OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

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

Re: 2012/2013 CSSSP – Lafayette Elementary School

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Federal Programs
- ➢ Title I, Part A

Recommendation:

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

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Lafayette Elementary

6001978

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT

Lafayette Elementary School prides itself in meeting criteria of a Full-Service Community (FSCS) & Science, Technology, Engineering, and Math (STEM) School. Our school is located between 17th and 18th Street on Market Streets in West Oakland. We are located in an area of West Oakland that has a rich legacy as a "Gateway" to the Bay Area due to its close proximity to landmarks such as the Port of Oakland, Lake Merritt, and Downtown. Our unique location places Lafayette in prime position to serve as a community "Hub" for neighboring students and their families. West Oakland prides itself in the historical contributions made by its natives toward positive social change. Lafayette continues to celebrate the achievements made by West Oakland-born politicians, musicians, artists, scientists, educators, and engineers. These rich cultural legacies are celebrated and used as exemplars to revitalize the intellectual, cohesive, and thriving condition of our community. Over recent years, our community has experienced high levels of unemployment, violence, drug and alcohol abuse, and family instability. These conditions present a growing need to address the social-emotional needs of both students and their families. Alarmingly, 19% of adults in our community lack functional literacy skills, and the unemployment rate in West Oakland has climbed to 18.3%. 62% of our students and their families are socio-economically-disadvantaged. Our faculty works hard to neutralize the effects of these conditions by providing "wrap-around" support services for the whole family. The school serves students in Kindergarten through Fifth Grade. And our approximately 308 students, reflect the current demographics of our culturally-rich, community. 57% of our students are African-American, 24% percent are Latino, with an increasing Asian and Arabic population. Our faculty dedicates their work to understanding, honoring, and showcasing the language, backgrounds, and cultures of our students. In the last seven years, Lafayette has seen a decrease in enrollment largely due to the affordability of housing in the surrounding areas as a result of gentrification. Additionally, there has been an exodus from West Oakland of many families to seek safer environments to raise their young children. Many families have difficulty accessing proper health and nutritional services to ensure strong physical and mental health. 50% of the students entering Kindergarten at Lafayette do not have pre-school experience. In response, our faculty rises to the challenge and provides

high-quality, standards-based, dynamic instruction in a clean, safe, caring, and engaging school environment. Over the past five years, Lafayette has served as a "Hub" for the community of West Oakland and we work diligently to maintain the OUSD FSCS standards. Our resources, community partnerships, and services include the following: Pre-Kindergarten transitional activities; Mental and Physical health services; Adult job and technology training; Adult Language Acquisition classes; Adult life skills, Instrumental Music, Music Production studio, Macintosh Technology lab; Clothing and Food donations; Extended Day programs, Intramural Sports, Partnerships with Community-Based organizations, washer & dryer, and Grandparents support group. Our participation in the West Oakland STEM Corridor has changed the way we have come to view instruction. We see science at the core of all curriculum and instruction and use inquiry to engage students. Teachers participate in OUSD STEM PD and we collaborate with other W. Oakland STEM schools to create a true "corridor" of dynamic science teaching and learning. We also value music integration as a tool for increasing student achievement. Our participation in the Music Integrated Learning Experience (MILE) and STEM initiatives are "innovative" ways of transforming our school that ensure we are aligned with the OUSD Strategic Plan.

VISION

Our vision is that all students will leave Lafayette with academic and social tools to ensure success in subsequent middle and high school experiences as they prepare for college and adulthood. Lafayette's administrator and faculty believe in providing the following for Pre-K to 5th grade students: A CULTURE that promotes an inclusive community, including families and community supporters, to nurture and educate our students as we embrace the diversity and rich history of West Oakland LEADERSHIP that believes in providing holistic educational experiences for Pre-K to 5th grade students that address all learning styles and multiple intelligences INSTRUCTION that is high-quality, challenging, engaging, creative, student-centered, and emphasizes science, technology, engineering, and math, as well as music integration. and GRADUATES who leave Lafayette with academic and social skills which ensure success in subsequent middle and high school experiences as they prepare for college, adulthood, life-long learning, and global citizenship.

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

Through an ongoing and deepening involvement, our families are integral partners at Lafayette. Parents and guardians partner with Lafayette faculty to share ownership of the educational process through the monitoring of the 2012-2013 CSSSP. Parents will have an opportunity at Fall registration during Back-to-School night, Annual Title i meeting, and Open House in the Spring to peruse the CSSSP. The CSSSP will also be available on the school website (English and Spanish) with a web-based option for interactive feedback and recommendations for improvement. The SSC convenes monthly (eight times per year) and monitoring of the CSSSP will be included on each month's agenda. Meeting minutes will reflect ongoing feedback from parents about CSSSP actionable items. As with the previous SPSA document, our CSSSP will also be available in Spanish for our bilingual families. Our Instructional Leadership Team (ILT) is the leading force behind the rejuvenation and sustainability of Lafayette's successes. With one member per grade level, the ILT leads the faculty in implementing research-based "Best Practices" in the classroom and will hold all community members accountable for upholding the school vision through "common language", dynamic classroom instruction, and measurable student outcomes. The ILT has reviewed the feedback received from the 2011-2012 School Quality Review (SQR) and designed an "Inquiry Question" based upon School Quality standards, that will guide our work for the 2012-2013 school year. The Instructional Leadership Team has incorporated SQR feedback and developed CSSSP actions that lead to dynamic instructional practices that produce student success. The ILT will assume partial responsibility for the ongoing analysis of qualitative and quantitative data, and will use the CSSSP as a "working document" at least three times during the school year.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Lafayette Elementary   **Principal:** KAREN HAYNES

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

District-level Goals

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

CST/CMA ELA 2 Year Cohort Growth

- 45% — District (Grades 3-5)
- 27.27% — Lafayette(Grades 3-5)
- School Year: 2010-11

CST/CMA ELA Below And Far Below Basic

- 22% — District (Grades K-5)
- 46.29% — Lafayette(Grades K-5)
- School Year: 2010-11

CST/CMA ELA Prof And Adv

- 51% — District (Grades K-5)
- 22.27% — Lafayette(Grades K-5)
- School Year: 2010-11
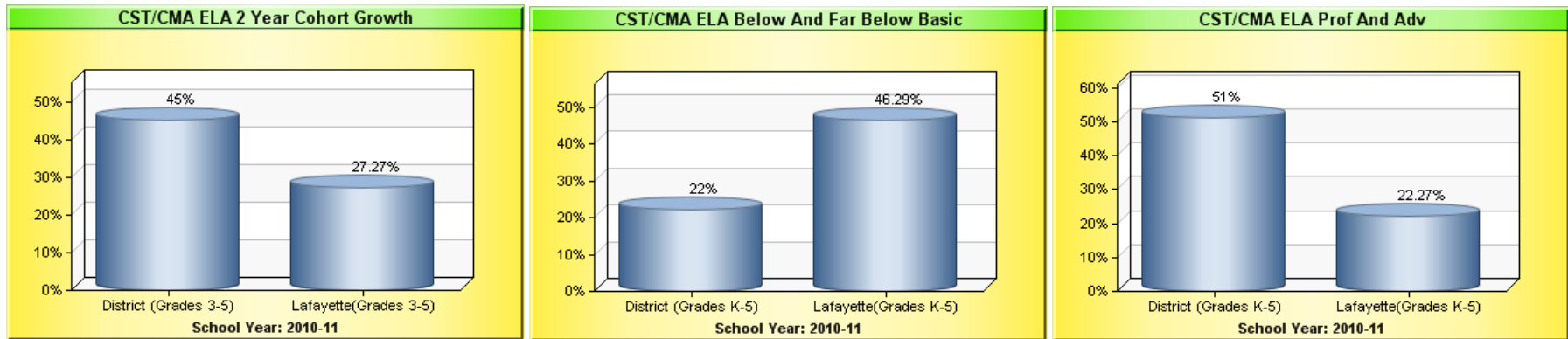
School Data

- Overall ELA from the 2011 CST indicate only 22% of Gd. 2-5 students score Proficient & Advanced.
- SQR feedback indicates that cross-curriculum correlations and integration between subject areas, only occurs in 24% of classrooms.

Data Analysis

- There is a need to define what academic "rigor" looks like in every classroom. This will occur when the ILT leads the process in creating schoolwide rubrics to be used for peer observations.
- Professional Development for teachers must include clearly define the characteristics of a "balanced literacy" program so that teachers will be better prepared to deliver effective, equity-centered instruction.
- ALL teachers must optimize opportunities to make cross-curriculum correlations and ask interesting and though-provoking questions to make academic content meaningful.to that

Theory Action

- IF all teachers prescribe to Balanced Literacy as a way to incorporate all reading approaches, THEN all students will become proficient readers because we improve the skills of reading, writing, thinking, speaking and listening for all students.
- IF we actively participate in the "Science through Balanced Literacy" LCI cohort, THEN learning outcomes for all students will improve as we deepen instructional practices aligned to Common Core standards.
- IF we implement a balanced approach to literacy, THEN students will read & write for authentic purposes, engage in academic discourse, and interact with challenging texts based upon their own experiences.
- IF teachers participate in ongoing PD sponsored by LCI, THEN they will continue to develop a deep understanding of the five core areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary & comprehension).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide leveled readers for instruction of balanced literacy program.	Formative & Summative assessments	All Students	September 2012 - June 2013	Principal & Admin. Assistant	5/4/2012	129SQI1A3318	Students receive engaging instruction of Reader's Workshop and Writer's workshop.	3010-Title I	4310-SUPPLIES		0	$2,945.95
Provide equipment maintenance for copy machines to support	Formative and	All	Sept. 2012 -	Principal, Admin.			Provide equipment maintenance for copy machines to support	7090-EIA -	5610-EQUIP			

production of standards-based instructional materials.	summative assessments.	Students	June 2013	Assistant & Teachers	5/4/2012	129SQI1A3578	production of standards-based instructional materials.	SCE	MAINTENANCE AGREEMT		0	$4,386.65
High-Quality Teachers (HQT) to provide classroom instruction of grade level standards-based curriculum.	Formative and summative assessment, ongoing teacher evaluation	All Students	Aug. 2012 - June 2013	Principal, parents & students	5/4/2012	129SQI1A3579	Additional teacher FTE provides reduced class size as an intervention strategy that supports improved student academic achievement.	3010-Title I		K12TCH0673	0.6	$60,380.50
High-Quality Teachers (HQT) to provide classroom instruction of grade level standards-based curriculum.	Formative and summative assessment, ongoing teacher evaluation	All Students	Aug. 2012 - June 2013	Principal, parents & students	5/4/2012	129SQI1A3580	Additional teacher FTE provides reduced class size as an intervention strategy that supports improved student academic achievement.	3010-Title I		TCSHLT0004	0.2	$17,011.26
High-Quality Teachers (HQT) to provide classroom instruction of grade level standards-based curriculum.	Formative and summative assessment, ongoing teacher evaluation	All Students	Aug. 2012 - June 2013	Principal, parents & students	5/4/2012	129SQI1A3583	Additional teacher FTE provides reduced class size as an intervention strategy that supports improved student academic achievement.	7090-EIA - SCE		K12TCH0673	0.4	$40,253.67
High-Quality Teachers (HQT) to provide classroom instruction of grade level standards-based curriculum.	Formative and summative assessment, ongoing teacher evaluation	All Students	Aug. 2012 - June 2013	Principal, parents & students	5/4/2012	129SQI1A3584	STIPHigh-Quality STIP to provide classroom instruction of grade level standards-based curriculum.	7090-EIA - SCE		TCSTIP0184	0.25	$7,887.13

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Lafayette Elementary   **Principal:** KAREN HAYNES

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

CST/CMA Math 2 Year Cohort Growth — District (Grades K-5): 52%, Lafayette (Grades K-5): 22.38%. School Year: 2010-11

CST/CMA Math Below And Far Below Basic — District (Grades 2-5): 16%, Lafayette (Grades 2-5): 48.7%. School Year: 2010-11

CST/CMA Math Prof And Adv — District (Grades 2-5): 65%, Lafayette (Grades 2-5): 29.57%. School Year: 2010-11

CST/CMA Science Prof/Adv

School Year: 2010-11

District (Grade 5): 45%
Lafayette (Grade 5): 6.38%
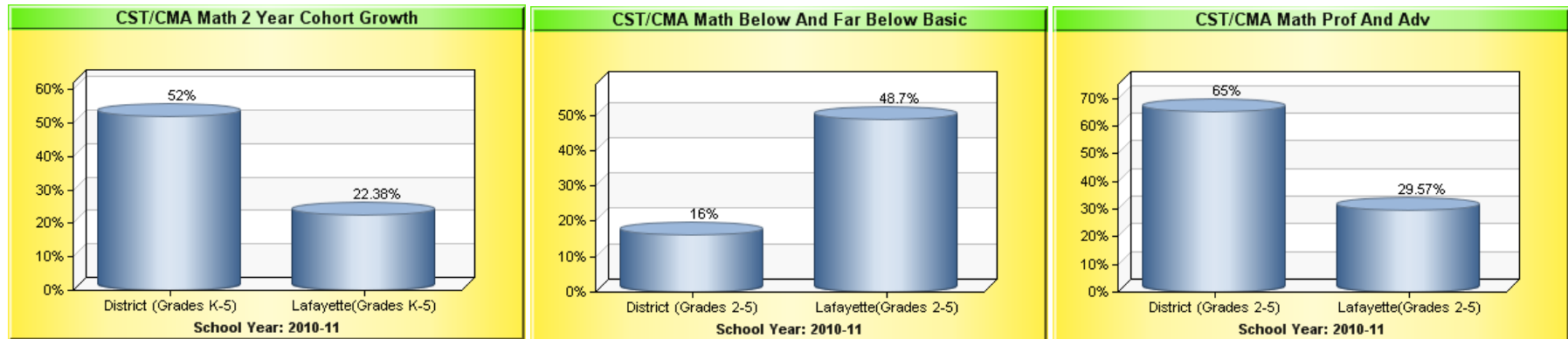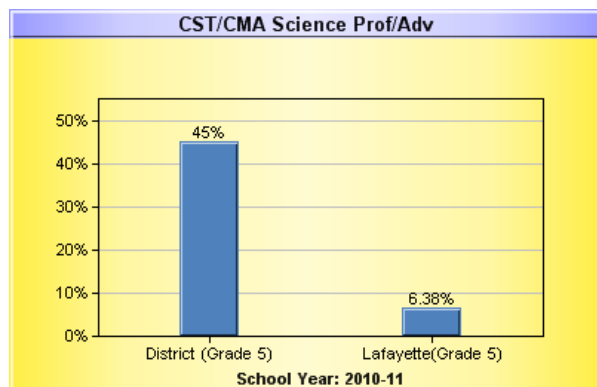
School Data

- 5th Grade CST science data for the '10-'11 school year shows a district proficiency rate of 45%, in comparison to the school proficiency rate of 6%. According to CST data, only 29.57% of our students in Grades 2-5 scored P/A.
- Of our 72 students that participated in 2011 SEEK, 83% of them showed positive growth between the pre- & post-assessments. '10-'11 CST data indicates that 48.7% of Lafayette students in grades 2-5 score Below & Far Below Basic.

Data Analysis

- Quantitative data highlights the need for intensive support for both teachers and students in STEM. Teachers will participate in research-based, high-quality STEM Professional Development facilitated by LCI.
- Teachers will be trained to develop instructional strategies for ALL classrooms that promote critical thinking, inquiry, project-based learning, effective pacing and assessment of lessons to ensure high levels of student engagement.
- To increase science achievement schoolwide, students must receive dynamic, DAILY STEM instruction above & beyond state minimums that includes student presentations, linked learning, access to leveled STEM texts and web-based resources.
- Teachers must also work in Professional Learning Communities to develop effective methods of assessing formative student achievement in STEM that follows the Cycle of Inquiry model.
- Differentiation of STEM instruction will ensure that the needs and learning styles of English Learners, African-American male, GATE, Intervention & Students with Exceptional Needs are MET and EXCEEDED.

Theory Action

- IF Lafayette faculty actively participate in the West Oakland STEM Corridor and LCI "Science Through Balanced Literacy" Cohort, THEN teacher efficacy, and student achievement in all areas of the Common Core standards will increase.
- IF we participate in West Oakland STEM "showcases" to feature science presentations of students that attended the SEEK program during summer, THEN we will increase student engagement through project-based learning opportunities.
- We believe that IF we create student STEM "experts" that have developed strong math and technology skills, THEN we will also build student leadership and increase science achievement at all grade levels.
- IF our "departmentalization" of STEM instruction by science "lead" teachers for students in Grades 3 through 5 continues, THEN students will exceed grade level expectations in New Generation science standards.
- We will prove that IF our science focus in the area of Physiology, includes full implementation of project-based, experiential instruction through the lens of a

high-quality balanced literacy program , THEN all K-5 students will thrive.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will collaborate in PLCs to create "hands-on" project-based learning curriculum as extension for students enrolled in the 2012 SEEK program by partnering with NSBE and the department of African-American Male Achievement.	Informal observations, Formative and Summative (CST) assessment data	All Students	September 2012 through June 2013	Principal, Science Lead Teacher, OUSD Science Department, and teachers	5/4/2012	129SQI1B3182	Students are engaged with experiential learning projects in the classroom	N/A			0	$0.00
Provide research-based Professional Development by OUSD Science Dept. in the areas of Project-Based Learning and STEM.	Increased Common Core Standard student achievement in all curriculum areas.	All Students	Sept. 2012 - June 2013	Principal, Teachers, OUSD Science Department	5/4/2012	129SQI1B3191	Research-based, high leverage teaching practices lead to high levels of student engagement.	N/A			0	$0.00
Provide student study trips to support STEM instructional focus areas.	Trip participation, formative & summative science benchmark data.	All Students	Oct. 2012 - June 2013	Teachers, students & parent chaperones.	5/4/2012	129SQI1B2575	Students receive exposure to STEM concepts that are experienced by attending offsite locations.	Non-SSC approved			0	$0.00
Provide student study trips to support STEM instructional focus areas.	Trip participation, formative & summative science benchmark data.	All Students	Oct. 2012 - June 2013	Teachers, students & parent chaperones.	5/4/2012	129SQI1B3192	Transportation services support study trips in STEM focus areas.	Non-SSC approved			0	$0.00
Purchase classroom materials to support instruction of STEM project-based curriculum.	Observation of student engagement, science journals & formative and summative assessment data.	All Students	Sept. 2012 - June 2013	Principal, Admin. Assistant & Teachers	5/4/2012	129SQI1B3186	Teachers provide research-based materials so that students have access to STEM materials that support classroom learning.	Non-SSC approved			0	$0.00
Purchase research-based literature to support instruction of project-based STEM instruction.	Observation of student engagement, science journals & formative and summative assessment data.	All Students	Sept. 2012 - June 2013	Principal, Admin. Assistant & Teachers	5/4/2012	129SQI1B3184	Students are engaged with high-quality science and standards-based literature.	Non-SSC approved			0	$0.00
Science curriculum is taught weekly at all grade levels for at least 90 minutes and cross-curriculum correlations allow for high student achievement in all areas.	Benchmark assessment, Formative & Summative (CST) assessments	All Students	August 2012 - June 2013	Teachers, Principal	5/4/2012	129SQI1B3189	Students are engaged in learning of STEM curriculum and integration of Balanced Literacy.	Non-SSC approved			0	$0.00
Provide two (2) teachers for leadership and instruction during Summer Engineering Experience for Kids	Pre & Post program assessment data, formative & summative	All Students	Summer 2013	Principal	5/4/2012	129SQI1B3587	Hire STIP sub to provide daily standards-based intervention instruction of English Language	Centralized Services			0	$0.00

(SEEK).	data					Learners in grades 3-5.				

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

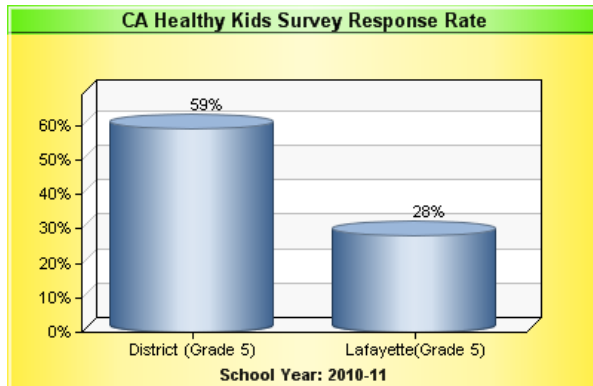**School:** Lafayette Elementary   **Principal:** KAREN HAYNES

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

CA Healthy Kids Survey Response Rate

School Year: 2010-11

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide school orientation and other introductory activities for incoming Kindergartners (Pre-K Transition).	parent responses, DIBELS	Pre-Kindergarten	Spring 2013	Principal, Teachers, Parents & Students	5/18/2012	129SQI1C4601	Provide informational meetings and tours for families of incoming Kindergarten students which support their positive and smooth transition into the school community .	N/A			0	$0.00
Provide school orientation and other introductory activities for	parent responses,	Pre-Kindergarten	Spring 2013	Principal, Teachers, Parents &	5/18/2012	129SQI1C4602	Provide summer orientation session for	N/A			0	$0.00

incoming Kindergartners (Pre-K Transition).	DIBELS			Students			incoming Kdg. students.					

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Lafayette Elementary   **Principal:** KAREN HAYNES

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)
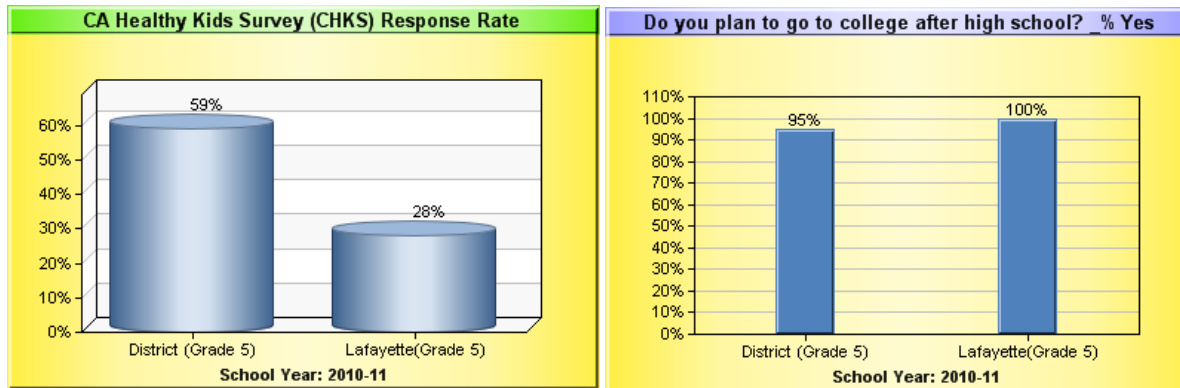
CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 5): 59%, Lafayette (Grade 5): 28%. School Year: 2010-11

Do you plan to go to college after high school? _ % Yes — District (Grade 5): 95%, Lafayette (Grade 5): 100%. School Year: 2010-11

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:** Lafayette Elementary   **Principal:** KAREN HAYNES

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

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

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

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

School Data

- 64% of our African-American male students in Gds. 2-5 scored Far Below Basic and Below Basic in Math on the 2011 CST.
- 57% of our African-American male students in Gds. 2-5 scored Far Below Basic and Below Basis in English Language Arts on the 2011 CST.

Data Analysis

- Our SQR School Self-Reflection data from faculty in the area of "Effective strategies & services to support the physical, emotional, and social needs of our diverse students" reflects a growing need to increase social-emotional support for student
- Our summative data from 2011, indicates an unrgent need for Professional Development that will build teacher capacity for addressing the social and academic needs of ALL students.
- In order to meet the academic needs of students from all cultures and ethnicities, PD for teachers must address multiple intelligences, learning styles, & how African-American and Latino students learn best.
- Data for African-American males is alarming. Our Professional Development in the area of "Strategies for Boys' Education" and stimulating the intelligent minds of Black boys MUST continue.
- Our 2011 Focal 15 work must be reinstated so that ALL teachers develop as culturally responsive educators.

Theory Action

- IF students receive instruction that is differentiated and tailored to meet individual need for either intervention or acceleration, THEN the patterns of achievement gaps between students is interrupted.
- IF teachers are prepared to address individual learning styles and multiple intelligences, THEN students thrive, instructional access is equitable, and academic achievement increases in all areas.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
The Focal 15 work will												

continue to address the academic needs of African-American male students that have participated in the SEEK program.	Pre- & Post assessments, Summative assessments (CST)	Ethnicity	October 2012 - June 2013	Teachers, Students, Principal, Consultant	5/18/2012	129SQI1E3200	African-American male students in grades 3-5 will participate in project-based learning projects as part of the year-long SEEK program follow-up.	N/A			0	$0.00
The Focal 15 work will continue to address the academic needs of African-American male students that have participated in the SEEK program.	Pre- & Post assessments, Summative assessments (CST)	Ethnicity	October 2012 - June 2013	Teachers, Students, Principal, Consultant	5/18/2012	129SQI1E3209	Technology/Media specialist will provide differentiated STEM-based instruction to Focal 15.	Non-SSC approved			0	$0.00
SPED classes will participate in study trips that are aligned with student IEP goals and grade level Common Core standards.	Formative and summative assessment data (CST)	Special Education	September 2012 - June 2013	Principal, Admin. Assistant & Teachers	5/18/2012	129SQI1E3210	Students with exceptional need will actively participate in experiential learning through study trips.	Non-SSC approved			0	$0.00
Provide daily instruction of 30 minute English Language Development for second-language learners.	Formative and summative assessment data (CST)	English Learners	September 2012 - June 2013	Teachers, Students, Principal	5/18/2012	129SQI1E3211	Students gain english language development instruction to increase English language speaking and writing proficiency.	N/A			0	$0.00
Teachers work collaboratively in Professional Learning Communities (PLCs) to use the Cycle of Inquiry to analyze benchmark data and develop individualized student learning plans for differentiation.	Formative and summative assessment data (CST)	All Students	August 2012 - June 2013	Teacher, Principal	5/18/2012	129SQI1E3212	Students receive ongoing differentiated instruction.	N/A			0	$0.00
Hire STIP sub to provide daily standards-based intervention instruction of English Language Learners in grades 3-5.	Formative and summative assessment data.	English Learners	Sept. 2012 - June 2013	Principal	5/18/2012	129SQI1E3581	Hire STIP sub to provide daily standards-based intervention instruction of English Language Learners in grades 3-5.	7091-EIA - LEP		TCSTIP0184	0.75	$23,661.38
Hire STIP sub to provide daily standards-based intervention instruction of English Language Learners in grades 3-5.	Formative and summative assessment data.	English Learners	Sept. 2012 - June 2013	Principal	5/18/2012	129SQI1E3582	Purchase supplemental standards-based instructional materials for ELs	7091-EIA - LEP	4310-SUPPLIES		0	$1,140.55
Provide program for GATE students.	Formative and summative assessments	GATE	Ongoing through school year	Principal	5/18/2012	129SQI1E4600	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Lafayette Elementary   **Principal:** KAREN HAYNES

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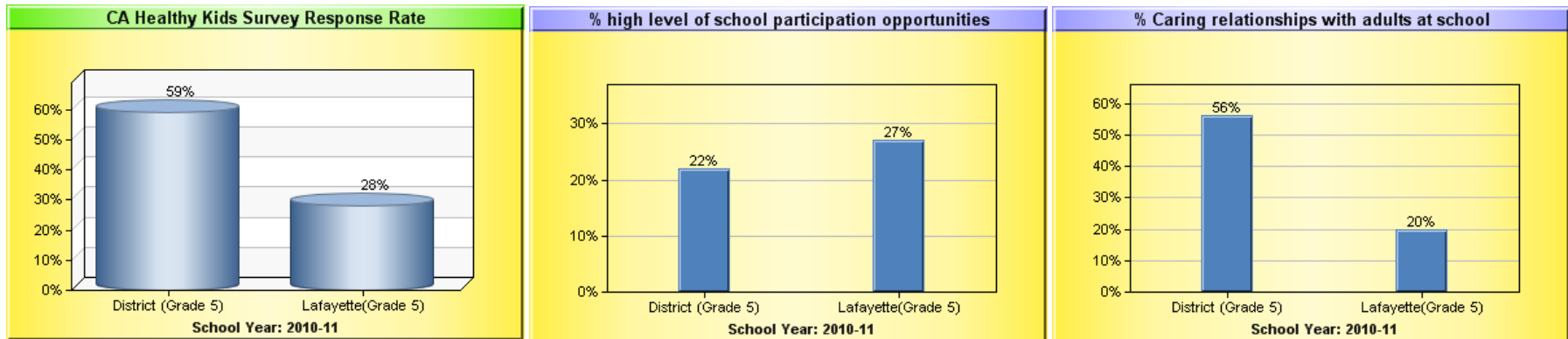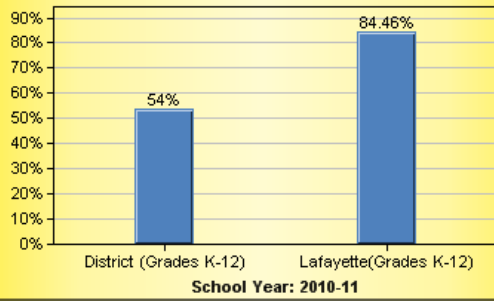A quality school...

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

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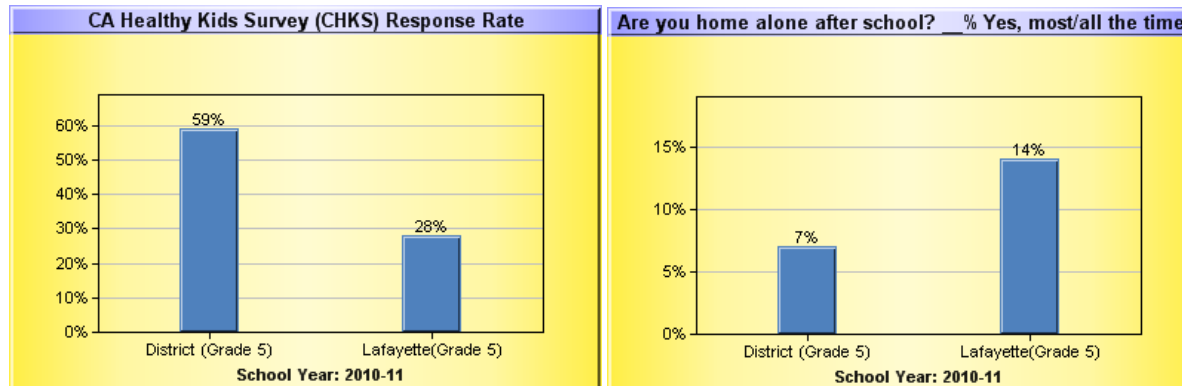
School Data

- According to 125 of 311 (40%) participate in the Afterschool program coordinated by Bay Area Community Resources.
- 98 of 311 students (32%) of our students have adult mentors of the BOOST Program that provide extended day mentoring.

Data Analysis

- In spite of the high participation rate of students in extended learning programs, there needs to be a stronger emphasis upon academic achievement than enrichment.
- The work of the Academic Liaison will increase communication of student learning objectives to afterschool mentors and tutors.
- Extended learning opportunities must bolster schoolwide focus areas such as: Balanced Literacy, STEM and MILE.

Theory Action

- The faculty & Administration of Lafayette believe that IF we provide Afterschool and supplemental learning opportunities that serve as an extension of the

regular school day, THEN student achievement will increase.

- IF our Full-Service Community School increases opportunities that support education of the "whole family", THEN community literacy rates will increase.
- IF we maintaining an Academic Liaison to ensure alignment of regular day and extended-learning, THEN student reach their academic potential and objectives.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Monday through Thursday classes of English Language for Second Language Learners.	Parent participation, increased English language development as measured by observation and assessments.	English Learners	October 2012 - May 2012	Parents, OUSD Adult Education Department	5/4/2012	129SQI1F2586	Increase literacy of English learner parents and guardians.	N/A			0	$0.00
Provide refreshments for Parent Education activities.	Sign-in sheets, observation of parent participation.		October 2012 - May 2013	Principal, Administrative Assistant, Parents	5/4/2012	129SQI1F3573	Provide refreshments for Parent Education activities.	N/A			0	$0.00
Provide Afterschool Program to include enrichment activities as well as activities that extend the academic components of the regular school day.	Formative and summative assessments	All Students	Sept. 2012 - June 2013	Principal	5/4/2012	129SQI1F3585	Partnership with Bay Area Community Resources.	Non-SSC approved			0	$0.00
Provide Afterschool Program to include enrichment activities as well as activities that extend the academic components of the regular school day.	Formative and summative assessments	All Students	Sept. 2012 - June 2013	Principal	5/4/2012	129SQI1F3586	Provide funding for Academic Liaison to improve communication with teachers.	Funded by Community Partner			0	$0.00

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

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

School: Lafayette Elementary   **Principal:** KAREN HAYNES

School Quality Standards relevant to this Strategic Priority

A quality school...

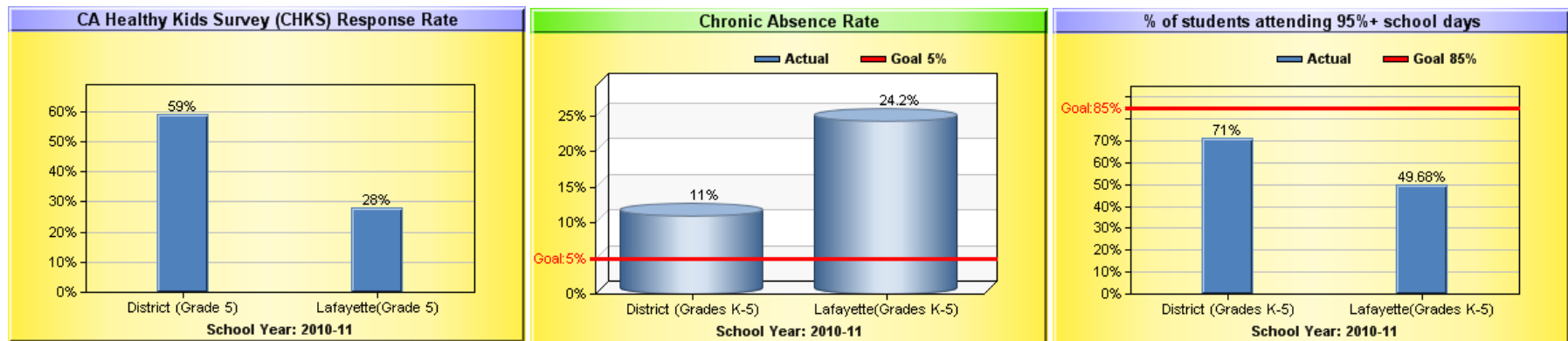1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
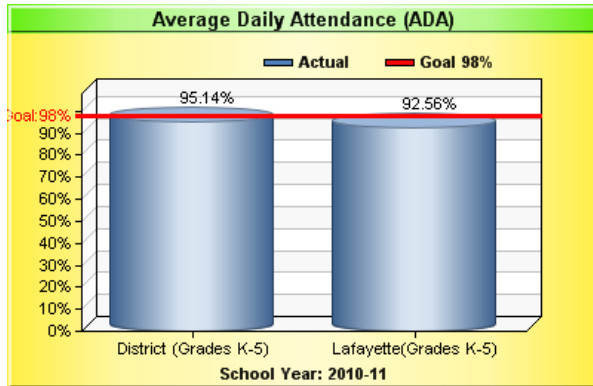2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community,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

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

% receiving one or more out-of-school suspension	# of DHPs	% feeling safe at school all of the time

District (Grades K-5): 2.8%
Lafayette(Grades K-5): 18.44%
School Year: 2010-11

District (Grades K-5): 14
Lafayette(Grades K-5): 1
School Year: 2010-11

District (Grade 5): 49%
Lafayette(Grade 5): 50%
School Year: 2010-11
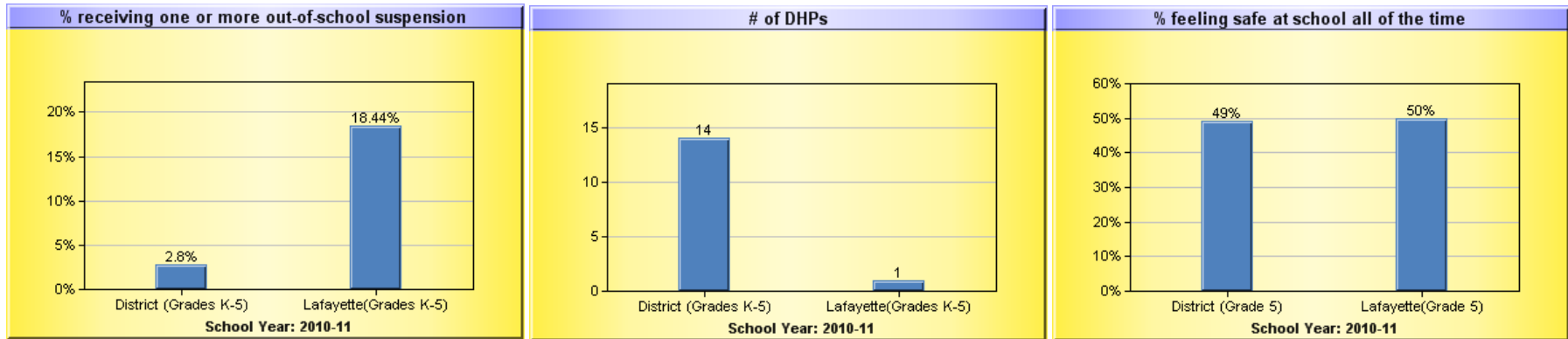
Theory Action

- We believe that IF we provide school conditions to ensure a safe and trusting environment, THEN all students will feel nurtured and confident enough to succeed.
- IF teachers are knowledgeable about effective methods for creating and maintaining classroom environments conducive to high levels of student achievement, THEN all students will reach their academic potential.
- IF we incorporate feedback from the School Quality Review (SQR) with integrity, THEN our School Culture will improve based upon shared leadership and common language.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide School Site Officer to ensure safe school premises.	Schoolwide incident and discipline reports.	All Students	August 2012 - June 2013	Principal & SSO	5/4/2012	129SQI2A3437	Students and Faculty will receive adequate supervision of school exterior and interior locations.	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Lafayette Elementary   **Principal:** KAREN HAYNES

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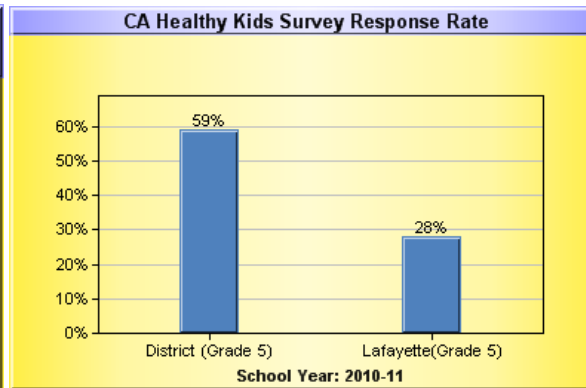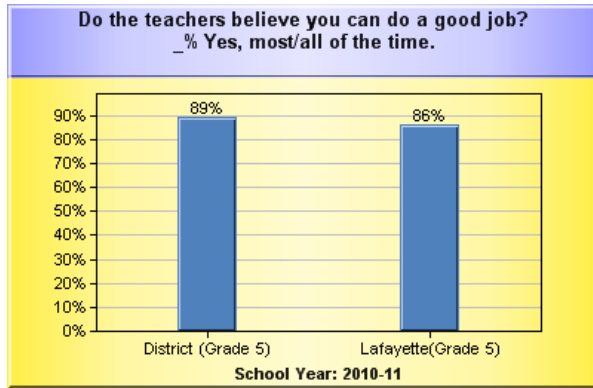A quality school...

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

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

CA Healthy Kids Survey (CHKS) Response Rate
District (Grade 5): 59% Lafayette (Grade 5): 28%
School Year: 2010-11

Did you eat breakfast this morning? _% No.
District (Grade 5): 17% Lafayette (Grade 5): 20%
School Year: 2010-11

% Average Daily Participation in Breakfast
District (Grades K-12): 18% Lafayette (Grades K-12): 30.1%
School Year: 2010-11

% Average Daily Participation in Lunch

District (Grades K-12): 54%
Lafayette (Grades K-12): 84.46%
School Year: 2010-11
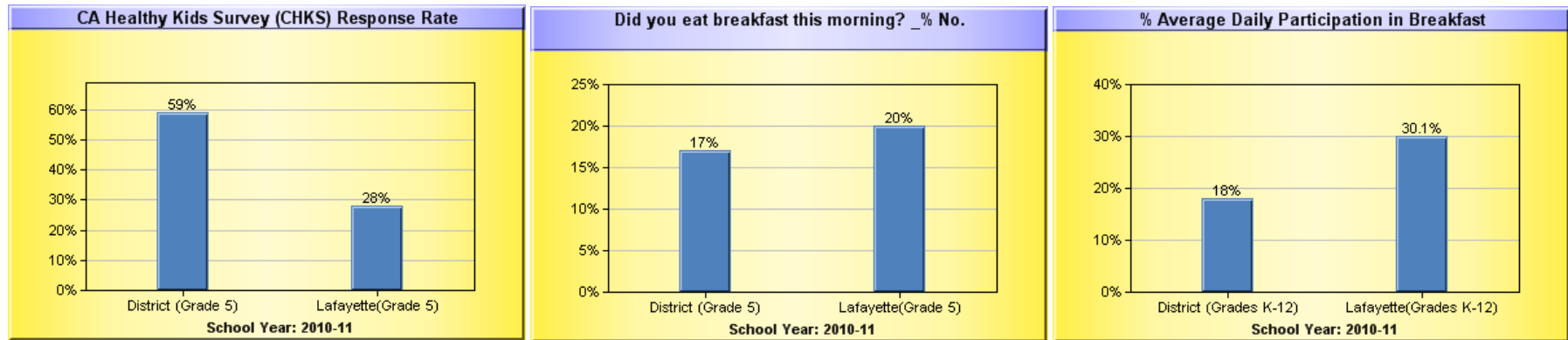
% in Healthy Fitness Zone for body composition

District (Grade 5): 50.2%
Lafayette (Grade 5): 27.91%
School Year: 2010-11

Free/Reduced Lunch %

District (Grades K-12): 70.02%
Lafayette (Grades K-12): 83.01%
School Year: 2011-12
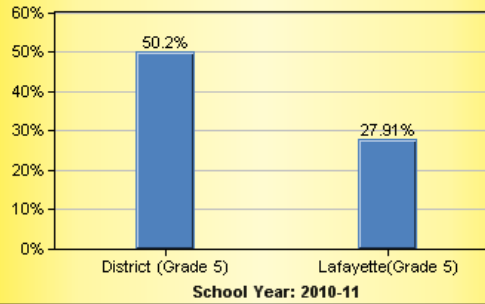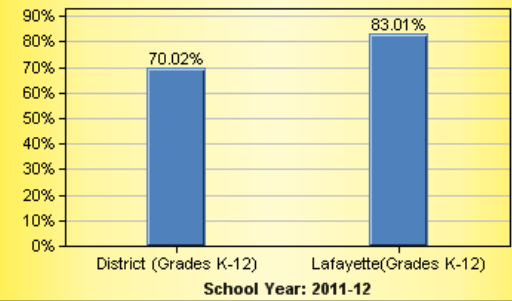
 # days/week exercise, dance, or play sports? _% 6 or 7 days.

District (Grade 5): 45%
Lafayette (Grade 5): 60%
School Year: 2010-11
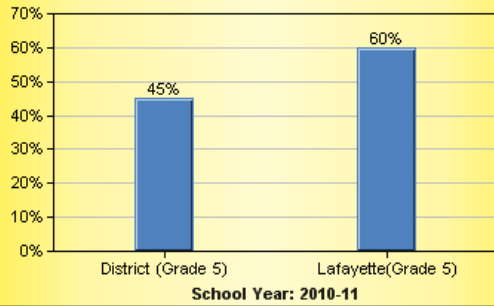
% drinking alcohol in past month
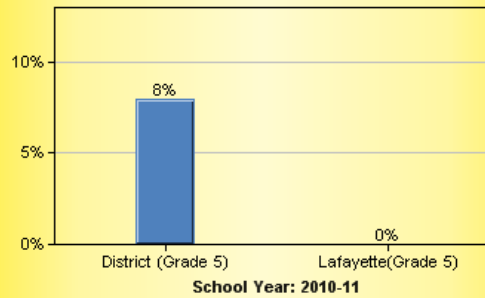
District (Grade 5): 8%
Lafayette (Grade 5): 0%
School Year: 2010-11

24

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Lafayette Elementary   **Principal:** KAREN HAYNES

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

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

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

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

Average Daily Attendance (ADA)

District (Grades K-5): 95.14%
Lafayette (Grades K-5): 92.56%
Goal: 98%
School Year: 2010-11

Data Analysis

- School level attendance data from AERIES as of 12/9/11 indicates that 14% of all students in Gds. K-5 are chronically absent.
- As compared to the OUSD District-wide attendance rate of 11% for chronic absences, Lafayette students are chronically absent 24% of the time.
- In West Oakland, (Region 1) for the 10-11 school year, 9% of students have chronic absences, whereas, Lafayette students are chronically absent 24% of the time.
- During the period between August 2011 and March 2012, 45 students were absent due to suspension.
- Of the 53 students listed as chronically absent during the period between August 2011 and March 2012, 35 of them were African-American.

Theory Action

- The Faculty and Administration of Lafayette believe that IF we use timely diagnosis and referrals for student intervention and support, THEN we ensure individual student needs are exceeded.
- IF student attendance is monitored in a consistent and timely manner and effective strategies are used to support students and families, THEN in we will increase attendance.
- IF we maintain ongoing "Coordination of Services Team" (COST) team meetings, THEN we improve communication between resource partners and ensure the alignment of support services for students and their families.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Monitor student attendance and provide ongoing SART and SARB referrals to increase student attendance.	AERIES attendance data	All Students	Aug. 2012 - June 2013	Principal, Admin. Assistant	4/10/2012	129SQI2C3588	Hire Administrative Assistant to perform duties in the area of monitoring student attendance.	Non-SSC approved			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: Lafayette Elementary   **Principal:** KAREN HAYNES

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

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

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

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

Do the teachers believe you can do a good job?
_% Yes, most/all of the time.

	District (Grade 5)	Lafayette (Grade 5)
	89%	86%

School Year: 2010-11

CA Healthy Kids Survey Response Rate

	District (Grade 5)	Lafayette (Grade 5)
	59%	28%

School Year: 2010-11
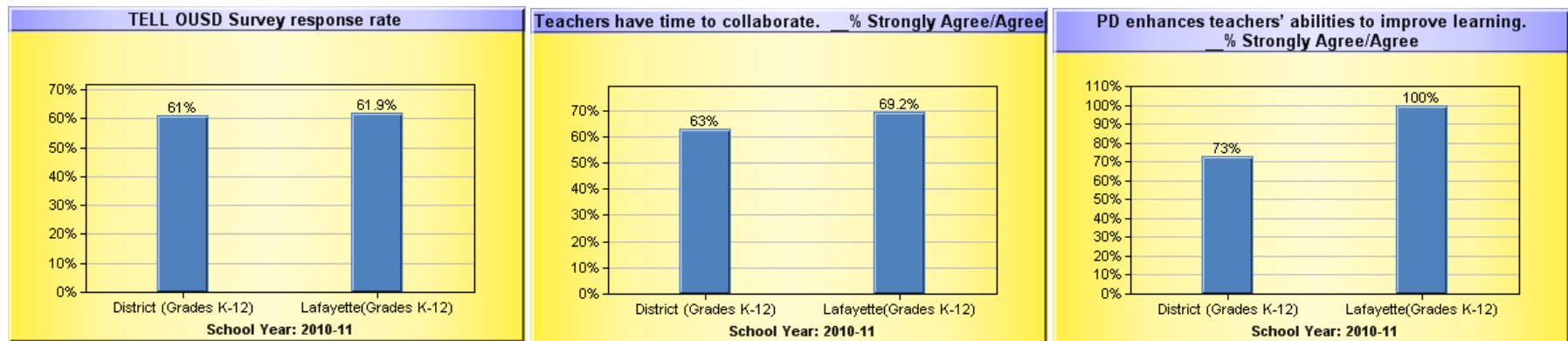
Data Analysis

- According to the recent School Quality Review, participation in Professional Learning Communities, has not resulted in high-quality instructional practices in all Lafayette classrooms.
- School Quality Review feedback indicates a need to Build Capacity of teachers to increase Shared-Leadership.
- School Quality Review (SQR) feedback based upon observation and anecdotal data indicates that the School Vision & Mission has not yet been developed so that teachers share a "common language" about learning targets.
- SQR analysis highlights the need for instructional coaching to build instructional capacity for new and veteran teachers.

Theory Action

- The Faculty and Administration of Lafayette believe that using research-based, professional exemplars of effective Professional Learning Communities will increase collaboration and shared leadership.
- We believe that when the Cycle of Inquiry model is implemented with fidelity, teacher practice will include ongoing analysis of student achievement data to address instructional needs.
- As a component of the Shared Leadership within the Lafayette learning community, the Instructional Leadership Team (ILT) will serve to use the CSSSP as a "working document" to create and maintain high-leverage instructional strategies.

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

Strategic Priority A. Family & Community Engagement

School: Lafayette Elementary   **Principal:** KAREN HAYNES

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

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

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

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

School Data

- According to the 2011 CHKS survey, only 50% of students feel safe at school.
- SQR qualitative data indicates that we must build the capacity of students, families, and community to share in decision-making about programmatic features of the school.

Data Analysis

- The School Quality Review report of 2011-2012 indicates an urgent need to reform the way in which parents and the community are involved in helping to create and revise improvement plans.
- We must improve our communication with parents and guardians about grade level expectations and individual student learning objectives.

Theory Action

- IF we increase opportunities for Parent Engagement, THEN we will create a cohort of parents who are regularly and consistently involved in school programs and activities.
- IF we create opportunities that involve parents as "Partners" such as classroom and school volunteers, THEN we increase home-school communication and collaboration.
- IF we increase cultural awareness through ethnic celebrations, literacy, math, and family-oriented activities, THEN we create the conditions for a true collaboration between families and faculty.
- We believe that IF we improve coordination of Community-Based services and support, THEN we build meaningful relationships for resources and support that increase opportunities for student success.
- IF we improve family literacy rates by offering language classes, classroom visits, and strategies for parents to support student learning, THEN we will increase "family literacy" and achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide English as Second Language parent classes four times per week.	Monday through Thursday attendance and sign-ins, improved literacy of parents, increased student achievement in ELA, improved verbal and written communication by parents.	English Learners	September 2012 through June 2013	OUSD Adult Education, Parents, Teachers, and Principal	5/4/2012	129SQI4A723	School site budget allocation for ESL classes, Year two.	Non-SSC approved			0	$0.00
Continue to provide English as Second Language parent classes four times per week.	Monday through Thursday attendance and sign-ins, improved literacy of parents, increased student achievement in ELA, improved verbal and written communication by parents.	English Learners	September 2012 through June 2013	OUSD Adult Education, Parents, Teachers, and Principal	5/4/2012	129SQI4A3571		N/A			0	$0.00
Provide refreshments for activities that support high levels of parent/guardian engagement.	Sign-in sheets, observation of parent participation.	All Students	Sept. 2012 - June 2013	Principal, Administrative Assistant, Parents	5/4/2012	129SQI4A3572		9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,808.69

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Lafayette Elementary   **Principal:** KAREN HAYNES

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

Substitute Fill Rate — District (Grades K-5): 96%, Lafayette (Grades K-5): 95%. School Year: 2010-11

% of Unrestricted Budget Used — District (Grades K-5): 100.23%, Lafayette (Grades K-5): 101.27%. School Year: 2010-11

% of Restricted Budget Used — District (Grades K-5): 88.46%, Lafayette (Grades K-5): 98.21%. School Year: 2010-11
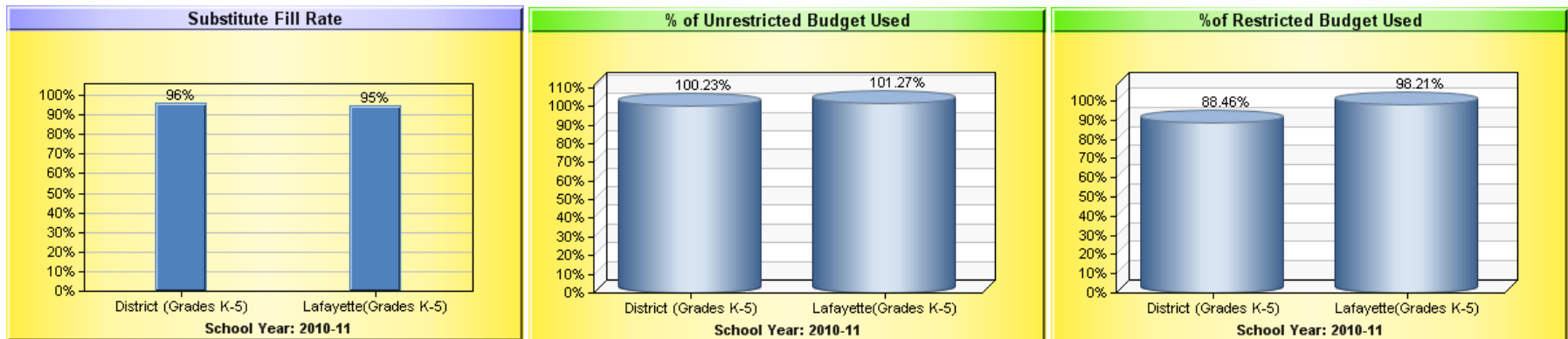
Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: Lafayette Elementary
Site Number: 129

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

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

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

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

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

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

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on . 4/20/12

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

Attested:

Signature	Printed Name	Date
Vashti M. Means SSC Chairperson's Signature	_Vashti Means_ SSC Chairperson's Name (printed)	4/30/12 Date
Maria Lares ELAC Chairperson's Signature	_Maria Lares_ ELAC Chairperson's Name (printed)	4/30/12 Date
_____ Principal Signature	_Karen Haynes_ Principal's Name (printed)	4/30/12 Date
_____ Executive Officer's Signature	_Mia A. Settles-Tidwell_ Executive Officer's Name (printed)	5/14/12 Date
_____ Director, State & Federal Compliance Signature	_Susana Ramirez_ Director, State & Federal's Name (printed)	6/7/12 Date

School Site Council Membership Roster – Elementary School

School Name: Lafayette Elementary School   **School Year** 2012-2013

Chairperson: Vashti Means	**Vice Chairperson: Maria Lares**
Secretary: DeCarla Henderson	<u>**DAC Representative: Shantele Gary**</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Karen Haynes	1700 Market Street, Oakland, CA 94607	X			
Evelyn Dalgado	1700 Market Street, Oakland, CA 94607			X	
Maria Lares	1412 15th Street, Oakland, CA 94607				X
Carolina Hacho	856 Milton Street, Oakland, CA 94607				X
Jason Polastri	1700 Market Street, Oakland, CA 94607		X		
Russell Cohen	1700 Market Street, Oakland, CA 94607		X		
Corigan Malloy	1700 Market Street, Oakland, CA 94607		X		
Vashti Means	1700 Market Street, Oakland, CA 94607				X
DeCarla Henderson	1700 Market Street, Oakland, CA 94607				X
Shantele Gary	1700 Market Street, Oakland, CA 94607				X
DAC Representative					
Shantele Gary					
Home Ph. (520) 735-9187	Email:				

Meeting Schedule	**Third Fridays, 8:45am – 10:30am**

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
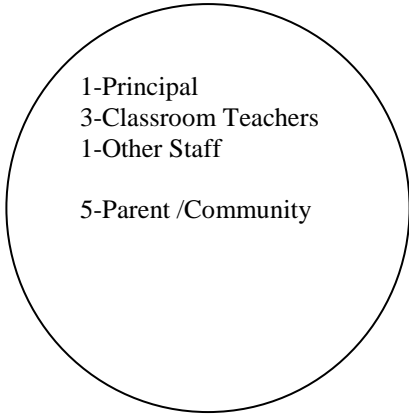
Title I School Parental Involvement Policy   2012 - 2013

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

Involvement of Parents in the Title I Program

Lafayette Elementary School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan. Annual Title I parent meeting is held in early September. Parent input is solicited during School Site Council meeting each November.

- Offer a flexible number of meetings for parents. Annual Title I meeting is held during evening hours to accommodate working parents. Current Title I information is also disseminated during SSC meeting held in the morning, 8:45am-10:30am..

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. The CSSSP is on display in the main office. Parents are apprised of the timeline for the development of Title I programs, including the parent Involvement Policy through monthly calendars and daily bulletins and their input is welcomed during SSC meetings.

- Provides parents of Title I students with timely information about Title I programs. Title I information is discussed during SSC and annual title I meetings.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Learning objectives, systems of monitoring student achievement, and Title I student achievement is communicated during teacher-parent conferences, Back to School event, and student progress reports. OUSD Grade Level standard booklets are distributed to parents during registration and Common Core Standards will be displayed in all classrooms.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. School

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress

    (Briefly describe or bullet how this happens at your school.)

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Parents are trained in the daily English as Second Language classes in areas such as homework and literacy support. Parents also receive information about how to increase student literacy during annual literacy events and by training provided by Supplemental Educational Service (SES) providers.*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *The Instructional Leadership Team will facilitate informational sessions devoted to increasing parent involvement and provide research-based Professional Development to teachers in the areas of parent inclusion.*

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *(Read2Lead "It Takes A Village" event, Summer Engineering Experience for Kids SEEK) parent orientation and parent volunteer programs.*

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *Monthly school calendars, informative school memorandums, and other written home communication is Spanish translated.*

- Provides support, during regularly-scheduled meetings, for parental activities requested by Title I Program parents. Title I parents are encouraged to provide input about meeting agendas and schoolwide events through written evaluation and suggestions to Administrator which are placed in the "suggestion box" positioned in the Main Office.

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.
  All Title materials are translated into Spanish and all meetings are held with Spanish and Arabic translators present.

Adoption

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

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

_____   _____

           (Principal's Signature)   (Date)

Lafayette Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

_____
Student

_____
Teacher

_____
Parent/Guardian

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

| **1. Instructional Program** | 1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current." | Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.

• At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
• Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom. | See table and key components below |

Objective	Fully	Substantially	Partially	Minimally
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional program materials
All students are ___ assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

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

Appropriate Use
Identify all that apply:
____ Core materials are used daily as designed.
____ Ancillary materials are used daily as designed.

Documentation	Additional Comments

	Reading/Language Arts/ELD
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment.	**Objective** / **Fully** / **Substantially** / **Partially** / **Minimally**				

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 SBE-adopted or SBE-approved instructional program materials.

If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:

Appropriate Use
 _____ Materials/ELD components are used daily 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 core materials.		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. • Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.	(see table and key components below)

Implementation Status table for Objective 1.3:

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

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 4__ Gr. 5__Gr. 6__
All Intensive ELs: Gr. 4__ Gr. 5__Gr. 6__
All Intensive SWD's: Gr. 4__ Gr. 5__Gr. 6__

Number/% Provided SBE-Intensive Intervention	Grade 4	Grade 5	Grade 6
Total Intensive Students			
Intensive ELs			
Intensive SWDs			

Appropriate Use
_____ Materials are used daily 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 core materials.

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	(see rating table below)

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

Key Components

Appropriate Instructional Program Materials
All students are _____ assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____All Students.
_____ELs.
_____SWDs.

Appropriate Use
Identify all that apply:
_____ Core materials are used daily as designed.
_____ Ancillary materials are used daily as designed.

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

Attach publisher PO documentation for sets of classroom core materials.

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	**Objective** 1.5	**Fully** 4 100%	**Substantially** 3 At least 75%	**Partially** 2 At least 50%	**Minimally** 1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Students served:

Number of Intensive Intervention Students:
All Intensive learners: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___
All Intensive ELs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___
All Intensive SWDs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___

Appropriate Us
 _____ Materials are used daily as designed.

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

Lafayette Elementary School

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. • Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.	**Key Components** **Appropriate Instructional Program Materials** All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. **Number of Intensive Intervention Students**: All Intensive Learners: Gr. 8 ___ All Intensive ELs: Gr. 8 ___ All Intensive SWDs: Gr. 8 ___ **Appropriate Use** _____ Materials are used daily as designed.

Objective	Fully	Substantially	Partially	Minimally
1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Number Provided SBE-Algebra Readiness	
	Grade 8
Total Students	
ELs	
SWDs	

Documentation

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

Additional Comments

Attach publisher PO documentation for sets of classroom core materials.

Academic Program Survey—Elementary School Level

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

| **2. Instructional Time** | 2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions:

• Kindergarten: 60 minutes
• Grades one through three: 2.5 hours
• Grades four through six: 2.0 hours
• Grades six through eight: 2.0 hours (or up to two periods) | Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.

• This time is given priority and protected from interruptions.

** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3. | See table below |

Implementation Status:

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

Key Components

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

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

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

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

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 complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.
	
	• Kindergarten through grade six: 30 minutes
	• Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.
		Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
		• This time is given priority and protected from interruptions
		• Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.
		• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.
		• This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.
		• For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core.
		  – For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.
		  – Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case,
			(see below)

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

Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____ Time is given priority and protected from interruptions.

Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.

Number of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	7	8	5	9	9	9			
All HP Strategic	5	6	3	6	6	7			
All HP Strategic provided 30-45 additional minutes or a support period	5	6	3	6	6	7			

teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.

- The SBE-basic core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students									
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Additional time provided all HP Strategic students									
Additional time provided all HP Strategic ELs									
Additional time provided all HP Strategic SWDs									

Describe assessment and placement criteria for high-priority strategic students.

Describe differentiated support for students not needing an additional strategic period:

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
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.				
2. Instructional Time	2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period)	Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.					

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

Key Components

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

Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students	30	55	15
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	30	30	30

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

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 complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods)	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction.	See key components table below				

Implementation Status and Key Components

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

Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____Time is given priority and protected from interruptions.

Indicate total length (minutes) designated for intensive intervention:

Number of Instructional Minutes at each grade level					
	4	**5**	**6**	**7**	**8**
All Intensive learners	2.5	2.5			
Intensive Els	2.5	2.5			
Intensive SWDs					

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

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 complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. • Kindergarten: 30 minutes • Grades one through six: 60 minutes • Grades six through eight: 50-60 minutes (or one period)	Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. • This time is given priority and is protected from interruptions.	(see below)

Implementation Status table:

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

Key Components

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

Identify Number (#) of Instructional Minutes offered at each grade level:

	K	1	2	3	4	5
All Students	60	90	90	90	90	90
ELs						
SWDs						

 # For Algebra Readiness see 2.7

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

2. Instructional Time

2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials.
- Kindergarten through grade six: 15-30 minutes
- Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.
- Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course.

Criteria and Clarifications

Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
- For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.
- For grades six and seven, strategic students are assessed and need additional instructional time beyond the core.
  - For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course.
  - Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.
- For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.
- For grade eight, strategic learners are assessed and need additional instructional time beyond the core.
  - For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills

Implementation Status and Key Components

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

Key Components

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

Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.

# of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic									
All HP Strategic									
All HP ELs									
All HP SWDs									

| | | taught in the grade-level Algebra I course.

− Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.

• For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. | **Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.** |

Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.

	K	1	2	3	4	5	6	7	8
Additional time provided to all HP strategic students									
Additional time provided to HP EI strategic students									
Additional time provided to all HP SWD strategic students									

	Documentation		Additional Comments
		Mathematics	
District Instructional Regulations:			
School Instructional Regulations:			
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.
2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. For districts using the 2007 SBE-adoption: • Grade eight: One period of Algebra Readiness daily for identified intervention students.	Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. **For districts using the 2008 SBE-adoption**: • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. **For districts using the 2001 SBE adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	(see key components table below)

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

Key Components

Appropriate Allocation of Daily Instructional Time

_____ Time is given priority and protected from interruptions.

Indicate total number of _additional_ minutes:

# of Instructional Minutes at each grade level	4	5	6	7	Algebra Readiness
All Intensive Learners					
All Intenisve ELs					
All Intensive SWDs					

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

Academic Program Survey—Elementary School Level

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

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

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation	Additional Comments
Reading/Language Arts/ELD	
District/School Pacing Plan by Grade Level:	
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
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

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.**				
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The current RLA/ELD core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;					

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

Key Components

Training and Practicum Completed
Principal
_____ Training in RLA/ELD.
_____ Structured Practicum.*

Vice Principal
_____ Training in RLA/ELD.
_____ Structured Practicum.*

* Refer to suggested practicum activities in EPC 3.3.

	Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	

Documentation		Additional Comments		
	Reading/Language Arts/ELD			
District Assembly Bill (AB) 430 Completion Records:				
Approved Provider Information:				
Date of Offerings:				
Attach appropriate documents				

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

| 4. School Administrator Instructional Leadership Training | 4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program. | Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.

The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:
• The current SBE adopted mathematics materials used in the school;
• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;
• Curriculum Framework language and the academic content standards addressed in the materials; and
• The use of the instructional/assessment pacing guide.

The remaining eight-hours focus on the following:
• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;
• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; | | | | | |

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%

Key Components

Training and Practicum Completed
Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

Vice Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

* Refer to suggested targeted professional development and support list.

	*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	
Documentation		Additional Comments	
	Mathematics		
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

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

4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.
		
		 Targeted professional development and support may include:
		 • Development, use, and monitoring of classroom observation protocols to include:
		   – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.
		   – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
		 • Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
		 • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.
		 • Participation in Modules 2 and 3 of the Administrator Training Program.
		 • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.
		 • Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention; and
			Objective / **Fully** / **Substantially** / **Partially** / **Minimally** columns (see below)				

Objective	Fully	Substantially	Partially	Minimally
4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Principal's Professional Development
_____ Completed.

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

			implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	
	Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics		
District AB 430 Completion Records:				
Approved Provider Information:				
Date of Offerings:				
Attach appropriate documents				

Academic Program Survey—Elementary School Level

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

Key Components

_____ **Percentage of fully credentialed, highly-qualified teachers.**

	Documentation		Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District Senate Bill (SB) 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
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.				

5. Credentialed Teachers and Professional Development Opportunity

5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of

Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.
Some practicum activities might include:
- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.
- Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.

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

Key Components

Training and Practicum Completed:

Indicate number of teachers at each grade level and number completing training and practicum.

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	2	2	2
Grade 2	3	3	2
Grade 3	2	2	2
Grade 4	3	3	3
Grade 5	2	2	2
Grade 6			
Grade 7			
Grade 8			

* Refer to suggested practicum activities.

	school/district professional development plan.	- Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. - Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. - Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. - Training on RtI^2 including support on providing tiered intervention. - Implementation and monitoring of standards-based IEP. - Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.	(see below)

Implementation Status and Key Components

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

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum.

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	2	2	2
Grade 2	3	3	2
Grade 3	2	2	2
Grade 4	3	3	2
Grade 5	2	2	2
Grade 6			
Grade 7			
Algebra 1			
Algebra Readiness			

* Refer to suggested practicum activities.

	adopted program and the goals of school/district professional development plan.	- Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. - Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. - Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. - Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. - Training on RtI^2 including support on providing tiered intervention. - Implementation and monitoring of standards-based IEP. - Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Elementary School Level

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

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

Key Components

Coaches/content experts/specialists
____1__ Type of instructional assistance.
____1__ Works primarily in classrooms.

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

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
____**1**__ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
___**1**____ Completed SBE-adopted materials-based
    1   training (identify which program[s]).
_____ Completed English Learner Professional Development (ELPD).

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

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

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. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

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

Trained Coaches/ Content Experts/Specialists
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed ELPD.

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

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

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

			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 current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Academic Program Survey—Elementary School Level

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

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

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

| **7. Student Achievement Monitoring System** | 7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

. | Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.
• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. | | | | | |

Implementation Status table:

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

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

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

Lafayette Elementary School
Academic Program Survey—Elementary School Level

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

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

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

Key Components

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

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

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

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

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

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

Key Components
Scheduled Structured Collaboration Meetings:
___2___ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meetings are structured; protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.	Objective	Fully	Substantially	Partially	Minimally

Full table with implementation ratings and key components:

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

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

Key Components

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

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

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

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	(see rating table and key components below)

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

Key Components

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

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

Documentation	Additional Comments

	Mathematics
Plan uses all revenues appropriately.	
Attach appropriate documents.	