

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

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

Re: 2012/2013 CSSSP – Community United Elementary School

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Community United Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Community United Elementary School

0115204

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

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

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

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

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

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Community United Elementary School (CUES) opened in September of 2007 as a new school on the Lockwood campus. We currently serve almost 400 students from Pre K to fifth grade. In 2012-2013 we will beginning a dual language program in kindergarten. We will also have a transitional kindergarten class. Our student population is composed of 57% Latino students, 29% African-American students, 5% White, and 4% Asian/Pacific Islander. 53% of our students are identified as English Language Learners. The percentage of students identified as socially disadvantaged is 84%.

VISION

CUES honors the mind, body, emotions, and spirit of the whole child. Our vision for an educated child is as follows: A C.U.E.S. student is C- confident, curious, compassionate, and cared for U- unified, unique and undefeated E- enthusiastic, engaged and equipped S- strong, safe, supported and successful Explanation of our vision: Confident, Curious, Compassionate and Cared for: Our students will be confident in their abilities and in their school. They will be encouraged to be curious about the world around them and they will know how to find answers to their questions. They will be compassionate to each other and to their community at large. They will be cared for and treasured by the staff, parents and each other. Unified, Unique and Undefeated: Our students will feel respect and responsibility as a member of the CUES community. They will know they are an important piece in the CUES puzzle. Each student will be valued for their unique gifts, talents, personalities and challenges. Every student should be encouraged and empowered by their teachers, parents and each other. Enthusiastic, Engaged, and Equipped: Our students will be enthusiastic about learning the connections between their interests and the curriculum. They will be engaged learners. They will understand the connection of what they are learning and why they should learn it. We will encourage and equip to set goals and work hard to reach them Strong, Safe, Supported and Successful: Our students will have developed strong and good characters. They will feel safe both physically and emotionally at CUES. They will know they are supported and encouraged to ask questions and express themselves. They will work hard and try

their best to succeed. They will be motivated by the staff, their parents, and each other.

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

At CUES we recognize that continuous improvement of students learning depends on continuous improvement of our Teaching, Practices, Leadership Practices, and Organizational Practices. Based on our comprehensive analysis of student data and reflection on our practices, we have indicated four key areas for continuous improvement of our professional practices, namely: (1) Differentiating instruction to meet the needs of every student every day; (2) Ensuring that all students who fall behind receive timely and targeted intervention that is linked to regular classroom instruction or assessment; (3) Ensuring that the principal and leadership team are working together to support the professional development of staff and instructional focus; (4) Ensuring that the school environment is safe and supports the social-emotional development of all students to facilitate learning. At CUES, we have different accountability structures for achieving our plan. We hold grade level data conferences three times a year for English Language Arts and Math. We review student data and identify the needs of the students. Teachers differentiate their instruction based on student data. We also have COSTs and SSTs for students which help us determine the targeted intervention they need. Our ILT meets twice a month and plans professional development. We also have Math Teacher Leaders and Caring School Community Teacher Leaders that provide professional development to teachers. As a Caring School Community we have class meetings and buddy classrooms. Teachers have been supported by our Caring School Community Coach and Caring School Community Leadership teams. We have professional development for teachers on Caring School Communities.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

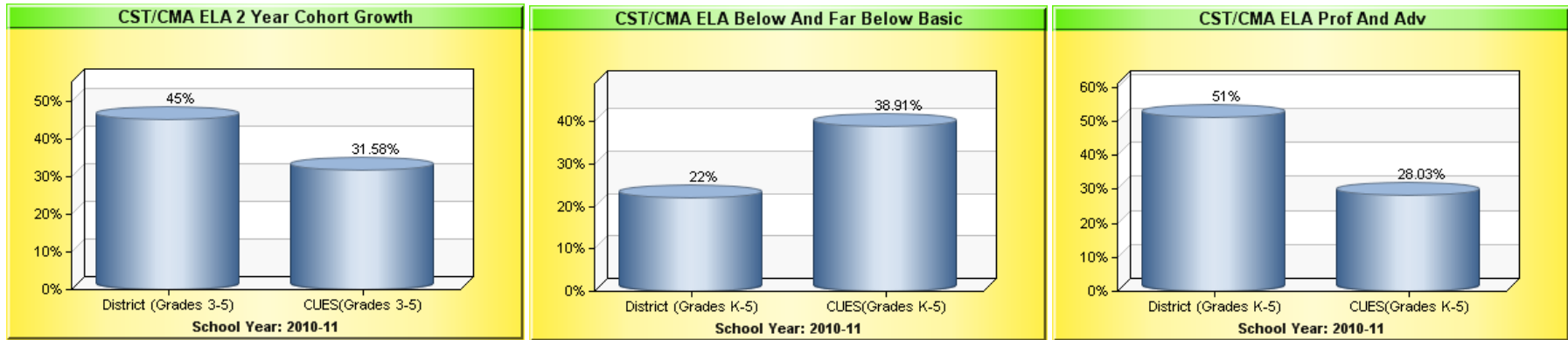
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



Data Analysis

- At CUES we will increase our CST/CMA ELA 2 year cohort growth to the district average of 45%.
- We will decrease our CST/CMA ELA below and far below basic to the district average of 22%.
- We will increase our CST/CMA ELA proficient and advanced from 28% to 40%.
- Our African American students scored 23% proficient and advanced in CST/CMA ELA with an increase of 8.6%.
- Our Latino students scored 27% proficient and advanced with an increase of 7.7%. Our English Learners scored 19% proficient and advanced with an increase of 2.7%

Theory Action

- By looking at student data will will determine areas of need in order to purchase appropriate instructional materials.
- Through teacher collaboration we will plan and share best practices.
- By identifying student needs early through formal/informal assessments we can provide targeted intervention.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Identify and purchase appropriate materials to support specific focus on literacy.	CST	All Students	2012-2013	Principal	3/29/2012	149SQ11A873	Purchase materials to support specific focus on literacy	7090-EIA - SCE	4310-SUPPLIES		0	\$1,992.49
Identify and purchase appropriate materials to support specific focus on literacy.	CST	All Students	2012-2013	Principal	3/29/2012	149SQ11A887	Purchase materials to support specific focus on literacy	3010-Title I	4310-SUPPLIES		0	\$3,430.71
Develop a vision for a Balanced Approach to Literacy for the school site		All Students	End of 2011-2012 school year	Principal and ILT	3/29/2012	149SQ11A2179	ILT will meet to develop balanced literacy plan	N/A			0	\$0.00
Articulate a professional development plan to move toward a Balanced Approach to Literacy		All Students	Beginning of 2012-2013 school year	Principal and ILT	3/29/2012	149SQ11A2343	ILT will meet to discuss possible PD opportunities	N/A			0	\$0.00
Identify and purchase appropriate materials to support specific focus on literacy		All Students	Beginning of 2012-2013 school year	Principal	3/29/2012	149SQ11A2345	Research ELA intervention programs for purchase	N/A			0	\$0.00

Develop a literacy intervention structure for the school		FBB, BB and BAS	By November 1st, 2012 Monthly monitoring	Principal, teachers and stip subs	3/29/2012	149SQ11A2347	Construct RTI framework with teachers and support staff	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

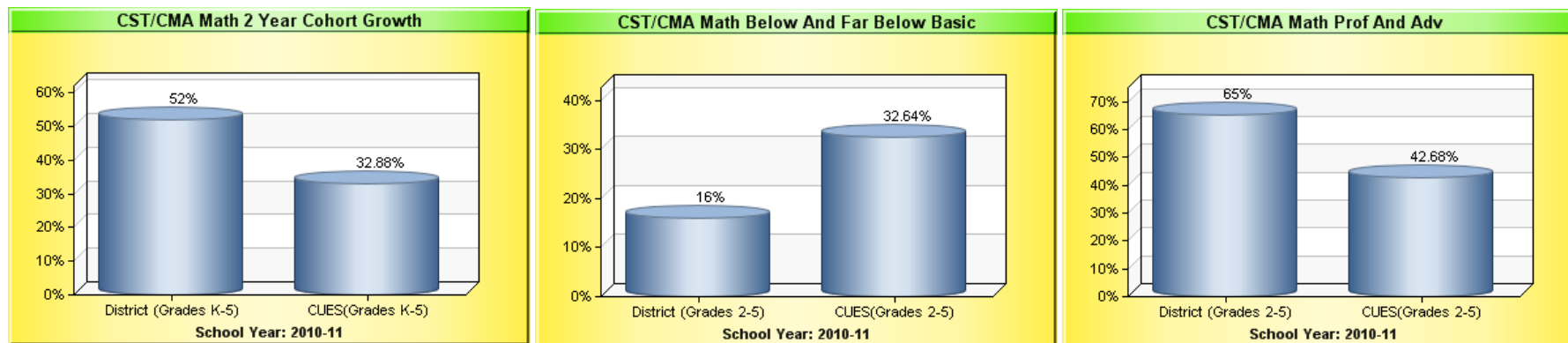
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

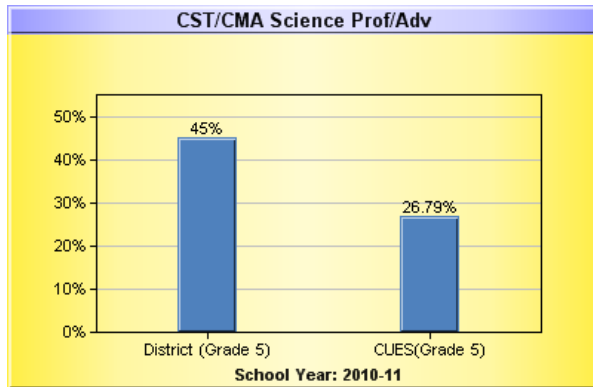
District-level Goals

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

School Federal and State Academic Achievement Goals:

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





School Data

- Our African American students scored 31% proficient and advanced in CST/CMA Math with an increase of 11.5%.
- Our Latino students scored 45% proficient and advanced with an increase of 9.8%. Our English Learners scored 39% proficient and advanced with an increase of 8.8%

Data Analysis

- At CUES we will increase our CST/CMA Math 2 year cohort growth from 33% to 43%.
- We will decrease our CST/CMA Math below and far below basic from 33% to 23%.
- We will increase our CST/CMA Math proficient and advanced from 43% to 53%.
- We will increase our CST/CMA fifth grade science proficient and advanced from 27% to 37%.

Theory Action

- By using formal/informal assessments early to determine students areas of need we will provide target math intervention.
- By utilizing the mobile computer lab, students will have the opportunity to integrate media across the curriculum preparing them for the 21st century.
- By maximizing mandatory Science instructional minutes, teachers will use the FOSS curriculum to engage students through a serious of investigations developing inquiry and observation skills in multiple areas of Science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Targeted Math intervention	Formative Assessments	All Students	Ongoing	Teachers	4/2/2012	149SQI1B2354	Use formative assessments to determine supports	N/A			0	\$0.00
Dedicated Problem-solving/reasoning days	Evidence of media in the classroom and application in student work		ongoing	Teachers	4/2/2012	149SQI1B2352	Consultant support for Math PD	N/A			0	\$0.00
Media integration across the curricular areas via Mobile Computer Lab	Multimedia student work	All Students	ongoing	Teachers	4/2/2012	149SQI1B2349	Computer and media technology support in all aspects of STEM learning	N/A			0	\$0.00
Science content used to support Math and ELA standards with	Cross-curricular		Ongoing	Teachers	4/2/2012	149SQI1B2348	Professional development provided by Lead Teachers and	N/A			0	\$0.00

opportunities for teachers to collaborate	projects							TSA with cross curricular connections					
CUES Science Fair	Individual students, classes or group inquiry project groups will participate in the annual CUES Science fair	All Students	May 2013	Teachers	4/2/2012	149SQ11B3283		Taking advantage of mandatory Science instructional minutes, teachers will explore three areas: Earth, Life, and Physical Science. In May, students will apply their inquiry and observations skills towards a science fair project.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

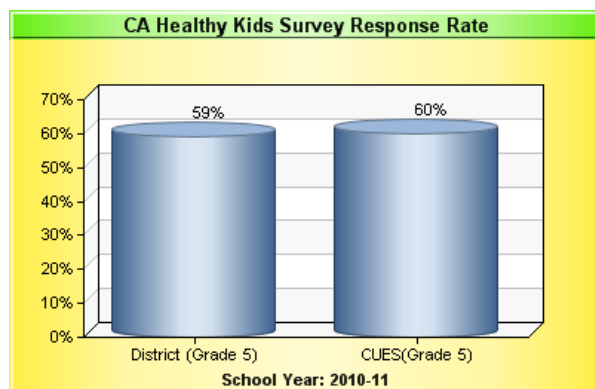
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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



Data Analysis

- Maintain and/or increase our CA Healthy Kids Survey Response.

Theory Action

- Our commitment is to create a learning environment in which all learners can be successful.
- By strengthening partnerships with families and the community we will better support our students.
- This begins the moment our students begin school in pre-k and continues through the transition to middle school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Establish opportunities for early childhood education/TK, TK/K and 5/6 teachers to collaborate to align instructional strategies/look at student work	Readiness (for next grade level) Assessments	All Students	Ongoing, emphasis on 1st and 3rd trimester	Early Childhood Education Lead, K-5 Principal, Middle School Principal and associated teachers	4/2/2012	149SQ11C2357	Parent nights focusing on each grade	N/A			0	\$0.00
Engage parents and community in transition activities	Attendance and participation in transition activities	All Students	beginning and end of year	Early Childhood Education Lead, K-5 Principal, Middle School Principal and associated teachers	4/2/2012	149SQ11C2358	Use Back to School Night to inform parents of community resources	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

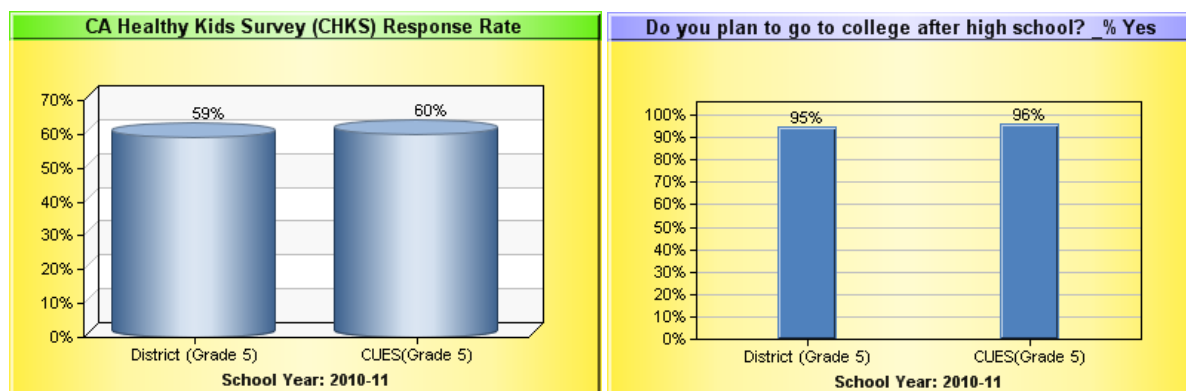
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

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



Data Analysis

- Maintain and/or increase our percentage of students who plan to go to college after high school..

Theory Action

- In order for our students to achieve academically we will continue to discuss all avenues of success by discussing different education and employment

opportunities.

- An open dialogue with students as well as exposure to higher education experience will help guide students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Open dialogue with students about attending college	Student engagement in college discussion	All Students	Ongoing, emphasis on 1st and 3rd trimester	Faculty and Staff	3/29/2012	149SQ1D2361	College Night for families	N/A			0	\$0.00
Exposure to career and vocational opportunities	Career Day	All Students	Ongoing	Faculty and Staff	3/29/2012	149SQ1D2360	Establish Career day, invite local businesses and companies	N/A			0	\$0.00
Field Trips to local universities	Dialogue about college		ongoing	Faculty and Staff	3/29/2012	149SQ1D2359	Dialogue with students about education pathways	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Theory Action

- Identify the targeted student group based upon an agreed upon criteria (academic, attendance, and social/emotional)
- Identify the available resources, internal and external, school, family, to support targeted student group.
- Using the structures of COST and SSTs to identify, plan for and support targeted students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
STIP Sub to provide targeted intervention to students not proficient in ELA.	CST	FBB, BB	2012-2013	Principal	4/26/2012	149SQI1E865	STIP Sub to provide targeted intervention to students not proficient in ELA.	7090-EIA - SCE		TCSTIP0183	0.6	\$21,513.70
STIP Sub to provide targeted intervention to students not proficient in ELA.	CST	FBB, BB	2012-2013	Principal	4/26/2012	149SQI1E866	STIP Sub to provide targeted intervention	7090-EIA - SCE		TCSTIP0271	0.1	\$3,592.58
STIP Sub to provide targeted intervention to students not proficient in ELA.	CST	FBB, BB	2012-2013	Principal	4/26/2012	149SQI1E869		N/A			0	\$0.00
STIP Sub to provide targeted intervention to students not proficient in ELA.	CST	English Learners	2012-2013	Principal	4/26/2012	149SQI1E870	STIP Sub to provide targeted intervention to students not proficient in ELA.	7091-EIA - LEP		TCSTIP0271	0.9	\$32,333.19
Identify and purchase appropriate materials to support targeted intervention.	CST	English Learners	2012-2013	Principal	4/26/2012	149SQI1E876	Identify and purchase appropriate materials to support targeted intervention	7091-EIA - LEP	4310-SUPPLIES		0	\$1,494.49
Reduce class size to increase student proficiency in ELA.	CST	FBB, BB and BAS	2012-2013	Principal	4/26/2012	149SQI1E882	Reduce class size in 4th grade	3010-Title I		TCSHLT0345	0.8	\$80,507.34
Establish COST to												

identify students needing additional support and case manage.	RTI metrics	All Students	2012-2013	Principal, TSA, teachers	4/26/2012	149SQ11E3227	Establish COST	N/A			0	\$0.00
Have a schedule for SSTs.	SST schedule	All Students	2012-2013	Principal, TSA	4/26/2012	149SQ11E3236	Establish SST teams	N/A			0	\$0.00
Provide enrichment opportunities for our GATE students.	CST	GATE	2012-2013	Principal, GATE Coordinator	4/26/2012	149SQ11E3943	GATE Coordinator will coordinate enrichment opportunities for our GATE students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

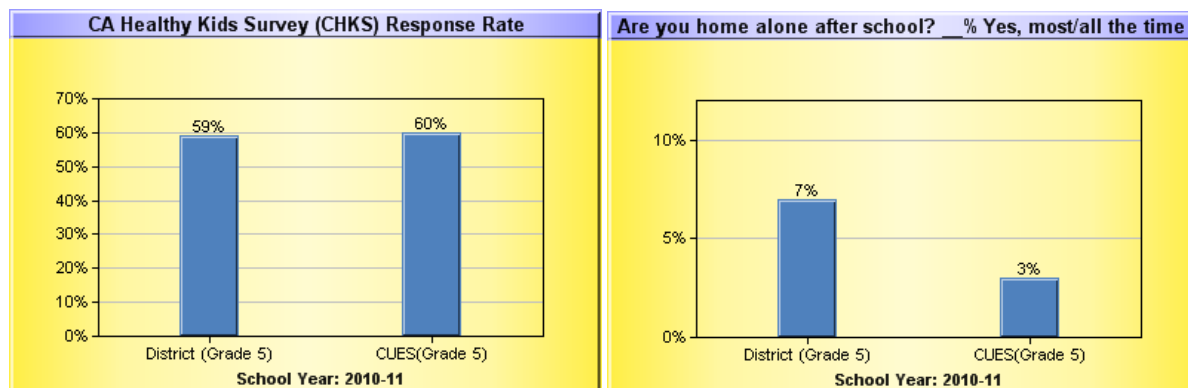
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Data Analysis

- 35% of all students are in the CUES after-school program.
- Only 3% of students are at home alone after-school.

Theory Action

- The CUES after-school program provides students with extended day activities that emphasis academic and social development.
- Students have opportunities to experience enrichment activities such as cooking, dance, physical fitness, and nutrition.
- The CUES after-school program supports the school's mission in educating the whole child.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
After school program will provide homework support Monday thru Thursday. Additional	Student			ASP			ASP enrollment will					

support will be given to students that show need in specific content areas recommended by their parent, guardian, and/or teacher.	enrollment in ASP	All Students	Ongoing	Program coordinator	4/2/2012	149SQI1F3464	begin the first week of school.	N/A			0	\$0.00
The After school program will partner with Community Based Organizations?s to provide targeted based academic and enrichment classes which caters to the social, emotional , and developmental needs of participants such as dance, conflict resolution, physical fitness, and nutrition.	Student enrollment in ASP		Ongoing	ASP Program coordinator	4/2/2012	149SQI1F3466	To determine availability of CBO's ASP coordinator will check determine eligibility asap	N/A			0	\$0.00
In conjunction with CUES COST team and school principal the after school program will identify and recruit students whom show increased need for academic intervention, with emphasis placed on literacy.	Student enrollment in ASP	All Students	Ongoing	ASP Program coordinator	4/2/2012	149SQI1F3469	ASP coordinator included on COST team to determine ASP needs	N/A			0	\$0.00
After school program will target those students whose attendance falls below 95% with parent outreach including student performances, and student awards and other incentives.	student enrollment in ASP	All Students	Ongoing	Principal and ASP coordinator	4/2/2012	149SQI1F3471	Welcome parents and families at the beginning of the school year and continued relationship building throughout the year.	N/A			0	\$0.00
After school program will provide continual training and professional development for group leaders and other ASP staff to determine engagement strategies and classroom management.	Student enrollment in ASP	All Students	Ongoing	ASP Program coordinator	4/2/2012	149SQI1F3475	Determine program leader needs and areas of improvement through walkthroughs and classroom observations. Parent and students surveys are also valuable sources of data.	N/A			0	\$0.00

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

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

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

A quality school...

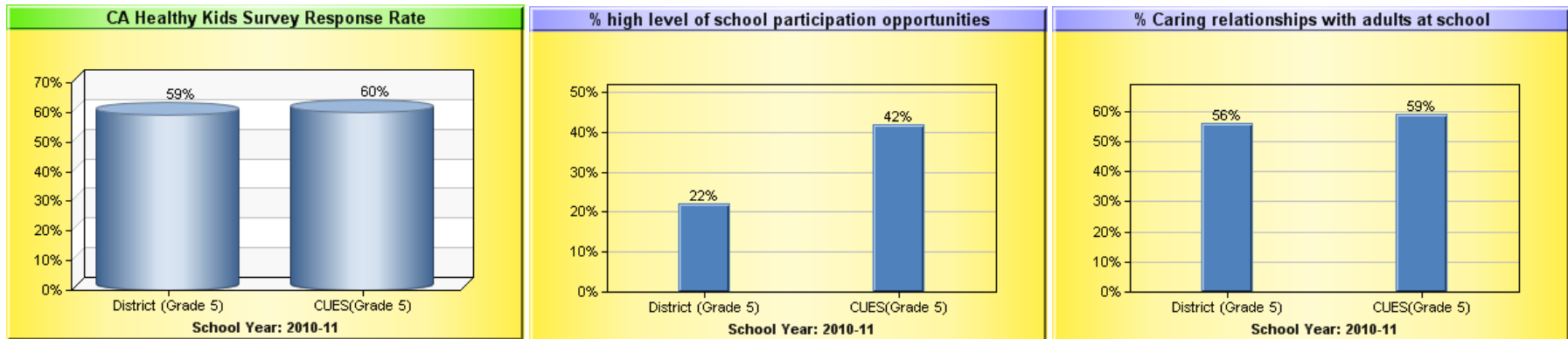
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

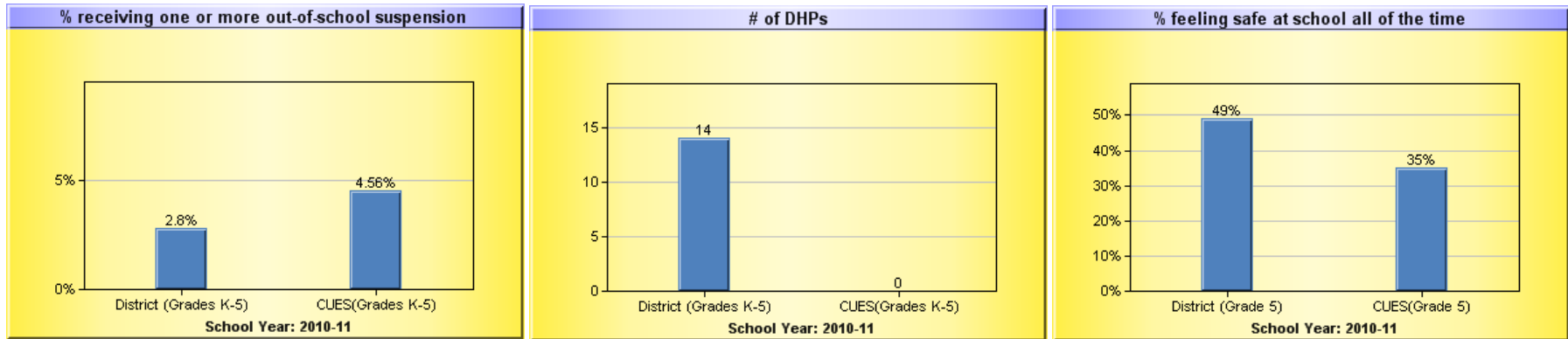
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Data Analysis

- Our suspension rate for this school year 2011-2012 on January 31, 2012 was 1.2% significantly lower than the district average of 2.8%
- 42% of our students felt their was a high level of school participation opportunities which was almost double the district average of 22%.
- 35% of our students felt safe at school all of the time this was lower than the district average of 49%.

Theory Action

- CUES is a Caring School Community committed to the education of the whole child. Our agreements: Be Safe, Be Responsible, and Be Respectful are reinforced in all classrooms, creating a safe environment for our students to be successful.
- We celebrate our successes and diversity throughout the year.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Form CSC Leadership team (includes principal & cross grade level teachers, attend district/site PDs for leadership team that includes school site planning, dedicated school wide CSC meeting time, Cross Age Buddies that pairs lower and upper grade students	CUES school wide CSC plan	All Students	Ongoing	All	4/2/2012	149SQI2A2268	Implement CSC program	N/A			0	\$0.00
Implementation of guidelines created by the School Safety Committee for each major area of the campus using classroom meetings, behavior assembly, caught being good tickets, and store to reinforce with students.	Regular observation of class meetings, positive school environment	All Students	Ongoing	All Faculty and Staff	4/2/2012	149SQI2A3161	Schedule monthly School Safety Committee meetings	N/A			0	\$0.00
	Monthly assemblies that acknowledge student achievement (including						Schedule Monthly					

School-wide celebration of our successes & our diversity.	acknowledgement of attendance, performance on District Benchmark assessments, prior year CST, academic performance, etc.) and celebrate diversity	All Students	Monthly	Principal and Teachers	4/2/2012	149SQI2A3162	assemblies to coincide with cultural holidays in addition to awards related to assessments and attendance.	N/A				0	\$0.00
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

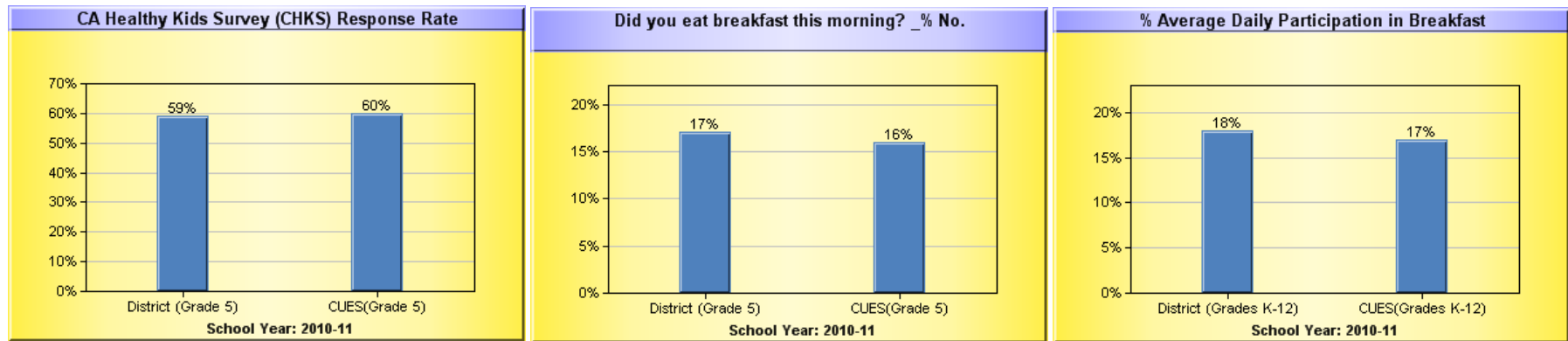
School Quality Standards relevant to this Strategic Priority

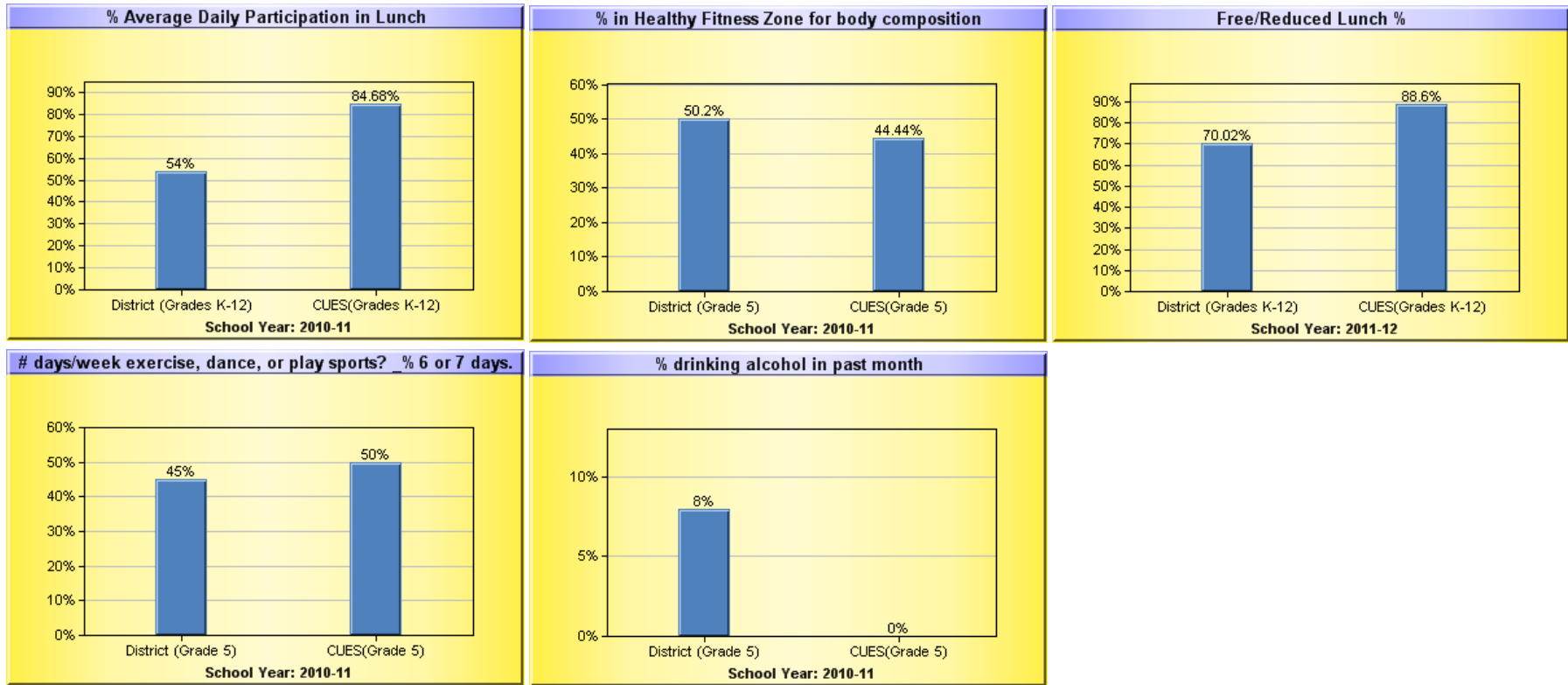
A quality school...

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

From OUSD Strategic Plan:

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





Data Analysis

- 85% of our students participate daily in the lunch program. 89% of our students qualify for free and reduced lunch.
- 50% of our students exercise, dance, or play sports 6 or 7 days a week.

Theory Action

- CUES has a site wellness team that meets to promote healthy eating and exercise for staff and students.
- We provide health education in priority areas (e.g. nutrition, gardening, social emotional learning) through OUSD staff or community partners.
- We provide high-quality health and mental health services through District staff (nurse) or community partners (PALS, Brothers on the Rise, Safe Passages, TransForm, Playworks).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Educating and training students on healthy eating.	CHKS	All Students	2012-2013	Site Wellness Team	4/2/2012	149SQI2B3405	Harvest of the Month, Garden and Compost project, Farmer's Market	N/A			0	\$0.00
Educating and training parents on healthy eating and nutrition.	CHKS		2012-2013	Community Relations Asst. II	4/2/2012	149SQI2B3410	Parent Health and Nutrition class by UC Extension	N/A			0	\$0.00
Promoting fitness and				Community			Walk and Roll to School					

reduction in pollution in our community.	CHKS	All Students	2012-2013	Relations Asst. II	4/2/2012	149SQI2B3416	monthly events, Golden Sneaker Contest	N/A			0	\$0.00
Offer staff and parents wellness opportunities throughout the year.	CHKS		2012-2013	Principal, Community Relations Asst. II, TSA	4/2/2012	149SQI2B3423	Zumba classes, Mindfulness classes, Trauma PD	N/A			0	\$0.00
Teaching students organized games during recess and after school.	CHKS	All Students	2012-2013	Playworks coach	4/2/2012	149SQI2B3430	Recess games, game time, and organized boys and girls basketball, co-ed volleyball league.	N/A			0	\$0.00
Improving daily participation in the school lunch program.	Daily participation in lunch program	All Students	2012-2013	Site Wellness Team	4/2/2012	149SQI2B3450	Implemented recess before lunch schedule	N/A			0	\$0.00
Implement OUSD's Wellness Policy	CHKS	All Students	2012-2013	All Staff	4/2/2012	149SQI2B3453	Healthy food for school events, provide district recommended food list.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

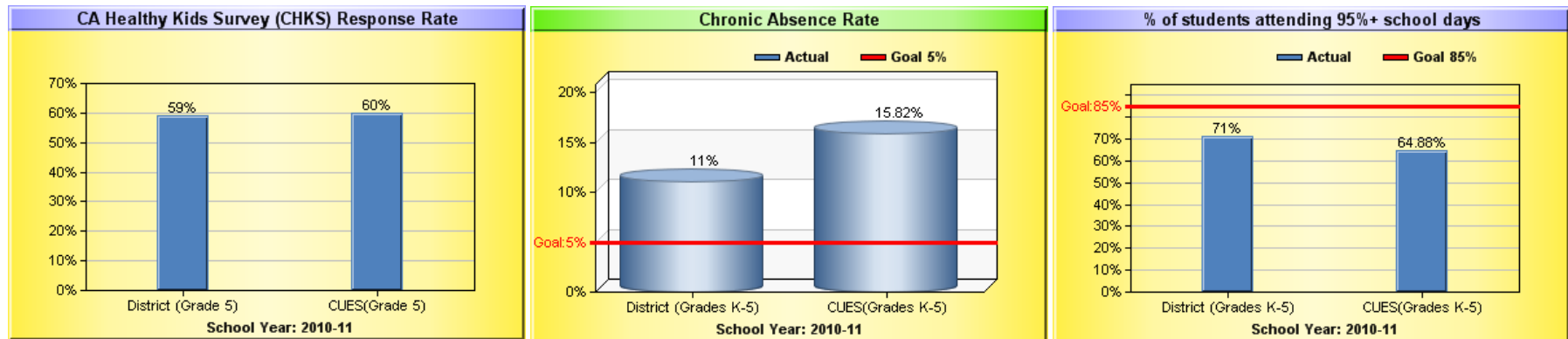
A quality school...

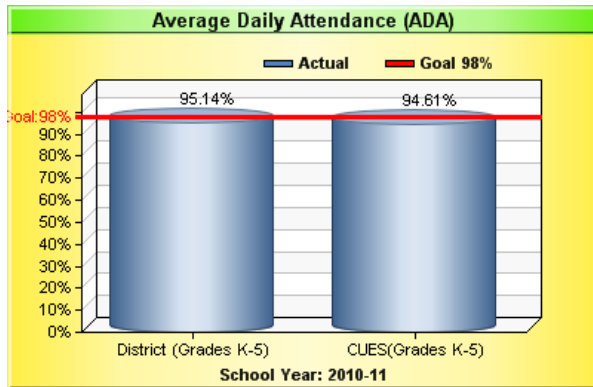
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





School Data

- Monthly attendance awards for each grade level.

Data Analysis

- 26% of African American students are chronically absent.
- We are 20% below the district goal of 85% of students attending 95% of school days.
- We have an increase of 10% of the district goal of 5% chronic absence rate.

Theory Action

- Reach out to parents of students with chronic absences with a focus on K-1 students. Reach out through site attendance team, home visits and phone calls home, and reflect on challenges.
- Engage parents and community in supporting student attendance improvement initiative-focus on K-1 students.
- Create an atmosphere where students want to come to school

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Bilingual Community Relations Asst. I to work with with families to increase student attendance.	Attendance Rate	All Students	2012-2013	Principal	4/2/2012	149SQI2C871	Bilingual Community Relations Assistant I to work with families to increase attendance	7090-EIA - SCE		CMRAIB9999	0.6	\$40,481.08
Bilingual Community Relations Asst. I to work with with families to increase student attendance.	Attendance Rate	All Students	2012-2013	Principal	4/2/2012	149SQI2C872		N/A			0	\$0.00
TSA will accompany teachers, attendance clerk and CRI/II on home visits if necessary.	Attendance Rate	All Students	Ongoing	Teachers, TSA, Office staff	4/2/2012	149SQI2C3417	After attempts to support families to approve attendance, a home visit may be scheduled	N/A			0	\$0.00
SARB/SART, weekly, and monthly statistical reports will be used and maintained by CRI, CRII, and attendance	Attendance Rate	All Students	Ongoing	CRI/CRII and attendance clerk	4/2/2012	149SQI2C3419	This use of data will determine which students need attendance support.	N/A			0	\$0.00

clerk. Community relations assistant and attendance clerk will meet with families to provide support.	Attendance Rate	All Students	Ongoing	CRI/CRII and attendance clerk	4/2/2012	149SQI2C3420	Parent outreach determine specific areas of need i.e. no uniforms, transportation etc.	N/A			0	\$0.00
Our Community Relations Assistant will be responsible for contacting families of students with chronic absences with reminder phone calls and notices, along with the attendance clerk.	Attendance Rate	All Students	Ongoing	CRI/CRII and attendance clerk	4/2/2012	149SQI2C3422	Maintain positive communication and possible proactive measures to chronic absences	N/A			0	\$0.00
Form Site Attendance team which includes COST meeting to determine interventions.	Attendance Rate	All Students	Ongoing	Teachers, TSA, CRI/CRII and attendance clerk	4/2/2012	149SQI2C3426	Coordination of resources available to support families with chronic absences	N/A			0	\$0.00
Teachers make three to four phone calls a week to encourage families to come to school.	Attendance Rate	All Students	Ongoing	Teachers	4/2/2012	149SQI2C3425	Strengthening relationships and maintaining class community. Students often feel a strong connection to teachers when they call to convey concern over student absence.	N/A			0	\$0.00
Conduct teacher and staff professional development about ways to encourage and increase student attendance.	Attendance Rate	All Students	ongoing	All teachers and staff	4/2/2012	149SQI2C3428	Building relationships and bonds to the classroom help maintain regular attendance	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

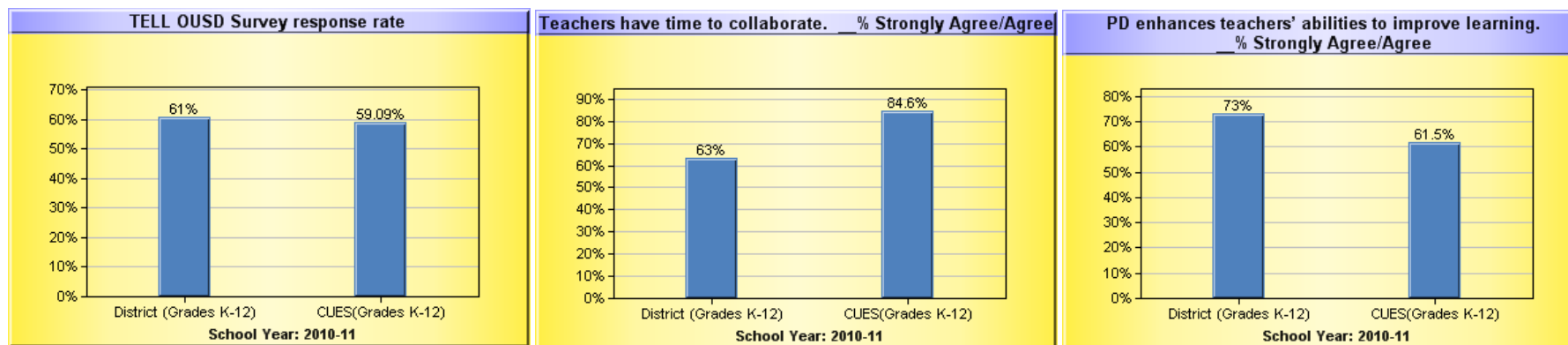
A quality school...

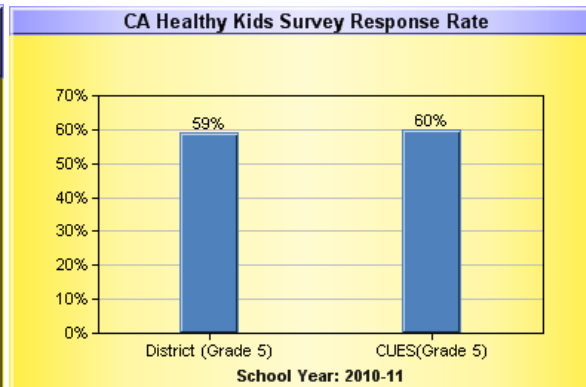
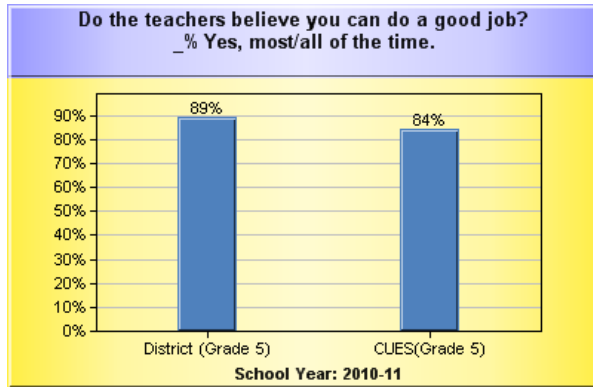
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





Data Analysis

- We will increase our students response to the CHKS from 60% to 75% in 2013.
- At CUES, we will increase our teacher survey response rate from 59% to 75% in 2013.
- 85% of our teachers strongly agree/agree that they have to collaborate.
- For the 2011-2012 school year we had 100% teacher retention.

Theory Action

- Use instructional time, collaboration time, and other professional development to guide and support quality instructional practices.
- Through Professional Learning Communities, teachers will actively engage in cycles of inquiry to adequately provide targeted instruction to students.
- Lead Teachers are chosen based on thier areas of interest and expertise and will provide ongoing support to all staff.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA to provide teacher coaching and professional development to increase rigor in ELA.	CST	English Learners	2012-2013	Principal	4/2/2012	149SQI3A874	TSA to provide teacher coaching	7091-EIA - LEP		T10TSA0238	0.1	\$6,569.86
Math consultant to provide teacher coaching and professional development to increase rigor in Math.	CST	All Students	2012-2013	Principal	4/2/2012	149SQI3A885	Math consultant to provide teacher coaching and professional development in Math	3010-Title I	5825-CONSULTANTS		0	\$27,750.00
Professional development based on the needs of teachers and school wide foci: ELD, Intervention, and workshop.	Professional Development calendar		Ongoing	Principal and Teachers	4/2/2012	149SQI3A3298	Assess needs of teachers throughout the year through staff survey's and feedback forms.	N/A			0	\$0.00
Provide support for teachers including individual coaching and collaborative planning time for new teachers. Match new			Ongoing	Principal and TSA	4/2/2012	149SQI3A3304	Assessing teacher needs through surveys and feedback forms.	N/A			0	\$0.00

teachers up with on site mentor teachers through BTSA.												
Cycle of Inquiry model for PLCs	Inquiry presentations		Ongoing	Teachers and ILT	4/2/2012	149SQI3A3307	Through formal/informal assessments, teachers will identify target students in ELA/Math and target instruction towards their needs during workshop	N/A			0	\$0.00
Grade level data conferences with principal.	CST	All Students	2012-2013	Principal	4/2/2012	149SQI3A3487	Hold three times a year ELA and Math data conferences.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Data Analysis

- Our goal is to create more diversity and cohesiveness within our parent leader teams.

Theory Action

- Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, home visits, School Messenger)
- Increase family leadership through team structures such as SSC, AAPC, and ELAC.
- Enhance outreach efforts by working with the District's Family and Community Engagement representative.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Plan for and implement increased school engagement with families (e.g. via newsletters and home visits)	CHKS	English Learners	2012-2013	Principal	4/26/2012	149SQI4A875	Bilingual Community Relations Assistant I to work with our bilingual families to increase parent engagement	7091-EIA - LEP		CMRAIB9999	0.4	\$26,987.39
Provide meeting refreshments to encourage parent participation.	CHKS	All Students	2012-2013	Principal	4/26/2012	149SQI4A877	Provide meeting refreshments at parent meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,514.50
Increase African American parent involvement.	CHKS		2012-2013	African American Parent Council	4/26/2012	149SQI4A3462	Hold monthly AAPC meetings, sponsoring school events to promote and encourage participation	N/A			0	\$0.00
Create a				Principal,			Provide parents with access to computers,					

Parent/Community Resource Center	CHKS		2012-2013	Community Relations Asst. II	4/26/2012	149SQI4A3470	enhance computer skills, use it for research, job hunting	N/A			0	\$0.00
Increase parental participation	CHKS		2012-2013	Community Relations Asst. II and Bilingual Community Relations Asst. I	4/26/2012	149SQI4A3474	Family Reading Night, Talent Show, Flea Market	N/A			0	\$0.00
Oakland Housing Authority partnership.	CHKS, Attendance Rate	All Students	2012-2013	Principal	4/26/2012	149SQI4A3941	Parent Ambassador Program, parent ambassador works with our students and families to promote school attendance and involvement.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Community United Elementary School

Principal: MONICA MORENO-BOWIE

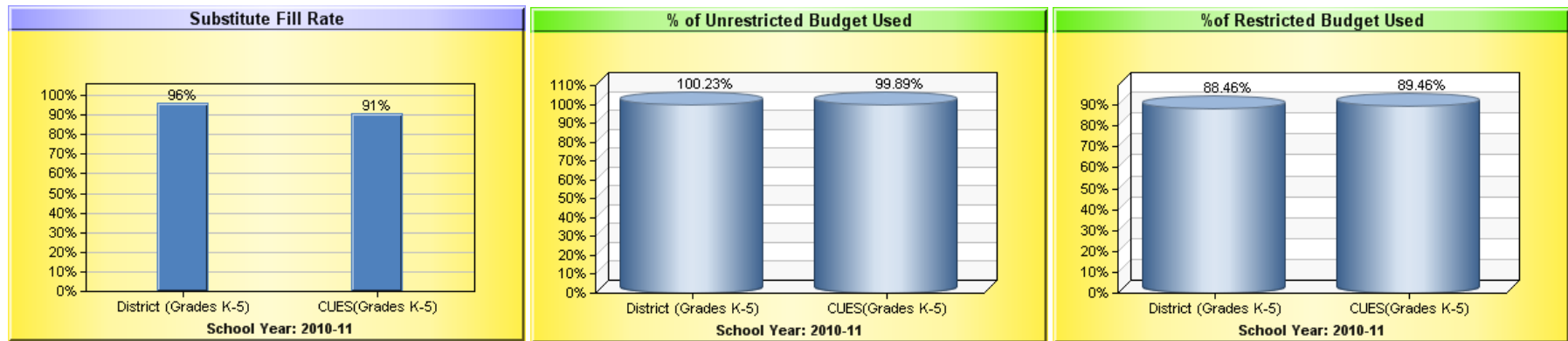
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Theory Action

- In order to provide a highly structured and rigorous academic learning environment for students, all stakeholders must be part of the decision making process. This includes students, parents, faculty, staff, and community members.
- Ensure materials and facilities are available and functioning at all times.
- Implement a school safety plan.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
SSC, faculty, and staff will discuss all aspects of site budget allocations to determine fiscal priorities.	SSC meetings		Ongoing	Principal, Faculty and SSC	4/2/2012	149SQI5A3326	Meetings in which all stakeholders present and heard.	N/A			0	\$0.00

Create systems to support consistent classroom staffing i.e. preferred substitute teachers list and STIP support in covering classes			Ongoing	Office Staff	4/2/2012	149SQI5A3329	Collecting feedback from teachers regarding substitutes	N/A			0	\$0.00
Weekly Office Meeting	Weekly action items		Ongoing	Principal, TSA, and Office Staff	4/2/2012	149SQI5A3333	STIP subs will cover office during weekly meetings	N/A			0	\$0.00
Weekly Principal and TSA meetings	Weekly action items		Ongoing	Principal and TSA	4/2/2012	149SQI5A3349	Principal and TSA meet at least twice weekly to determine action items	N/A			0	\$0.00
Frequent walkthroughs to ensure students and teacher accountability and safety				Principal and TSA	4/2/2012	149SQI5A3334	Principal and TSA will coordinate schedules to ensure visibility throughout the school day, including lunch and yard duty.	N/A			0	\$0.00
Monthly staff meetings	Predetermined schedule		Monthly	All Faculty and Staff	4/2/2012	149SQI5A3344	Scheduled monthly ahead of time to determine needs and give adequate time	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Community United Elementary
Site Number: 149**

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 2/22/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/26/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Paula Robles
SSC Chairperson's Name (printed)

5/7/12
Date



ELAC Chairperson's Signature

Angelina Romero
ELAC Chairperson's Name (printed)

5/7/12
Date



Principal Signature

Monica Moreno-Bowie
Principal's Name (printed)

5/7/12
Date



Executive Officer's Signature

Kimi Klean
Executive Officer's Name (printed)

5/14/12
Date



Director, State & Federal Compliance Signature

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

6/8/12
Date

School Site Council Membership Roster – Elementary School

School Name: Community United Elementary

School Year: 2011-2012

Chairperson: Paula Robles	Vice Chairperson: Maria Concepcion Tovar
Secretary: Goretty Franco	<u>DAC Representative:</u> Lorena Navarrete

Check Appropriate

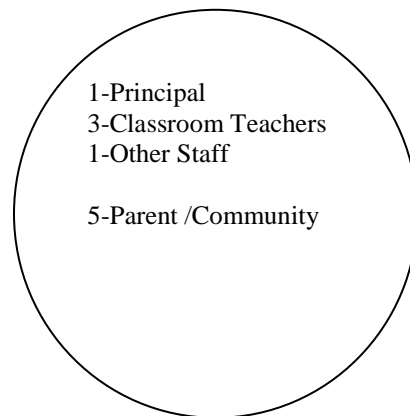
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Paula Robles	6701 International Blvd., 94621				X
Maria Concepcion Tovar	6701 International Blvd., 94621				X
Goretty Franco	6701 International Blvd., 94621				X
Lorena Navarrete	6701 International Blvd., 94621				X
Marcela Gutierrez	6701 International Blvd., 94621				X
Monica Moreno-Bowie	6701 International Blvd., 94621	X			
Pak Khuth	6701 International Blvd., 94621			X	
Willeta Jennings	6701 International Blvd., 94621		X		
Brenda Crayton	6701 International Blvd., 94621		X		
Dora Mora-Mejia	6701 International Blvd., 94621		X		
DAC Representative					
Lorena Navarrete					
Home Ph. 510 566 0573	Email:				

Meeting Schedule	Nov. 17 th , Jan. 19 th , Feb. 16 th , Mar. 12 th , Apr. 19 th , May 17 th
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Community United Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
- Offer a flexible number of meetings for parents. We have ELAC, SSC, and African American Parent Council meetings monthly for parents.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. We hold our Title I meeting annually along with ELAC, SSC, and African America Parent Council.
- Provides parents of Title I students with timely information about Title I programs. We send home notices about the annual Title I meeting along with phone calls home.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. During Back to School Night teachers present the grade level standards and expectations for academic performance. Teachers conduct parent conferences twice a year to report on the progress students are making. Teachers will make recommendations and suggestions on how parents can help support their child's academic development.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents can attend our ELAC, SSC, and African American Parent Council.

School-Parent Compact

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

Building Parent Capacity for Involvement

Community United 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 Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- During Back to School Night teachers present the grade level standards and expectations for academic performance. Teachers conduct parent conferences twice a year to report on the progress students are making. Teachers will make recommendations and suggestions on how parents can help support their child's academic development.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Workshops will be held for parents along with Parent Teacher conferences where materials will be given to parents so they can work with their children at home.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Professional development will be provided to support staff in working with parents.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. We hold Awards Nights, Literacy Nights, Math Nights, Art Exhibition, Back to School Night and Open House.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Our school's Community Relations Assistants send school newsletters, flyers, and parent notification letters in appropriate language in a timely manner.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. We hold ELAC meetings, SSC meetings, and African American Parent Council meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. We hold ELAC meetings and all school communication is in English and Spanish.

Adoption

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

This policy was adopted by the Community United School Site Council on 10/20/11 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Community United Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

(Date)

Community United Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	<input checked="" type="radio"/> Fully	Substantially	Partially	Minimally
			1.1	<input checked="" type="radio"/> 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Appropriate Instructional program materials</u> All students are <u>X</u> assessed, <u> </u> <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: 346 All Students. <u>199</u> ELs. <u> 11</u> SWDs.</p> <p><u>Appropriate Use</u> Identify all that apply: <u>X</u> <u> </u> Core materials are used daily as designed. <u> </u> <u>X</u> Ancillary materials are used daily as designed.</p>							
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

Community United ES
Academic Program Survey—Elementary School Level

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

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> • 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. • Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			Key Components Appropriate Instructional Program Materials All students are <u>X</u> assessed, <u> </u> <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials. Number of Intensive Intervention Students: All Intensive Learners: Gr. 4 <u>22</u> Gr. 5 <u>10</u> Gr. 6 <u> </u> All Intensive ELs: Gr. 4 <u>12</u> Gr. 5 <u>8</u> Gr. 6 <u> </u> All Intensive SWD's: Gr. 4 <u>7</u> Gr. 5 <u>2</u> Gr. 6 <u> </u>																								
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">16%</td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">4%</td> <td></td> </tr> </tbody> </table>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	43%	20%		Intensive ELs	23%	16%		Intensive SWDs	13%	4%	
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School Distribution Date:																											
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Attach publisher PO documentation for sets of classroom core materials.																											

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate SBE-adopted instructional program materials. Number of Students: <u> 346 </u> All Students. <u> 199 </u> ELs. <u> 11 </u> SWDs. Appropriate Use Identify all that apply: <u> X </u> Core materials are used daily as designed. <u> X </u> Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials. Students served: Number of Intensive Intervention Students: All Intensive learners: Gr. 4 <u>18</u> Gr. 5 <u>25</u> Gr. 6 <u> </u> All Intensive ELs: Gr. 4 <u>7</u> Gr. 5 <u>16</u> Gr. 6 <u> </u> All Intensive SWDs: Gr. 4 <u>7</u> Gr. 5 <u>2</u> Gr. 6 <u> </u> Appropriate Us <u>X</u> Materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
1. Instructional Program	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. • Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally									
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
<p><u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 8 _N/A All Intensive ELs: Gr. 8 ___ N/A _ All Intensive SWDs: Gr. 8 ___ N/A _</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: left;">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th style="width: 80%;"></th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td></td> </tr> <tr> <td>ELs</td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> </tr> </tbody> </table> <p><u>Appropriate Use</u> ___ N/A Materials are used daily as designed.</p>							Number Provided SBE-Algebra Readiness			Grade 8	Total Students		ELs		SWDs	
Number Provided SBE-Algebra Readiness																
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Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> Kindergarten: 60 minutes Grades one through three: 2.5 hours Grades four through six: 2.0 hours Grades six through eight: 2.0 hours (or up to two periods) 	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	Fully	Substantially	Partially	Minimally																																															
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components																																																			
			<p>Appropriate Allocation of Daily Instructional Time <u> X </u> Time is given priority and protected from interruptions.</p> <p>Identify the number of instructional minutes (length of periods) offered at each grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;">All Students</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="background-color: yellow;">ELs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="background-color: yellow;">SWDs</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	25	25	25	25	25	25	25	25	25	ELs	30	30	30	30	30	30	30	30	30	SWDs						
Number of Instructional Minutes at each grade level																																																						
	K	1	2	3	4	5	6	7	8																																													
All Students	25	25	25	25	25	25	25	25	25																																													
ELs	30	30	30	30	30	30	30	30	30																																													
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Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																											
2. Instructional Time	<p>2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30 minutes • Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course. 	<p>Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions • Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs. • This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency. • For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course. – Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional 	Objective	Fully	Substantially	Partially	Minimally																																							
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																							
			Key Components																																											
<p><u>Appropriate Allocation of Daily Instructional Time</u> <u> X </u> Time is given priority and protected from interruptions.</p> <p>Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.</p>																																														
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>6 6</td> <td>6 6</td> <td>6 0</td> <td>5 3</td> <td>5 1</td> <td>5 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic</td> <td>6 6</td> <td>6 6</td> <td>6 0</td> <td>5 3</td> <td>5 1</td> <td>5 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic provided 30-45 additional minutes or a support period</td> <td>6 6</td> <td>6 6</td> <td>6 0</td> <td>5 3</td> <td>5 1</td> <td>5 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								K	1	2	3	4	5	6	7	8	All Strategic	6 6	6 6	6 0	5 3	5 1	5 0				All HP Strategic	6 6	6 6	6 0	5 3	5 1	5 0				All HP Strategic provided 30-45 additional minutes or a support period	6 6	6 6	6 0	5 3	5 1	5 0			
	K	1	2	3	4	5	6	7	8																																					
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All HP Strategic provided 30-45 additional minutes or a support period	6 6	6 6	6 0	5 3	5 1	5 0																																								

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		<p>targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.</p> <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th style="text-align: center;">K</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Additional time provided all HP Strategic students</td> <td style="text-align: center;">3 0</td> <td style="text-align: center;">3 0</td> <td style="text-align: center;">3 0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Additional time provided all HP Strategic ELs</td> <td style="text-align: center;">3 0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Additional time provided all HP Strategic SWDs</td> <td style="text-align: center;">3 0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high-priority strategic students. Distributed benchmark exams</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>	Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided all HP Strategic students	3 0	3 0	3 0							Additional time provided all HP Strategic ELs	3 0									Additional time provided all HP Strategic SWDs	3 0								
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Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	<p>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period) 	<p>Full implementation means that that the school’s schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply:</p> <p><input checked="" type="checkbox"/> Time is given priority and protected from Interruptions.</p> <p><input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th style="width: 25%;">Proficiency Levels</th> <th style="width: 15%;">Levels 1-2</th> <th style="width: 15%;">Level 3</th> <th style="width: 15%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td style="text-align: center;">78</td> <td style="text-align: center;">70</td> <td style="text-align: center;">57</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students	78	70	57	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students	78	70	57													
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	30	30	30													
Documentation		Additional Comments														
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods) 	<p>Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction. 	Objective	Fully	Substantially	Partially	Minimally																											
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																											
			Key Components																															
			<p><u>Appropriate Allocation of Daily Instructional Time</u> <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Els</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level							4	5	6	7	8	All Intensive learners	25	25				Intensive Els	25	25				Intensive SWDs	7	2
Number of Instructional Minutes at each grade level																																		
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> • Kindergarten: 30 minutes • Grades one through six: 60 minutes • Grades six through eight: 50-60 minutes (or one period) 	Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
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			Key Components																																																			
			<p>Appropriate Allocation of Daily Instructional Time <u> X </u> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Instructional Minutes offered at each grade level:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="10"># of Instructional Minutes @ each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>4 0</td> <td>6 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>4 0</td> <td>6 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>4 0</td> <td>6 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p># For Algebra Readiness see 2.7</p>					# of Instructional Minutes @ each grade level											K	1	2	3	4	5	6	7	8	All Students	4 0	6 0	9 0	9 0	9 0	9 0				ELs	4 0	6 0	9 0	9 0	9 0	9 0				SWDs	4 0	6 0	9 0	9 0	9 0	9 0
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. <ul style="list-style-type: none"> • Kindergarten through grade six: 15-30 minutes • Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course. 	Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> • For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. • For grades six and seven, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course. – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. • For grade eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. 	Objective	Fully	Substantially	Partially	Minimally		
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		
			Key Components						
<p><u>Appropriate Allocation of Daily Instructional Time</u> <u> X </u> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.</p>									
# of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	6 5	6 8	5 7	5 3	5 1	4 9			
All HP Strategic	7	1 3	1 6	2 0	3 4	3 0			
All HP ELs	4	3	1 3	1 5	2 1	1 9			
All HP SWDs	0	0	1	1	7	2			

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		<ul style="list-style-type: none"> – Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: left; padding: 5px;">Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</th> </tr> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Additional time provided to all HP strategic students</td> <td style="text-align: center;">15</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Additional time provided to HP EI strategic students</td> <td style="text-align: center;">15</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Additional time provided to all HP SWD strategic students</td> <td style="text-align: center;">15</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.											K	1	2	3	4	5	6	7	8	Additional time provided to all HP strategic students	15	30	30	30	30	30				Additional time provided to HP EI strategic students	15	30	30	30	30	30				Additional time provided to all HP SWD strategic students	15	30	30	30	30	30			
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2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. <ul style="list-style-type: none"> • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. For districts using the 2007 SBE-adoption: <ul style="list-style-type: none"> • Grade eight: One period of Algebra Readiness daily for identified intervention students. 	Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. For districts using the 2008 SBE-adoption: <ul style="list-style-type: none"> • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. For districts using the 2001 SBE adoptions: <ul style="list-style-type: none"> • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. 	Objective	Fully	Substantially	Partially	Minimally
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Appropriate Allocation of Daily Instructional Time _X_ Time is given priority and protected from interruptions.							
Indicate total number of additional minutes:							
# of Instructional Minutes at each grade level							
			4	5	6	7	Algebra Readiness
All Intensive Learners			3 0	3 0			
All Intensive ELs			3 0	3 0			
All Intensive SWDs			6 0	6 0			
Documentation		Additional Comments					
	Mathematics						
District Instructional Regulations:							
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Academic Program Survey—Elementary School Level

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

Community United ES
Academic Program Survey—Elementary School Level

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

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

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Academic Program Survey—Elementary School Level

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

Community United ES
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. School Administrator Instructional Leadership Training	<p>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current SBE adopted mathematics 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; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally		
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%	<p style="text-align: center;">Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Principal <input checked="" type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Structured Practicum.*</p> <p>Vice Principal/ TSA <input checked="" type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Structured Practicum.*</p> <p>* Refer to suggested targeted professional development and support list.</p>	

Community United ES
Academic Program Survey—Elementary School Level

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

Community United ES
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. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – 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 data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training Program. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) including support on providing tiered intervention; and 	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Principal's Professional Development</u> <input checked="" type="checkbox"/> Completed.</p> <p>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</p>							

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Academic Program Survey—Elementary School Level

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

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			93% Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of	Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the 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 adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Training and Practicum Completed:</u> Indicate number of teachers at each grade level and number completing training and practicum.				
			# of Teachers	40-hour Training	80-hours of Structured Practicum		
			Grade 1	3	3	3	
			Grade 2	3	1	1	
			Grade 3	3	1	1	
			Grade 4	2	1	1	
			Grade 5	2	0	0	
			Grade 6				
			Grade 7				
			Grade 8				
* Refer to suggested practicum activities.							

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	<p>school/district professional development plan.</p>	<ul style="list-style-type: none"> • Participation in a 40-hour English language learner professional development institute 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 adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on Rtl² including support on providing tiered intervention. • Implementation and monitoring of standards-based 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	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Community United ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	<p>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			Key Components																																									
			<p><u>Training and Practicum Completed</u></p> <p>Indicate number of teachers at each grade level and number completing training and practicum.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;"># of Teachers</th> <th style="width: 15%;">40-hour Training</th> <th style="width: 15%;">80-hours of Structured Practicum</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td style="text-align: center;">3</td><td style="text-align: center;">3</td><td style="text-align: center;">3</td></tr> <tr><td>Grade 2</td><td style="text-align: center;">3</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td>Grade 3</td><td style="text-align: center;">3</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td>Grade 4</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td>Grade 5</td><td style="text-align: center;">2</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td></tr> <tr><td>Grade 7</td><td></td><td></td><td></td></tr> <tr><td>Algebra 1</td><td></td><td></td><td></td></tr> <tr><td>Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="margin-top: 10px;">* Refer to suggested practicum activities.</p>						# of Teachers	40-hour Training	80-hours of Structured Practicum	Grade 1	3	3	3	Grade 2	3	1	1	Grade 3	3	1	1	Grade 4	2	1	1	Grade 5	2	0	0	Grade 6				Grade 7				Algebra 1				Algebra Readiness
	# of Teachers	40-hour Training	80-hours of Structured Practicum																																									
Grade 1	3	3	3																																									
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Grade 5	2	0	0																																									
Grade 6																																												
Grade 7																																												
Algebra 1																																												
Algebra Readiness																																												

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Academic Program Survey—Elementary School Level

	<p>adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute 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 adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Community United ES
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.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> 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 adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Coaches/content experts/specialists</u> <input type="checkbox"/> X Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms. Describe type of classroom/teacher assistance regularly provided to teachers: Describe criteria used for identifying and providing coaching support: <u>Monitoring Coaching System</u> <input type="checkbox"/> X Principal structures/monitors instructional assistance services. <u>Trained Coaches/ Content Experts/Specialists</u> <input type="checkbox"/> X Completed SBE-adopted materials-based training (identify which program[s]). <input checked="" type="checkbox"/> X Completed English Learner Professional Development (ELPD). Describe type of training/ support planned and/or provided for coaches/content experts/specialists:				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Community United ES
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.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> 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 adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Coaches/content experts/specialists:</u> <input checked="" type="checkbox"/> Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Push-in support from Resource Specialists, STIP sibs, and TSA</p> <p>Describe criteria used for identifying and providing coaching support: Data and teacher requests</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> Completed SBE-adopted materials-based training (identify which program[s]). <input checked="" type="checkbox"/> Completed ELPD.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: District Professional D.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Academic Program Survey—Elementary School Level

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

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

Community United ES
Academic Program Survey—Elementary School Level

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

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

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

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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 one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings:</u> __1__ Number per month. __X__ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. __X__ Meetings are structured; protocols/tools are developed and used. __X__ Training for collaboration meeting protocols provided to teachers. __X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction. __X__ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u> __X__ Using and analyzing timely student common assessment results from all students. __X__ Strengthening program implementation. __X__ Designing and improving lessons and instruction. __X__ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Community United ES
Academic Program Survey—Elementary School Level

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

Community United ES
Academic Program Survey—Elementary School Level

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