	48%

2010-11 CHKS Survey Response Rate: 50%
2011-12 CHKS Survey Response Rate: 77%
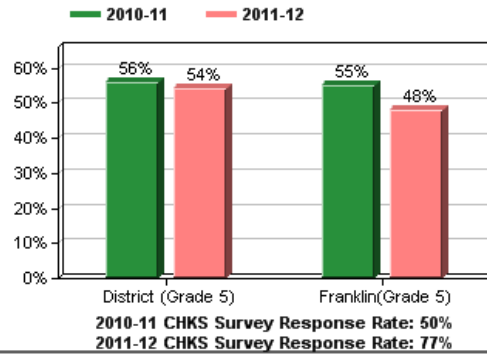
Survey - Safety

% Hit or pushed by other kids at school

━━ 2011-12

District (Grade 5)	47%	
Franklin(Grade 5)		58%

2011-12 CHKS Survey Response Rate: 77%
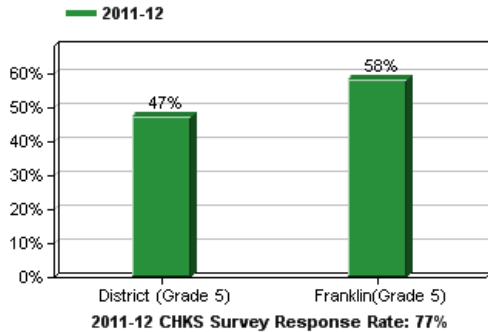
This school is a safe place for students.%Agree/Strongly Agree

━━ 2011-12

District (Grades K-5)	89%	
Franklin(Grades K-5)		100%

2011-12 Staff Survey Response Rate: 95%
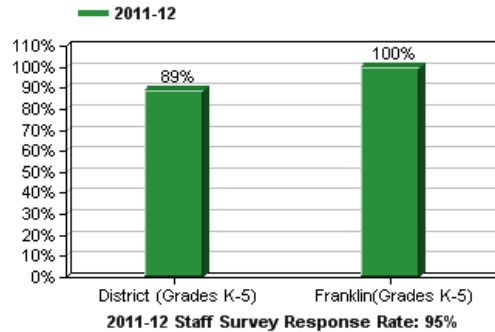
% feeling safe at school all of the time

━━ 2010-11   ━━ 2011-12

	2010-11	2011-12
District (Grade 5)	49%	48%
Franklin(Grade 5)	42%	44%

2010-11 CHKS Survey Response Rate: 50%
2011-12 CHKS Survey Response Rate: 77%
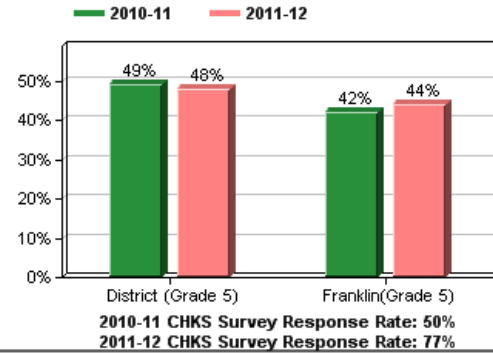
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree
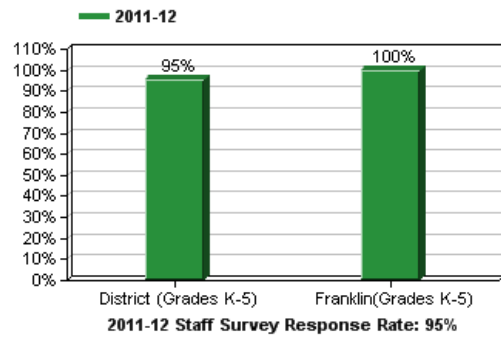
Survey- Beliefs

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

Suspensions

% receiving one or more out-of-school suspension
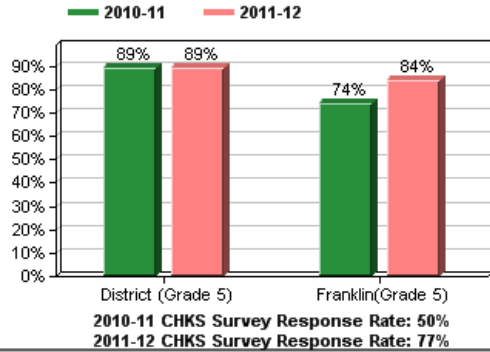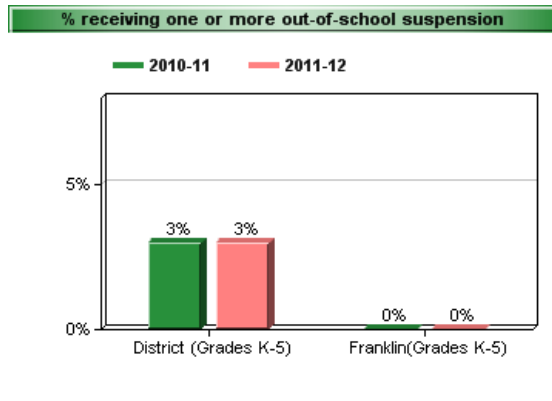
School Data

- Our school's discipline data is very limited. We have zero suspensions per year. We do not have any history of DHPs.
- Students have an opportunity to take on various leadership roles: Conflict Managers, Recycling Rangers, Junior Coaches, Cafeteria Helpers, Office Ambassadors.

Data Analysis

- Consistent yearly student enrolment growth and positive ratings on ?Use Your Voice Survey?
- Few SARTS held; maintain 97.8% daily attendance rate
- Students want to come to school and parents constantly come up to teachers and tell them how well they are doing and appreciate all the work they are doing for their children.
- Parent conferences and SSC Meetings bridge the parent teacher communication link.

Theory of Action

- Franklin will use conflict managers to address conflicts on the playground which improves relationships among students to increase student engagement.
- Junior coaches set examples of appropriate playground behavior which improves relationships among students and staff to increase student engagement.
- Franklin has academic data collection system with systems in place to provide teacher feedback on student performance and absenteeism.
- Parent teacher communication is encouraged through meetings, phone calls, and weekly bulletins, student contracts and Tiger Cards.
- Franklin will offer Award's Assembly and Words of Wisdom.

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

Strategic Priority B. Health & Wellness

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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 [2011-2012: Developing]

Breakfast
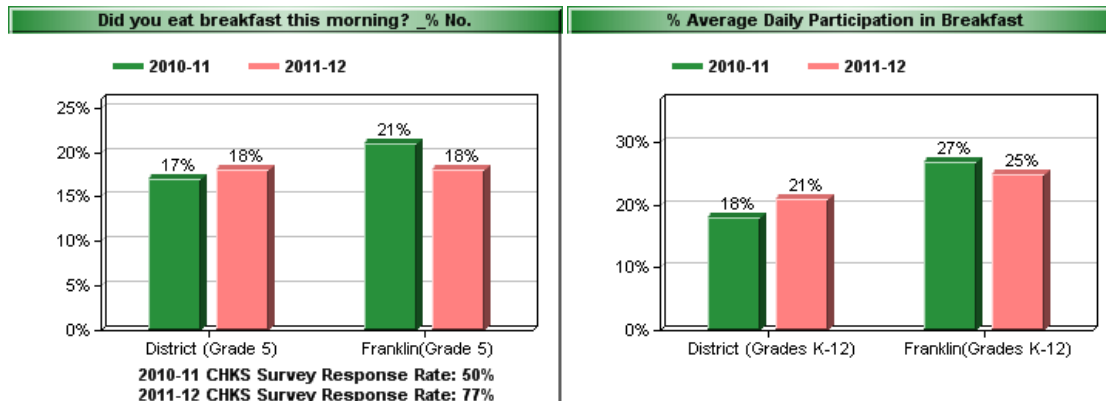
Fitness

Lunch

Socio Economics

Free/Reduced Lunch %

━━ 2011-12

	District (Grades K-12)	Franklin(Grades K-12)
	70%	82%

Survey - Drugs / Alcohol

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

━━ 2011-12

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

2011-12 Staff Survey Response Rate: 95%

% drinking alcohol in past month

━━ 2010-11 ━━ 2011-12

	District (Grade 5)	Franklin(Grade 5)
2010-11	8%	10%
2011-12	9%	12%

2010-11 CHKS Survey Response Rate: 50%
2011-12 CHKS Survey Response Rate: 77%

School Data

- Consistent yearly student enrolment growth and positive ratings on "CHKS Survey".
- Few SARTS held; maintain 97.8% daily attendance rate and students want to come to school

Data Analysis

- Franklin is at or above districts benchmarks for this indicator. Among the highlights in this category is our fifth grades increased their fitness scores from 48% to 62%.
- Students: Teachers help students learn in different ways, students are learning study skills that prepare them to be successful in class, college, work exposure
- Parents: Teachers set high academic standards for student work; school feels like a caring and supportive environment.
- Literacy Night, afterschool programs, science night, assemblies, produce market, healthy living programs.

- Students and parents feel safe and supported.

- Hourly custodial checks of restrooms for cleanliness.
- Assist parents to understand assessment data and report cards through parent teacher conferences.
- More personnel out on the yard during recesses to assist with supervision to reduce incidences.
- Teachers to help students make class decisions using Second Steps.
- Discuss and reflect on California Healthy Kids Survey (CHKS) results with staff.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Health and Wellness	Attendance	All Students	Monthly	Principal	4/8/2013	116SQI2B1958	Nurse will help students and their parents achieve healthy dietary, physical, and emotional choices by conducting classroom visits, small group discussions, and individual conferences.	3010-Title I	5735-INTERPGM - HEALTH SERVICES		0	$16,687.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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 [2011-2012: Developing]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Developing]
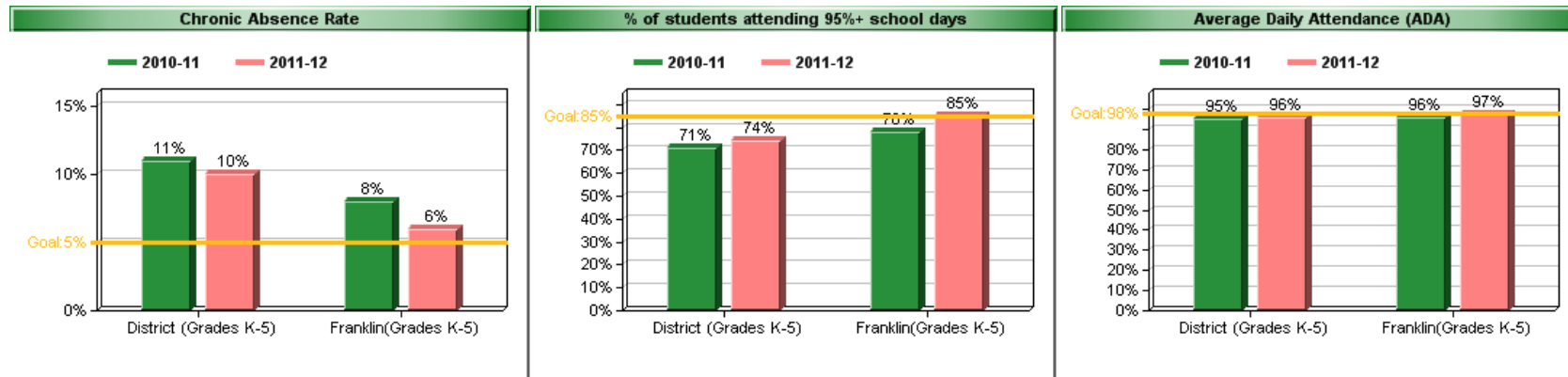
School Data

- Almost 98% attendance rate. School/Home communication: phone calls, school notices, bulletins, mails, etc...
- Parents comfortable that teachers can speak their language and that teachers are very accessible. Parents feel safe on campus.

Data Analysis

- Our daily attendance (97%) is above district average (96%). Our chronic absences (6%) are below the district average (8%). Most of our absences occur in K. Many of our SPED students have chronic illness.

Theory of Action

- Franklin's attendance staff makes daily phone calls to parents of absent students and to clarify the reason for being absent.
- Office staff has the capability to meet the language needs of our identified language students, to help reduce student absenteeism.
- Our Spanish bilingual social worker makes home visits to help reduce student absenteeism.
- Develop a system of incentives to support strong attendance. Share with staff the COST of students who are chronically absent and plan ways to curb student absenteeism.
- Utilize SST, SART, and SARB processes to educate and support families on the importance of strong attendance.

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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [2011-2012: Sustaining]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [2011-2012: Developing]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [2011-2012: Developing]

Survey - Professional Learning
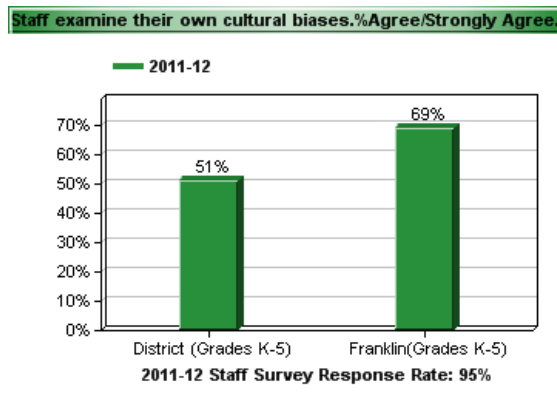
School Data

- Franklin funds two coaches (ELA and Math). These coaches offer mentoring, modeling, differentiated professional development, and targeted coaching

to support improved classroom practices for teachers new to Franklin and the senior teaching staff.
- The coaches guide data analysis and assessment of student work to drive high level professional dialog and on-going transformation of practice.

Data Analysis

- Franklin's teaching staff is veteran, with the majority having taught more than 10 years, and provides leadership formally, through participation in committees and leadership teams, and informally, through collegial collaboration.
- Franklin has many highly effective teachers. Their expertise is used to enhance classroom instruction and student experience.
- Continue to develop staff leadership teams to design, implement, and monitor programming across school areas.
- Franklin has structures in place for collaborative leadership including Instructional Leadership Teams, SSC which create a level of engagement and ownership for all.

Theory of Action

- Our Wednesday Professional Developments focus on science/literacy integration for ELA, AED, and Math. Circuits also are provided opportunities to meet and plan.
- Professional Learning Communities among teachers engage all to collaborate during collaborative cycles of inquire which result in accelerated growth of student achievement.
- Teacher leadership focused on the achievement of all students plays a critical role in a school success. Time to examine student work and analyze benchmark data in grade level meetings to ensure student progress.
- Franklin continues to work together as a professional learning community to be able to support one another and hold each other accountable for the success of our students.
- Time for teacher collaboration, reflection, and professional development is essential to strengthen teacher knowledge of content standards.

;

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

Strategic Priority A. Family & Community Engagement

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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 [2011-2012: Developing]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [2011-2012: Beginning]
- builds effective partnerships by using principles of student and family/community engagement [2011-2012: Beginning]

Survey - Welcoming
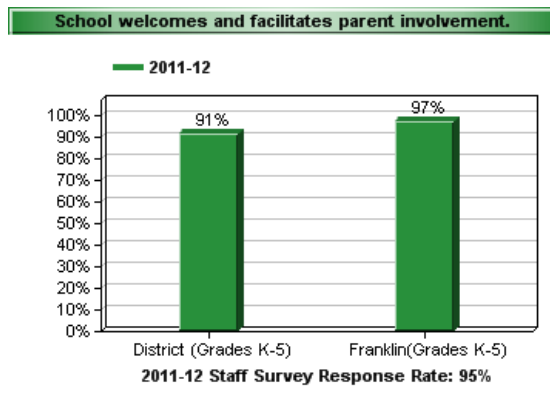
School Data

- Franklin has an active parent community as evidenced by the number of parents who attend our SSC, Title 1 meetings, parent teacher conferences, and science, math, and literacy nights.
- Franklin implements numerous communication strategies to actively engage families and the broader community including weekly principal and teacher newsletters.

Data Analysis

- Franklin has numerous opportunities for parents to get involved, receive education around issues, and participate in school activities.
- Our after school programs check in with families whose students who do not regularly attend these programs. The after school programs have staff who can speak Spanish, Chinese, and Vietnamese to communicate with parents and students.
- Parent and student engagement, together with school staff, create a responsive and caring school community.
- Students have leadership opportunities for being Junior Coaches, classroom monitors, reading buddies, recycle rangers, and conflict managers.

Theory of Action

- Franklin has a successful parent community because there are opportunities for parents to engage in school activities. One is our monthly SSC meetings. Students and parents participated in successful literacy nights.
- Encourage students and parents to attend family literacy nights, back to school nigh, and Title 1 meetings.
- Creating a caring school community, with the focus on strengthening student connectedness to the school, will facilitate our students to experience success socially, emotionally, and academically.
- Our social worker counsels at risk students and their parents and is also the liaison between the students and the school.
- Our social worker also advices teachers on educational social emotional accommodations for these students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Family & Community Engagement					4/18/2012	116SQI4A1957	Social worker councils at risk students and their parents. He is the liaison between the at risk students and the school and advises teachers on educational social emotional accommodations for these students.	N/A			0	$0.00
Family and Community Engagement	Survey data (CHKS, etc.)	All Students		Principal	4/4/2013	116SQI4A1961	Increase parent involvement through multi-lingual parent communication at SSC meetings, discipline guidance, and parent teacher conferences to improve academic achievement.	9901-Title I - Parent Participation	4310-SUPPLIES		0	$3,625.47
Family & Community Engagement	Attendance	Pre-Kindergarten			5/15/2013	116SQI4A3735	Pre-K transition program: Neighborhood preschoolers participate in selected school assemblies; k orientations held to enable families to meet school staff, tour classrooms and school, engage in K activities.	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Franklin Elementary   **Principal:** JEANETTE MAC DONALD

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. [2011-2012: Developing]
- guides and supports the development of quality instruction across the school [2011-2012: Developing]
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [2011-2012: Developing]
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [2011-2012: Developing]

Budget

Sub Fill Rate

Substitute Fill Rate

	District (Grades K-5)	Franklin (Grades K-5)
2010-11	96%	95%
2011-12	97%	97%
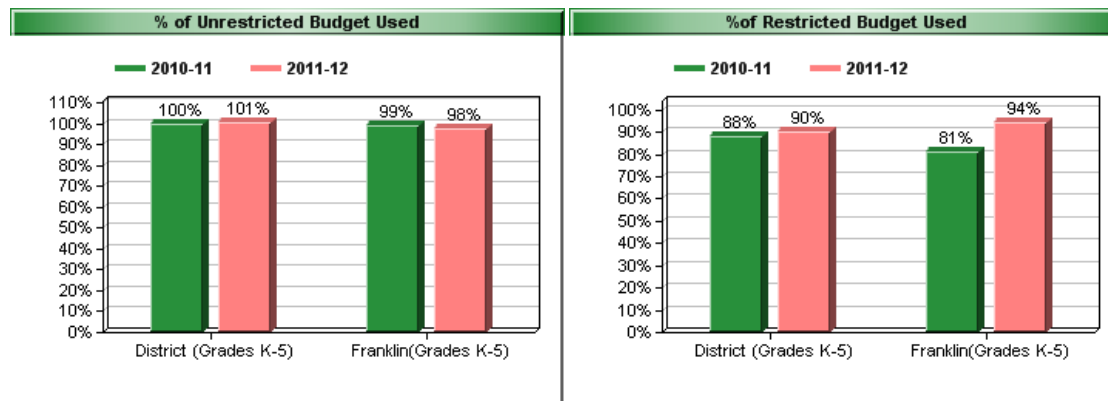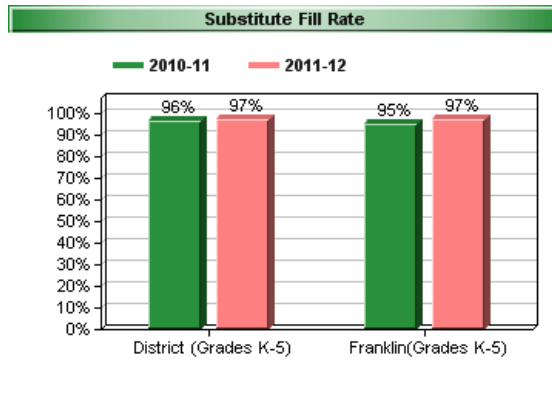
School Data

- GP funds Playworks and a social worker. GP funds are used to hire substitutes to provide teachers time to observe other teachers and for planning time.
- Categorical funds used to fund two Literacy TSAs (ELD and Math).

Data Analysis

- Smaller class sizes have made it easier to meet student's needs. There is an ongoing need to increase students' comprehension of difficult content area text.
- Literacy coaches (TSA) work with teachers to support curriculum implementation and develop practice.
- Reading Intervention program works with below-grade students to improve their reading comprehension.
- Playworks supports school goals of physical fitness and cooperation by teaching games and student playground leadership.

Theory of Action

- TSA's help research and coach high quality practices and arrange professional development. They assist the principal in setting instructional focuses and analyzing results. They also help manage academic and behavioral operations.
- Playworks and other community partners are engaged in helping create a more equitable and cooperative culture which in turn helps promote increased academic outcomes.
- Distributed leadership and increasing parent and community involvement are goals intended to increase participation and accountability for improving the school.
- Look into assessing leaders' expertise with leadership practices, operations, instruction, and community engagement to address school needs.

;

;

State & Federal Preliminary and Final Budget

<u>Programs Included in this Plan</u>
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	$133,032.36	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$137,428.40	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$270,460.76	

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	$152,651.56	
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	$3,625.47	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$156,277.03	

Appendices

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

School Site: Franklin Elementary
Site Number: 116

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

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

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

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

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on N/A.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on September 21, 2012, October 19, 2012, November 16, 2012, December 21, 2012, January 18, 2013, February 15, 2013, March 15, 2013, April 19, 2013, and May 17, 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:
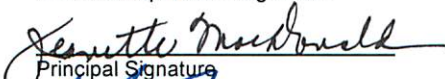
Tonya Gordon	Tonya Gordon	May 17, 2013
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
N/A	N/A	
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
Jeanette MacDonald	Jeanette MacDonald	May 17, 2013
Principal Signature	Principal's Name (printed)	Date
signature	Janette Hernandez	5/13/13
Executive Officer's Signature	Executive Officer's Name (printed)	Date
Susana Ramirez	Susana Ramirez	6/4/13
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

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

Chairperson: Tonya Gordon	**Vice Chairperson:** Vu Vuong
Secretary: Willis Hickox	**DAC Representative:** Andrew Snellings and Jose Perlera

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Andrew Snellings	On File at Franklin School				X
Nu Vuong	On File at Franklin School				X
Monica Gonzales	On File at Franklin School				X
Jose Perlera	On File at Franklin School				X
Tonya Gordon	On File at Franklin School				X
Courtney LeGates	On File at Franklin School		X		
Imelda Ojeda	On File at Franklin School		X		
Sherry Jacobs	On File at Franklin School		X		
Willis Hickox	On File at Franklin School			X	
Jeanette MacDonald	On File at Franklin School	X			
DAC Representative					
Andrew Snellings					X
Jose Perlera					X

Meeting Schedule	3rd Friday of every month

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
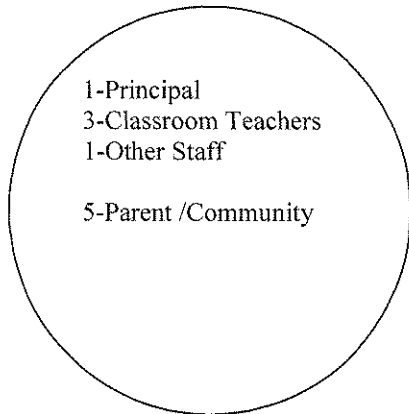
This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2011. Fax # 879-8098

Parent Involvement Policy   2013 - 2014

Franklin Elementary agrees to implement the following statutory requirements:

- Convene an annual Title I meeting to perform the following:
    1. Inform parents of their school's participation in the Title I Program.
    2. Title I Program requirements.
    3. Function of the School Site Council (SSC).

- Convene SSC Meetings on the third Friday of each month (Sep-May) starting at 9:00 a.m.

- Provide parents with timely information about Franklin's Title I program.

- Provide parents information regarding the curriculum, assessments, and student proficiency levels.

Home-School Compact

Franklin Elementary has jointly developed a Home-School Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

- Assists parents to understand academic content standards, assessments, and how to monitor and improve their children's achievement.
    1) The State of California's academic content standards
    2) The State of California's and Oakland Unified School District's Benchmark Assessments.
    3) Academic proficiency levels students are expected to achieve.
    4) How to monitor their child's progress.

- Provides materials and training to help parents work with their children to improve their children's academic achievement.

- Educates staff, with parent assistance, on the value of parent contributions and how to work with parents as equal partners.

- Coordinates and integrates the Title I Program Parent Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- Distributes to parents information related to school and parent programs, meetings, and other activities in English, Chinese, Spanish, and Vietnamese.

- Provides support, during regular meetings, for parental activities requested by parents.

Accessibility

- Provides opportunities for all parents to participate, including parents with limited English ability, parents with disabilities, and parents of migratory students. This includes providing information and school reports in English, Chinese, Spanish, and Vietnamese.

Adoption

This Parent Involvement Policy has been developed jointly and agreed upon with staff and parents at Franklin School.

This policy was adopted by the Franklin Elementary School Site Council on May 17, 2013 and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents at Franklin School and will be available to the local community.

_____   _____
Principal's Signature   Date

<u>Home – School Compact Agreement</u>

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

This Home-School Compact is in effect during the 2013-2014 school year.

<u>School Responsibilities</u>

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
To enable students to meet the State's content standards by:
- *Providing California State content standards in each teacher's curriculum*
- *Providing intervention and ELD instruction as needed*
- *Providing a supportive and effective learning environment*
- *Following the district's pacing schedules for all curricular areas*
- *Administering District ELA and Math Benchmarks and core curriculum chapter tests*

2) Hold parent-teacher conferences in December during which this compact will be discussed as it relates to the individual child's achievement.
Franklin School will hold parent conferences during the week of the first Report Card Period in which teacher will discuss student's progress and the Home-School Compact Agreement. Additional parent-teacher conferences will be held when needed.

3) Provide parents with frequent reports on their children's progress.
- *First Report Card Parent Conferences*
- *Parent Conferences as needed*
- *Monthly Benchmarks conferences as needed*
- *Intervention Parent Conferences as needed*

4) Provide parents reasonable access to staff.
- *Monthly School Site Council meetings*
- *School Study Team meetings as needed*
- *Parent Conferences as needed*
- *Student Assemblies*
- *Field Trips*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- *Field Trips*
- *Classroom Assemblies*
- *School Carnivals and Special Event*
- *Multicultural Assemblies*
- *Classroom/Library Volunteers*

Parent Responsibilities

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

- *Monitor daily attendance*
- *Make sure daily homework is completed in a quiet environment*
- *Monitor amount of television viewing time*
- *Promote positive use of child's out of school time*
- *Assure that child is getting adequate sleep and eating a healthy diet*
- *Respond promptly to messages from school*
- *Attend Back to School Night, Parent-Teacher conferences, Open House and other school events*
- *Participate in school events*
- *Check in the school office when visiting the classroom/school*
- *Read to my child as least 20 minutes a day*

Student Responsibilities:

We, as students, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards. We will:

- *Come to class on time every day.*
- *Come to school ready to learn.*
- *Follow school rules.*
- *Show respect and be responsible for my own behavior.*
- *Be a cooperative learner.*
- *Ask for help.*
- *Carry information between school and home.*
- *Return my completed homework on time.*
- *Read at home at least 20 minutes every day.*

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English Language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	Full implementation means that all students, including English learners (ELs), 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.	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100% (circled)	3 At least 75%	2 At least 50%	1 Less than 50%
		• 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.	**Key Components**				
		• 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.	**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.				
		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.	**Number of Students:** ___ All Students. 619 ELs. 44 SWDs.				
		• 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.	**Use** Identify all that apply: X Basic core and/or CCSS-aligned materials are used as designed. X Ancillary materials are used as designed.				
Documentation			Additional Comments				
	Reading/Language Arts/ELD						

School Distribution Date:

District Purchase Date:

California Department of Education
Academic Program Survey—Elementary School Level

Classroom Distribution Date:		

Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.

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

Implementation Status and Key Components

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

Key Components

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

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

All EL students are appropriately placed, and **X** assessed, **X** adopted, standards-aligned, instructional program

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

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

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

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 as being 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.

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
All Intensive learners	33	9
All Intensive ELs	29	7
All Intensive SWDs	6	2

Number/Percentage Provided Intensive Intervention

	Grade 4	Grade 5
Total Intensive Students	100%	100%
Intensive ELs	100%	100%
Intensive SWDs	100%	100%

Appropriate Use
[X] Materials are used as designed.

Documentation	
Reading/Language Arts/ELD	
Additional Comments	

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

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

1. Instructional Program

Objective 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.

Criteria and Clarifications:

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.

Implementation Status rating table:

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

Key Components

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

Number of Students:
_804_ All Students.
_669_ ELs.
_74_ SWDs.

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

Documentation	Additional Comments
Mathematics	

District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

California Department of Education

Academic Program Survey—Elementary School Level

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
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.	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
Review and identify which key components apply.
Circle the most appropriate rating.

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

Key Components

Appropriate Instructional Program Materials
All students are ✗ 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	24	16	
All Intensive ELs	7	14	
All Intensive SWDs	6	2	✗

Appropriate Use
✗ Materials are used as designed.

Documentation	
Mathematics	

Additional Comments

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
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.

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

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

Key Components

Allocation of Instructional Time

___ 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

All Students :
K : 57,825 : 1 : 54,675 ; 2: 54,675 ; 3 : 54,675 ; 4: 54,675 ; 5 : 54,675

ELs :
K : 57,825 : 1 : 54,675 ; 2: 54,675 ; 3 : 54,675 ; 4: 54,675 ; 5 : 54,675

SWDs:
K : 57,825 : 1 : 54,675 ; 2: 54,675 ; 3 : 54,675 ; 4: 54,675 ; 5 : 54,675

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

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

Objective	Fully 100%	Substantially 75%	Partially 50%	Minimally Less than 50%
2.2	(4)	3 At least	2 At least	1 Less than
		75%	50%	50%

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.

Key Components

Allocation of Instructional Time
— 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	120 min.	120 min.	120 min.	120 min.	120 min.	120 min.			
Additional time provided identified Strategic ELs	120 min.	120 min.	120 min.	120 min.	120 min.	120 min.			
Additional time provided identified Strategic SWDs									

Documentation	Additional Comments
Reading/Language Arts/ELD	

District Instructional Regulations:

School Instructional Regulations:

California Department of Education

Academic Program Survey—Elementary School 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

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 is 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. | |

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

Key Components

Allocation of Instructional Time
Identify all that apply:

~~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	77	115	153
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	50 min	50 min	50 min

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
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.

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
2.4	(4 100%)			

Key Components

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

Indicate total length (minutes) designated for intensive intervention:

Number of instructional minutes at each grade level
All Intensive learners	4:30 _____	5:30 min/a
Intensive ELs	4:30 m/a	5:30 min/a
Intensive SWDs	4:30 m/a	5:30 m/a

per day

Documentation	Reading/Language Arts/ELD		Additional Comments
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
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.

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

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

Key Components

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

Identify number of instructional minutes offered at each grade level:

Number of instructional minutes at each grade level
All Students
ELs
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.					
				Objective	Fully	Substantially	Partially	Minimally
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235	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		2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

Key Components

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.

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.

Appropriate Allocation of Instructional Time

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
All Strategic	2a	44	58	62	64	5?
All Strategic ELs	27	43	51	53	53	5?
All Strategic SWDs	7	2	5	4	6	2

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students

	K	1	2	3	4	5
Additional time provided to strategic students	09	90	90	90	90	90
Additional time provided to identified EL strategic students	09	90	90	90	90	90
Additional time provided to identified SWD strategic students	09	90	90	90	90	90

Documentation	Mathematics	Additional Comments
District Instructional Regulations:		
School Instructional Regulations:		

Attach appropriate documents

California Department of Education

Academic Program Survey—Elementary School Level

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Essential Program Component	Objective	Criteria and Clarifications
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.

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

Key Components

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

Indicate total number of additional minutes:

	Pre-algebra/Algebra Readiness
All Intensive Learners	
All Intensive ELs	
All Intensive SWDs	

Number of additional instructional minutes at each grade level

	4	5	6	7

Documentation	Additional Comments
Mathematics	N/A

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

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

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

Essential Program Component: 3. Lesson Pacing Guide

Objective:

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.

Criteria and Clarifications:

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.

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
District/School Pacing Plan by Grade Level:	
Reading/Language Arts/ELD	

Attach appropriate documents.

California Department of Education
Academic Program Survey—Elementary School Level

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

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

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

3. Lesson Pacing Guide

3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment 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.

Key Components

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

Pacing Guide Use Monitored
✗ Principal monitors use.

3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment mathematics program in order for all teachers to follow a common sequence of instruction and assessment.

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

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
4.1	(100%)			

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 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.

Key Components

Principal
- Training in RLA/ELD.
- Coaching, as resources permit.

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

Suggested Documentation	Additional Comments

California Department of Education

Academic Program Survey—Elementary School Level

	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

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

4. Professional Development for School Administrators

Objective 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.

Criteria and Clarifications:

Full implementation means that 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% (circled)	3 At least 75%	2 At least 59%	1 Less than 50%

Key Components

Principal

_____ Training in Mathematics.

_____ Coaching, as resources permit.

Vice Principal(s)

_____ Training in Mathematics.

_____ Coaching, as resources permit.

Suggested Documentation	Additional Comments
Mathematics	

California Department of Education

Academic Program Survey—Elementary School Level

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support	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	4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

Key Components

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

(handwritten)
- ELA/ELD
- Math
- Science / Literacy

to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.

- 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 (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs.
- Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials.
- Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.

Suggested Documentation		
	RLA/ELD	Mathematics
	Additional Comments	

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
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			✗ Percentage of fully credentialed, highly-qualified teachers.				

Documentation			Additional Comments
RLA/ELD	Mathematics		

California Department of Education

Academic Program Survey—Elementary School Level

California Department of Education
Academic Program Survey—Elementary School Level

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	**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
5.2	4 (100%)	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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 RtI² including support on providing tiered intervention.

- Implementation and monitoring of standards-aligned Individualized Education Program (IEP).

- Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.

Documentation		Additional Comments
	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
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:	**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 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
5.3	(100%) circled			

Key Components

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

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

California Department of Education

Academic Program Survey—Elementary School Level

	Documentation	Additional Comments
Mathematics	- weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. - Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. - Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. - Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. - Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. - Training on RtI² including support on providing tiered intervention. - Implementation and monitoring of standards-aligned IEP. - Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

California Department of Education

Academic Program Survey—Elementary School Level

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

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

Essential Program Component	Objective	Criteria and Clarifications
6. Ongoing Instructional Assistance and Support for Teachers	**6.1** The school/district provides ongoing instructional assistance and 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				
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
— ☒ Principal structures/monitors instructional assistance services.

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

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

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

California Department of Education

Academic Program Survey—Elementary School 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

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% (circled)	3 At least 75%	2 At least 50%	1 Less than 50%

6. Ongoing Instructional Assistance and Support for Teachers

6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, 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.

Criteria and Clarifications

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.

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
✗ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
✗ 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:

California Department of Education
Academic Program Survey—Elementary School Level

Attach appropriate documents.

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

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

Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
7.1	(circled)			

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.

Criteria and Clarifications

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.

Key Components

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

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

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

Documentation	Additional Comments

California Department of Education

Academic Program Survey—Elementary School Level

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

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.

Criteria and Clarifications:

Full implementation means that the district provides 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	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
	7.2	(circled)			

Key Components

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

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

Using Formative Assessments Results
- ✓ Curriculum embedded/formative assessments administered frequently.
- ✓ School-wide assessment calendar developed and used.
- ✓ 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	

California Department of Education

Academic Program Survey—Elementary School Level

Attach appropriate documents.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications
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.

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

Key Components

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

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

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

California Department of Education

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
				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			8.2	④ 100%			

Key Components

Scheduled Structured Collaboration Meetings

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

Collaborative Meeting Discussion Content

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

Documentation		Additional Comments
School Plan for Assistance and Support to Teachers:	Mathematics	

Attach appropriate documents.

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
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.	9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds

District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

The SPSA aligns to the goals and activities in the LEA Plan.

Documentation	Additional Comments
Reading/Language Arts/ELD	

Plan uses all revenues appropriately.	
Attach appropriate documents.	

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
9.2	(circled)			

Key Components

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

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

Documentation		
Mathematics		Additional Comments
Plan uses all revenues appropriately.		

Attach appropriate documents.

California Department of Education

Academic Program Survey—Elementary School Level