

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 Carl Munck 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 Carl Munck Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Carl Munck Elementary

6001697

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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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 EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Carl B. Munck Elementary School is a diverse learning community located in the Oakland Hills. Currently an Arts Anchor School, this grant supports our students' natural creative talents, which led to the creation and completion of three school-wide murals, digital media, and provides various performing arts opportunities (Winter Program, African-American Inter-Cultural Program, and a Spring Production, throughout the school year. We offer on-site library services, technology media center, a dedicated math technology lab, physical education, art instruction, instrumental music (4th-5th grades, with song flutes for 3rd graders), chess club, and a wealth of other cultural activities. An active Parent Teachers Association (PTA) and Dad's Club aligns itself with the school's vision to provide fundraisers, programs and activities such as the Annual Walk-a-thon, Fall Harvest dance, See's candy sales, Valentine's Dinner Dance, Silent Auction, Multi-Cultural Night, and Family Fun Day. The PTA coordinates room parents, and Dragon Store, a store organized to provide incentives for good citizenship, attendance and other related behaviors and maintains the school website. This organization provides the funding source for two part-time library assistants. The Carl B. Munck Learning for Life After School Program closely aligned to the school day program, partially funded by Prop 49 and OFCY grant funds, provides homework/tutoring assistance, computers, drama, dance, chess club, arts and crafts, choral music, gardening, leadership, respect and responsibility, sports, physical education and other enrichment opportunities. Family Reading/Science/Math Nights and parent workshops are held in partnership with the after school program

VISION

The collective Carl B. Munck community is united in our commitment to provide students with a caring and challenging learning

environment, which empowers them to become responsible and productive citizens in a global society. Our school community ensures a safe, nurturing environment that enables students to actively engage in powerful, rigorous learning and consistently demonstrate their academic success-by multiple measures. Our students thrive when they are thinking critically, creatively, and solving complex problems while also being respectful, responsible, caring, and compassionate.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

* Principal, Instructional Leadership Team, Caring Schools Community (CSC) Leadership Team, TSA, Teachers/Staff PLC's, After School Program Coordinator, and School Site Council (SSC) will monitor and analyze benchmark/performance based assessment data, SRI, Process Writing Assessment (PWA), CSC Surveys, and California Healthy Kid's Survey, diagnostic data, iReady technology-based intervention program, other subject-content formative and summative assessment data to identify success indicators, adjust strategies to improve and/or challenge students' to accelerated learning outcomes. Timeline: Determined by assessment calendar, bi-weekly PLC's, monthly meetings *Professional Learning Community (PLC's) bi-weekly develop grade and vertical level articulation aligned to identified instructional focus to address essential benchmark standards/performance based assessments, and social skills needs for all students to achieve academic success. Adaptive instructional practices monitored to provide differentiation with focused adjustments for ELL's, AA and Latino males, GATE, and intervention.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

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.

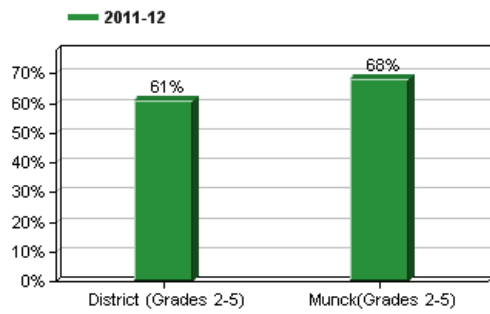
School Quality Standards relevant to this Strategic Priority

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

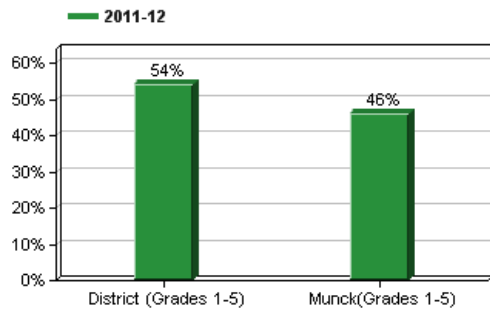
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



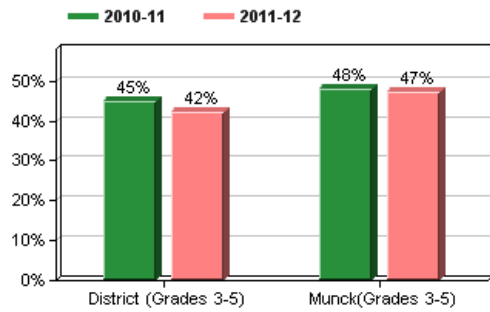
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

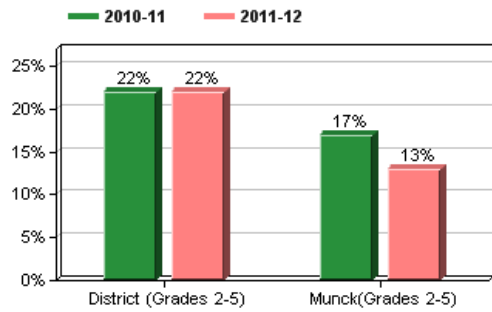


CST

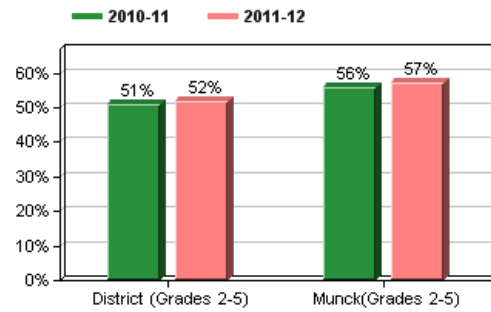
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

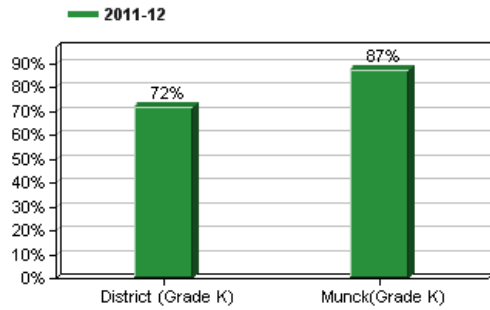


CST/CMA ELA % Prof/Adv

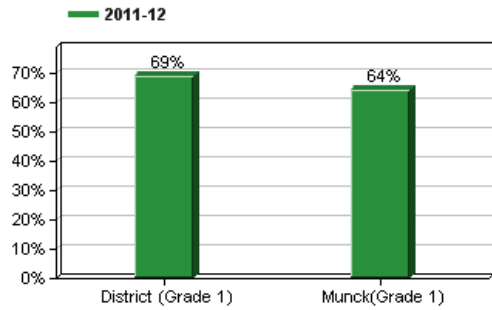


DIBELS

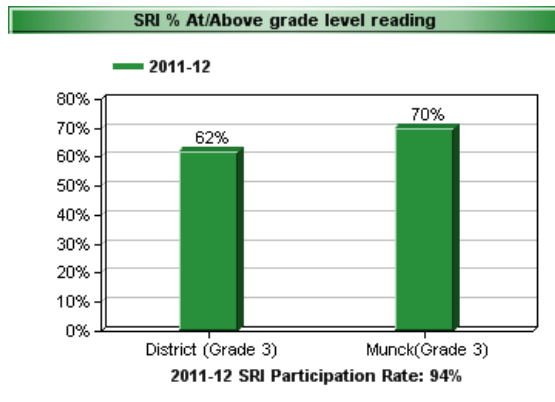
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- Scholastic Reading Inventory(SRI) Grades 2-5 Fall 2012 data indicated: Gr. 2-25% of 56 students at/above lexile reading grade level; Gr. 3-55% of 60 students at/above lexile reading grade level; Gr. 4-67% of 55 students at/above lexile reading grade level; Gr. 5-54% of 37 students at/above lexile reading grade level. SRI Midyear Cohort Matched to Fall starting level: Students at/above lexile reading grade level maintained or experienced some growth at/above lexile reading grade level.
- District Benchmark ELA Admin 2 Grades 2-5(Feb 2013) data indicated: Gr. 2-38% of 56 students at/above on multiple choice results compared to Fall, an increase of 19%; Gr. 3 - 65% at/above, an increase of 15%; Gr. 4 -

Data Analysis

- Instructional practices should incorporate more authentic writing to improve students' language mechanics, conventions and writing strategies skills set application.
- This school year, grades K-2 administered the Process Writing Assessment(PWA. Grades 3-5, administered the Science Writing Task (SWT), which integrated ELA and Science to develop students' argumentation and persuasive writing skills.
- Notably, instructional practices included increased use of writing tools, such as, vocabulary word maps, various story webs, modeled writing, and students engaged in varied writing genres.
- Ongoing, daily use of PWA instructional writing strategies, school-wide instructional practices, use of sentence frames, paragraph models, grade-level and/or school-wide writing theme needed to continue developing students' writing capacity.
- Instructional support tools, to include class novels, literature circles, response to literature in writing and verbally, and focus on academic vocabulary development across subject-content to facilitate students growth in common core standards.

Theory of Action

- If we provide all students, through integrated instructional units, access to Common Core Standards, which includes ELA integrated with major content areas, Social Studies, Math, and Science, they will be equipped to meet the demands of common core.
- If we implement a balanced approach to literacy instructional model, focused on academic vocabulary development, model, shared, interactive guided reading/writing, and conferences, then students will have the prerequisite skills for college readiness.
- Students must master complex texts, understand the diverse literacy demand of different genres, and content areas, and navigate digital reading.
- As students move from learning to read, to reading to learn, they must be able to organize and apply their background knowledge, get information from

text, and monitor and adjust their reading, as needed.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use SRI data to identify non-fictional leveled books See Strategic Actions noted	Other (OCR, etc)	All Students	Weekly	Other	4/16/2013	168SQ1A1639	Promote classroom libraries that provide guided reading and independent-leveled reading through whole class novel reading, literature circles, small reading groups, student-led literature circles and book clubs. Purchase fiction/non-fictional leveled books	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$3,004.92
Use SRI data to identify non-fictional leveled books See Strategic Actions noted	SRI	All Students	Weekly	Other	4/16/2013	168SQ1A5822	In a continued effort to build a culture of reading, school-wide practice of sustained silent reading daily and consistently with students supported with appropriately leveled readers. Increase student voice through literature circles, classroom book clubs led by students, and ongoing access to the school library and media lab. For students who indicated below lexile reading level, the i-ready intervention instructional and diagnostic technology program provides tool to increase those students' reading master levels. SRI student results provided to both students and parents through use of the applicable reports, after each assessment administration. The reports include each student's current lexile reading school and recommended book titles. SRI Data results are provided to teachers for each of their individual students, so they may assist their students with appropriately leveled book selections during silent reading, modify instructional plans, as needed, and to determine trade books and novels sets for instructional use across lexile reading levels.	N/A			0	\$0.00
							Monitor/Coordinate and					

Tier II Intervention Support to 5-10% students not succeeding at Tier 1 support	Other (OCR, etc)	FBB, BB	Monthly	Other	3/6/2013	168SQ1A1642	provide Tier II response to intervention structure for students-Small group support (30 minutes/2x per week) using research-based instructional practices and Reading A-Z materials. Meet monthly in PLC with classroom teachers, reading tutor, and instructional assistant to analyze intervention data, adjust Tier II groups. Coordinate PD schedule and identify related PD opportunities for teachers and support staff to support Tier II intervention for students.	3010-Title I		C10TSA0045	0.2	\$12,752.28
Tier II Intervention Support to 5-10% students not succeeding at Tier 1 support	Other (OCR, etc)	FBB, BB	Monthly	Other	3/6/2013	168SQ1A4960	Monitor/Coordinate and provide Tier II response to intervention structure for students-Small group support (30 minutes/2x per week) using research-based instructional practices and Reading A-Z materials. Meet monthly in PLC with classroom teachers, reading tutor, and instructional assistant to analyze intervention data, adjust Tier II groups. Coordinate PD schedule and identify related PD opportunities for teachers and support staff to support Tier II intervention for students.	7090-EIA - SCE		C10TSA0045	0.2	\$12,752.28
RTI II Small Group Intervention for 5-10% students indicated by lack of growth at Tier I.	Other (OCR, etc)	FBB, BB	Every Other Week	Other	3/6/2013	168SQ1A1644	Learning for Life reading tutor to provide targeted intervention, in-school tutoring	7090-EIA - SCE	5825-CONSULTANTS		0	\$11,000.00
RTI II Small Group Intervention for 5-10% students indicated by lack of growth at Tier I.	Other (OCR, etc)	FBB, BB	Every Other Week	Other	3/6/2013	168SQ1A1646	Instructional Assistant to provide targeted Tier II small group intervention support and assist students, as needed, in classrooms.	7090-EIA - SCE		K12IA0106	0.4	\$20,785.89
ELL Instructional support provided by classroom teacher and small group targeted ELD support.	Other (OCR, etc)	English Learners	Weekly	Other	3/6/2013	168SQ1A1647	ELD small group support provided 4x-week Learning for Life	7091-EIA - LEP	5825-CONSULTANTS		0	\$4,500.00
Classroom supplies and materials to support a balanced literacy program and literacy across the curriculum (Math, Science, Social	Other (OCR, etc)	All Students	Weekly	Principal	3/6/2013	168SQ1A1652	Purchase classroom supplies and materials	3010-Title I	4310-SUPPLIES		0	\$554.91

Studies, Visual and Performance Art, Physical Education)												
Classroom supplies and materials to support a balanced literacy program and literacy across the curriculum (Math, Science, Social Studies, Visual and Performance Art, Physical Education)	Other (OCR, etc)	All Students	Weekly	Principal	3/6/2013	168SQI1A4962	Purchase classroom supplies and materials	7090-EIA - SCE	4310-SUPPLIES		0	\$3,499.99
Classroom supplies and materials to support a balanced literacy program and literacy across the curriculum (Math, Science, Social Studies, Visual and Performance Art, Physical Education)	Other (OCR, etc)	English Learners	Weekly	Principal	3/6/2013	168SQI1A4963	Purchase classroom supplies and materials and identified ELD instructional materials.	7091-EIA - LEP	4310-SUPPLIES		0	\$4,436.68
Focused PLC's used to plan thematic lessons aligned to Common Core Standards across and within grade level circuits. Teacher release time covered by substitutes to allow for collaborative PWA Scoring, District Assessments Analysis, Academic Conferences	Other (OCR, etc)	All Students	Monthly	Leadership Team	4/21/2013	168SQI1A1640	Substitute Release Time	3010-Title I	1154-TEACHERS SUBS FOR RELEASETIME		0	\$3,300.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

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:

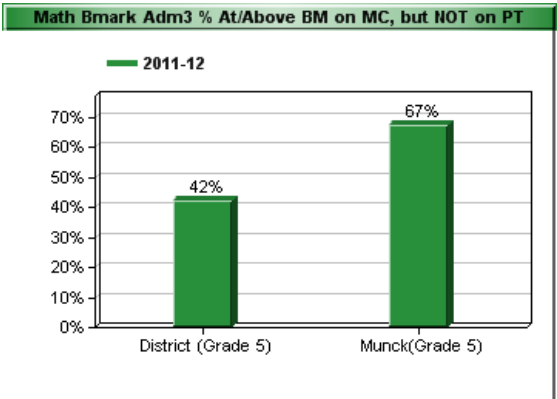
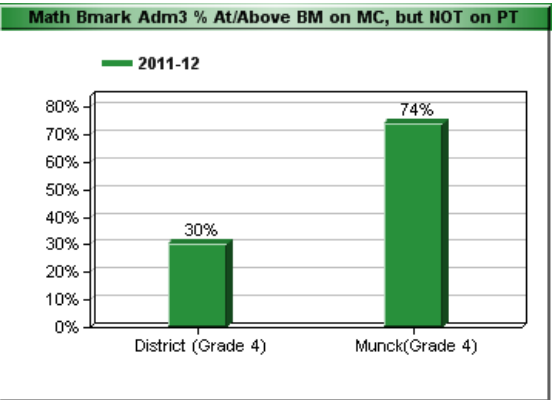
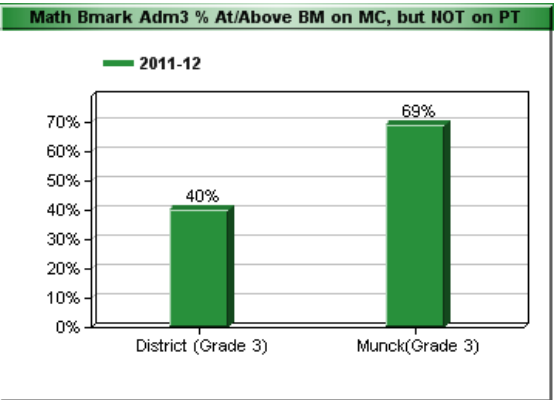
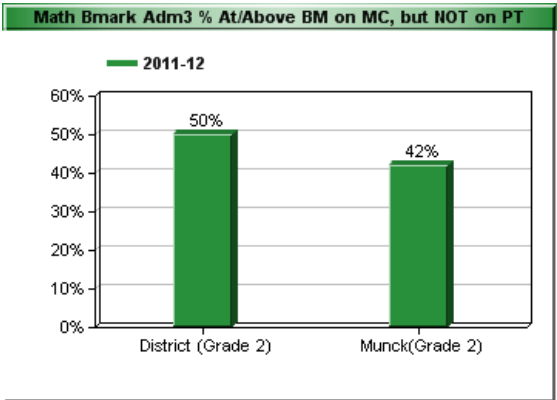
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

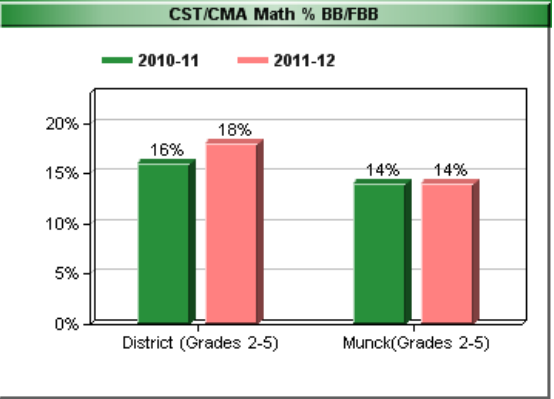
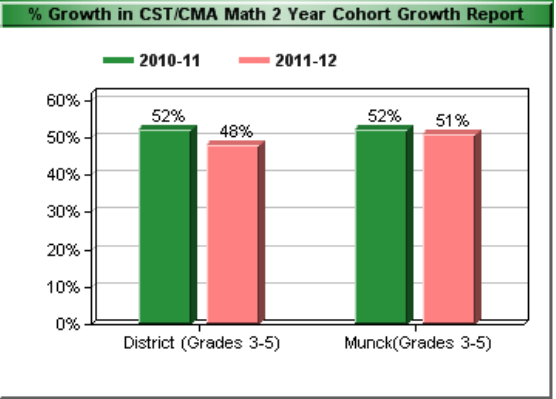
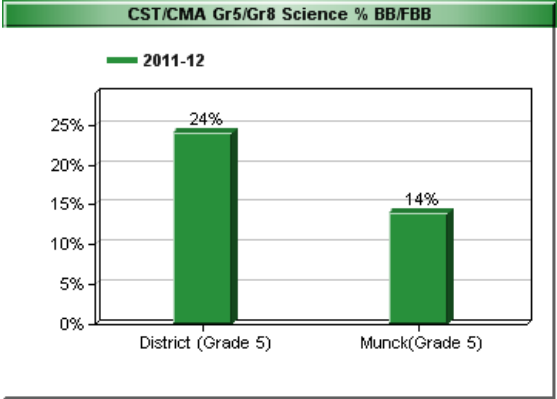
A quality school...

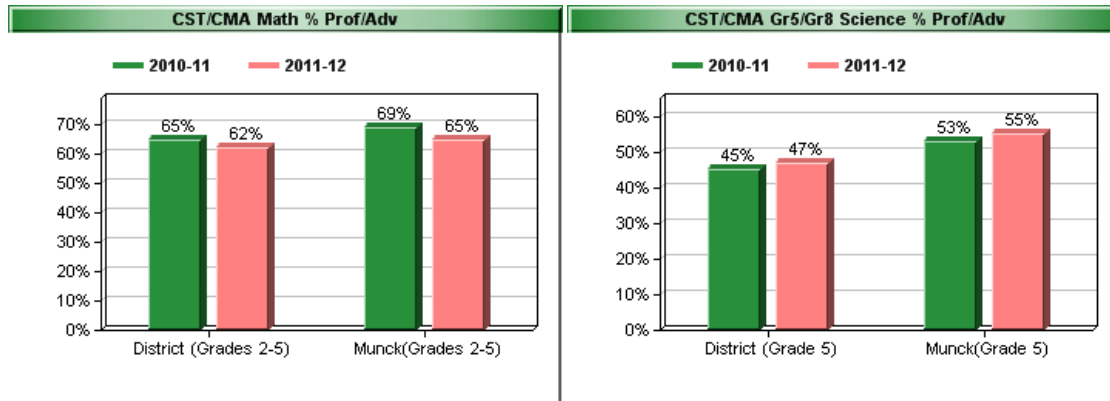
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





School Data

- 2011 CST Math Data reflected 65% students proficient/advanced and Science 55% proficient/Advanced;
-
- Math Benchmark Admin #: Gr. 2: 42%; Gr. 3: 69%; Gr. 4: 74%; Gr. 5: 67% CST 2011/2012(Cohort Matched): Gr. 3: 56%; Gr. 4: 70%; Gr. 5: 69%

Data Analysis

- On Math Benchmark 1 of 3, as compared to the CST 2011-2012 scores, grades 3 -5, 3rd gr. reflected a 16% increase in at/above benchmark; Gr. 4, a 4% increase; Gr. 5, a -4% at/above.
- African-Am. males reflected 62% at/above benchmark on Math Benchmark 1 of 3, compared to CST 11-12 score of 47% proficient. Latin females reflected 50% at/above on Math Benchmark 1 of 3, a +5% increase, compared to CST 11-12 score of 45% proficient
- EL's reflected 64% at/above benchmark on Math Benchmark 1 of 3, compared to the CST 2011-2012 score of 36% proficient, a +28% increase.
- Math Benchmark performance based assessment data reflected need for instructional practices which would support students acquisition of critical thinking skills, so they may account for their responses, able to explain steps took, and share them.

Theory of Action

- If we provide all students access to rigorous Science and Mathematics instruction, then they will expand their creative, critical thinking to identify problems and solutions and be accountable for their thinking and responses.
- If we provide students access to subject-matter competence in both Mathematics and Science, and engaging, interactive learning environments that develop the capacity to apply what they learn to real-life, then students will meet CCSS expectations.
- If we develop instructional capacity to increase students' application to performance based problem solving, project-based learning, collaboration and shared thinking through scaffolding, modeling and technology, then they will acquire STEM skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Science Instruction delivered with consistency weekly for 90 minutes, grades 3-5, and 60 minutes, grades K-2, integrated with writing, academic vocabulary, literacy development, and activities targeted to develop students' real-world application, creativity and critical thinking skills.					3/27/2012	168SQ11B2132	Students are engaged in project-based, integrated subject-content lessons and activities, in the classroom and through field trip experiences.	N/A			0	\$0.00
Math instruction moves towards Common Core Standards, which affords students instructional strategies, (i.e., Performance-Based Problem Solving, Number Talks, Mental Math, Math Journals) that develops their capacity for open-ended questions/responses, critical thinking and problem solving.					3/10/2013	168SQ11B2133	Daily math instruction is aligned to Common Core Standards and students dialogue with peers, small groups, where they are encouraged to think-aloud, capture their thinking in writing, and have opportunity to demonstrate real-world application.	N/A			0	\$0.00
Identify and determine technology best practices in Math and Science to access computer technologies where students may, with teacher guidance and independently, in-school and at home, continue their Math and Science learning.					3/27/2012	168SQ11B2138	Extend learning in Math and Science	N/A			0	\$0.00
Provide opportunity for teachers to collaborate in PLC's and/or explore an electronic STEM related websites, such as Silicon Valley Mathematics Initiative (SVMi), or Inside Mathematics to further develop their capacity to deliver STEM instruction.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/21/2013	168SQ11B2131	Teachers plan for students to have hands-on, project-based learning experiences resulted from teachers' PLC collaborative planning within and vertical grade levels.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

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

Data Analysis

- Kindergarten teachers have established partnership/relationship with Pre-School Program housed at Hintil CDC.
- Pre-School students invited to school assemblies and picture day
- Annual Kindergarten Day, organized by Kindergarten Teachers, held for incoming pre-schoolers and their parents @K-5 site.
- 5th graders provided middle school brochures and tour invitations. Montera Middle School visits and holds an information assembly, then 5th grade students and their parents visit the school and participate in a bar-b-que
- 5th grade teachers team teach, one Math and Science, the other English Language Arts and Social Studies, students experience interaction with other instructors throughout the week, Art, P.E., Computers, and Instrumental Music, which prepares them for

Theory of Action

- If Pre-k students are exposed to effectively implemented developmentally appropriate curriculum, aligned with kindergarten standards, then they will be better equipped to succeed in kindergarten and beyond.
- If we continue to build cross CDC relationships with the elementary program, where possible link school cultures, activities and events, then parents will transition their pre-k students into the K-5 program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Determine District strategy to support Pre-K transition to the K-5 current structure, at a site where the CDC has operated independently from the K-5 structure. Pre-K's have its own laws and governance.		Pre-Kindergarten		Leadership Team	4/16/2013	168SQ1C4018	Establish a transition protocol and timeline	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

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.

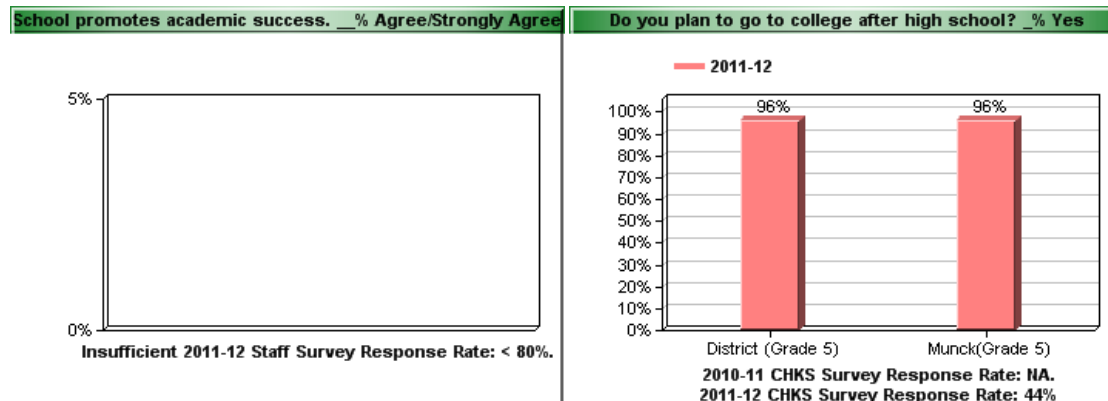
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

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 - Success



School Data

- Students have access to education and training necessary to navigate today's information society through technology, digital media arts, and yearbook class. Through this access, students have designed, created, and painted several school murals, produced videos, animated films and yearbooks.

Data Analysis

- Students learn fundamental keyboarding on the "Type to Learn" instructional technology program with weekly lessons, which include access to software based drawing, reading and math programs.
- They are able to navigate the internet for curriculum-based instructional technology sites, do research and complete group projects under the facilitation of their classroom teachers and the media lab assistant.

Theory of Action

- If we provide students with an awareness of career, professional and technical and the academic pathways to those careers, then they will be more likely to pursue higher education and training.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
In partnership with parents, teachers, staff and students, sponsor annual career day logistically aligned to a job fair format.	Survey data (CHKS, etc.)	All Students	End of Year	Other	4/17/2013	168SQ1D5826	In partnership with parents, teachers, staff and students, sponsor annual career day logistically aligned to a job fair format, where students will have access to a minimum of 4 professional, technical and vocational careers for exploration.	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: Carl Munck Elementary

Principal: DENISE BURROUGHS

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

- Intervention support for identified Focal 15/ELL's provided through small group support 2x/week, through use of i-Ready Diagnostic and Instructional Technology Program. Additional face-to-face tutoring provided before and after school and during the school day. Reading A-Z materials are used to extend the intervention instruction. Differentiated instruction and support by teachers include in-class small groups aligned to students' assessment results.
- Artist-in-Residence school-based partnership with Attitudinal Healing-ArtEsteem, provides varied art instruction, which to-date, has included mural design, basic drawing techniques, and digital media. After school programs provides extended learning opportunity to students in the identified targeted groups developed through enrichment activities, chess club, performing arts, computer skills: video, newspaper and yearbook, cooking class, gardening.

Data Analysis

- Teachers continue to develop best practices to create classroom environments that create instructional opportunities for all students to actively engage in learning through collaborative activities, increased students voice and dialogue.
- African American, ELL and SWD students show lag behind overall SRI, CST and District benchmarks assessments. Academic interventions aligned to data analysis target Tier I and II students' needs.

Theory of Action

- If we continue the Focal 15 Inquiry Data Analysis, which supports a targeted focus on students who need academic and social/emotion intervention, then African American male students and other students will make academic improvements.
- If we strategically plan and implement, integrated core subjects instruction, focus on key academic language, nonfiction text, and project-based learning, then all students, will experience high expectations for academic achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement differentiated instruction for GATE students. Monitor identified FOCAL 15 students.	Local assessments (benchmarks, PWA)	GATE			3/6/2013	168SQ1E4754	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00
Implement differentiated instruction for GATE students. Monitor identified FOCAL 15 students.	Other (OCR, etc)	FBB, BB	Monthly		3/6/2013	168SQ1E4966	ILT monitors data assessments (SRI, i-ready, benchmark, CST,DIBELS), attendance and behavior notes to track Focal 15 students' progress and recommend targeted instructional strategies and social/emotional supports.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

From OUSD Strategic Plan:

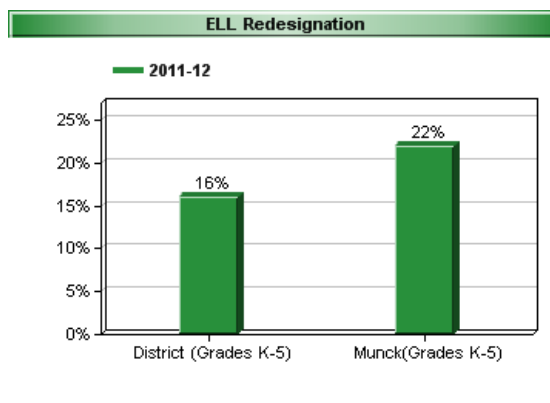
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together 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

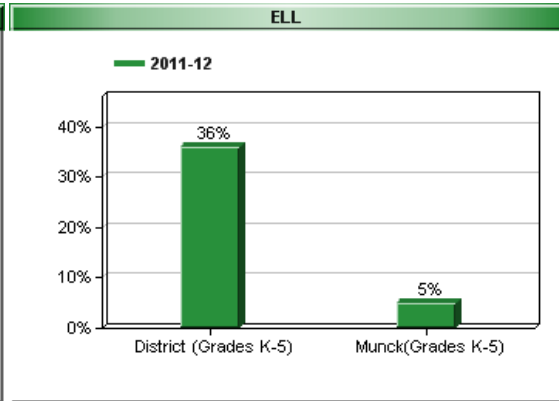
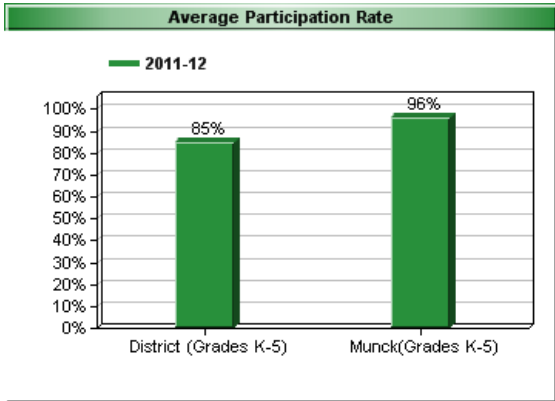
A quality school...

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

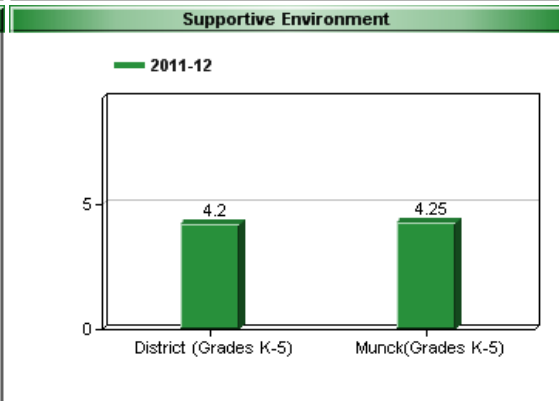
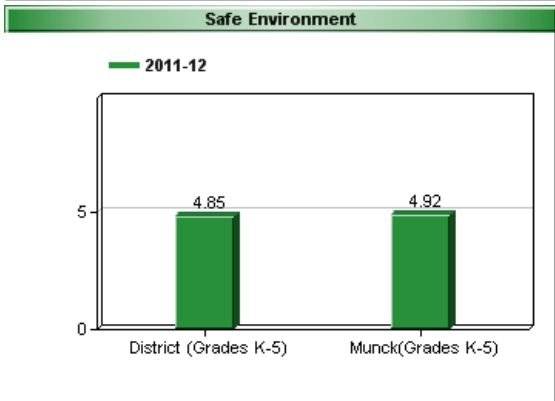
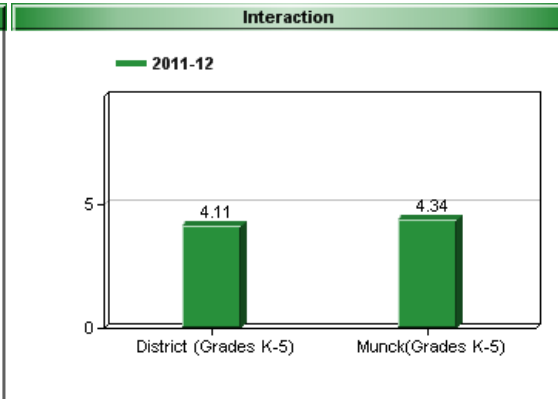
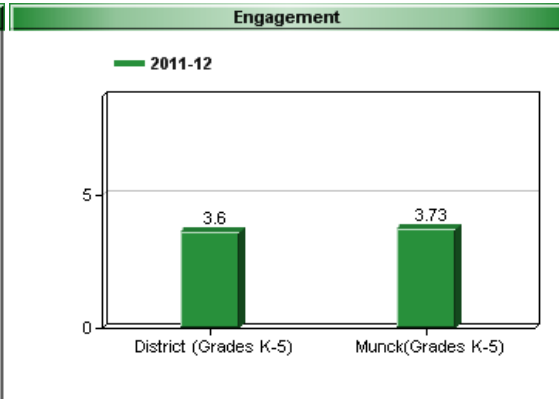
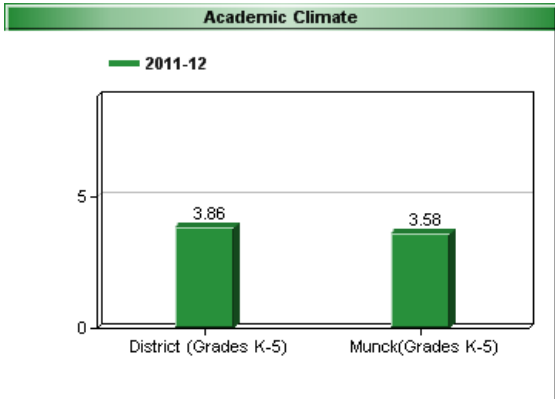
After School Program- Student Impact



After School Program- Participation



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



School Data

- Carl B. Munck S.T.R.I.D.E. After School Program serves 120 students in grades K - 5, which meets established district-wide guidelines for target population and enrollment. The target problem served includes, but is not limited to, students in need of academic support and intervention; from socio-economically disadvantaged families/backgrounds, in need of being engaged in additional academic enrichment, and those with siblings enrolled based on the previous three priorities for enrollment.

Data Analysis

- The after school program includes project-based learning activities, homework assistance in partnership with parents, creative arts, information technology skills development and civic engagement.
- All program activity promotes positive youth development in a safe learning environment to improve students' social/emotional well-being and academic achievement.

Theory of Action

- If we ensure alignment of the after school program linked to school goals and specific student achievement needs, and instructional strategies, which include enrichment activities that builds students' skills, then students will develop holistically.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Homework support to improve homework completion, understanding and mastery.	Grades/GPA	All Students	Weekly	After school program coordinator	4/17/2013	168SQ11F5827	All students will have one (1) hour of homework time Mon. - Thurs. assisted by the after school program staff.	N/A			0	\$0.00
Homework support to improve homework completion, understanding and mastery.	Other (OCR, etc)	All Students	Weekly	After school program coordinator	4/17/2013	168SQ11F5828	All students will have a minimum of one (1) hours of ELA skill building on Wednesdays and 15 minutes of journal writing Mon. - Fri.	N/A			0	\$0.00
Homework support to improve homework completion, understanding and mastery.					4/17/2013	168SQ11F5829		N/A			0	\$0.00
Homework support to improve homework completion, understanding and mastery.					4/17/2013	168SQ11F5830		N/A			0	\$0.00
Student choice for enrichment includes a Chess Club, where students learn the fundamentals of chess, which supports increased cognitive skills, such as, deducing, hypothesizing, critical thinking, logic, and judgement. Students have access to information technology skills training, which provides hands-on training and project-based learning, i.e. digital media, yearbook, desktop publishing.		All Students		After school program coordinator	4/17/2013	168SQ11F5831	A group of 40 students attend computer lab class two times per week and another group of 15 students attend newspaper/yearbook class one per week	N/A			0	\$0.00

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

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

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

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 1: Continue to increase student engagement and attachment to school, build caring and compassionate students; reduce bullying. Reduce suspensions by 3% or more.

- Strategy 1.1: Continue developing and building Caring School Community, with class meetings and buddy classes with consistent feedback and community support.
- Strategy 1.2: Research and implement Peer Mediation into our Caring Schools Community structure.

Goal 2: To increase student attendance in an attempt to reach the goal of 98% daily attendance.

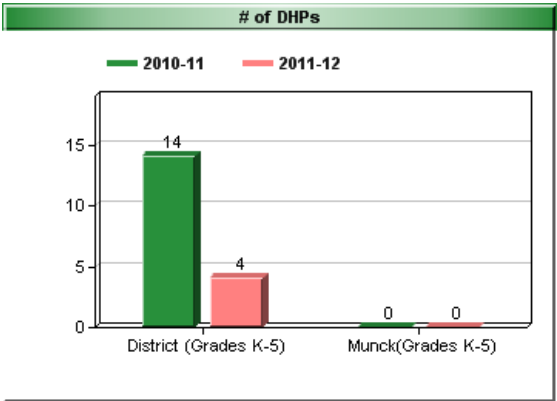
- Strategy 2.1: Work more diligently in informing students and parents of the educational and financial loss as a result of excessive absences and tardies.
- Strategy 2.2: Through the use of our Newsletter, PTA Meetings and School Messenger system informing parents of the importance of student attendance.

School Quality Standards relevant to this Strategic Priority

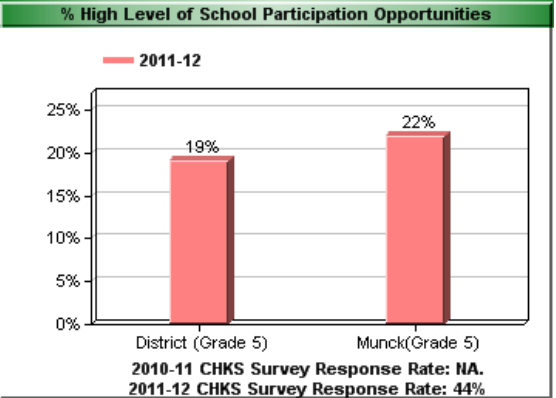
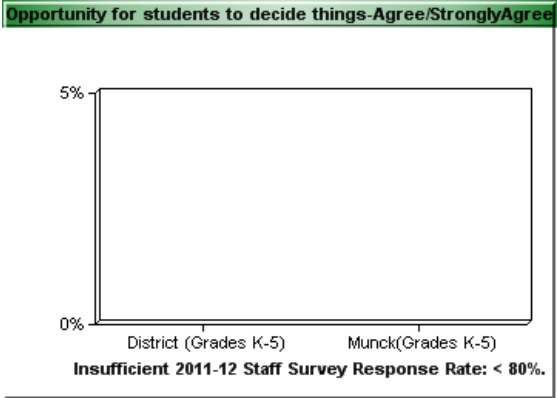
A quality school...

- 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



Survey - Engagement



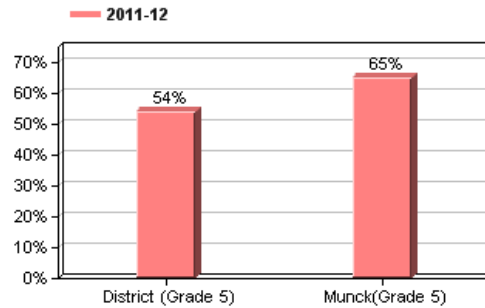
Survey - Relationships

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



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

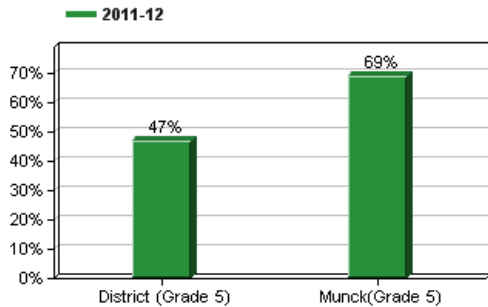
% High Level of Caring Relationships with Adults at School



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 44%

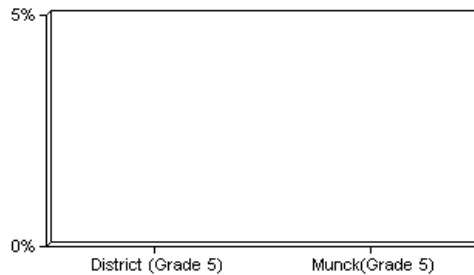
Survey - Safety

% Hit or pushed by other kids at school



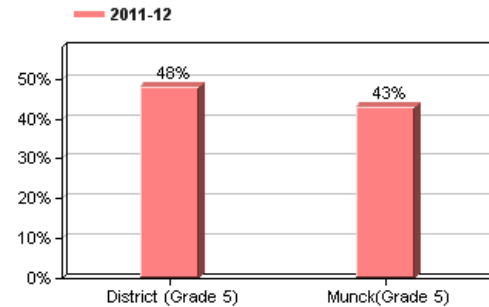
2011-12 CHKS Survey Response Rate: 44%

This school is a safe place for students.%Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

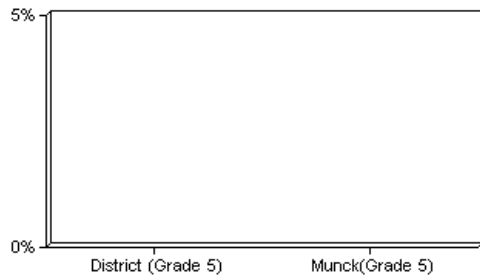
% feeling safe at school all of the time



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 44%

Survey - Welcoming

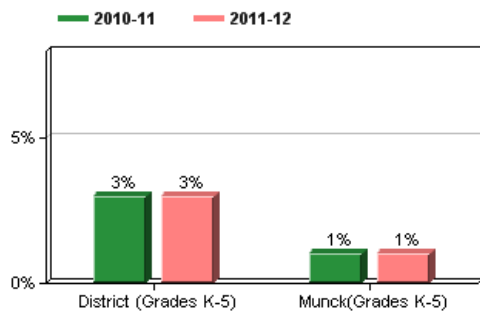
School is a supportive and inviting place. Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Suspensions

% receiving one or more out-of-school suspension



School Data

- 48% students reported on California Healthy Kids Survey indicated caring relationships with someone at school vs. 56% District-wide.
- 44% students reported on California Healthy Kids Survey indicated feeling safe all the time at school vs. 49% District-wide

Data Analysis

- Students, approximately less than 4% of the student population, have presented with social/emotional needs beyond that of their average developmental age. COST implementation provides targeted focus on these students' needs, beyond suspensions.
- Classrooms continue to hold class meetings, which provides the vehicle for students to share their successes and concerns. Consistent, ongoing meetings should focus on students building positive relationships with both their peers and the teacher.
- Cross-age buddies should continue to ensure effective student relationships across grade-levels. CSC home and school activities, which provides a pathway to parent engagement in the school.

- Family Reading, Science and Math Nights creates well-attended events which engage both students and parents. A Winter Showcase, Spring Production, AA Inter-Cultural Celebration, PTA sponsored Multicultural Event brings the school community together
- Students would benefit from continued opportunities to assume leadership roles, a student council formation, junior coach model as peer coaches to influence positive behaviors,

Theory of Action

- As we remain focused on Caring School Community vision and execute principles, students will indicate at higher percentages that they have caring relationships with adults and feel safe, at the site.
- All stakeholders embrace the caring schools community attributes contributed during the CSC visioning professional development.
- If we provide leadership roles for students, i.e., buddies, peer models, student council, classroom leadership roles, then they will grow as independent leaders and meaningfully involved in school choice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development for all faculty and staff using Caring Schools Community principles to continue benefits for students.					3/31/2012	168SQI2A2504	Professional Development led by CSC Coach/Facilitator	N/A			0	\$0.00
Arts integration used to create student engagement, creativity and critical thinking integrated with literacy.					3/31/2012	168SQI2A2506	Arts Integration during school day, partnership with ArtEsteem, resident artists.	N/A			0	\$0.00
Monthly Awards/Performance Assembly showcases students' visual and performing arts skills, and provides recognition for academic and social development through a school-wide presentation before peers.					3/31/2012	168SQI2A2508	Academic and social skills	N/A			0	\$0.00
Social skills lunch groups integrate general education and full-inclusion students for peer support. Pen pals and CSC Buddies bridges primary grade level with intermediate grade level.					3/31/2012	168SQI2A2510	Students build cross grade-level supportive relationships	N/A			0	\$0.00
Classrooms continue to hold class meetings, which provides the vehicle for students to share their successes and concerns. Consistent, ongoing meetings should focus on students building positive relationships with both their peers and the teacher.	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/21/2013	168SQI2A5908	Consistent class meetings with targeted focus to build positive student peer and adult relationships.	N/A			0	\$0.00
Students would benefit from continued opportunities to assume leadership roles, a student council formation, junior coach model as peer coaches to influence positive behaviors,	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/21/2013	168SQI2A5910	Continue opportunities for students to assume leadership roles, a student council formation, junior coach model as peer coaches to influence positive behaviors, share in a variety of leadership roles in the classroom, buddies, and other school ambassadors.	N/A			0	\$0.00
Cross-age buddies should continue to ensure effective student relationships across grade-levels. CSC home and school activities, which provides a pathway to parent engagement in the school.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/21/2013	168SQI2A5909	CSC home and school activities, which provides a pathway to parent engagement in the school.	N/A			0	\$0.00
Family Reading, Science and Math Nights creates well-attended events which												

engage both students and parents with workshops. After school program coordinates Winter Showcase, Spring Production, AA Inter-Cultural Celebration, PTA and Dad's Club sponsors events during the school year, Walk-a-Thon, Movie Nights, Valentine's Dance, Silent Auction, Multicultural Night and Family Fun Day.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/21/2013	168SQL2A5911	Continue evolving events which brings the school community together to celebrate students, families, community and learning.	N/A			0	\$0.00
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

From OUSD Strategic Plan:

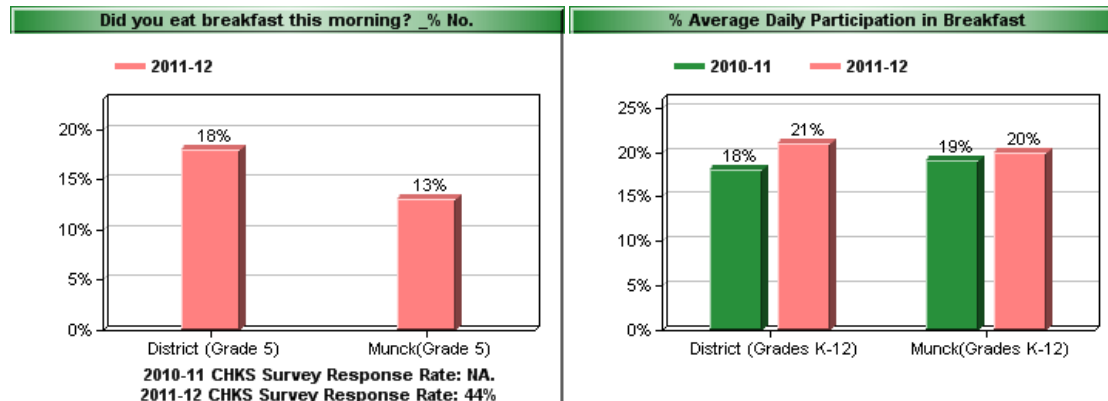
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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

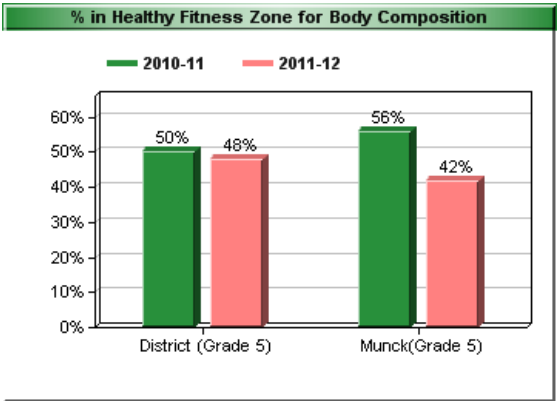
A quality school...

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

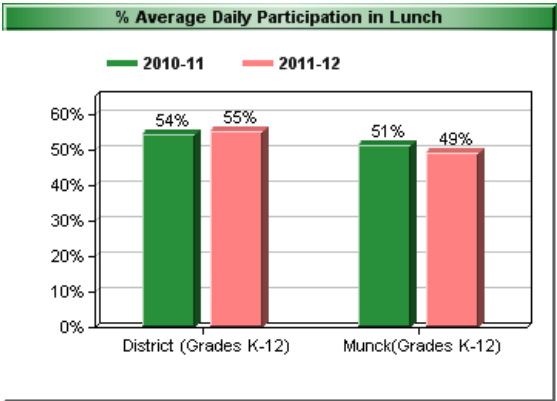
Breakfast



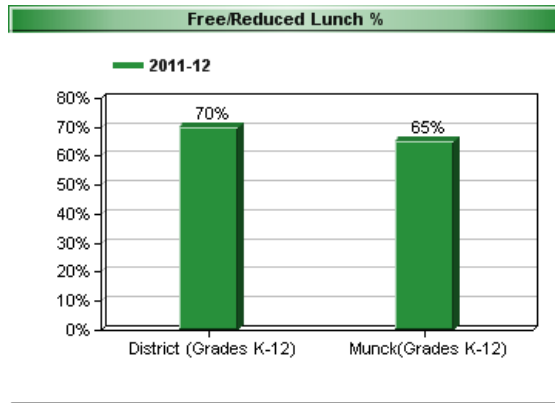
Fitness



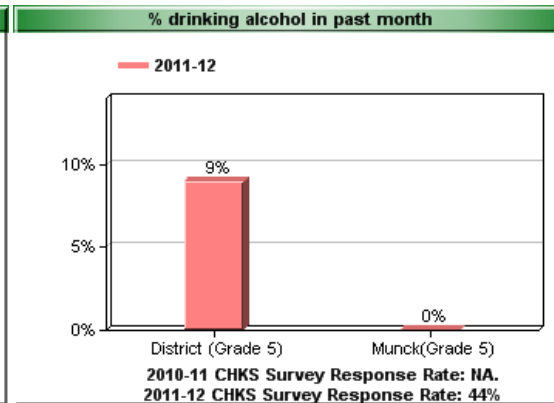
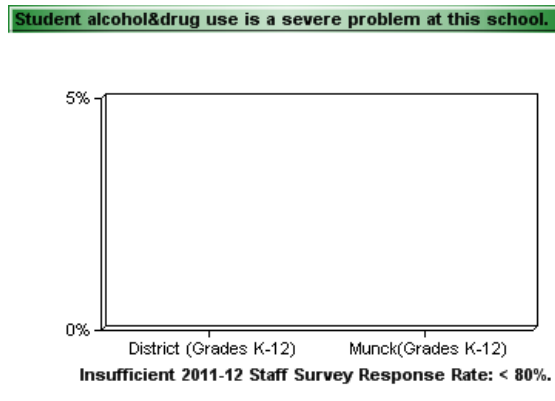
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- District OUSD Wellness Guidelines promoted to encourage healthier food choices. Wellness Coach assisted with coordination of a salad bar which opened in January 2013. COST meetings conducted using District recommendations for implementation and use of COST Referral Form, which identifies specific areas of concerns beyond academics.

Data Analysis

- School psychologist support needed for social skills development, which provides social/emotional coping strategies for those students who present with challenging behaviors beyond that expected of their age level.
- With promotion of the District's Wellness Policy, opening of the school salad bar, and an after school nutritional cooking class, students have begun to notice the difference between non-nutritional and nutritional meals and snacks.

Theory of Action

- If we educate students and families about ways to stay healthy through healthy food choices and physical activity, then students and families will have better health, improved academics/social/emotional and attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
COST/Student Success Team (SST) convenes, as necessary, to support student referrals at the Tier III level, social skills development and other life challenges, i.e. major illness, family tragedy, emotional.	Other (OCR, etc)	All Students	Monthly	Other	4/21/2013	168SQI2B1654	School Psychologist to serve students with small group social skills development, Coordinate, convene and chair the Student COST/Success Team (SST) meeting with principal, general ed. teacher, resource specialist, and parents	3010-Title I		PSYCHL0023	0.4	\$31,825.35
Wellness Coach, along with PTA representative, plan for implementation of a salad bar, an after school cooking demonstration class, and other health related activities. Increase opportunities for decreased seat time, physical activity throughout the school day. Educate school-wide community about the OUSD School Wellness Policy and OUSD healthy snack requirements and suggestions.	Health data	All Students		Other	4/21/2013	168SQI2B4017	Wellness Coach, PTA representative and After School Program leads strategic action	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

From OUSD Strategic Plan:

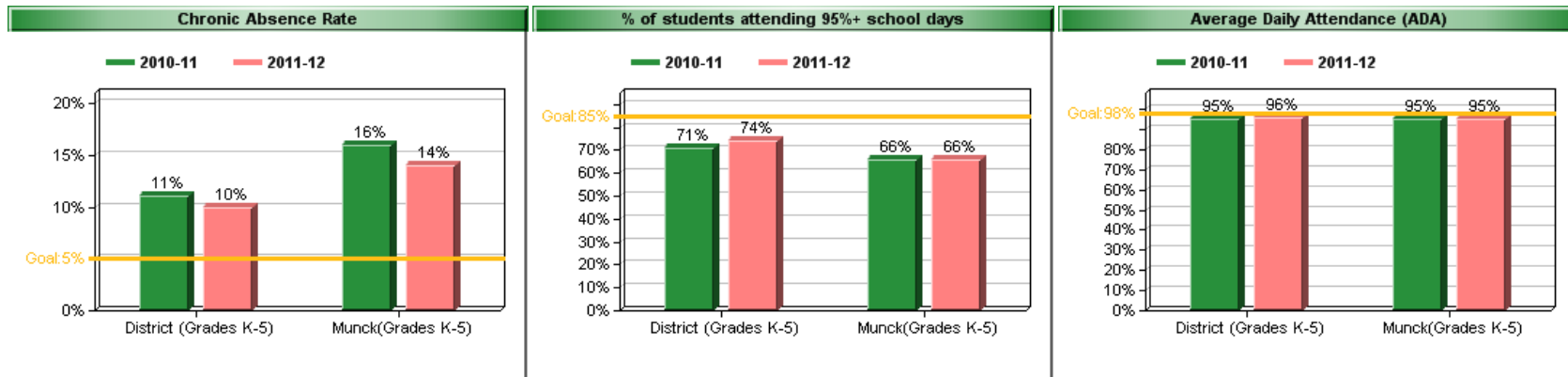
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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

- School average daily attendance (ADA) to-date: 95% compared to the District ADA goal for elementary schools is 98%.
- The chronic absence rate to-date averaged 14%, despite efforts to reduce that rate. Targeted strategies have been: Robo Calls with messages to encourage daily school attendance, Munck Monthly with attendance data charts by school and classroom teachers, recognition of "Good," "Great," and "Perfect Attendance," Class Competition-ice cream parties, and SART meetings.

Data Analysis

- Most chronically absent students were at the K-3 grade levels. Often parents report their children as ill, on extended vacation, and/or transportation challenges.
- Daily challenged by excessive tardies, up to thirty-eight on some days, weather contingent. Being an 80% commuter school brings various attendance and tardiness challenges.

Theory of Action

- Promote outreach and education of all parents, focused on the K-3 grade levels, where impacted by chronic absences.
- Educate parents about Average Daily Attendance (ADA) and the impact on school budget and staffing, and the social emotional impact for students who arrive tardy and miss significant amounts of instructional time due to absences.
- Assistant Attendance Clerk and Teachers aggressively follow-up when students begin patterns of being absent and tardy to school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Assistant Attendance Clerk FTE increased to District minimum of .50 FTE.					4/1/2012	168SQI2C2819	Increased time for attendance maintenance, SARTS, daily phone calls.	N/A			0	\$0.00
Form attendance team to include Assistant Attendance Clerk, Office Manager, Principal and Parent Liaison. Engage parents and community in supporting improving student attendance (K-3 focus) through parent events.	Attendance	All Students	Every Other Week	Attendance Team	4/22/2013	168SQI2C2828	Site Attendance Team convenes bi-weekly to review attendance/tardiness data, set goals and plan strategic approach.	N/A			0	\$0.00
Empower students through incentives, in addition to monthly perfect attendance awards, include daily or weekly PA announcements for classes with highest daily or weekly attendance.	Attendance	All Students	Weekly	Clerical staff	4/22/2013	168SQI2C2839	Incentives for individual students, by classroom, and recognitions noted in school newsletter, staff bulletin. Partner with parent groups to provide recognition for classrooms that meet weekly goal of 98% attendance and most improved attendance/tardiness.	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

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.

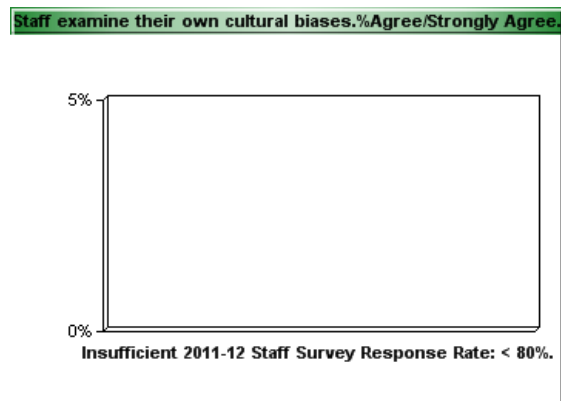
1. Improve the conditions in schools to retain 80% of effective teachers

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



Data Analysis

- Leadership capacity: Caring Schools Community Leadership Team: Lead Teachers meet to analyze and plan CSC PD and Feedback Walk Throughs. Student-of-the Month, Annual Dr. Martin L. King, Jr Oratorical Site Competition teacher lead and coor

- Teacher liaison to Student Success Team, Elected teachers to School Site Council and Faculty Council
- Science Lead Teachers coordinate Science Fair, FOSS kits rotation and materials, and attend District meetings/PD. Updates provided to Faculty during monthly Faculty meetings.
- Academic Liaison coordinates After School Program academic component with principal and after school coordinator. Seeks input from faculty during monthly faculty meetings and through surveys.
- Interested classified support staff and after school instructors provided Teach Tomorrow in Oakland contact information for opportunity to seek access and support towards professional growth to credentialed teacher.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Focused PLC's used to plan thematic lessons aligned to Common Core Standards across and within grade level circuits. Teacher release time covered by substitutes to allow for collaborative PWA Scoring, District Assessments Analysis, Academic Conferences	Local assessments (benchmarks, PWA)	All Students		Grade level team	4/22/2013	168SQI3A2527	Build instructional capacity towards Common Core Standards launch.	N/A			0	\$0.00
Instructional Leadership Team (ILT), curriculum lead teachers(ELA, Math, Science), TSA, Academic Liaison and Principal coordinate PLC's, Professional Development, and Data Analysis, focal student initiative for faculty, staff and after school instructors.					4/30/2012	168SQI3A2534	Build school-wide capacity for Balanced Literacy and Common Core transition	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

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.

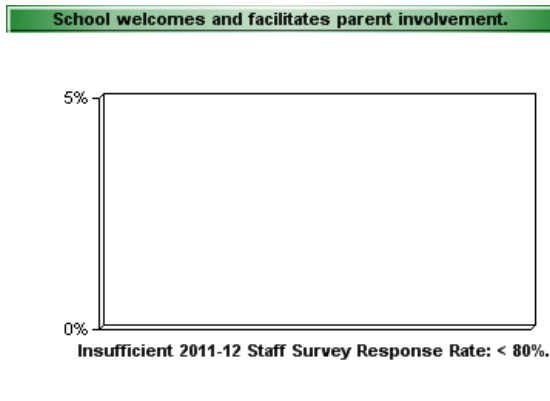
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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

- Teacher/Parent Report Conferences calendared for first and second trimester report card periods, with the second trimester conference focused on students who continue below grade level performance expectations. Monthly School Site Council, PTA, weekly Dad's Club meetings calendared and held.
- Foreign Language Inquiry Group, four parents, three teachers and the principal developed and met to research acquisition of foreign language instruction for all students during the school day. (ongoing) Parent workshops presented on Common Core State Standards at PTA meeting and on Family Science Math Night, to reach more parents.

Data Analysis

- Parents have been engaged as Room Parent Coordinators, PTA and Dad's Club members/event coordinators, field trip chaperones, salad bar support, classroom events, SSC members/participants, Foreign Language Inquiry Group, ASP, and in workshops.
- The school's website is maintained by a parent, who also, assists with preparation of the Munck Monthly, a school-wide community newspaper.
- Students, through their computer class, creates the school's yearbook, takes photos, plans the layout and prepares it, with assistance from the instructor, for print.
- All stakeholders, would benefit from increase knowledge and awareness of District and Site Discipline Policy, students' rights to confidentiality, and alternatives to suspension, such as, restorative justice practices, character/values development.

Theory of Action

- If we provide a welcoming school for all, inclusive of differences, whether academically, socially, or emotionally, then all students and families will feel supported.
- If we host varied school events and communicate with families by school website, Munck Monthly, flyers, teacher classroom newsletters, Robo calls, e-mails, then family and community will be more informed and have awareness/access to be engaged.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
In partnership with parents, teachers, staff and students, sponsor annual career day logistically aligned to a job fair format.	Survey data (CHKS, etc.)	All Students	End of Year	Other	4/17/2013	168SQI4A5826	In partnership with parents, teachers, staff and students, sponsor annual career day logistically aligned to a job fair format, where students will have access to a minimum of 4 professional, technical and vocational careers for exploration.	N/A			0	\$0.00
Cross-age buddies should continue to ensure effective student relationships across grade-levels. CSC home and school activities, which provides a pathway to parent engagement in the school.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/21/2013	168SQI4A5909	CSC home and school activities, which provides a pathway to parent engagement in the school.	N/A			0	\$0.00
Family Reading, Science and Math Nights creates well-attended events which engage both students and parents with workshops. After school program coordinates Winter Showcase, Spring Production, AA Inter-Cultural Celebration, PTA and Dad's Club sponsors events during the school year, Walk-a-Thon, Movie Nights, Valentine's Dance, Silent Auction, Multicultural Night and Family Fun Day.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/21/2013	168SQI4A5911	Continue evolving events which brings the school community together to celebrate students, families, community and learning.	N/A			0	\$0.00
Parent participation and engagement Family Reading, Science, and Math Nights	Other (OCR, etc)	All Students	End of Year	Other	3/6/2013	168SQI4A1655	Purchase materials to execute event.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$663.28
Parent engagement through School Site Council Meetings/Parent Workshops	Other (OCR, etc)	All Students	Monthly	Principal	3/6/2013	168SQI4A1656	Provide meeting refreshments for Title I related meeting	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$500.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

From OUSD Strategic Plan:

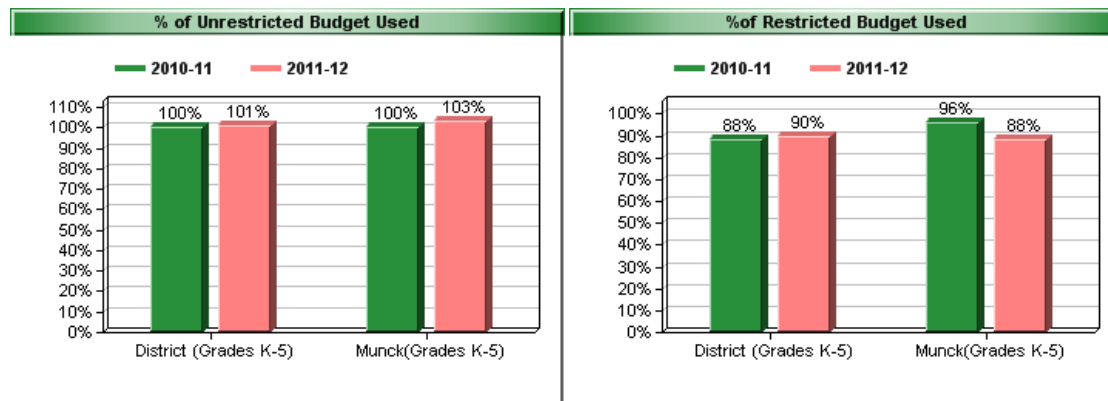
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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

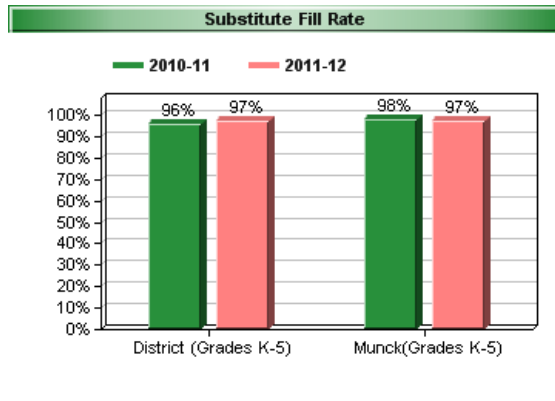
A quality school...

- 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



School Data

- ILT meets monthly with targeted agenda items; PLC's meet bi-weekly (Data Inquiry-Collaboration-Planning), 1st and 3rd Wednesdays: 45 minutes; PD held monthly (Focus-Common Core State Standards (ELA, Math) (NGSS), other topics, as needed: 1 hr-20 min. Grade-Level Circuit Planning (4th & 5th Wednesdays)-Parent Conferences/Collaboration, etc.

Data Analysis

- ILT ensure consistent PLC's and PD structures include monitoring protocols, which reflects data analysis with instructional planning, implementation, and follow-up observations, with feedback.

Theory of Action



- If ongoing PLC's, PD, and collaboration focuses on analysis of students' academic work progression, all applicable assessment data to plan and deliver instruction aligned to students' academic needs, then students will achieve academic growth.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Focused PLC's used to plan thematic lessons aligned to Common Core Standards across and within grade level circuits. Teacher release time covered by substitutes to allow for collaborative PWA Scoring, District Assessments Analysis, Academic Conferences	Other (OCR, etc)	All Students	Monthly	Leadership Team	4/21/2013	168SQI5A1640	Substitute Release Time	3010-Title I	1154-TEACHERS SUBS FOR RELEASETIME		0	\$3,300.00
Provide opportunity for teachers to collaborate in PLC's and/or explore an electronic STEM related websites, such as Silicon Valley Mathematics Initiative (SVMI), or Inside Mathematics to further develop their capacity to deliver STEM instruction.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/21/2013	168SQI5A2131	Teachers plan for students to have hands-on, project-based learning experiences resulted from teachers' PLC collaborative planning within and vertical grade levels.	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$51,043.08	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$8,936.68	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$59,979.76	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$48,980.24	
 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	\$1,163.28	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$50,143.52	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**


School Site: Carl B. Munck Elementary
Site Number: 168

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 N/A
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 30, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.


Attested:



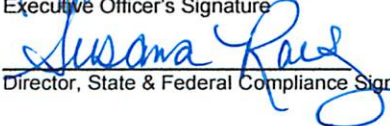
SSC Chairperson's Signature



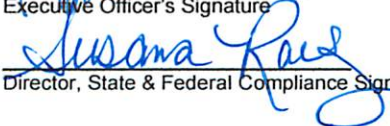
ELAC Chairperson's Signature



Principal's Signature



Executive Officer's Signature



Director, State & Federal Compliance Signature

Debra Nelson
SSC Chairperson's Name (printed)

N/A
ELAC Chairperson's Name (printed)

Denise J. Burroughs
Principal's Name (printed)

Kimi Kean
Executive Officer's Name (printed)

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

5/2/13
Date

Date

04-30-13
Date

5-13-13
Date

6/5/13
Date

School Site Council

Membership Roster – Elementary School

School Name: Carl B. Munck Elementary

School Year 2012-2013

Chairperson: Debra Nelson	Vice Chairperson: Carol Robinson
Secretary: René M. Mastin	DAC Rep: Tameka Reed

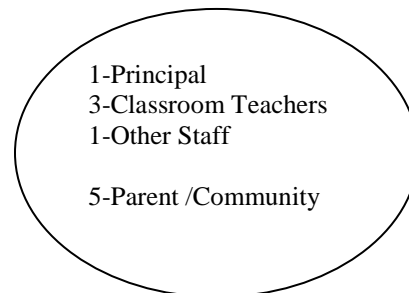
Check Appropriate Representation

Members' Names	Mailing Address (with zip code)	Principal	Classroom Teacher	Other Staff	Parent/Comm
Denise Burroughs	20 Graeagle, Oakland, CA 94619	x			
René Mastin	1570 76 th Avenue, Oakland, CA, 94621			x	
Amanda Seaton	1236 23 rd Avenue, Oakland, CA 94606		x		
Rachelle Love	1546 140 th Avenue, San Leandro, CA 94578		x		
Ellen Shaler	6 Whittle Court, Oakland, CA 94602		x		
Debra Nelson	6533 Outlook Ave., Apt 4, Oakland, CA 94605				x
Carol Robinson	14290 Skyline Blvd, Oakland, CA 94619				x
Jaliza Eagles	14848 Wiley Street, San Leandro, CA 94578				x
Joseph Bluford	175 Chadbourn Way, Oakland, CA 94619				x
Erika Tatnall	265 Vernon Street #102, Oakland, CA 94610				x
Alternates					
Stacy Strub	13111 Skyline Blvd, Oakland, CA 94619				x
DAC Rep					
Tameka Reed	5650 Bancroft Ave Apt 2, Oakland, CA 94605				

SSC Legal Requirements:

Members MUST be selected/elected by peer groups;

- (1) There must be an equal number of school staff and parent/community members;
- (2) Majority of school staff membership must be classroom teachers;
- (3) Parent/community members cannot be employees at the site.



Carl Munck Elementary School 2012-13 School Parental Involvement Policy

Part 1 General Expectations

Carl B. Munck 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:

1. 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 Elementary Secondary Education Act (ESEA).

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

- 1) Carl B. Munck 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:
 - Schedule a meeting of Title 1 parents to discuss the T-1 program and to disseminate T-1 materials
 - Schedule a meeting to review the T-1 program and policy and access the needs through data analysis using the current State testing results.
- 2) Carl B. Munck will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Carl B. Munck will make the policy available to parents of participating children and the local community.
- 3) Carl B. Munck will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - Teachers will send communication indicating skill areas for parents to work on with their students.
- 4) Carl B. Munck 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
- 5) Carl B. Munck will hold a flexible number of meetings at varying times throughout the year
 - To more effectively inform Title 1 parents regarding the academic needs of the children in addition to strategies to improve academic achievement in reading and/or math.

- 6) Carl B. Munck will provide information about Title 1 programs to parents of participating children in a timely manner:
 - Through monthly newsletter, flyers, mailers and available technology.
- 7) Carl B. Munck will provide 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:
 - Distribute content standards at Back-to-School night and or during conference periods.
 - Review the Benchmark Assessments using the “Progress Report”
- 8) Carl B. Munck will provide parents of participating children if requested by the 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:
 - Parents have ample opportunities to request scheduled formal meetings with teachers, as well as informal meetings at times that are mutually convenient.
- 9) Carl B. Munck will submit to the district any parent comments if the Schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Parents will be made aware of ways to comment about the SWP through the following:
 - District Complaint Process
 - Office of Accountability
(documents are kept in the office)

Part 3 Accessibility

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

- Use the School Messenger System
- Post on the School Website
- Provide applicable notices, flyers, etc. in other languages by request
- Post notice in the Munck Monthly

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 monthly meetings, presentations, workshops, etc.

This policy was adopted by Carl B. Munck School/Site Council on November 27, 2012, and will be in effect for the period of 2 years. The school will distribute this policy to all parents upon request of participating Title 1, Part A, children on or before November 30, 2012. It will be made available upon request to the local community on or before January 1, 2013. The Carl B. Munck'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.

Denise J. Burroughs, Principal

(Date)

Debra Nelson, School Site Council Chair

(Date)

Carl B. Munck Elementary School

Home and School Compact

District and Site Staff Pledge

We believe all students can learn, and we will do the following to ensure their success:

- We encourage parents to visit the school to get a better idea of their child's learning experience. Visitors are welcome at any time as long as they don't disrupt the school environment.
- We will set high standards for all.
- We will welcome you and treat you with respect as a partner in your child's education.
- We will respond in a timely manner to your request for information.
- We will regularly share with you your child's concerns and progress
- We will provide motivating and interesting learning experiences.
- We will use teaching methods and materials that best work for your child considering their developmental level
- We will regularly assign your child homework.
- We will help you support your child's educational needs.

Teacher: _____

Parent Pledge

I believe that parents and family are the child's first and most important teachers. I will encourage my child's learning and success in school by doing the following:

- I will send my child to school on time every day.
- I will make sure that my child gets adequate sleep and has a healthy diet.
- I will provide a quiet place and time for my child to do homework, and I will review the homework.
- I will promptly respond to messages from my child's school.
- I will attend Back-to-School Night, Parent, Teacher, Student Conferences, Open House, and other school events.
- I will help my child's school however possible.
- I will sign-in with the office when visiting my child's school.
- I will read to my child or have my child read for at least 20 minutes every day.
- In accordance with the law, I am prepared to sit with my child in class in the event negative behaviors need to be corrected.
- I will limit the amount of time my child watches television or plays video games to no more than 1 hour per day.

Parent: _____

Student Pledge

I believe that I can be successful in school and I will show it by doing the following:

- I will come to class on time every day.
- I will come to school ready to learn.
- I will follow school rules, always show respect and be responsible for my own behavior.
- I will be a cooperative learner. I will follow directions and practice appropriate communication skills at all times.
- I will ask for help when I need it.
- I will carry information between school and home.
- I will return my completed homework on time.
- I will read at home at least 20 minutes every day.
- I will not use inappropriate language.
- I will not take part in bullying.
- I will respect the cultural diversity of others.

Student: _____

California Department of Education
Academic Program Survey—Elementary School Level Carl B. Munck
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.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the 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.</p> <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<p>Instructional Program Materials All students are assessed placed, and provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials. YES</p> <p>Number of Students: 318 All Students. 28 ELs. 36 SWDs.</p> <p>Use Identify all that apply: YES Basic core and/or CCSS-aligned materials are used as designed. YES Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All EL students are appropriately assessed, placed, and provided appropriate locally-adopted, standards-aligned, instructional program materials. YES Appropriate Use YES Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. 	Objective	Fully	Substantially	Partially	Minimally																																					
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are assessed, placed, and provided appropriate intervention program materials. YES</p> <table border="1" data-bbox="1402 646 2022 776"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>29</td> <td>8</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>2</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1392 808 2032 959"> <thead> <tr> <th colspan="4">Number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td>26</td> <td>8</td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use Yes Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	29	8		All Intensive ELs	1	2		All Intensive SWDs	2			Number/Percentage Provided Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	26	8		Intensive ELs	1	2		Intensive SWDs
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Documentation		Additional Comments																																										
Reading/Language Arts/ELD		Students who are intensive in RLA /ELD, and those who are identified as English Learners and SWDs receive additional instruction on i-ready.com intervention program as well as extra classroom support.																																										
District Purchase Date:																																												
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>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.</p> <ul style="list-style-type: none"> 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. 	1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are assessed, placed, and provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials. YES</p> <p>Number of Students: 318 All Students. 28 ELs. 36 SWDs.</p> <p>Appropriate Use Identify all that apply: YES Basic core and/or CCSS-aligned materials are used as designed. YES Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Mathematics	Students who are identified as English Learners and SWDs and are intensive in Math receive additional instruction on i-ready.com intervention program as well as extra classroom support.					
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	<p>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.</p> <p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served: YES</p> <table border="1" data-bbox="1388 708 2003 834"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>27</td> <td>8</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use YES Materials are used as designed.</p>								Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	27	8		All Intensive ELs	1	2		All Intensive SWDs	1		
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
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. <ul style="list-style-type: none"> 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%																																																		
<p style="text-align: center;">Key Components</p> <p>Allocation of Instructional Time YES Time is given priority and protected from interruptions.</p> <p>Identify the number of instructional minutes (length of periods) offered at each grade level.</p> <table border="1" data-bbox="1392 735 2007 889"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	120	120	120	120	120	120				ELs	50	50	50	50	50	50				SWDs									
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All Students	120	120	120	120	120	120																																																			
ELs	50	50	50	50	50	50																																																			
SWDs																																																									
Documentation			Additional Comments																																																						
		Reading/Language Arts/ELD	Additional ELD support is provided by our Learning For Life Reading Specialist.																																																						
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.	<p>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.</p> <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally																																																			
				2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
<p align="center">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <table border="1" data-bbox="1415 634 2034 1057"> <thead> <tr> <th colspan="10" data-bbox="1415 634 2034 708">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th data-bbox="1415 708 1610 732"></th> <th data-bbox="1610 708 1654 732">K</th> <th data-bbox="1654 708 1698 732">1</th> <th data-bbox="1698 708 1743 732">2</th> <th data-bbox="1743 708 1787 732">3</th> <th data-bbox="1787 708 1831 732">4</th> <th data-bbox="1831 708 1875 732">5</th> <th data-bbox="1875 708 1919 732">6</th> <th data-bbox="1919 708 1963 732">7</th> <th data-bbox="1963 708 2034 732">8</th> </tr> </thead> <tbody> <tr> <td data-bbox="1415 732 1610 857">Additional time provided identified Strategic students</td> <td data-bbox="1610 732 1654 732">30</td> <td data-bbox="1654 732 1698 732">30</td> <td data-bbox="1698 732 1743 732">30</td> <td data-bbox="1743 732 1787 732">30</td> <td data-bbox="1787 732 1831 732">30</td> <td data-bbox="1831 732 1875 732">30</td> <td data-bbox="1875 732 1919 732"></td> <td data-bbox="1919 732 1963 732"></td> <td data-bbox="1963 732 2034 732"></td> </tr> <tr> <td data-bbox="1415 857 1610 954">Additional time provided identified Strategic ELs</td> <td data-bbox="1610 857 1654 857">30</td> <td data-bbox="1654 857 1698 857">30</td> <td data-bbox="1698 857 1743 857">30</td> <td data-bbox="1743 857 1787 857">30</td> <td data-bbox="1787 857 1831 857">30</td> <td data-bbox="1831 857 1875 857">30</td> <td data-bbox="1875 857 1919 857"></td> <td data-bbox="1919 857 1963 857"></td> <td data-bbox="1963 857 2034 857"></td> </tr> <tr> <td data-bbox="1415 954 1610 1057">Additional time provided identified Strategic SWDs</td> <td data-bbox="1610 954 1654 954"></td> <td data-bbox="1654 954 1698 954">30</td> <td data-bbox="1698 954 1743 954">30</td> <td data-bbox="1743 954 1787 954">30</td> <td data-bbox="1787 954 1831 954">30</td> <td data-bbox="1831 954 1875 954">30</td> <td data-bbox="1875 954 1919 954"></td> <td data-bbox="1919 954 1963 954"></td> <td data-bbox="1963 954 2034 954"></td> </tr> </tbody> </table>									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	30	30	30	30	30	30				Additional time provided identified Strategic ELs	30	30	30	30	30	30				Additional time provided identified Strategic SWDs		30	30	30	30	30			
Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students																																																										
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Additional time provided identified Strategic students	30	30	30	30	30	30																																																				
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Additional time provided identified Strategic SWDs		30	30	30	30	30																																																				
Documentation			Additional Comments																																																							
District Instructional Regulations: School Instructional Regulations: Attach appropriate documents			Readina/Lanauage Arts/ELD Strategic students receive additional instruction in classroom from teachers and support personnel : paraprofessionals, TSA, resource specialists.																																																							

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. <ul style="list-style-type: none"> • 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: YES Time is given priority and protected from interruptions. YES 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.																
			<table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Level 4-5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td align="center">5</td> <td align="center">9</td> <td align="center">13</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">50</td> <td align="center">50</td> <td align="center">50</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	Number of Students	5	9	13	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	50	50	50
Proficiency Levels	Levels 1-2	Level 3	Level 4-5																
Number of Students	5	9	13																
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	50	50	50																
Documentation		Additional Comments																	
	Reading/Language Arts/ELD	Additional instruction (50 minutes) is provided to English Learners who are strategic and intensive in the classroom, computer lab and in the library.																	
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.	<p>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.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																														
2.4				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																														
<p align="center">Key Components</p> <p>Allocation of Instructional Time YES Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" data-bbox="1417 735 2032 865"> <thead> <tr> <th colspan="6">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level							4	5	6	7	8	All Intensive learners	30	30				Intensive ELs	30	30				Intensive SWDs	30	30			
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
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. <ul style="list-style-type: none"> • This time is given priority and is protected from interruptions. 	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 YES Time is given priority and protected from interruptions. Identify number of instructional minutes offered at each grade level: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	60	60	60	60	60	60				ELs	60	60	60	60	60	60				SWDs	60	60	60	60	60	60
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																																																																					
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. <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally																																																																																																	
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																																																																	
			<p align="center">Key Components</p> <p>Appropriate Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p> <table border="1" data-bbox="1417 771 2026 974"> <thead> <tr> <th colspan="10">Number of students at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td> <td></td> <td>5</td> <td>7</td> <td>4</td> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic ELs</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic SWDs</td> <td></td> <td>4</td> <td>1</td> <td>1</td> <td>4</td> <td>1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1417 998 2005 1404"> <thead> <tr> <th colspan="10">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of students at each grade level											K	1	2	3	4	5	6	7	8	All Strategic			5	7	4	1				All Strategic ELs			1							All Strategic SWDs		4	1	1	4	1				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	30	30	30	30	30	30				Additional time provided to identified EL strategic students	30	30	30	30	30	30				Additional time provided to identified SWD strategic students	30	30	30	30	30	30
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Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
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.	<p>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.</p> <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels 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. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> 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. <p>For districts using the 2001 and 2005 SBE-adoptions:</p> <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program. 	Objective	Fully	Substantially	Partially	Minimally																														
2.7				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																														
<p align="center">Key Components</p> <p>Allocation of Instructional Time YES Time is given priority and protected from interruptions.</p> <p>Indicate total number of additional minutes:</p> <table border="1" data-bbox="1434 704 2011 992"> <thead> <tr> <th colspan="6">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of additional instructional minutes at each grade level							4	5	6	7	Pre-algebra/Algebra Readiness	All Intensive Learners	30	30				All Intensive ELs	30	30				All Intensive SWDs	30	30			
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The 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. 	3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Instructional/Assessment Pacing Guides YES Distributed to each grade level. YES In use at every grade level. Pacing Guide Use Monitored YES Principal monitors use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide 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). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The 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 YES Distributed to each grade level. YES In use at every grade level.				
			Pacing Guide Use Monitored YES 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.				
			Objective	Fully	Substantially	Partially	Minimally
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: <ul style="list-style-type: none"> • 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. 	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Principal YES Training in RLA/ELD. YES Coaching, as resources permit.				
Vice Principal(s) YES Training in RLA/ELD. YES Coaching, as resources permit.							
Suggested Documentation		Additional Comments					
	RLA/ELD						

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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: <ul style="list-style-type: none"> 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. 	4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
			Principal YES Training in Mathematics. YES Coaching, as resources permit. Vice Principal(s) YES Training in Mathematics. YES Coaching, as resources permit.				
Suggested Documentation		Additional Comments					
	Mathematics	Principal attends monthly district meetings and trainings. Teachers and paraprofessionals attend monthly professional development meetings. Teachers, principal and TSA attend Professional Learning Community meetings monthly.					

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support may include:</p> <ul style="list-style-type: none"> Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> Full and skillful implementation of instructional materials including use of ancillaries. The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. Training on Response to Instruction and Intervention (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)</p> <ul style="list-style-type: none"> Principal, TSA and Lead Teachers attend 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. Principal, TSA and district personnel support and train 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. Principal attends training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. Principal and teachers participate in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. Principal and Teachers attend training on Response to Instruction and Intervention (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. 				

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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			99 Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 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.	<p>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.</p> <p>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.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted 	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	3	RLA/ELD		
			Grade 2	3	RLA/ELD		
			Grade 3	3	RLA/ELD Science Writing		
			Grade 4	3	RLA/ELD Science Writing		
			Grade 5	2	RLA/ELD Science Writing		
			Grade 6				
			Grade 7				
			Grade 8				

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		<p>curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned Individualized Education Program (IEP). • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<ul style="list-style-type: none"> • Classroom support provided for participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the district language arts curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Classroom support includes data team protocol training to analyze and use data to inform classroom and school-wide practices. • Classroom coaching tied directly to the skillful implementation of all components of the district adopted language arts program, which may include content support as well as research-based strategies for effective delivery of instruction. • Implementation and monitoring of standards-aligned Individualized Education Program (IEP). • Training on RtI² including support on providing tiered intervention.
Documentation	Additional Comments		

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	RLA/ELD	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>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.</p> <p>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.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, 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- 	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	3	Math envisions math, district and site based math meetings				
	Grade 2	3	Math envisions math, district and site based math meetings				
	Grade 3	3	Math envisions math, district and site based math meetings				
	Grade 4	3	Math envisions math, district and site based math meetings				
	Grade 5	2	Math envisions math, district and site based math meetings				
	Grade 6						
	Grade 7						
	Algebra 1						
	Pre-algebra/Algebra Readiness						

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		<p>adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</p> <ul style="list-style-type: none"> • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<ul style="list-style-type: none"> • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the district math curriculum provided by a coach or mentor. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted math program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in Grade Level/Team Meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the district math curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.
Documentation		Additional Comments	
	Mathematics		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current 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%
<p align="center">Key Components</p> <p>Coaches/content experts/specialists TSA Intervention Specialists Type of instructional assistance. YES Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System YES Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists YES Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p> <ul style="list-style-type: none"> The TSA, 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. 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. 							

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

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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. <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current, 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. 	6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Coaches/content experts/specialists: TSA, Intervention Specialists, District Personnel Type of instructional assistance. Yes Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System Yes Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists Yes Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. 				

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-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. 	7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Ongoing Assessment and Monitoring System YES District supported electronic data management system. YES District-wide reporting and analysis of assessment results. YES School-wide reporting and analysis of assessment results. YES Timely data from assessments available to and easily accessible by administrators and teachers. YES Common curriculum embedded/formative assessments in use school-wide.</p> <p>Training on Accessing and Using Electronic Data System YES Staff trained on using and accessing data from the electronic data system.</p> <p>Using Formative Assessment Results YES Common curriculum embedded/formative assessments administered frequently. YES School-wide assessment calendar developed and used. _YES Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				

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

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the 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. <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Ongoing Assessment and Monitoring System YES District supported electronic data management system. YES District-wide reporting and analysis of assessment results. YES School-wide reporting and analysis of assessment results. YES Timely data from assessments available to and easily accessible by administrators and teachers. YES Common curriculum embedded/formative assessments in use school-wide.				
			Training on Accessing and Using Electronic Data System YES Staff trained on using and accessing data from the electronic data system.				
			Using Formative Assessments Results YES Curriculum embedded/formative assessments administered frequently. YES School-wide assessment calendar developed and used. YES Professional development provided for administrators and teachers on data analysis and data-informed instruction.				
Documentation		Additional Comments					
Mathematics							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						
Attach appropriate documents.							

California Department of Education
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the 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				
			<p>Scheduled Structured Collaboration Meetings 2 Number per month. YES All teachers including strategic, intensive intervention, special education, and ELD teachers participate. YES Meetings are structured; protocols/tools are developed and used. YES Training for collaboration meeting protocols provided to teachers. YES Professional development provided for administrators and teachers on data analysis and data-informed instruction. Yes Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content YES Using and analyzing timely student common assessment results from all students. YES Strengthening program implementation. YES Designing and improving lessons and instruction. YES Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded 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. 	8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p>Scheduled Structured Collaboration Meetings 2 Number per month. YES All teachers including strategic, intensive intervention, special education, and ELD teachers participate. YES Meetings are structured; protocols/tools are developed and used. YES Training for collaboration meeting protocols provided to teachers. YES Professional development provided for administrators and teachers on data analysis and data-informed instruction. YES Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content YES Using and analyzing timely student common assessment results from all students. YES Strengthening program implementation. YES Designing and improving lessons and instruction. YES Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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

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