OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Sobrante Park Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Federal Programs
- ➢ Title I, Part A

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

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

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School: Sobrante Park Elementary

6002182

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT
Sobrante Park is a small K-5 Title 1 school located in the industrial section of East Oakland bordering San Leandro. In 2011-2012, Sobrante Park became a PI school after having exited in 2006. Our demographics have remained steady since 2008 with 75% Latino, 22% African american and about 3% Pacific Islander. Our school has 9 self-contained SEI classrooms. This is the first year Sobrante Park has not offered bilingual instruction. Our school offers art, music, library services and a high-quality comprehensive writing program for grades 2nd - 5th. Sobrante Park has an award-winning after school program (Higher ground)

VISION
The vision of Sobrante Park is to educate, challenge and nurture our students in order to become successful secondary students with a purpose and motivation to succeed in a complex society.

<h1 style="text-align:center">Accountable for Quality: Ensuring Thriving Students and Healthy Communities</h1>
<h2 style="text-align:center">Strategic Priority: The Accountability Plan</h2>

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

Sobrante Park's Leadership Team, which is composed of the principal, teachers and parents will monitor progress toward becoming a FSCS. This will be done at periodic meetings set by the leadership team, and at SSC and ELAC meetings. Strategies: 1. Implement Schmoker's approach to literacy: Grade levels select focus standards in ELA and math (@ 10-15). Teachers plan instruction around 3 or 4 standards and teach the focus standards in depth for 4-5 weeks. Students are assessed at the end of this instructional period. Assessment results are used to determine mastery of taught standards. Teachers then select new set of standards or reteach. 2. Open court materials (sans pacing guide) utilized to support reading instruction. Leveled books, library books and non-fiction materials also utilized for balanced literacy. 3. Writing program focusing on grades 2-5. Each class has two 1-hour periods per week. Instruction includes reading text, extracting facts, writing summaries and responses to literature, and narratives. 4. Data conferences at the end of each assessment period. Grade level teams deconstruct the data and plan instruction accordingly and in line with Schmoker. 5. Weekly meetings with grade level teams (on rotating schedule) to review data, student work and plan instruction. 6. Referrals to CARE team for struggling students. Further referrals for SSTs, SARTs and/or clinic at Madison tracked through the CARE team 7. Monthly SSC and ELAC meetings to monitor implementation of school plan, budget alignment and academic progress. Compliance items such as emergency plan, development of CSSSP also developed through SSC and ELAC.

<h1 style="text-align: center; color: green;">School Quality Indicator 1: Quality Learning Experiences for All Students</h1>

<h2 style="text-align: center; color: orange;">Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum</h2>

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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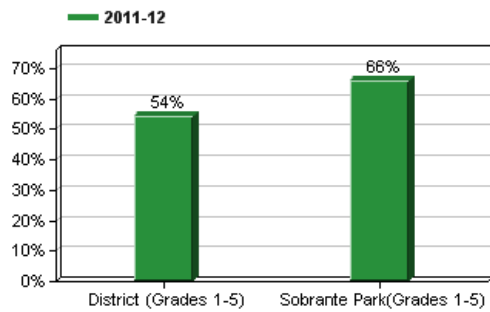- provides and ensures equitable access to curriculum and courses that prepare all students for college

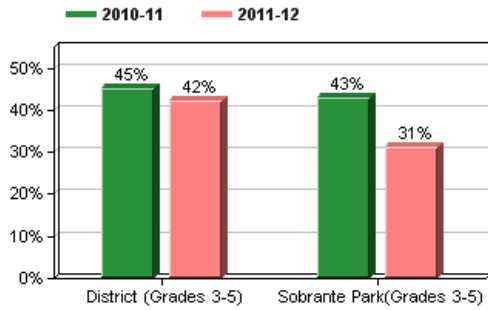**Benchmark**

ELA MidYear % At/Above BMark in Reading Comprehension

— 2011-12

	District (Grades 2-5)	Sobrante Park(Grades 2-5)
	61%	34%
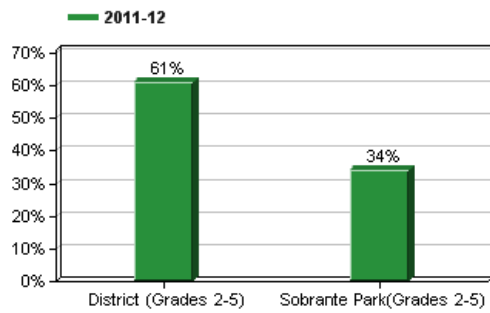
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

— 2011-12

	District (Grades 1-5)	Sobrante Park(Grades 1-5)
	54%	66%

CST

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

2010-11 ■ 2011-12

	District (Grades 3-5)	Sobrante Park(Grades 3-5)
2010-11	45%	43%
2011-12	42%	31%

CST/CMA ELA % BB/FBB

2010-11 ■ 2011-12

	District (Grades 2-5)	Sobrante Park(Grades 2-5)
2010-11	22%	36%
2011-12	22%	33%

CST/CMA ELA % Prof/Adv

2010-11 ■ 2011-12

	District (Grades 2-5)	Sobrante Park(Grades 2-5)
2010-11	51%	34%
2011-12	52%	36%
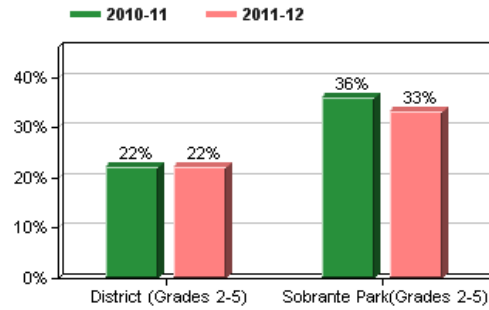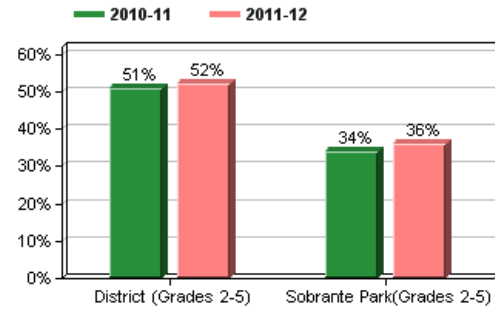
DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

2011-12

District (Grade K)	Sobrante Park(Grade K)
72%	28%
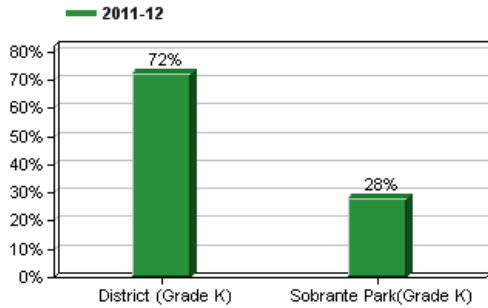
DIBELS EOY Gr1 % Low Risk in Oral Reading

2011-12

District (Grade 1)	Sobrante Park(Grade 1)
69%	25%

SRI

SRI % At/Above grade level reading

2011-12 SRI Participation Rate: 89%
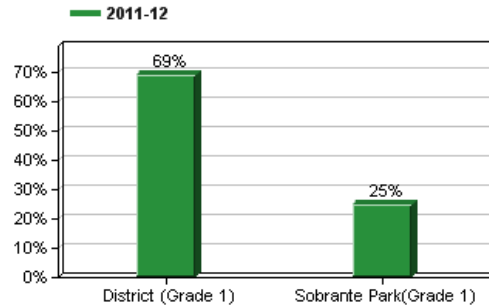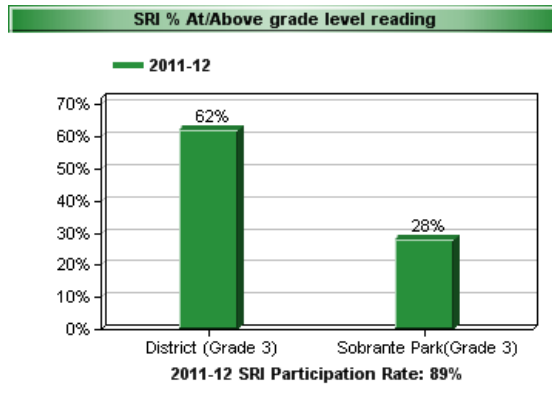
School Data

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- 36% (60) of our students are P/A in ELA CST's.
- 57% (21) 2nd Graders -are proficient/advanced on CST 2011-12/ 14% (5) 3rd Graders -are proficient/advanced on CST 2011-12/ 36% (15) 4th Graders -are proficient/advanced on CST 2011-12/ 38% (23) 5th Graders -are proficient/advanced on CST 2011-12/ 40% (23) African Americans -are proficient/advanced on CST 2011-12 up (12.3%)/ 19% (14) English Learners -are proficient/advanced on CST 2011-12 down (-12.3%).

Data Analysis

- School-wide rates for CST 2011-12 by ethnicity - Latino 36% (31) proficient/advanced - African Americen 44% (23) proficient/Advanced - Pacific Islander 60% (3) proficient/advanced.
- Our Affrican American girls 44%(11) proficient/advanced tested slighly higher than our African American boys ELA/CST 2011-12.
- 3rd grade lowest performing with 57% (21) testing FBB/BB.
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Theory of Action

- MPA (Elmentary Site) will work to merge successfully with the Middle/High School Campuses, and create an alignment in balance literacy to support a successful transition to common core, and produce grade level readers at 6th and 9th grade.
- MPA will provide all teachers a PD calendar to support common core alignment. MPA's PD Calendar will include release time to plan with other other campuses, and collaborate and share best practices.
- MPA will hire a literacy/writing coach (consultants) to support reading/writing programs and implement reading targets.
- MPA will utilize a variety of leveled libraries, small group instruction, intentional professional development, common formative assessments, and collabortion to support struggling readers.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Literacy Coach	SRI	FBB, BB and BAS			4/4/2013	154SQI1A358	Literacy Coach to support teacher with transition to common core, and with the setup of levelled libraries, and small group literacy support for struggling readers.	3010-Title I		C10TSA0062	0.5	$32,751.35
Writing Coach 24ADAI001	Local assessments (benchmarks, PWA)			Principal	4/4/2013	154SQI1A359	Common Core supported writing	N/A			0	$0.00
MPA will provide PD for teachers focused on improving and instructional program and practicies that improve students academic performance.	CELDT	English Learners		Principal	4/4/2013	154SQI1A5393	Hire consultants, extended contracts, paid in-service, overtime, and teacher support to improve teacher confidence.	3010-Title I	4399-SURPLUS		0	$11,321.94
MPA will work with Blended Learning Team to extend technology tools to elementary site.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/4/2013	154SQI1A5396	Structure technology program that will support students through in-class rotations and at home.	N/A			0	$0.00
MPA will continue with some form of SSR or identified reading time for all sites.	SRI	All Students		Assistant Principal	4/4/2013	154SQI1A5470	SSR/Independent Reading time/ using leveled libaries.	N/A			0	$0.00
MPA will purchase specific technology to support our reading focus.	SRI	All Students		Leadership Team	4/4/2013	154SQI1A5394	Fund Accelerated Reader	N/A			0	$0.00
MPA will extend common core conversation using data	State tests (CST/STAR, PFT)	All Students		Principal	4/4/2013	154SQI1A5390	Provide extended contract for teachers to collaborate and receive training.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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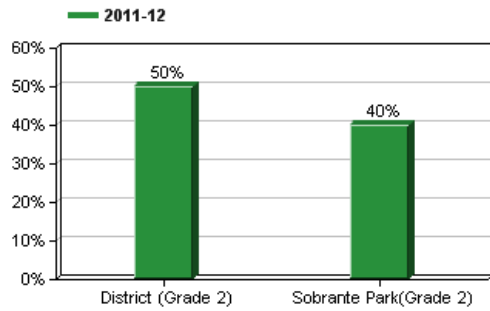
School Quality Standards relevant to this Strategic Priority
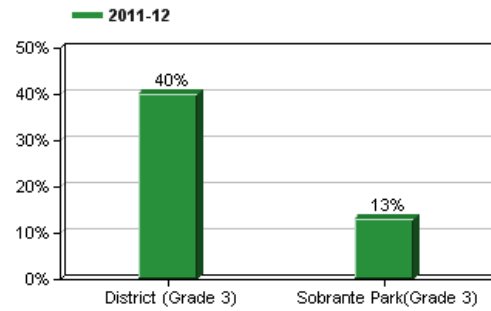
A quality school...

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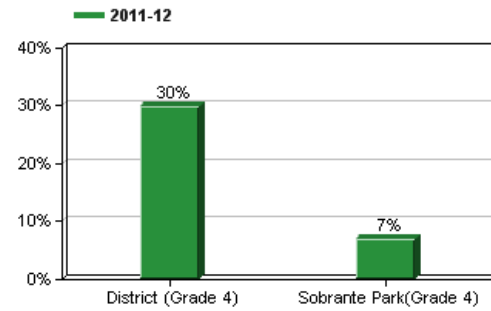
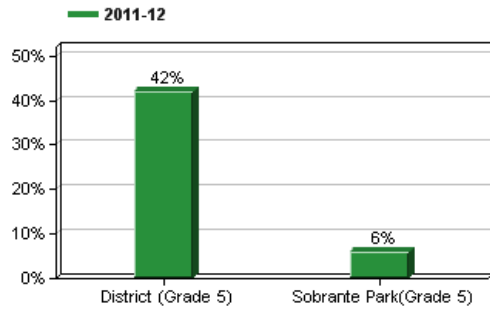**Benchmark**

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

- District (Grade 2): 50%
- Sobrante Park(Grade 2): 40%

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

- District (Grade 3): 40%
- Sobrante Park(Grade 3): 13%

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

- District (Grade 4): 30%
- Sobrante Park(Grade 4): 7%

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

- District (Grade 5): 42%
- Sobrante Park(Grade 5): 6%

CST

CST/CMA Gr5/Gr8 Science % BB/FBB
2011-12

- District (Grade 5): 24%
- Sobrante Park(Grade 5): 44%
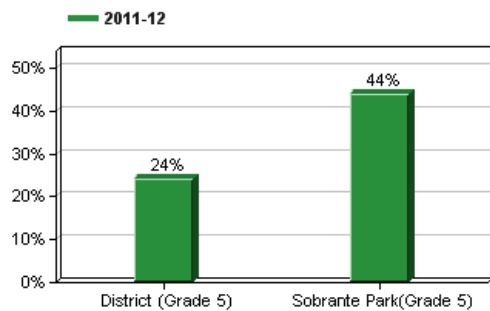
% Growth in CST/CMA Math 2 Year Cohort Growth Report
2010-11 / 2011-12

- District (Grades 3-5): 52% / 48%
- Sobrante Park(Grades 3-5): 46% / 31%

CST/CMA Math % BB/FBB
2010-11 / 2011-12

- District (Grades 2-5): 16% / 18%
- Sobrante Park(Grades 2-5): 29% / 27%

School Data

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Data Analysis

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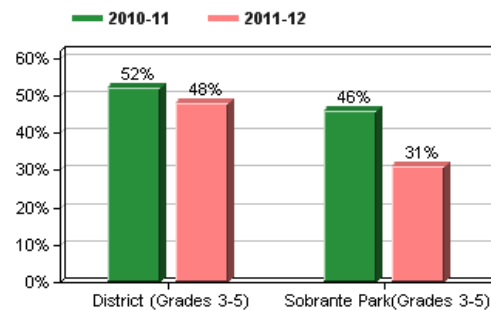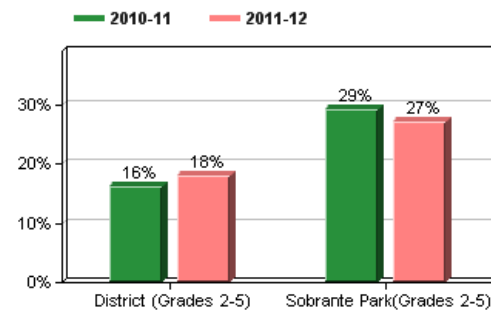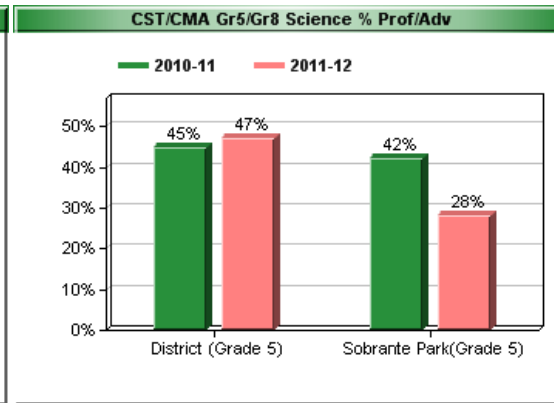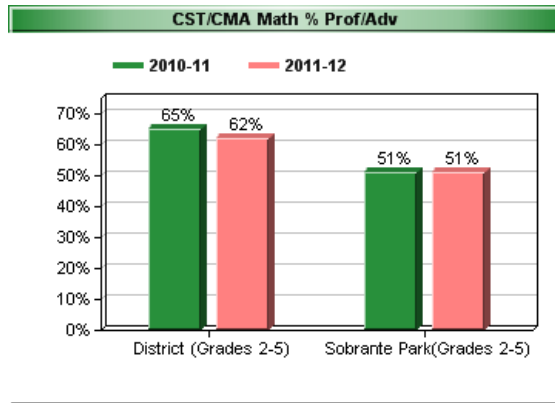
Theory of Action

- MPA (Elementary Site) will continue the work of merging with the Middle/HS campuses, and create an alignment in balanced literacy to support a successful transition to common core to produce grade level readers.
- MPA, with district support and using FOSS Kits, will teach science for 60 min. in TK-1, 90 minutes in every 2-5 classroom and integrate school focus of balanced literacy to increase science vocabulary.
- MPA students will master math facts, and common core grade level standards. We will provide opportunities to challenge our students and provide comprehensive interention in math during our after-school and at home.
- MPA will integrate literacy in our science and math programs which will produce better readers and critical thinkers.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support student at the elementary level using Blended Learning Support.	State tests (CST/STAR, PFT)	All Students		Principal	4/4/2013	154SQI1B5402	Provide training for (2) teacher to learn Blended Model.	N/A			0	$0.00
MPA Elementary teachers will teach science weekly for 60 minutes TK-1, 90 minutes in every 2-5 classroom integrating reading and writing, and oral discourse.	State tests (CST/STAR, PFT)	All Students		Principal	4/4/2013	154SQI1B5403	Increase Principal/AP feedback.	N/A			0	$0.00
MPA Elementary teachers will teach science weekly for 60 minutes TK-1, 90 minutes in every 2-5 classroom integrating reading and writing, and oral discourse.					4/4/2013	154SQI1B5405	Identify a teacher Science lead for the site. Lead teacher provided release time to observe and offer feedback.	N/A			0	$0.00
MPA's Writing Coach	Local assessments (benchmarks, PWA)	All Students		Other	4/4/2013	154SQI1B5420	Campus writing coach will work to support the Science Writing Task.	N/A			0	$0.00
Science PD with a focus on academic vocabulary and oral discourse.	Local assessments (benchmarks, PWA)	All Students		Other	4/4/2013	154SQI1B5421	Teacher Science Lead and Writing Coach to provide support.	N/A			0	$0.00
Develop small group rotations using Blended Learning Model to support math review and student mastery of common core standards.	State tests (CST/STAR, PFT)	All Students		Principal	4/4/2013	154SQI1B5422	PD/supplies for teachers, and modeling for students on BL structures.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- MPA Elementary will offer a TK program 2013. Parents have voiced an overwhelming approval for this TK program.
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Data Analysis

- MPA schoolwide attendance is up due to middle and high school options.
- MPA parents and community see our campuses as places to learn with great security and academic rigor as our focus.
- MPA will provide parents with information about options and pathways as students transition to secondary levels.

Theory of Action

- We will clearly articulate the benefits of a TK-12 program for MPA students and families. MPA will continue to voice the advantages and benefits of transition within out program.
- MPA will have the unique benefit of tracking and interpreting data for all kids TK-12, this suggest positive outcomes for Oakland future leaders.
- MPA elementary will contine to partner with secondary campuses to articulate a clear alignment of pathway for students, teachers, and families.
- MPA will develop a comprehensive outreach model to regain/retain many of our lost community families.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA's 5th grade students visit Middle/High campus, and 8th grade students continue suppporting Elementary Campus to offer support to struggling readers.		All Students		Assistant Principal	4/4/2013	154SQI1C4614		N/A			0	$0.00
MPA will host several orientation meeting for TK, Kindergarten, and newcomer families.		All Students		Principal	4/15/2013	154SQI1C4613		N/A			0	$0.00
Build clear alignment between Elementary, Middle and High campuses	Other (OCR, etc)	All Students		Principal	4/4/2013	154SQI1C5424	Provide translated brochures, and handouts that clearly articulate the alignment between campuses.	N/A			0	$0.00
Build clear alignment between Elementary, Middle and High campuses	Other (OCR, etc)	All Students		Leadership Team	4/4/2013	154SQI1C5425	Provide school tours, and informational sessions	N/A			0	$0.00
Establish activities that welcome families and community.	Other (OCR, etc)	Pre-Kindergarten		Assistant Principal	4/4/2013	154SQI1C5427	TK-K Registration and Picnic.	N/A			0	$0.00
MPA will establish opportunities to welcome new families.	Other (OCR, etc)	FBB, BB and BAS		Principal	4/4/2013	154SQI1C5428	Summer Bridge for 5th graders into Middle School	N/A			0	$0.00
MPA will provide Elementary school students and families a clear articulation of Business and Arts pathways for a seamless transition to secondary levels.	Other (OCR, etc)	All Students	Monthly	Leadership Team	4/4/2013	154SQI1C5465	Leadership Team to support effort in Pathway articulation and alignment	N/A			0	$0.00
MPA will provide PD for teachers focused on improving and instructional program and practicies that improve students academic performance.					4/4/2013	154SQI1C5454		N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

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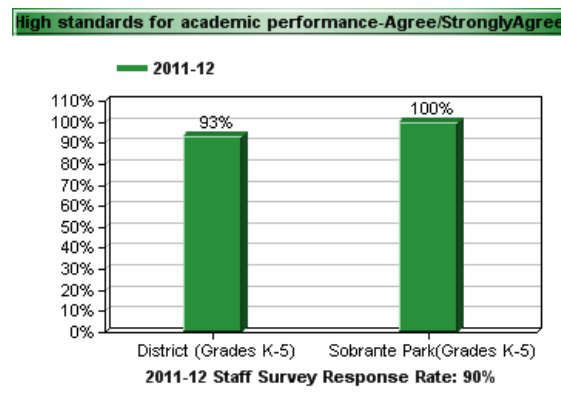
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

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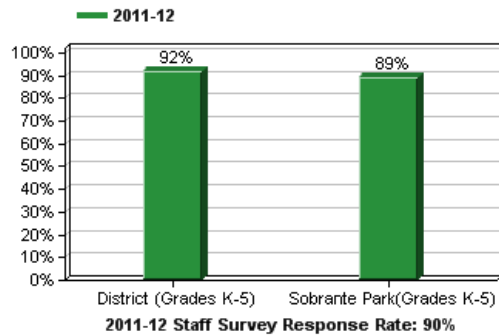A quality school...

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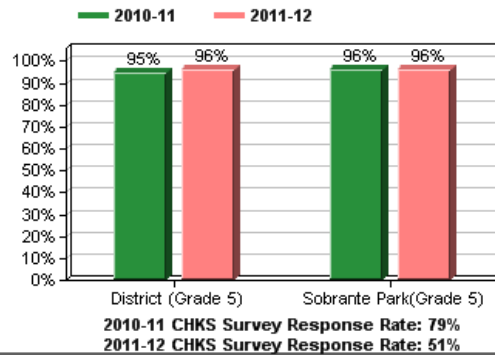
Survey - High Standards

High standards for academic performance-Agree/StronglyAgree
- 2011-12

District (Grades K-5): 93%
Sobrante Park(Grades K-5): 100%
2011-12 Staff Survey Response Rate: 90%

Survey - Success

School promotes academic success. __% Agree/Strongly Agree	Do you plan to go to college after high school? _% Yes

School Data

- 96% of our 5th graders indicated they will go to college after high school

Data Analysis

- The data indicates our students have an interest in attending college and have parents, teachers and mentors that talk to them about the advantages of having a college degree.

Theory of Action

- MPA will extend the college going expecations to the elementary school campus.
- MPA will encourage college-going vocabulary to support the high academic expecations created to meet the 100% college going culture for the high school.
- MPA students will be given academic and life lessons that support community norms and expectations, so our students will internalize the benefits of attending and completing college.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA will establish opportunites for students to increase their college and awareness, and career exposure through pathways established at our high school.	Other (OCR, etc)	All Students		Leadership Team	4/4/2013	154SQI1D5429	Display college visuals that decorate the school.	N/A			0	$0.00
MPA will establish opportunites for students to increase their college and awareness, and career exposure through pathways established at our high school.	Other (OCR, etc)	All Students		Assistant Principal	4/4/2013	154SQI1D5430	MPA elementary will hold college assemblies with the other secondary sites to deepen the awareness/alignment at MPA.	N/A			0	$0.00
MPA will establish opportunites for students to increase their college and awareness, and career exposure through pathways established at our high school.	Other (OCR, etc)	All Students		Assistant Principal	4/4/2013	154SQI1D5431	MPA elementary school will identify grade levels that will participate in college level discussions/lessons as ambassadors for the Academy.	N/A			0	$0.00
MPA will establish opportunites for students to increase their college and awareness, and career exposure through pathways established at our high school.	Other (OCR, etc)	All Students		Leadership Team	4/4/2013	154SQI1D5432	Use technology to support the college conversation through investigation and exploration.	N/A			0	$0.00
MPA will establish opportunites for students to increase their college and awareness, and career exposure through pathways established at our high school.		All Students		Principal	4/4/2013	154SQI1D5433	Host "Ask Me About College Day" on all campuses to stimulate the college conversation.	N/A			0	$0.00
MPA will establish opportunites for students to increase their college and awareness, and career exposure through pathways established at our high school.	Other (OCR, etc)	All Students		Assistant Principal	4/4/2013	154SQI1D5434	College tours for Academy students. 4-12.	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: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

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

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

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

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

School Data

- In ELA, AA students increased number of FBB/BB from 18% to 46% and decreased number of Prof/Adv from 42% to 28%
- In ELA, LEP students decreased number of FBB/BB from 40% to 35%, and increased number of Prof/Adv from 30% to 31%

Data Analysis

- Our AA students, especially AA girls had the greatest decrease in achievment in both ELA and math.
- SP has had 1 year experience implementing CARE team, and the team feels empowered to provide more comprehensive services to referred students.
- 2011-12 PWA benchmark 2 scores: 4th = 38%; 5th = 67%. Writing program as targeted approach to address responses to literature, narratives, summaries and extracting facts from non-fiction materials

Theory of Action

- Our theory of action for targeted approaches is to target our AA students and make them a focus at a) PLCs b) CARE team C)after school support and d) intervention support for primary students

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA will purchase specific technology to support our reading focus.	SRI	All Students		Leadership Team	4/4/2013	154SQI1E5394	Fund Accelerated Reader	N/A			0	$0.00
MPA will combine its support services to focus on students not making progress and needing additional interventions beyond the regular classroom.		All Students		Other	4/4/2013	154SQI1E4609	Weekly COST sessions for each academic level, managed by Escudero.	N/A			0	$0.00
MPA will develop a newcomer program that supports our students 4th - 9th grade students with support in literacy.	CELDT	English Learners	Weekly	Principal	4/4/2013	154SQI1E4608	Hire a teacher to support newcomer needs.	N/A			0	$0.00
MPA's GATE students given additional research-based projects	State tests (CST/STAR, PFT)			Other	4/4/2013	154SQI1E4607	Differentiated projected based plans articulated by teachers.	N/A			0	$0.00
MPA Professional Development opportunities for teachers focusing on A) Student data analysis and B)specific instructional strategies related to balanced literacy and common core alignment.				Leadership Team	4/4/2013	154SQI1E3508	Professional Development Calendar.	N/A			0	$0.00
MPA elementary will continue providing intervention support classes for students FBB/BB/B.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Community Partner	4/4/2013	154SQI1E5435	Support classes offered through after-school program.	N/A			0	$0.00
MPA elementary will continue providing intervention support classes for students FBB/BB/B.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	4/4/2013	154SQI1E5436	Credentialed teachers will provide intervention support during our after-school program for FBB/BB/B.	N/A			0	$0.00
MPA elementary will continue providing intervention support classes for students FBB/BB/B.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Assistant Principal	4/4/2013	154SQI1E5437	MPA's top leadership students will continue to offer academic support for our struggling elementary school students.	N/A			0	$0.00
Anticipated ELA/Math growth using Blended Learning model, level libraries, and oral discourse.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Leadership Team	4/4/2013	154SQI1E5438	We will identify relevant software to support grade levels.	N/A			0	$0.00
MPA will provide support for our elementary newcomers by hiring a newcomer teachers.	CELDT	English Learners	Weekly	Principal	4/4/2013	154SQI1E5439	Newcomer program to support 4-6 learners at the elementary site.	N/A			0	$0.00
Professional Development for teachers, and staff.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/4/2013	154SQI1E5440	PD on how to support EL's, AAM's, IEP students, and FBB's within the classroom.	N/A			0	$0.00
MPA will continue providing	State tests			Assistant			Using Blended Learning, high interest, extention classes,					

our GATE students differentiation opportunities.	(CST/STAR, PFT)	GATE	Weekly	Principal	4/4/2013	154SQI1E5441	mentoring opportunities, Expo, and other challenging activies.	N/A			0	$0.00
MPA will provide PD for teachers focused on improving the instruction program and practices that support the improvement of students academic achievement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/4/2013	154SQI1E5455	Hire consultants, extended contracts, paid in-service, overtime, and teacher support to improve teacher confidence.	7090-EIA - SCE	4399-SURPLUS		0	$42,006.07
MPA will provide a newcomer teacher/program,and supplies, to support the needs of the EL populations on campus.	CELDT	English Learners		Principal	4/4/2013	154SQI1E5456	Hire consultants, extended contracts, paid in-service, overtime, and teacher support to improve teacher confidence.	7091-EIA - LEP	4399-SURPLUS		0	$36,534.01

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

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

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

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

After School Program- Student Impact
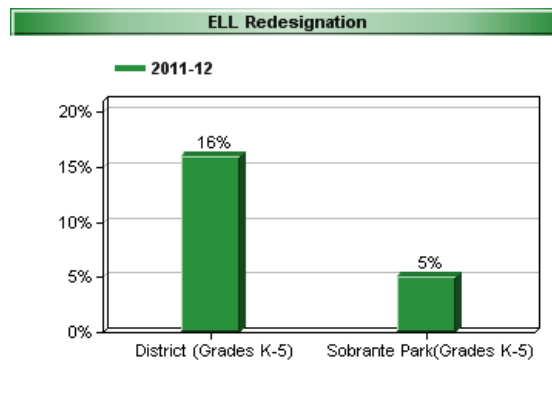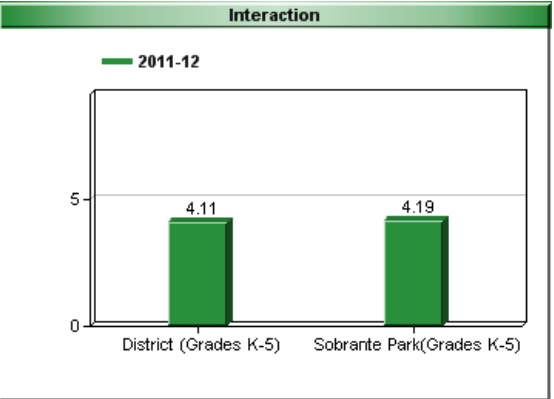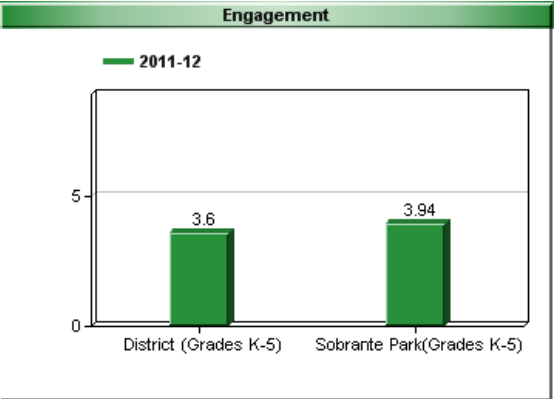

After School Program- Participation

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Average Participation Rate

— 2011-12

District (Grades K-5)	Sobrante Park(Grades K-5)
85%	79%

ELL

— 2011-12

District (Grades K-5)	Sobrante Park(Grades K-5)
36%	37%
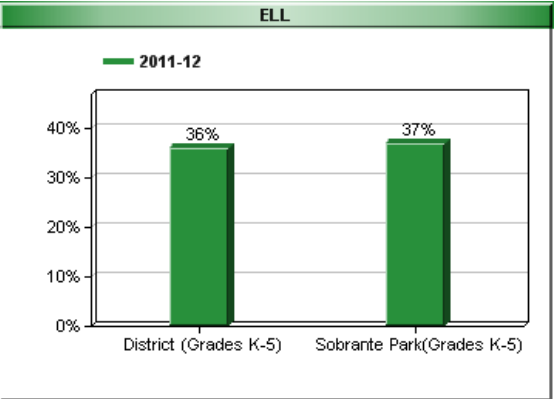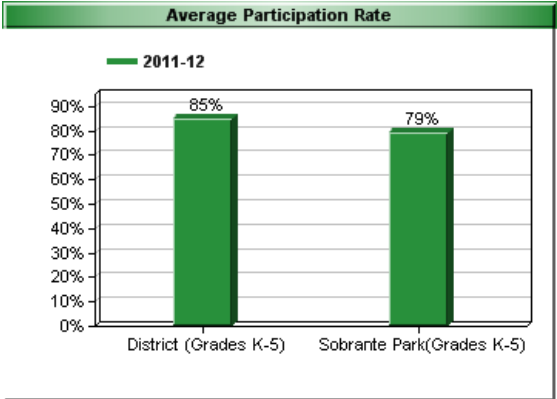
After School Program- Point of Service Quality [Scale of 1-5 (low to high)]

Academic Climate

— 2011-12

District (Grades K-5)	Sobrante Park(Grades K-5)
3.86	4.28

Engagement

— 2011-12

District (Grades K-5)	Sobrante Park(Grades K-5)
3.6	3.94

Interaction

— 2011-12

District (Grades K-5)	Sobrante Park(Grades K-5)
4.11	4.19

Safe Environment

— 2011-12

District (Grades K-5)	Sobrante Park(Grades K-5)
4.85	4.94

Supportive Environment

— 2011-12

District (Grades K-5)	Sobrante Park(Grades K-5)
4.2	4.36

School Data

- 0% of our students reportednot having an issue being home alone after school.
- 79% of 5th graders responded to survey

Data Analysis

- SP offers after school services (Higher Ground) to 80-90 students, with a wait list of about 30.

Theory of Action

- In alignment to the District's FSCS model, our extended time and services are provided by Higher Ground and will continue in 2012-13 as approved by SSC
- After school services will give priority to our AA students and students working at FBB and BB.
- Higher Ground After School services include: daily homework help; ELA focus on decoding skills for primary and comprehension for upper grades; math focus on add/subtract for primary and multiplication/division with word problems for upper grades

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA will extend common core conversation using data	State tests (CST/STAR, PFT)	All Students		Principal	4/4/2013	154SQI1F5390	Provide extended contract for teachers to collaborate and receive training.	N/A			0	$0.00
MPA'sAfter school program identifies at-risk and ELL students and intervenes to help students through academic intervention and reading and math support.		FBB, BB and BAS		Principal	4/4/2013	154SQI1F4616	After-School Staff to participate in PD with teacher to provide focused support to struggling students.	N/A			0	$0.00
Higher Ground to continue providing after school academic support for strugging student with credential teachers support.				Principal	4/4/2013	154SQI1F4615	MPA's elementary site teacher leaders to provide specific common core standard support for students.	N/A			0	$0.00
MPA's after-school partners will continue to provide tutoring support to strugging students.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/4/2013	154SQI1F5442	Math/ELA intervention and support classes provided by support staff and credential teachers.	N/A			0	$0.00
MPA's will host a varitey of educational classes for parents and families.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/4/2013	154SQI1F5444	Parent Education classes on pathways, report card, social and community issues and concerns.	N/A			0	$0.00
MPA is a technology site that will encourage the participation of OTX computer give away.	State tests (CST/STAR, PFT)	All Students		Assistant Principal	4/4/2013	154SQI1F5445	Students/familes will have access to teachers and contented from home.	N/A			0	$0.00
MPA's after-school program will provide support for over 100 students grades 1-5.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	5/17/2013	154SQI1F5446	Continue to provide opportunites for after-school program staff to develop and work to align support.	N/A			0	$0.00

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

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

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce physical altercations by 20% - To include additional conversation related to bullying and aggressive play

- **Strategy 1.1:** Refer students for RJ with Assistant Principal, Next Step Advisor, or Conflict mediation before and after suspension is necessary. Implement Caring School Community classes and meeting for students, parents, and community

- **Strategy 1.2:** Provide additional middle school support supervision using conflict mediation trained student support

Goal 2: Training of 100% of staff on new evacuation plan aligned with the Madison campus.
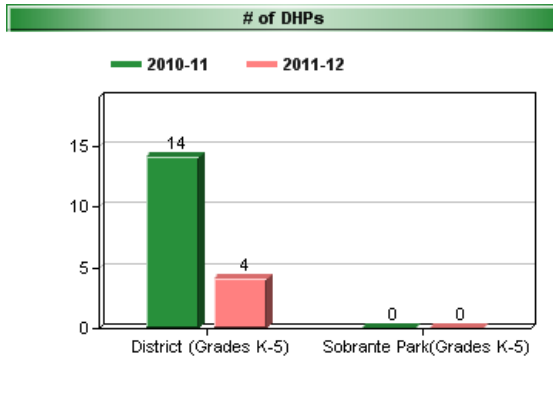
- **Strategy 2.1:** Provide regular debrief exercises to review and discuss new plan. Once staff has been trained they acknowledge readiness levels at each grade level.

- **Strategy 2.2:** End of drill evaluations by staff will be reviewed for consistency and alignment

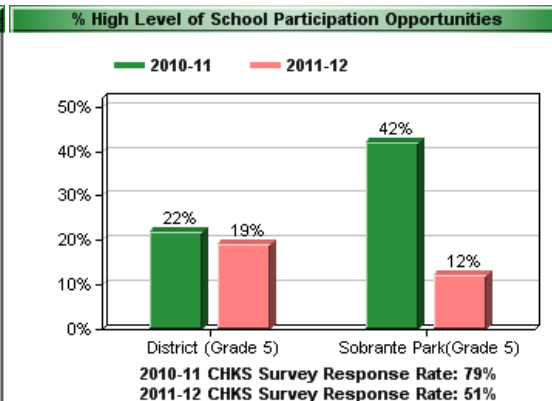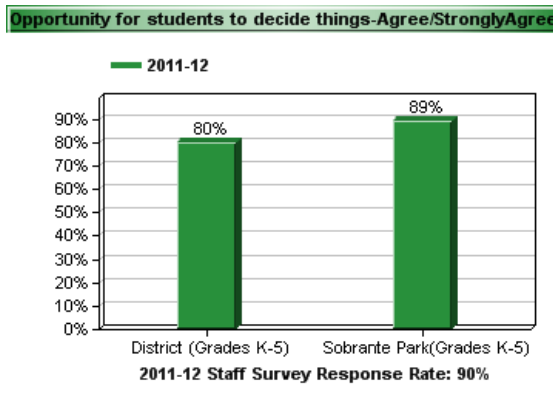**School Quality Standards relevant to this Strategic Priority**

A quality school...

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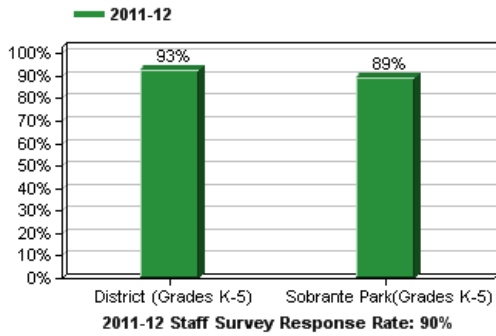
DHP

# of DHPs
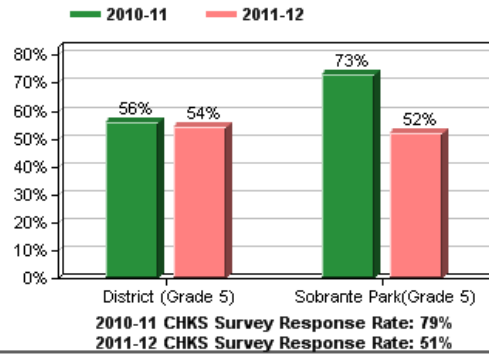
— 2010-11   — 2011-12

	District (Grades K-5)	Sobrante Park(Grades K-5)
2010-11	14	0
2011-12	4	0

Survey - Engagement

Opportunity for students to decide things-Agree/StronglyAgree

— 2011-12

	District (Grades K-5)	Sobrante Park(Grades K-5)
2011-12	80%	89%

2011-12 Staff Survey Response Rate: 90%

% High Level of School Participation Opportunities

— 2010-11   — 2011-12

	District (Grade 5)	Sobrante Park(Grade 5)
2010-11	22%	42%
2011-12	19%	12%

2010-11 CHKS Survey Response Rate: 79%
2011-12 CHKS Survey Response Rate: 51%

Survey - Relationships

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

— 2011-12

District (Grades K-5): 93%
Sobrante Park(Grades K-5): 89%

2011-12 Staff Survey Response Rate: 90%

% High Level of Caring Relationships with Adults at School

— 2010-11 — 2011-12

District (Grade 5): 2010-11 56%, 2011-12 54%
Sobrante Park(Grade 5): 2010-11 73%, 2011-12 52%

2010-11 CHKS Survey Response Rate: 79%
2011-12 CHKS Survey Response Rate: 51%

Survey - Safety

% Hit or pushed by other kids at school

— 2011-12

District (Grade 5): 47%
Sobrante Park(Grade 5): 28%

2011-12 CHKS Survey Response Rate: 51%
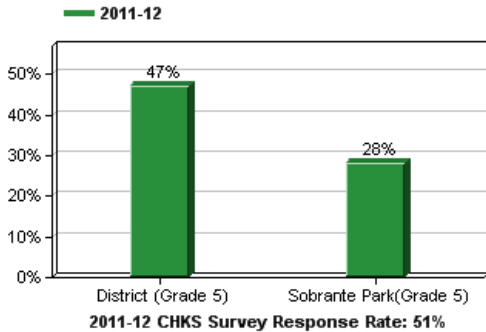
This school is a safe place for students.%Agree/Strongly Agree

— 2011-12

District (Grades K-5): 89%
Sobrante Park(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 90%
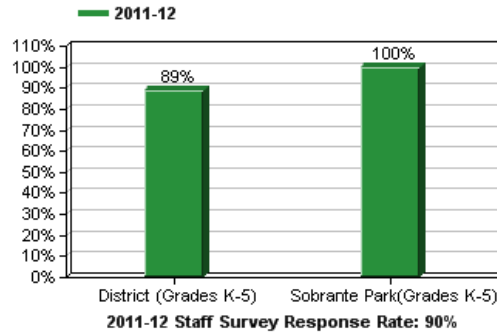
% feeling safe at school all of the time

— 2010-11 — 2011-12

District (Grade 5): 2010-11 49%, 2011-12 48%
Sobrante Park(Grade 5): 2010-11 62%, 2011-12 33%

2010-11 CHKS Survey Response Rate: 79%
2011-12 CHKS Survey Response Rate: 51%
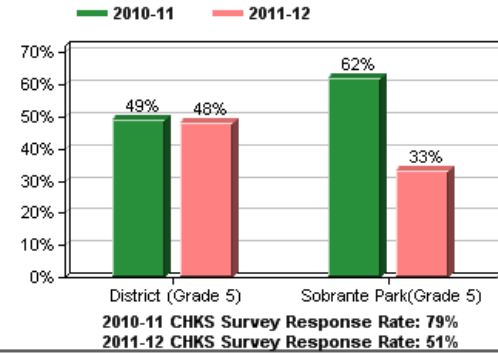
Survey - Welcoming

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

2011-12

95% — District (Grades K-5)
100% — Sobrante Park(Grades K-5)

2011-12 Staff Survey Response Rate: 90%
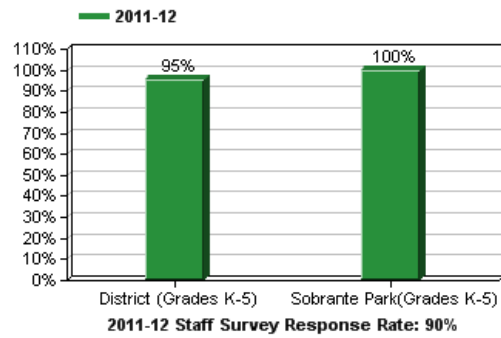
Survey- Beliefs

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

2010-11   2011-12

District (Grade 5): 89% 89%
Sobrante Park(Grade 5): 84% 92%

2010-11 CHKS Survey Response Rate: 79%
2011-12 CHKS Survey Response Rate: 51%

Suspensions

% receiving one or more out-of-school suspension

School Data

-
-

Data Analysis

-
-
-
-
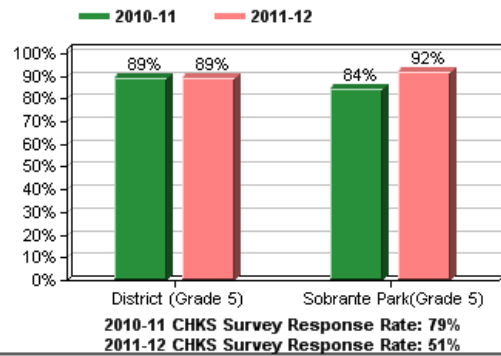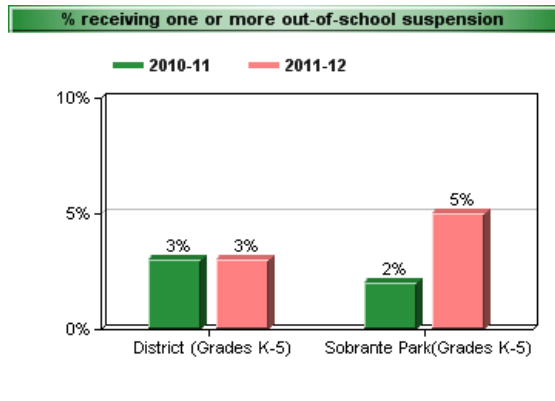
Theory of Action

- MPA will will support a safe/clean school with support for students with social emotional needs.
- MPA will support professional development for RJ, and the Second Step coordinator.
- Attendance assemblies at end of each marking period to recognize students with positive attendance, improved behavior, and consistent growth.
- MPA school culture will be centered around creating and supporting successful college going students. We want to instill the Pride, Purpose, Perservenance, Possibilies model on each site.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA's Elementary School campus will continue to provide 2nd Step Coordination.				Assistant Principal	4/4/2013	154SQI2A4617	Conflict resolution support provided by onsite staff.	N/A			0	$0.00
MPA will continue to hold honors/attendance assemblies to celebrate student success in academics, behavior, and perfect attendance, and continue to provide families with updated data information posted near their childs classroom.	Survey data (CHKS, etc.)	All Students	Every Marking Period	Assistant Principal	4/4/2013	154SQI2A5451	Translation, childcare, and refreshment necessary to increase parent participation.	N/A			0	$0.00
MPA will host a number of academy wide events to engage students: Math/Science and ELA/History Expos, Spelling Bee, Salsa Nights, Author's Day Assembly, Band and Choir Concerts, Art Shows, and others.	Other (OCR, etc)	All Students	Weekly		4/4/2013	154SQI2A5458	Continue to provide monthly assemblies the encourage and excite students.	N/A			0	$0.00
MPA will continue to provide assemblies that address social issue and develop students of character.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/4/2013	154SQI2A5461	Select assemblies that address a number of social issues.	N/A			0	$0.00
MPA will complete and disseminate a comprehensive discipline plan for the entire academy.	Discipline/CSC	All Students		Principal	4/4/2013	154SQI2A5463	Provide students and families with a discipline plan with alignment.	N/A			0	$0.00
MPA will provide SSO's and support staff for safety of all students.	Discipline/CSC	All Students		Principal	4/4/2013	154SQI2A5464	Campus security and students conflict mediators.	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

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

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

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

Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

- 2010-11
- 2011-12

	District (Grade 5)	Sobrante Park(Grade 5)
2010-11	50%	50%
2011-12	48%	18%

Lunch

% Average Daily Participation in Lunch

- 2010-11
- 2011-12

	District (Grades K-12)	Sobrante Park(Grades K-12)
2010-11	54%	77%
2011-12	55%	72%

Socio Economics

Free/Reduced Lunch %

— 2011-12

District (Grades K-12): 70%
Sobrante Park(Grades K-12): 81%

Survey - Drugs / Alcohol

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

— 2011-12

District (Grades K-5): 0%
Sobrante Park(Grades K-5): 0%

2011-12 Staff Survey Response Rate: 90%

% drinking alcohol in past month

— 2010-11 — 2011-12

District (Grade 5): 8%, 9%
Sobrante Park(Grade 5): 0%, 13%

2010-11 CHKS Survey Response Rate: 79%
2011-12 CHKS Survey Response Rate: 51%

School Data

- MPA is working on an alignment with nutrition services to improve the food service at the elementary site.
-

Data Analysis

- MPA will continue to suupport several programs for students including, snack program from Nutritional Svcs, farmers' market and several campaigns per year to teach kids how to make healthy choices

Theory of Action

- MPA, working closely with our School Based Health Clinic, we will provide students with nutritional programming and education using the farmers markets and school gardens, medical, vision, and dental support.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA will rehire our 2nd Step Coordinator for the elementary school site.					4/4/2013	154SQI2B3506	Coordination of 2nd Step strategies and conflict resolution	N/A			0	$0.00
Provide health education in a number areas; nutrition, alcohol and tabacco, gang prevention, reproductive health, and social emotional support.	Survey data (CHKS, etc.)	All Students		Community Partner	4/4/2013	154SQI2B5466	Madison Health Clinic to provide a variety of educational and health services for academy students and families.	N/A			0	$0.00
MPA will provide one COST program under one manager to expand our support services.	Health data	All Students	Every Other Week	Community Partner	4/4/2013	154SQI2B5467	COST team will meet weekly to provide a comprehensive student support team.	N/A			0	$0.00
MPA will continue providing our staff with health related PD provided by clinicans to provide campus support to students with special needs.	Health data	All Students	Monthly	Community Partner	4/4/2013	154SQI2B5468	Teacher PD on student needs.	N/A			0	$0.00
MPA will continue supporting the Salad Bar daily and our campus and community gardens.	Health data	All Students		Community Partner	4/4/2013	154SQI2B5471	Coordinator salad bar volunteers (Parents)	N/A			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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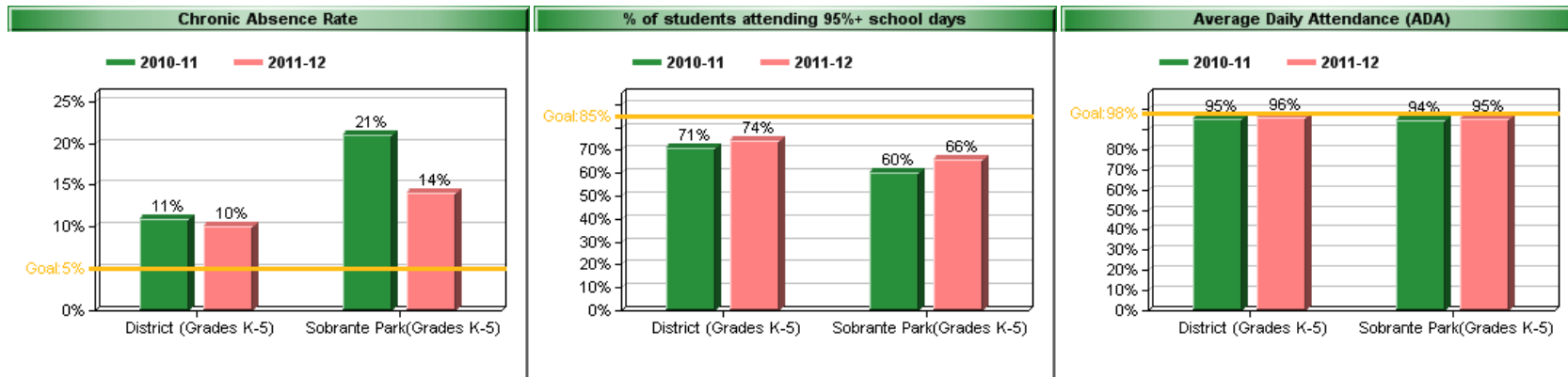
School Data

- CHKS response is 79%
- Sobrante Prk has a 21% chronic absence rate. ADA rate is 94%

Data Analysis

- Continue promoting good attendance and holding SARTS for students who are chronically absent

Theory of Action

- Sobrante Park takes a balanced approach to improving attendance by promoting good attendance (assemblies, rewards) and by holding SARTs and SSTs for students and families with attendance problems.

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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

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

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

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

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

Survey - Professional Learning

Staff examine their own cultural biases.%Agree/Strongly Agree.

2011-12

District (Grades K-5): 51%
Sobrante Park(Grades K-5): 66%
2011-12 Staff Survey Response Rate: 90%
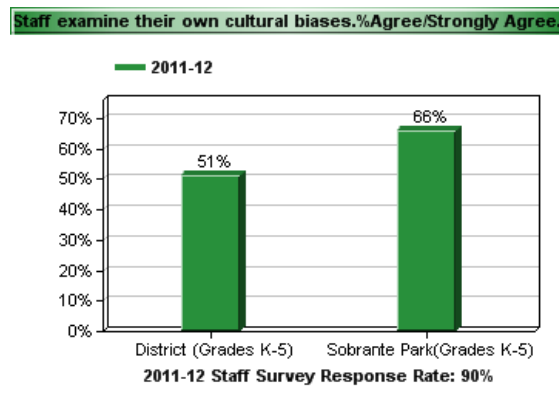
Theory of Action

- MPA will provide relevant coordinated professional development in support of the school vision and mission.
- MPA will work to hold teacher and students accountable for success in elementary, middle, high school, and college.

- MPA elementary coaches will help support teachers in the work of building a balanced literacy model on this campus that supports students and address common core needs.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continued professional development opportunites for teachers to access common core standards, and incorporate a balanced literacy model aligned education pathways.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/4/2013	154SQI3A5472	Monthly Committee meeting to discuss PD goals and needs	N/A			0	$0.00
Provide Leadership opportunities for teacher leaders.	Other (OCR, etc)	All Students	Monthly	Assistant Principal	4/4/2013	154SQI3A5473	Teacher leaders will support PD sessions and district work.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming
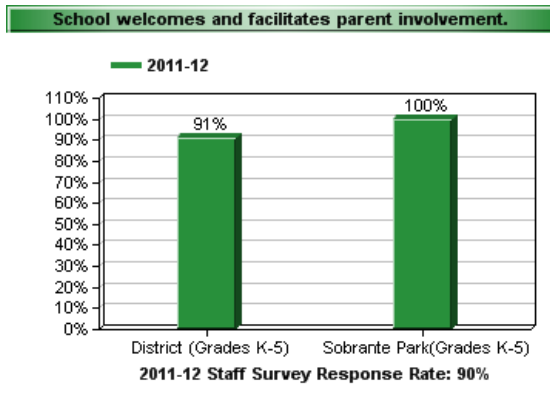
School Data

- Sobrante Park offers: Community assistant, 2nd Step coordinator, ESL classes for parents, nutrition classes for parents, after school program,and successfully passesd school plan in January 2012

Data Analysis

- Sobrante park has increased it attendance rate slightly from 96% to 97% (as of February 2012) Also, the number of parents who participate in our various programs, indicates a high level of participation

Theory of Action

- Sobrante park will continue supporting programs and positions to advance our vision of high parent participation

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA will provide PD for teachers focused on improving and instructional program and practices that improve students academic performance.					4/4/2013	154SQI4A5454		N/A			0	$0.00
MPA will identify and purchase technology resources and supplies for EL's to support a our reading focus and increase reading and comprehension levels.		English Learners		Principal	4/4/2013	154SQI4A3509	Purchase necessary supplies and support newcomer and EL's on campus.	N/A			0	$0.00
MPA will provide refreshment for parents meetings on campus.	Other (OCR, etc)		Every Other Week	Other	4/4/2013	154SQI4A5457	Parent Meeting refreshments	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,046.74
MPA contine to develop relations with community partners; EOYDC, Higher Ground	Other (OCR, etc)	All Students		Principal	4/4/2013	154SQI4A5469	East Oakland Partnership can extend community relationships.	N/A			0	$0.00
MPA will work to create a single parent support group for the academy, with shared services and support.	Other (OCR, etc)		Weekly	Community Partner	4/5/2013	154SQI4A5566	Provide parents and families access to parent center, food pantry, exercise and nutrition classes, computer support, legal support, and medical and financial support.	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Sobrante Park Elementary   **Principal:** LUCINDA TAYLOR

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Budget

Sub Fill Rate
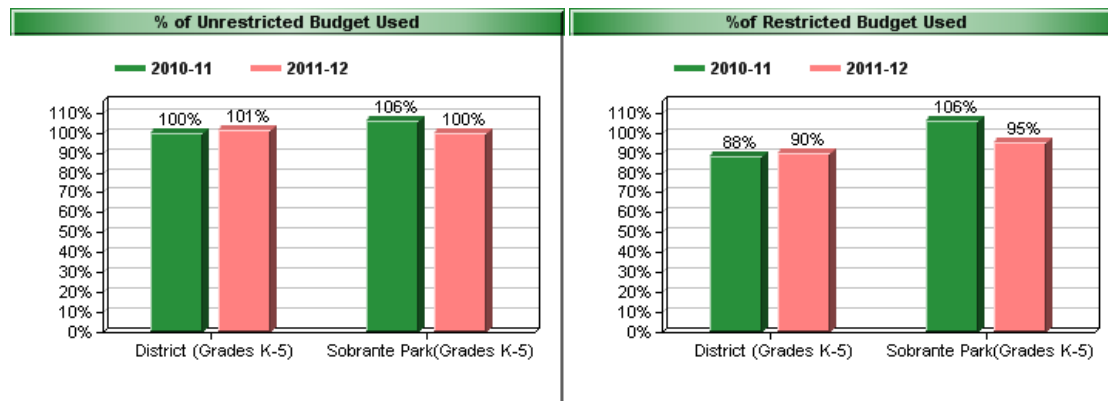
Substitute Fill Rate
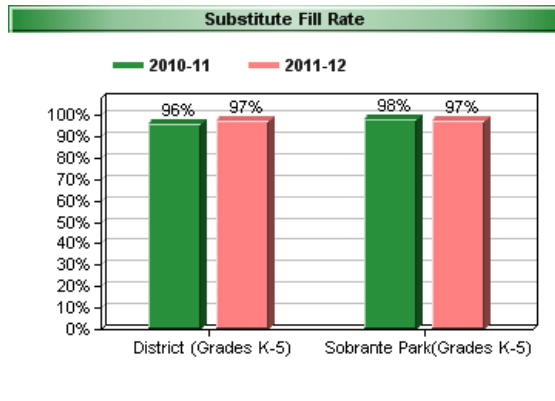
School Data

- Sobrante Park had a substitute fill rate of 98% in 2010-2011. Budget wise, Sobrante park spent all of its GP and categorical funding. GP budget was utilized to support classroom instruction in the form of substitutes for PD and an intervention tea

Data Analysis

- GP and categorical funds were utilized to support and move toward the full sefvice community model.

Theory of Action

- Sobrante Park's theory of action is based on adhering to the full service community model by supporting programs and positions to realize our vision.

;

State & Federal Preliminary and Final Budget

<u>Programs Included in this Plan</u>

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$42,006.07	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$36,534.01	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$78,540.08	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$44,073.29	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,046.74	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$45,120.03	

Appendices

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

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014
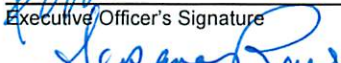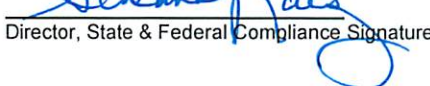
School Site: Sobrante Park Elementary (MPA TK-5)
Site Number: 154

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

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

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

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

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

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on _Newcomer Program._

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on _11/16, 12/11, 4/19._

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:

Signature	Name (printed)	Date
_N—_	_Naomi Burks_	_5/9/13_
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
(signature)	_Angelica Ortega_	_5/9/13_
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
(signature)	Lucinda Taylor, PhD.	05/08/2013
Principal Signature	Principal's Name (printed)	Date
(signature)	Kimi Kean	_5-15-13_
Executive Officer's Signature	Executive Officer's Name (printed)	Date
(signature)	_Susana Ramirez_	_6/5/13_
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

Sobrante Park Elementary School   School Year : 2012-2013

Chairperson: Naomi Burkes	Vice Chairperson: Ronniessa Tolefree
Secretary: Nicole Nero	DAC Representative: Alma Guzman

Check Appropriate

Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Naomi Burkes	241 Fitzpatrick Rd.				X
Ronniessa Tolefree	553 Almanza Drive				X
Nicole Nero	6615 Leona Creek Dr. Apt 202				X
Alma Guzman	320 105th Ave # D.				X
Mrs. Ramos-Stokes	470 El Paseo Drive		X		
Ms. Shigenaka	470 El Paseo Drive		X		
Ms. Klazkin			X		
Rosemary Rivera	470 El Paseo Drive			X	
Dr.Taylor	470 El Paseo Drive	X			
Ray Marinelle	470 El Paseo Drive.				X
DAC Representative					
Alma Guzman	320 105th Ave # D.				
Home Ph.	Email:				

Meeting Schedule	SEE Calender Attached

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;

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

Sobrante Park Parental Involvement Policy

Part 1. General Expectations

Sobrante Park Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

  > Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
  >
  > - That parents play an integral role in assisting their child's learning
  > - That parents are encouraged to be actively involved in their child's education at school
  > - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
  > - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

1) *Sobrante Park* will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

   - *Parents will participate in SSC and ELAC meetings where the above-referenced information will be shared*

- *Conferences with SSC and ELAC presidents*
- *Attending SSC and ELAC meetings*

9) *Sobrante Park* will submit to the district any parent comments if the school-wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

- *Give any written comments to SSC and ELAC presidents*
- *Forward same information to Executive Officer*

Part 3. Shared Responsibilities for High Student Academic Achievement

1) *Sobrante Park* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Foster informed and active participation in SSC and ELAC*
- *Adhere to established District and site by-laws for parent meetings*
- *Provide training to parents on SSC and ELAC management, including budget information*

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

- *To be approved at SSC and ELAC meetings*

3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State of California's academic content standards
- The State of Califonia's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:

- *Parent education on various topics such as: budget, math strategies for homework, English and nutrition*

5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- *Coordinating with Student Services to identify resources to bring to teachers during staff meetings or FC*

6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- *Bringing this information to SSC and ELAC meetings*

7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by SSC documentation.

This policy was adopted by the Sobrante Park School Site Council on December 9, 2011 and will be in effect for the period of the rest of the current year and for the academic year 2012-2013. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before April 30, 2012. It will be made available to the local community on or before April 30, 2012. The Sobrante Park 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Principal Signature: _____ Date: 5/10/13

SSC President: _____ Date: _____

- *Additional parent meetings will be scheduled in order to allow enough time for parents to review data and offer recommendations for the completion of the SPSA, Title I meeting, safety plan and Parent Compact.*

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

- *Send the Parent Compact home with all students*
- *Translate it into Spanish*
- *Keep copies in the office*
- *Distribute at Back To School Night*

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

- *Any unforeseen circumstance that affects the policy will be cause to bring matter to SSC and ELAC for revision*

4) *Sobrante Park* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1 – flyers will be sent home announcing meeting

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

6) *Sobrante Park* will provide information about Title 1 programs to parents of participation children in a timely manner:
   - *SSC and ELAC meetings*

7) *Sobrante Park* will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

   - *SSC and ELAC meetings*

8) *Sobrante Park* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

   - *Conferences with principal*

Sobrante Park – Parent Compact

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

This School-Parent Compact is in effect during the 2012-2013

School Responsibilities - **Sobrante Park Elementary will:**

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

Implement District's core curriculum and provide intervention to needy students.

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Report card conferences are held about two weeks after the end of each report card period

3) Provide parents with frequent reports on their children's progress.

There are three report card periods and parents of students working below grade level must come in for a conference. Periodic reports on benchmark assessments will also be sent home.

4) Provide parents reasonable access to staff.

Teachers are available to parents before or after school or during report card, SST and SART conferences. Parents may call the office at 636.7919 to make an appointment with any staff member.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents may visit the school any time Monday thru Friday during school hours.

Parent Responsibilities –

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

Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance*
- *Make sure homework is completed*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*
- *Participate in parent committees such as SSC and ELAC*
- *Send kids to school on time*

Student Responsibilities –

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

Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Get to school on time*

Principal Signature: _____ Date: 11/30/12

SSC President: _____ Date: 11/30/2012

<u>Compacto de Padre-Sobrante Park</u>

Sobrante el Parque y los padres de los estudiantes estan de acuerdo con este compacto en como los padres, la escuela entera y de la escuela, y los estudiantes compartirán la responsabilidad del logro académico del estudiante y construirán y desarrollará con la escuela y los padres una sociedad(asociación) que ayudará a niños a alcanzar las altas normas académicas del Estado de Califorina.

El Compacto de Escuela-Padre esta en efecto durante el 2012-2013

<u>Responsabilidades de la escuela- La Escuela de Sobrante Park va:</u>
1) Proporcione un plan de estudios (curriculum) de alta calidad y instrucción en un ambiente de aprendizaje effectivo con apoyo y que permite a los students que participan a llegar a las normas académicas de logro del Estado de California así:
Poner en practica El plan de estudio común (core curriculum) del Distritos y proporciona intervención a estudiantes necesitados.
2) Tener conferencias de padres- maestros (por los menos cada ano en la primarias) durante cual este compacto será hablado en .como esto se relaciona con el logro del niño individual
Conferencias de calificaiones seran dos semanas después del final de cada período de calificaiones.
3) Proveer les a padres con reportes frecuentes sobre el progreso de sus niños.
Hay tres períodos de calificaiones escolar y los padres de estudiantes que estan debajo del nivel del grado deben venir a una conferencia. Reportes periódicos sobre evaluaciones de referencia(benchmark assessment) también serán enviados a casa.
4) Proporcione a padres el acceso razonable al personal
Los maestros están disponibles a padres antes o después de la escuela o durante tiempo de calificaiones,y conferencias de SST y SART. Los padres pueden llamar a la oficina al 510-636-7919 para ser cita con cualquier miembro del personal.
5) Proporcione opportunities para padres de ofrecerse y participar como voluntarios en la clase de su niño, y observar actividades de salon.
Los padres pueden visitar la escuela a cualquier tiempo de Lunes a Viernes durante horas de escuela.
<u>Responsabilidades de Padres-</u>
Como padres apoyaremos el **aprendizaje de** nuestro niños en de la siguiente manera:

Describa las maneras en como los padres apoyarán el aprendizaje de niños:

Supervisión de la asistencia
Asegúrese de que la tarea esten completadas
Supervisión de la cantidad de televisión que miran.
Promoción de tiempo positivo del niño de afuera de escuela
Participe en comités padres como SSC Y ELAC
Mandar a sus niños a la escuela a tiempo.
<u>Responsabilidades de Estudiante-</u>
Como estudiantes compartiremos la responsabilidad y para mejorar el logro académico y normas del Estado de California. Vamos a :
Describa las maners in que los estudiantes apoyará su logro académico, como:
Aser mi tarea diario
Voy a pidir ayuda cuando lo necesito
Leer por lo menos 30 minutos diario afuera de la escuela
Llegar a la escuela a tiempo

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students. • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.	<table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>1.1</td><td>4 100%</td><td>3 At least 75%</td><td>2 At least 50%</td><td>1 Less than 50%</td></tr></table> **Key Components** **Instructional Program Materials** All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials. **Number of Students:** 227 All Students. 136 ELs. 14 SWDs. **Use** Identify all that apply: __X_ Basic core and/or CCSS-aligned materials are used as designed. __X__ Ancillary materials are used as designed.			
	Documentation		Additional Comments			
		Reading/Language Arts/ELD				
District Purchase Date:						
School Distribution Date:						
Classroom Distribution Date:						
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.						

California Department of Education
Academic Program Survey—Elementary School Level

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

Essential Program Component	Objective	Criteria and Clarifications					
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment.	Objective / 1.2	**Fully** / **4 100%**	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components

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

Key Components

Appropriate Instructional Program Materials

All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials.

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

Number/Percentage Provided Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students			
Intensive ELs			
Intensive SWDs			

Appropriate Use

__X__ Materials are used as designed.

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. • At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	**Objective** 1.4	**Fully** 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%

Key Components

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

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

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

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

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

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 ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:

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

Appropriate Use
X Materials are used as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

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

2. Instructional Time

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

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

- This time is given priority and protected from interruptions.

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

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	(see below)

Implementation Status table:

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

Key Components

Allocation of Instructional Time

X Time is given priority and protected from interruptions.

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction.					

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

Key Components

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

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

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students			
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)			

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

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

Indicate total length (minutes) designated for intensive intervention:

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

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

California Department of Education
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	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. • This time is given priority and is protected from interruptions.	**Objective / 2.5** etc. (see below)				

Implementation Status ratings table:

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

Key Components

Allocation of Instructional Time

X Time is given priority and protected from interruptions.

Identify number of instructional minutes offered at each grade level:

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

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

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

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

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

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

Key Components

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

Indicate total number of additional minutes:

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

3. Lesson Pacing Guide

3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).

- Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
- The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

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

Key Components

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

Pacing Guide Use Monitored
X Principal monitors use.

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

California Department of Education
Academic Program Survey—Elementary School Level

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

| 3. Lesson Pacing Guide | 3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment. | Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school).

• Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

• The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. | |

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

Key Components

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

Pacing Guide Use Monitored
X Principal monitors use.

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

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

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

Suggested Documentation		Additional Comments
	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

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

Key Components

Principal
X Training in Mathematics.
X Coaching, as resources permit.

Vice Principal(s)
X Training in Mathematics.
X Coaching, as resources permit.

Suggested Documentation		Additional Comments
	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

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

Percentage of fully credentialed, highly-qualified teachers.

Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components

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

Key Components

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

5. Credentialed Teachers and Professional Development Opportunity

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

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

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

Some activities might include:
- Use of intensive intervention instructional materials along with the basic core program.
- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings:

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

Key Components

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status detail

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

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Objective** / **7.1** see below			

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

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Objective / 7.2** **Key Components** **Ongoing Assessment and Monitoring System** __X___ District supported electronic data management system. __X___ District-wide reporting and analysis of assessment results. __X___ School-wide reporting and analysis of assessment results. __X__ Timely data from assessments available to and easily accessible by administrators and teachers. __X___ Common curriculum embedded/formative assessments in use school-wide. **Training on Accessing and Using Electronic Data System** __X__ Staff trained on using and accessing data from the electronic data system. **Using Formative Assessments Results** __X___ Curriculum embedded/formative assessments administered frequently. __X___ School-wide assessment calendar developed and used. __X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.				

Rating block for the Implementation Status:

Objective	Fully	Substantially	Partially	Minimally
7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

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

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  – Entry-level placement and/or diagnostic;
		  – Progress monitoring, including frequent formative and curriculum-embedded; and
		  – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
___3___ Number per month.
__12____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
___X___ Meetings are structured; protocols/tools are developed and used.
___X___ Training for collaboration meeting protocols provided to teachers.
___X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__X___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Implementation Status table:

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

Key Components

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

9. Fiscal Support

9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.

Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.
- The SPSA is aligned with the goals and activities in the LEA Plan.
- The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
- The district requires that SPSA expenditures detail EPC alignment.
- District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

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

Key Components

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

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

Documentation

Additional Comments

	Mathematics
Plan uses all revenues appropriately.	

Attach appropriate documents.