

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Martin Luther King, Jr. Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Martin Luther King, Jr. Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: M L King Jr Elementary

6072235

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Martin Luther King, Jr. Elementary School is a vibrant and lively place for learning. Students from diverse backgrounds attend MLK. Parents and community members take dignity in supporting the students in achieving academic excellence. 80% of the students are African American, 15% of the student are from Arabic countries, and 5% of the students are Chinese and Latino. MLK is a STEM school that focuses on Engineering. Engineering is our focus along with the Physical Sciences. We believe that our students like to build. Our focus will help students to learn all they can with hands - on activities and lessons that build their content knowledge across the curriculum. MLK is now the home of the Science Technology Engineering Program. We host the Summer Engineering Camp for Kids. Sponsored by the National Association of Black Engineers. Students from all of the West Oakland Schools attend this camp. The goal is to make integrate Science, Technology, Engineering, and Math in across the curriculum. Students will leave MLK understanding all the concepts in Science that are apart of the world. MLK's goal with STEM is to be apart of a corridor that relates to what we have been building up from kindergarten in the Sciences. The purpose of STEM is for students to have more access to Hands-On Learning, Linked Learning, and Critical Skills. Student need to be able to use all of their skills in Technology because it is the pathway to higher education and jobs. MLK is unique in that is was built in 1971 as a Kindergarten to Third grade school. Currently, the school has grown into an a Pre- K to 5th grade. The school has a peculiar design. The layout of the building is called pods. Each pod hosts two to three grade levels. The pods A and B have 8 classrooms with an open space in the middle that is surrounded by see through windows. You can see through each classroom. The C -Pod has 4 classrooms with a bathroom in each room. The school has a cafetorium that can be turned into a cafeteria and auditorium. There is a stage with unique lights and a sound system with microphones and amplifiers. The cafetorium can hold about 500 people. Inside the cafetorium is our music room, SDC Pre-K class, and one of our Parent rooms. The Parent room has new computers and is a space that parents meet weekly. Now, MLK has a Child Development Center and Pre-K program that goes all the way up to Fifth grade. MLK is unique because of its resources that it provides

families and students. We have a School Psychologist, Speech Pathologist, Resource Specialist Teacher, and Social Worker Interns. The Coordinated Services Team meets weekly with the Principal to support parents and students with interventions that improve student learning. This team is known as the Coordinated Services Team. Student Success Teams are conducted weekly to address interventions for students. MLK is supported by Community Based Organizations. Clorox has been one of the main supporters of the school since the 1980s. Clorox conducts an annual school supply delivery and Game Day for students. Nestle Company conducts the Junior Achievement Day and supports with student and teacher supplies. Oakland Technology Exchange supplies computers and a free program for parents to get a computer. The Faith Based Network works with students through an interactive Reading Program that helps is apart of the Balanced Literacy Program at MLK to support students reading on grade level. UC Berkeley has mentors that work with students to build character and academic strength. Cal Trans works with MLK with Science Fridays. Now, Cal Trans is one of MLKs biggest supporters for the STEM Program. MLK has resources that support student and parent learning. Parent Teacher Association that is state recognized. The PTA meets with parents weekly to discuss ways to help with student progress and growth. There is a Computer literacy class for adults that meets 4 days a week. For students, there is an Inter

VISION

MLK is a community based school that positively transforms the lives of its students through high social and academic expectations for all students and teachers. MLK empowers all students, parents, and staff to become life long learners via a culturally and linguistically relevant curriculum that integrates technology, music, and visual arts, in order to successfully continue their education to College and beyond. MLK celebrates and respects the diversity of all cultures and heritages and embodies Dr. Martin Luther King Jr.'s dream of an equitable, high quality, rigorous education for the West Oakland community we serve. As a Science, Technology, Engineering, and Math School, our goal for the first year for all teachers to teach Science using the Foss Kits. The Foss Kits is the driving force of the Science curriculum. It is our goal to have all students learn the fundamentals of Science through the Foss Kit curriculum. Teachers will students develop Science and Math Journals. This gives the students an opportunity to process their thoughts through writing in a processed systematic way. This is the year that we will develop STEM leadership teams for staff and parents. The leadership teams will focus on how STEM will motivate and inspire students to learn. It will also keep collaborations with Community Based Organizations. During this year, MLK will develop an academic framework for each grade level that incorporates the concepts of STEM for student learning. Lastly, we will develop a list of resources to help support the STEM plan at MLK. The second and third years of the STEM program at MLK will be the implementation years. This is the time for us to fully use the academic framework of the program. The framework will include academics are taught to students and how teachers implement the standards that drive instruction in each content area. Every Wednesday will be our Projects Based Learning Day. This is where each grade level will be building and making a project that involves engineering. For instance, the Kindergarten and First grade teachers will be working on making Bridges. Every Wednesday, the lesson will involve bridges. Students will make and study bridges of all types. Teachers will continue to have Professional Development in the STEM content areas to build learning and capacity to create new ideas for student growth and learning.

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

School Site Council Committee, English Language Advisory Committee, Leadership Team, Coordinated of Services Team, Parent Teacher Associate, Super Moms, Dad's Club, BACR (After School Program), Child Development Center, Teachers, Staff, Community Members, and the principal will meet monthly to monitor the progress of the student growth and achievement. It is our goal at MLK to involve and include all everyone to help us develop a full service community school that will help our students succeed to academically. Every grade level distributes a weekly or monthly newsletter identifying school programs, projects, and school activities. The principal distributes a monthly School Community Newsletter notifying parents, students, and community members of the activities for each month. The PTA has weekly meetings to discuss upcoming MLK events and activities of the school. Example 1: Every committee and team will meet monthly to help with the development and implementation of the creating a full service community school. Example 2: Every month we will engage our parents in the curriculum by hosting Family Engagement Nights. We will provide dinner and fun activities that keep families participating in activities with their child and teacher. Example 3: Every month our community Newsletter will be sent home with information, dates, and guiding principles to help parents stay abreast of the MLK instructional strategies and activities at the site. Example 4: After every Benchmark Assessment the teachers will analyze their data to improve practice to achieve student growth.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

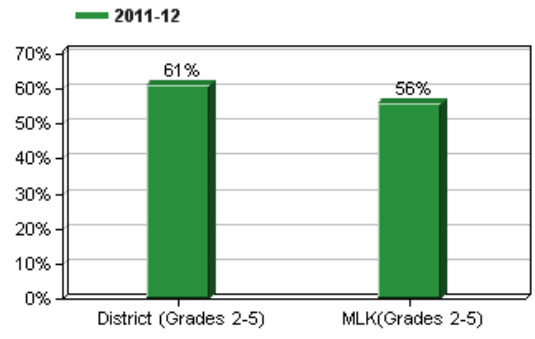
School Quality Standards relevant to this Strategic Priority

A quality school...

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

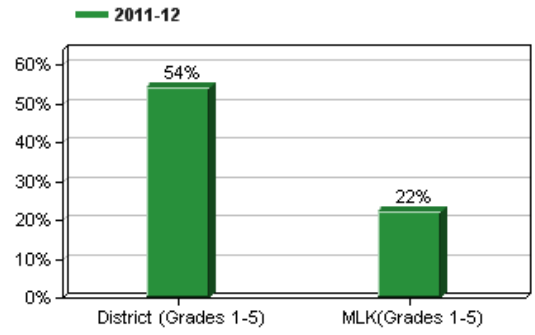
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



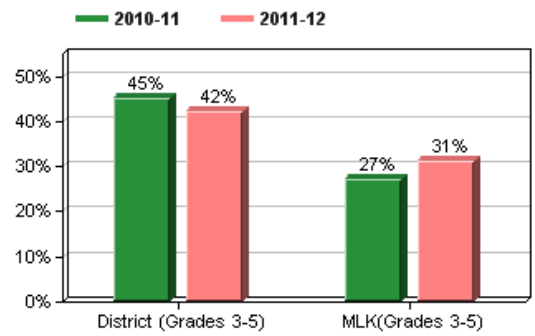
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

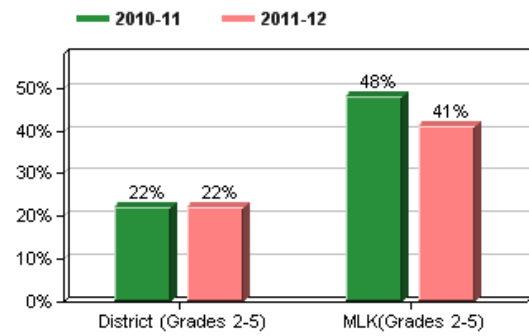


CST

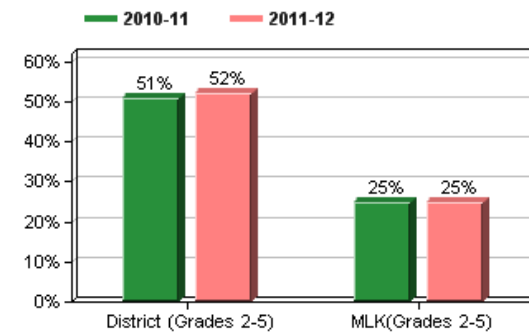
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

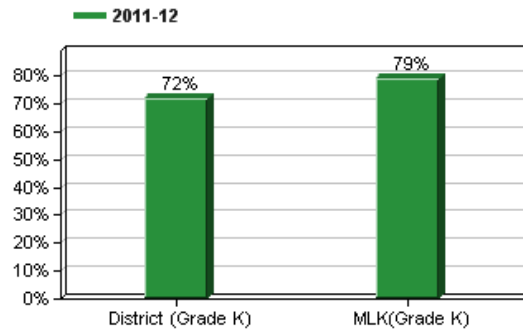


CST/CMA ELA % Prof/Adv

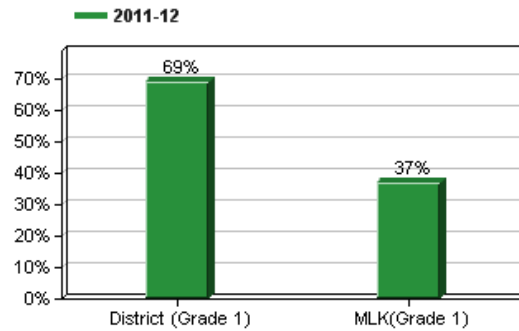


DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

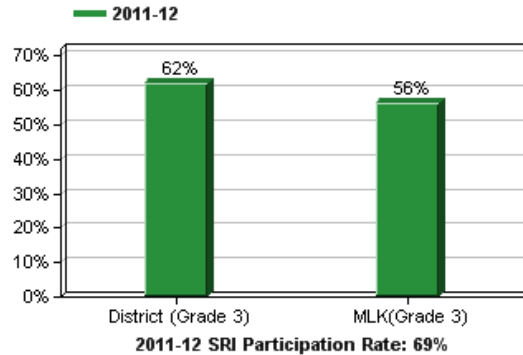


DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI

SRI % At/Above grade level reading



School Data

-
-
- 56% of the students are at/above Proficiency in Reading Comprehension. We decreased the number of BB/FF students by 7% in ELA. 52% of the students are Proficient and Advanced in ELA. Dibels tests states that 79% of the students have mastered letter naming. 37% of the students in first grade have mastered oral reading. This data is not the recent data that the school has for the students.
- ELL students in grades 1 - 5 made 22% gain in CELDT score. 3rd - 5th grade students at MLK increased ELA scores by 4% over the previous year. 56% of MLK 3rd graders scored at/above grade level on the SRI.

Data Analysis

- Based on the data, we are purchasing Classroom Libraries that are Balanced Literacy books to help students read on their lexile level.
- Reinforcement of California Standards in the Homework packets that are sent home weekly.
- We will be conducting School wide pre and post tests in reading that will help us devise a plan to improve the academic performance of each student.

Theory of Action

academic support to FBB/BB/B students using specific instructional strategies to improve academic performance.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Grade level team	4/4/2013	182SQ11A1545	Teachers provide extra instruction support to students before and after school tutoring	Non-SSC approved			0	\$0.00
To purchase supplemental instructional materials to enhance the academic performance of each student.	Grades/GPA	All Students	Every Marking Period	Grade level team	4/4/2013	182SQ11A1552	To use the supplemental instructional materials to differentiate instruction, enhance learning, and build student academic performance on a daily basis.	7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$2,231.00
To provide Professional Development to all staff	Other (OCR, etc)	All Students	Weekly	Grade level team	4/4/2013	182SQ11A2827	To have weekly Professional Learning for all staff in Science, ELA, and Math.	Non-SSC approved			0	\$0.00
Targeted intervention support will improve student academic achievement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Grade level team	4/4/2013	182SQ11A5317	Stip Sub will provide direct intervention services to identified students. Stip Sub will use individual and small group format.	7090-EIA - SCE	TCSTIP0344		0.1	\$4,029.68
To purchase supplemental instructional supplies for English Language Learners to enhance academic performance in mastering in all subject areas.	CELDT	English Learners	Weekly	Grade level team	4/4/2013	182SQ11A5354	To use targeted supplemental instructional materials on a daily basis to enhance the academic success of EL students.	7091-EIA - LEP			0	\$2,819.00
To provide teachers with extended contracts to teach before school and after school interventions to students who need specific help in a California Standard that they have failed.	Local assessments (benchmarks, PWA)	All Students	Every Other Week		4/4/2013	182SQ11A3284	To pay teachers additional time to work with students before and after school.	N/A			0	\$0.00
To provide supplemental instructional materials and supplies for all grades to improve and enhance the academic performance of all students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/4/2013	182SQ11A5357	To use the supplemental instructional materials in each classroom for activities, small group instruction, and student success.	3010-Title I			0	\$1,870.92
To provide students with activities that support the core curriculum.	Grades/GPA	All Students	Monthly	Community Partner	4/4/2013	182SQ11A2831	Field Trips, guest speakers, and community based organizations that support the overall growth and	Non-SSC approved			0	\$0.00

							development of the student learning.						
--	--	--	--	--	--	--	---	--	--	--	--	--	--

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

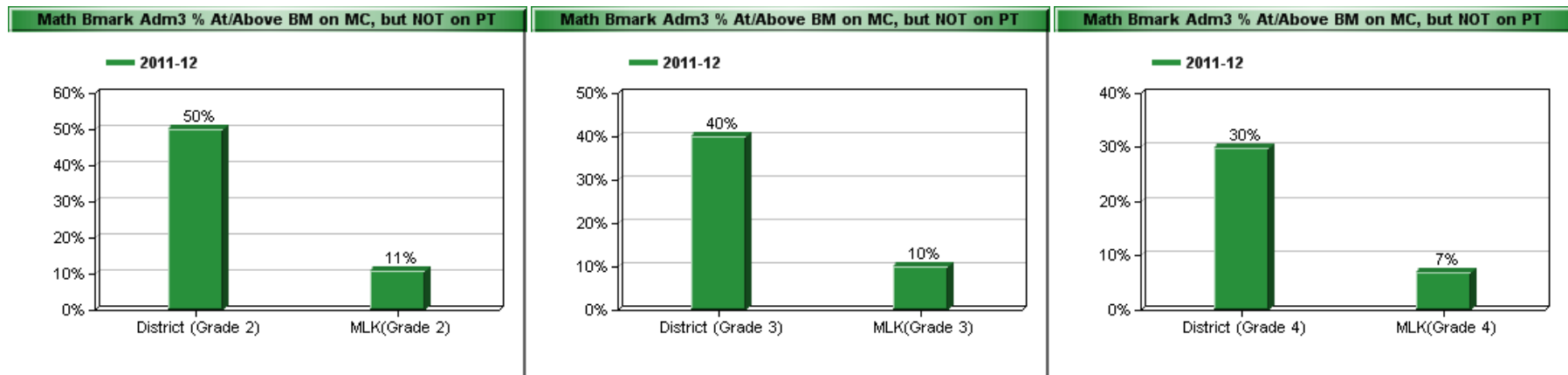
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

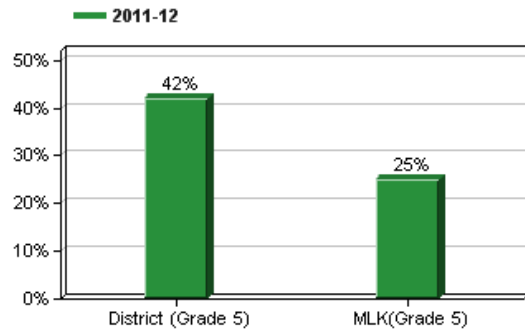
A quality school...

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

Benchmark

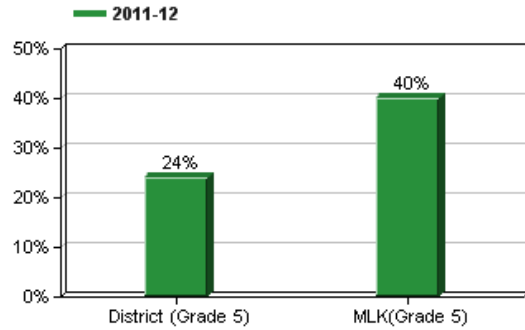


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

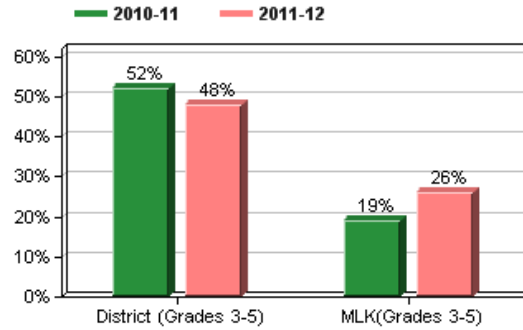


CST

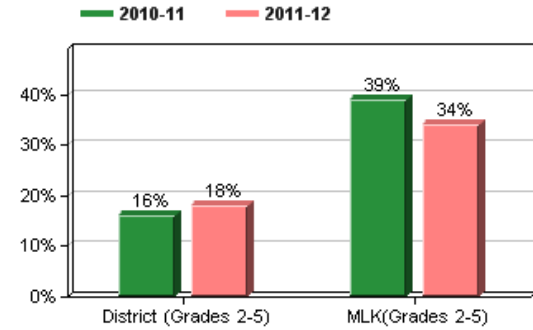
CST/CMA Gr5/Gr8 Science % BB/FBB



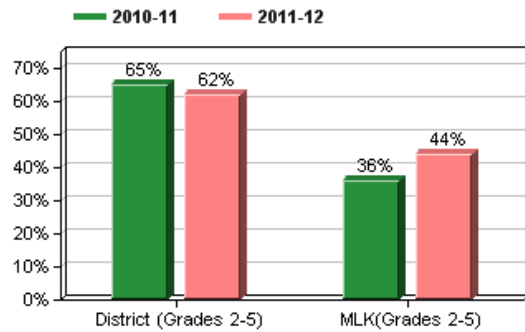
% Growth in CST/CMA Math 2 Year Cohort Growth Report



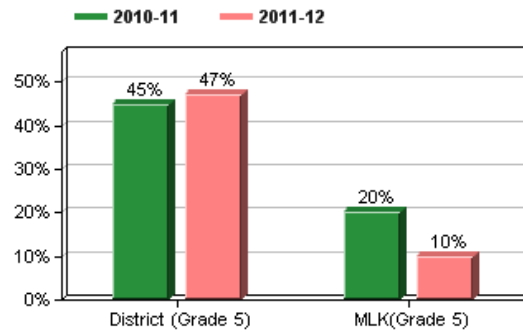
CST/CMA Math % BB/FBB



CST/CMA Math % Prof/Adv



CST/CMA Gr5/Gr8 Science % Prof/Adv



School Data

-
-
- We decreased the number of students in FBB/BB in Math. 44% of the students are Proficient and Advanced in Math. 47% of the 5th graders in Science are Proficient and Advanced. This is a 2% lead from the district benchmark in Science.

Data Analysis

- To engage the 5th grade students in Science in a meaningful way that helps them understand the concepts.
- To use the Technology Core Standards to help all students understand how to navigate technology.
- To have Engineering/Project Based Wednesdays to help students build and understanding concepts they have to critically think through.
- To use Math concepts to help students problem solve and analyze their own data.
- To have students learn Science on a daily basis.

Theory of Action

- If MLK is granted additional funding to enhance the STEM program, we will be able to provide a quality Science Technology Engineering Math Program at MLK by enriching the lives of the students.
- If teachers are trained and coached, and given additional resources specifically for STEM, MLK will be able to expose the students to a techniques and technology that gives them a choices for a quality life.
- If MLK organizations fund field trips, hands-On Science Materials, technology, we will be able to provide a quality STEM program that enriches the academic lives of all the students at MLK.
- MLK will be able to engage families in the STEM program at MLK that enforce quality learning concepts that teach students how to critically think, if we had a Family Resource Coordinator to focus solely on families and outreach.
- MLK can have a quality technology program if we put in place a technology center that focuses on the latest techniques that help students learn to compete in the global world.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Targeted academic intervention will improve student performance on assessments.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Grade level team	4/4/2013	182SQ1B1542	Provide direct intervention services to identified students using either individual or small group format. Focus will be on ELA and Math.	3010-Title I		INTSPC0001	0.2	\$12,838.51
Targeted academic intervention will improve student performance on	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Grade level team	4/4/2013	182SQ1B5315	Provide direct intervention services to identified students using either individual or small group format.	7090-EIA-SCE		INTSPC0001	0.5	\$32,096.28

assessments.							Focus will be on ELA and Math.					
Targeted academic intervention will improve student performance on assessments.	Local assessments (benchmarks, PWA)	English Learners	Every Other Week	Grade level team	4/4/2013	182SQ1B5316	Provide direct intervention services to identified EL students using either individual or small group format. Focus will be on ELA and Math.	7091-EIA - LEP		INTSPC0001	0.3	\$19,257.77
To provide individual and small group academic support to FBB/BB/B students using specific instructional strategies to improve academic performance.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Grade level team	4/4/2013	182SQ1B1545	Teachers provide extra instruction support to students before and after school tutoring	Non-SSC approved			0	\$0.00
To purchase supplemental instructional materials to enhance the academic performance of each student.	Grades/GPA	All Students	Every Marking Period	Grade level team	4/4/2013	182SQ1B1552	To use the supplemental instructional materials to differentiate instruction, enhance learning, and build student academic performance on a daily basis.	7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$2,231.00
To provide Professional Development to all staff	Other (OCR, etc)	All Students	Weekly	Grade level team	4/4/2013	182SQ1B2827	To have weekly Professional Learning for all staff in Science, ELA, and Math.	Non-SSC approved			0	\$0.00
Targeted intervention support will improve student academic achievement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Grade level team	4/4/2013	182SQ1B5317	Stip Sub will provide direct intervention services to identified students. Stip Sub will use individual and small group format.	7090-EIA - SCE		TCSTIP0344	0.1	\$4,029.68
To purchase supplemental instructional supplies for English Language Learners to enhance academic performance in mastering in all subject areas.	CELDT	English Learners	Weekly	Grade level team	4/4/2013	182SQ1B5354	To use targeted supplemental instructional materials on a daily basis to enhance the academic success of EL students.	7091-EIA - LEP			0	\$2,819.00
To provide teachers with extended contracts to teach before school and after school interventions to students who need specific help in a California Standard that they have failed.	Local assessments (benchmarks, PWA)	All Students	Every Other Week		4/4/2013	182SQ1B3284	To pay teachers additional time to work with students before and after school.	N/A			0	\$0.00
To provide supplemental instructional materials	Local						To use the supplemental instructional materials					

and supplies for all grades to improve and enhance the academic performance of all students.	assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/4/2013	182SQ1B5357	in each classroom for activities, small group instruction, and student success.	3010-Title I			0	\$1,870.92
To provide students with activities that support the core curriculum.	Grades/GPA	All Students	Monthly	Community Partner	4/4/2013	182SQ1B2831	Field Trips, guest speakers, and community based organizations that support the overall growth and development of the student learning.	Non-SSC approved			0	\$0.00
Partner with an Engineering Company	Grades/GPA	All Students	Monthly	Community Partner	4/4/2013	182SQ1B2865	To partner with an Engineering Company that will enhance the Projects Based programs at MLK	Funded by Community Partner			0	\$0.00
Targeted instruction in Science, Technology, Engineering, and Math for grades Kindergarten to Second during the summer.	Local assessments (benchmarks, PWA)	All Students	End of Year	Community Partner	4/4/2013	182SQ1B2878	To provide Science interventions for Kindergarten to Second grade students during the summer.	N/A			0	\$0.00
Summer Engineering Kamp for Kids (The SEEK Program)	Other (OCR, etc)	All Students	End of Year	Community Partner	4/4/2013	182SQ1B2868	To provide a summer program for STEM that focuses on grades 3rd - 5th grade	Funded by Community Partner			0	\$0.00
To have a team of parents, teachers, and community members to develop, shape, and implement the STEM program at MLK.	Other (OCR, etc)	All Students		Leadership Team	4/4/2013	182SQ1B1551	To create the plan for the STEM strategies. To devise a system to evaluate the STEM strategies.	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- 85% of the students who attend the CDC attend MLK.
- 15% of the students who enter Kindergarten have not attended a CDC.

Data Analysis

- 15% of the students who enter kindergarten have not attended Pre-School.
- MLK needs to prepare 5th graders with all the essential information and concepts for middle school.

Theory of Action

- If we consistently provide Parent Workshops and give resources to parents, we will prepare students with the basic concepts for Pre-School.
- If we conduct middle school visits and provide workshop training's on Middle, High School, and College Transitions, we will prepare 5th graders for middle school by conducting school visits to Middle Schools.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide support to incoming Kindergarten parents and their students. To provide a smooth transition from Pre-K to Kindergarten	Local assessments (benchmarks, PWA)	Pre-Kindergarten	Monthly	Other	4/4/2013	182SQ1C1553	To provide support to incoming Kindergarten students and their families to transition school. To have a series of meetings to support the parents to help with	N/A			0	\$0.00

by having a series of meetings to support the transition.							the Kindergarten's academic success in school.					
To provide a series of meetings with 5th grade parents to help them transition their students to middle school.	Other (OCR, etc)	All Students	Monthly	Grade level team	4/4/2013	182SQ11C1554	To work with STEM corridor school, West Oakland Middle, to provide a series of orientation meetings that will assist the parent and student to middle school.	N/A			0	\$0.00
To expose students to college campuses by attending College tours in the Bay Area.		All Students	Every Semester	Leadership Team	4/4/2013	182SQ11C2917	To provide students an opportunities to visit College campuses.	N/A			0	\$0.00
To expose students to college campuses by attending College tours in the Bay Area.					4/4/2013	182SQ11C2918		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

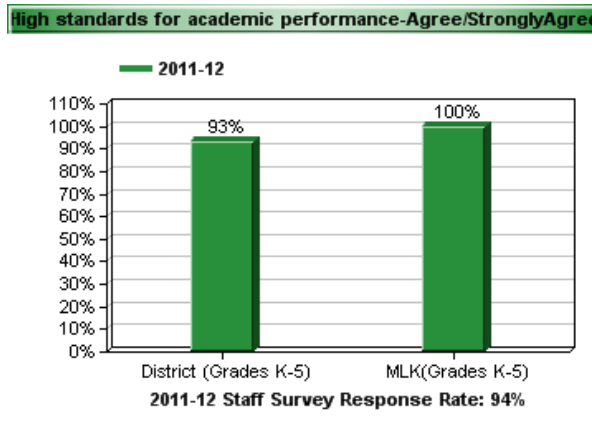
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

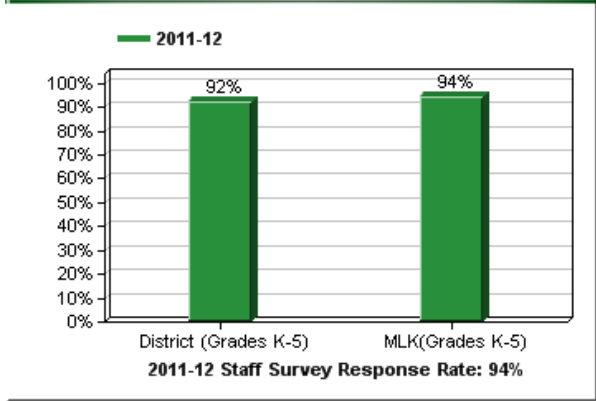
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

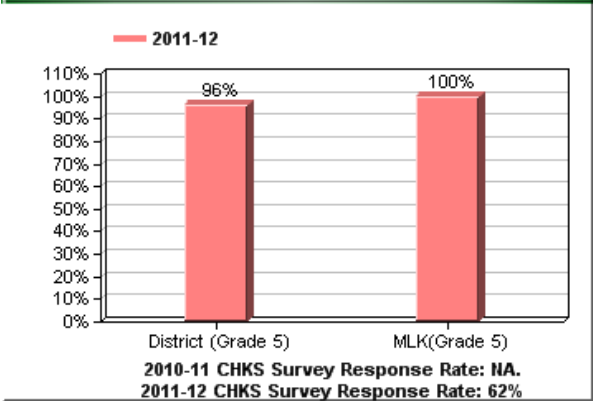


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



School Data

- The data from the California Healthy Kids Survey states that 100% of the staff feel that academics are first and foremost.
- 100% of the 5th graders state they will be attending college after high school.

Data Analysis

- The data states that we need to continue to bring in professionals, workshops, and community based organizations to enhance student awareness of the colleges and careers.

Theory of Action

- To provide the students of MLK with all the opportunities of success through partnerships with companies.
- To expose the students to all the career choices that enable them to move forward in positive ways.
- To provide workshops that train parents to help their children excel in school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Targeted instruction in Science, Technology, Engineering, and Math for grades Kindergarten to Second during the summer.	Local assessments (benchmarks, PWA)	All Students	End of Year	Community Partner	4/4/2013	182SQ1D2878	To provide Science interventions for Kindergarten to Second grade students during the summer.	N/A			0	\$0.00
Summer Engineering Kamp for Kids (The SEEK Program)	Other (OCR, etc)	All Students	End of Year	Community Partner	4/4/2013	182SQ1D2868	To provide a summer program for STEM that focuses on grades 3rd - 5th grade	Funded by Community Partner			0	\$0.00
To expose students to							To provide students an					

college campuses by attending College tours in the Bay Area.		All Students	Every Semester	Leadership Team	4/4/2013	182SQI1D2917	opportunities to visit College campuses.	N/A			0	\$0.00
To expose students to college campuses by attending College tours in the Bay Area.					4/4/2013	182SQI1D2918		N/A			0	\$0.00
To host a College and Career Series at MLK	Survey data (CHKS, etc.)	All Students	Monthly	Grade level team	4/4/2013	182SQI1D2906	To provide students with the opportunity to meet and greet professionals in the workforce. To provide a series of workshops to support learning in college and career awareness.	N/A			0	\$0.00
To have guest speakers from corporations and organizations speak to the students about career choices and options.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/4/2013	182SQI1D2912	To give students the opportunity to speak with professionals in the workforce.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- MLK has more African American male students in grades 3rd - 5th than other males.

Data Analysis

- To provide the African American Male students at MLK mentors that support academic growth and success.

Theory of Action

- If we consistently provide quality, hands-on programs, and workshops that focus on life skills, and if we put in place a system of success, we will equip our African American boys with the necessary skills they need to succeed.
- If we consistently train our boys to critically think by having programs and projects in STEM, we will be equipping the students for success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Targeted academic intervention will improve student performance on assessments.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Grade level team	4/4/2013	182SQ1E1542	Provide direct intervention services to identified students using either individual or small group format. Focus will be on ELA and Math.	3010-Title I		INTSPC0001	0.2	\$12,838.51
Targeted academic intervention will improve student	Local assessments (benchmarks,	FBB, BB and BAS	Every Other	Grade level team	4/4/2013	182SQ1E5315	Provide direct intervention services to identified students using either individual	7090-EIA - SCE		INTSPC0001	0.5	\$32,096.28

performance on assessments.	PWA)		Week				or small group format. Focus will be on ELA and Math.					
Targeted academic intervention will improve student performance on assessments.	Local assessments (benchmarks, PWA)	English Learners	Every Other Week	Grade level team	4/4/2013	182SQ1E5316	Provide direct intervention services to identified EL students using either individual or small group format. Focus will be on ELA and Math.	7091-EIA-LEP		INTSPC0001	0.3	\$19,257.77
To provide individual and small group academic support to FBB/BB/B students using specific instructional strategies to improve academic performance.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Grade level team	4/4/2013	182SQ1E1545	Teachers provide extra instruction support to students before and after school tutoring	Non-SSC approved			0	\$0.00
To purchase supplemental instructional materials to enhance the academic performance of each student.	Grades/GPA	All Students	Every Marking Period	Grade level team	4/4/2013	182SQ1E1552	To use the supplemental instructional materials to differentiate instruction, enhance learning, and build student academic performance on a daily basis.	7090-EIA-SCE	4300-MATERIALS & SUPPLIES		0	\$2,231.00
To provide Professional Development to all staff	Other (OCR, etc)	All Students	Weekly	Grade level team	4/4/2013	182SQ1E2827	To have weekly Professional Learning for all staff in Science, ELA, and Math.	Non-SSC approved			0	\$0.00
Targeted intervention support will improve student academic achievement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Grade level team	4/4/2013	182SQ1E5317	Stip Sub will provide direct intervention services to identified students. Stip Sub will use individual and small group format.	7090-EIA-SCE		TCSTIP0344	0.1	\$4,029.68
To purchase supplemental instructional supplies for English Language Learners to enhance academic performance in all subject areas.	CELDT	English Learners	Weekly	Grade level team	4/4/2013	182SQ1E5354	To use targeted supplemental instructional materials on a daily basis to enhance the academic success of EL students.	7091-EIA-LEP			0	\$2,819.00
To provide teachers with extended contracts to teach before school and after school interventions to students who need specific help in a California Standard	Local assessments (benchmarks, PWA)	All Students	Every Other Week		4/4/2013	182SQ1E3284	To pay teachers additional time to work with students before and after school.	N/A			0	\$0.00

that they have failed.												
To provide supplemental instructional materials and supplies for all grades to improve and enhance the academic performance of all students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/4/2013	182SQ1E5357	To use the supplemental instructional materials in each classroom for activities, small group instruction, and student success.	3010-Title I			0	\$1,870.92
To provide students with activities that support the core curriculum.	Grades/GPA	All Students	Monthly	Community Partner	4/4/2013	182SQ1E2831	Field Trips, guest speakers, and community based organizations that support the overall growth and development of the student learning.	Non-SSC approved			0	\$0.00
Targeted instruction in Science, Technology, Engineering, and Math for grades Kindergarten to Second during the summer.	Local assessments (benchmarks, PWA)	All Students	End of Year	Community Partner	4/4/2013	182SQ1E2878	To provide Science interventions for Kindergarten to Second grade students during the summer.	N/A			0	\$0.00
To provide male mentors for the African American male students at MLK	Grades/GPA	Ethnicity	Every Marking Period	Community Partner	4/4/2013	182SQ1E2936	To work with an university or fraternity to provide male leaders to mentor our African American male students.	N/A			0	\$0.00
To partner with an organization that will provide life skills to our African American males.	Grades/GPA	Ethnicity	Monthly	Community Partner	4/4/2013	182SQ1E2938	To work with an organization that will provide life skills to our African American boys.	N/A			0	\$0.00
To have Bay Area Community Resources as the After School Provider that will help promote the vision and mission of the school by helping students excel to academic success above and beyond the school day.	Grades/GPA	All Students	Every Marking Period	After school program coordinator	4/4/2013	182SQ1E5392	BACR will provide enrichment activities for students. They will help with homework by providing 90minutes of instructional help.	Non-SSC approved			0	\$0.00
To have the COST Team provide specific interventions for teachers and parents to improve overall student success.	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQ1E3213	To provide interventions for students to improve their academic ability.	N/A			0	\$0.00
To buy instructional supplies and resources for parents	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQ1E4203	To provide families with additional resources and materials to support	N/A			0	\$0.00

to support their children in learning							their children in learning					
Field Trips that enhance the curriculum will be provided per grade level.	Grades/GPA	All Students	Monthly	Grade level team	4/4/2013	182SQ1E3215	To provide students with meaningful activities that enhances the curriculum that they are learning.	N/A			0	\$0.00
To have the Coordinated Services Team work with the Attendance to address the concerns of the parents who children are chronically absent/late.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	182SQ1E3228	To build a collaborative effort with the COST Team and the Attendance Clerk to address the needs of the parents who are chronically absent.	N/A			0	\$0.00
To have teacher leaders train staff on specific instructional strategies that improve the academic success of all students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/4/2013	182SQ1E3282	To provide teachers with training opportunities that improve student instruction.	N/A			0	\$0.00
Providing counseling services to identified students supports their improved academic achievement.	Discipline/CSC	All Students	Weekly	Other	4/4/2013	182SQ1E1548	Provide supplemental counseling services to identified students. Focus of support is to improve student behavior and emotional health.	3010-Title I		PSYCHL0069	0.2	\$17,388.94
Support for students to improve behavior enables them to improve academic performance. - Social Worker	Discipline/CSC	All Students	Weekly	Other	4/4/2013	182SQ1E1541	Provide counseling services to students which enables them to modify behaviors and improve their academic achievement.	7090-EIA - SCE		SOCWKR0026	0.143	\$14,808.24
Provide on going extended academic support for GATE students.	Local assessments (benchmarks, PWA)	GATE	Monthly	Other	4/4/2013	182SQ1E4622	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the classroom instructional program.	N/A			0	\$0.00
To work with families to keep them fully engaged in the Full Service Community School model.	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/5/2013	182SQ1E5629	To have a Community Service Manager coordinate activities, build partnerships with organizations, retrieve grants, and coordinate the Family Resource Center activities for the school.	Funded by Community Partner			0	\$0.00



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

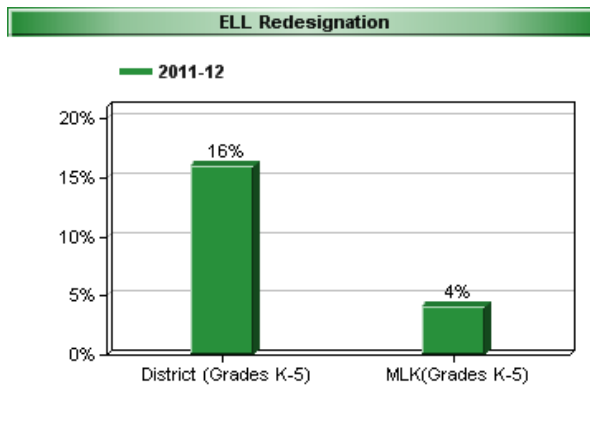
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

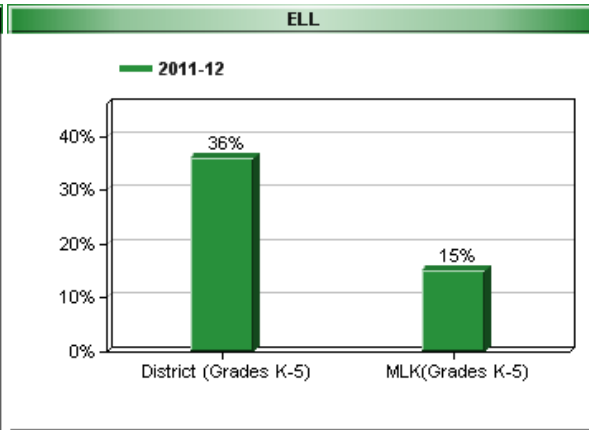
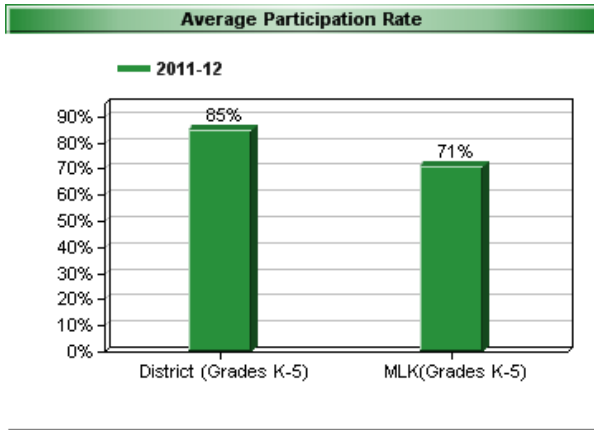
A quality school...

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

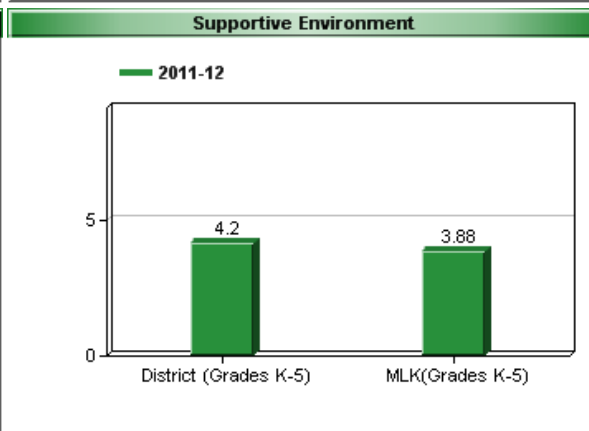
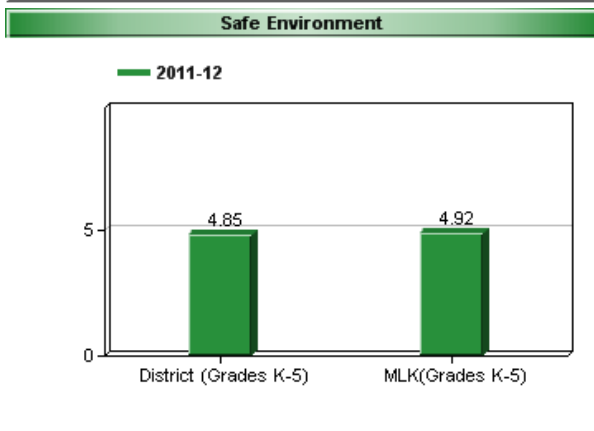
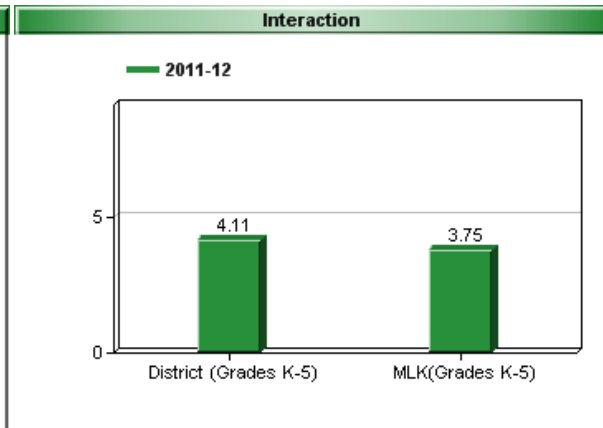
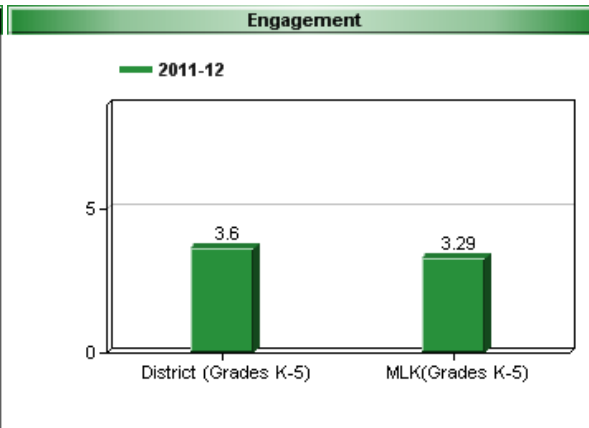
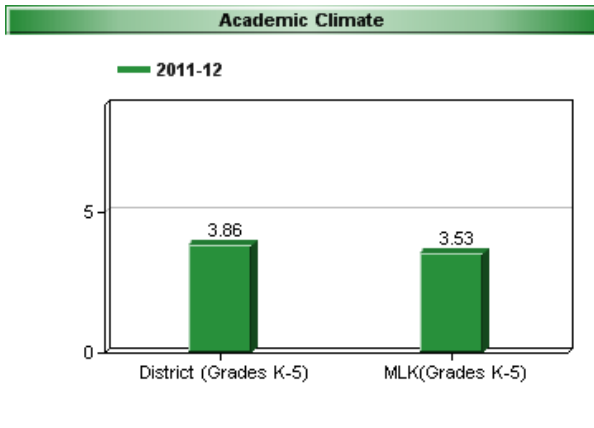
After School Program- Student Impact



After School Program- Participation



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



School Data

- 50% of the students at MLK attend the After School Program.

- 100% of the students who attend the After School Program are fully engaged in school activities.

Data Analysis

- The After School program is an integral part of the MLK school dynamics.
- The After School program helps with the Family Engagement activities of the school.

Theory of Action

- The After School program helps implement the vision and mission of MLK.
- The After School program is an integral part of the Family Engagement activities of the school.
- The After School program helps students with enrichment activities that enforce the learning from the school day.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide teachers with extended contracts to teach before school and after school interventions to students who need specific help in a California Standard that they have failed.	Local assessments (benchmarks, PWA)	All Students	Every Other Week		4/4/2013	182SQ11F3284	To pay teachers additional time to work with students before and after school.	N/A			0	\$0.00
To provide supplemental instructional materials and supplies for all grades to improve and enhance the academic performance of all students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/4/2013	182SQ11F5357	To use the supplemental instructional materials in each classroom for activities, small group instruction, and student success.	3010-Title I			0	\$1,870.92
Summer Engineering Kamp for Kids (The SEEK Program)	Other (OCR, etc)	All Students	End of Year	Community Partner	4/4/2013	182SQ11F2868	To provide a summer program for STEM that focuses on grades 3rd - 5th grade	Funded by Community Partner			0	\$0.00
To expose students to college campuses by attending College tours in the Bay Area.		All Students	Every Semester	Leadership Team	4/4/2013	182SQ11F2917	To provide students an opportunities to visit College campuses.	N/A			0	\$0.00
To expose students to college campuses by attending College tours in the Bay Area.					4/4/2013	182SQ11F2918		N/A			0	\$0.00
To have Bay Area Community Resources as the After School Provider that will help promote the vision and mission of the school by helping students excel to academic success above and	Grades/GPA	All Students	Every Marking Period	After school program coordinator	4/4/2013	182SQ11F5392	BACR will provide enrichment activities for students. They will help with homework by providing 90minutes of instructional help.	Non-SSC approved			0	\$0.00

beyond the school day.												
To provide enrichment activities for students beyond the regular school day.	Survey data (CHKS, etc.)	All Students	Weekly	After school program coordinator	4/4/2013	182SQ1F2960	To provide enrichment activities above and beyond the regular school day.	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: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To reduce physical altercations and suspension rate by 75% for the remainder of the school year.

- Strategy 1.1: MLK will participate in the Positive Behavioral Intervention Support to write up interventions and strategies to help students, staff, and parents with behavioral support.
- Strategy 1.2: We will use the behavior management protocols in place such as: buddy class referrals, Student Success Team Referrals, Daily Positive Behavior Notes, Parent calls, and MLK Parent Workshops to work on the issue of suspensions and student behavior.

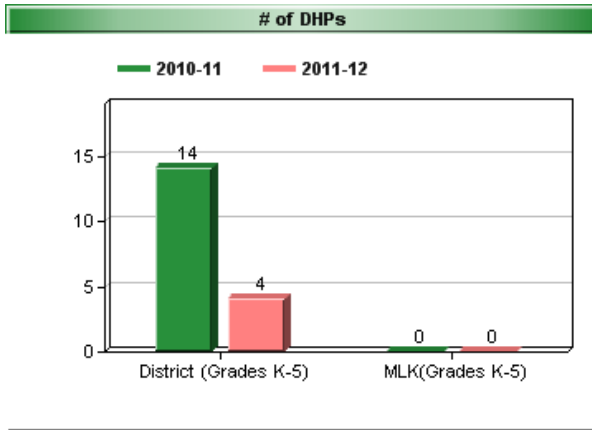
Goal 2: Increase Student Attendance by 20%

- Strategy 2.1: Conduct weekly Attendance Meetings with a team of staff to come up with strategies to reduce absences and tardies.
- Strategy 2.2: Increase student engagement, increase awards and student incentives for all the students at the school.

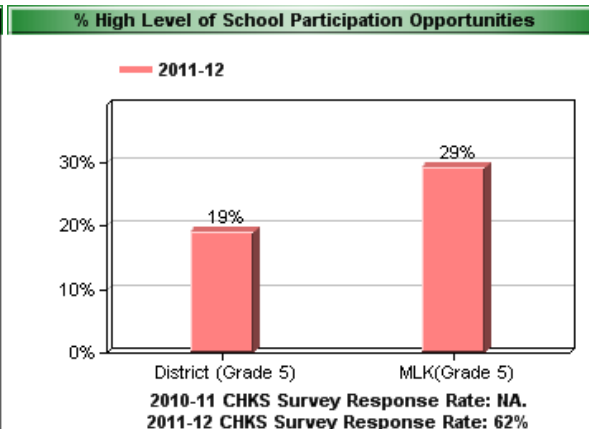
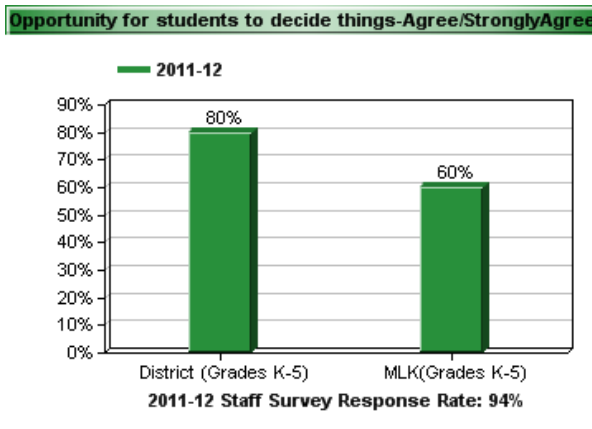
School Quality Standards relevant to this Strategic Priority

A quality school...

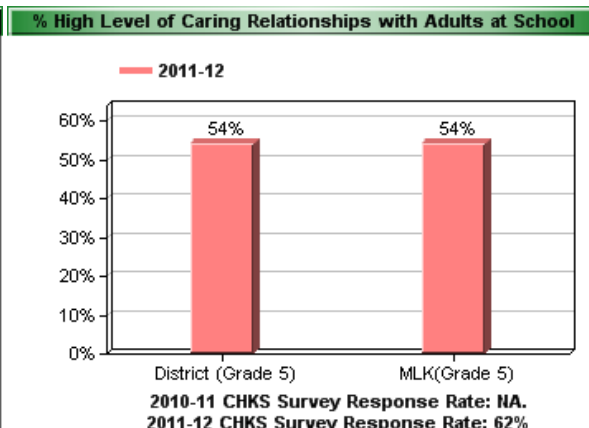
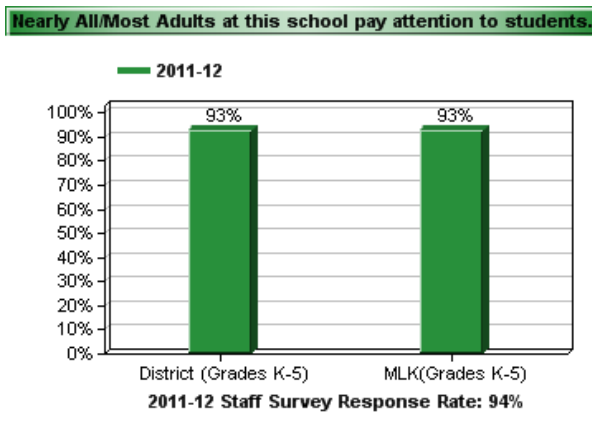
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and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



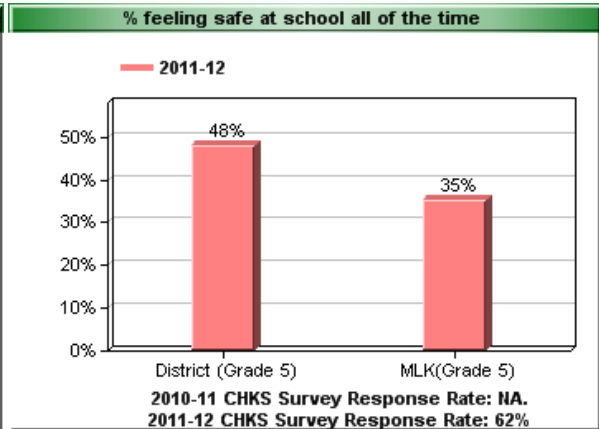
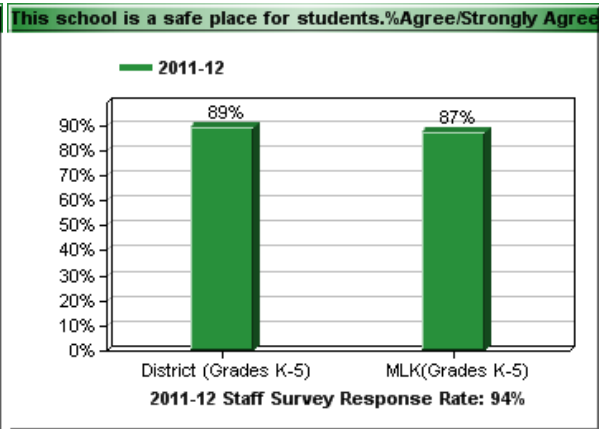
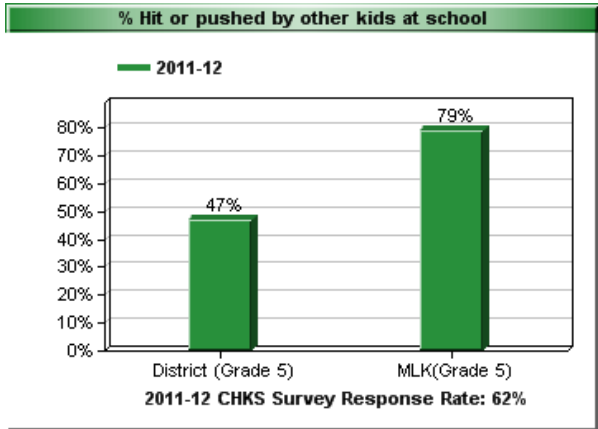
Survey - Engagement



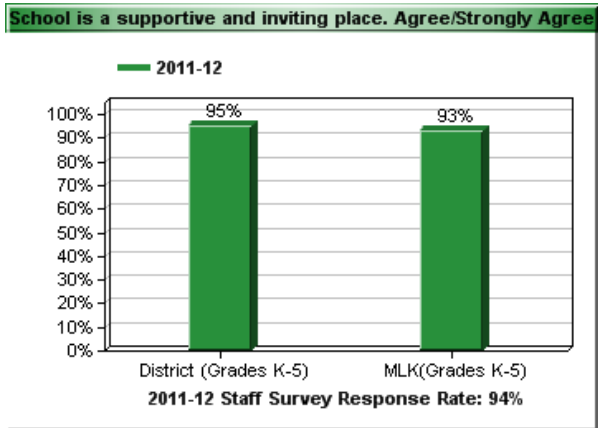
Survey - Relationships



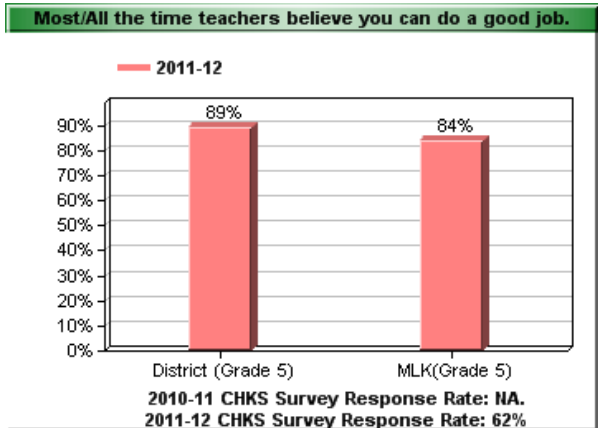
Survey - Safety



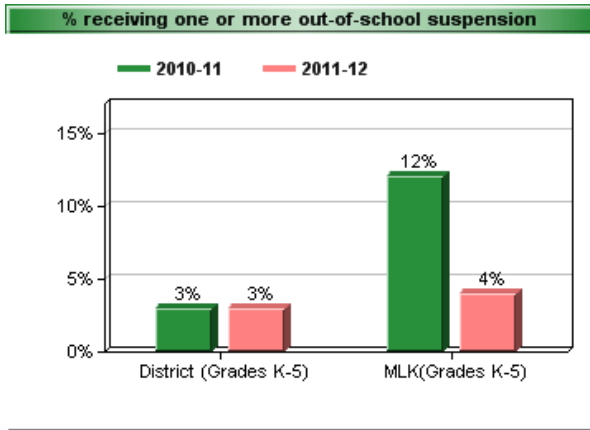
Survey - Welcoming



Survey- Beliefs



Suspensions



School Data

- 80% of the families at MLK participate in the Family Engagement Activities at the site
- Suspensions have gone down by 20%.

Data Analysis

- MLK has identified that when families are engaged their participation rate in school activities rises.
- MLK has identified ways to keep families engaged in the learning process by having them be apart of the planning.

Theory of Action

- MLK is a community family orientated school that purposefully engages families in the learning process.

- MLK will host monthly family engagement nights to keep families focused on their child's learning.
- MLK will actively involve parents in every entity of the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To have Bay Area Community Resources as the After School Provider that will help promote the vision and mission of the school by helping students excel to academic success above and beyond the school day.	Grades/GPA	All Students	Every Marking Period	After school program coordinator	4/4/2013	182SQI2A5392	BACR will provide enrichment activities for students. They will help with homework by providing 90minutes of instructional help.	Non-SSC approved			0	\$0.00
To have the COST Team provide specific interventions for teachers and parents to improve overall student success.	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQI2A3213	To provide interventions for students to improve their academic ability.	N/A			0	\$0.00
To buy instructional supplies and resources for parents to support their children in learning	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQI2A4203	To provide families with additional resources and materials to support their children in learning	N/A			0	\$0.00
Field Trips that enhance the curriculum will be provided per grade level.	Grades/GPA	All Students	Monthly	Grade level team	4/4/2013	182SQI2A3215	To provide students with meaningful activities that enhances the curriculum that they are learning.	N/A			0	\$0.00
To have the Coordinated Services Team work with the Attendance to address the concerns of the parents who children are chronically absent/late.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	182SQI2A3228	To build a collaborative effort with the COST Team and the Attendance Clerk to address the needs of the parents who are chronically absent.	N/A			0	\$0.00
To have teacher leaders train staff on specific instructional strategies that improve the academic success of all students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/4/2013	182SQI2A3282	To provide teachers with training opportunities that improve student instruction.	N/A			0	\$0.00
To hire a School Site Security Guard for safety precautions at the school.	Discipline/CSC	All Students	Weekly	Principal	4/4/2013	182SQI2A3073	To have the SSO deal specific with safety and discipline at the school for parents and students.	Centralized Services			0	\$0.00
To address the chronic		All		Attendance			To conduct home visits on a monthly basis. To conduct personal daily					

absent issues at MLK.	Attendance	Students	Weekly	Team	4/4/2013	182SQI2A3225	phone calls. To work with a team of staff to help the parents get the students to school.	N/A			0	\$0.00
To work with Oakland Housing Authority to help MLK reduce absences and tardies at the school	Attendance	All Students	Monthly	Community Partner	4/4/2013	182SQI2A3230	To work with Community Based Organizations that provide resources to help parents alleviate issues and concerns in their lives that have their children absent from school.	N/A			0	\$0.00
MLK will host monthly family engagement nights.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/4/2013	182SQI2A3201	To provide families with activities that actively engage them in the learning process with their children.	N/A			0	\$0.00
To provide fresh produce weekly to the MLK families and the West Community.	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	4/4/2013	182SQI2A3219	To provide healthy food options to MLK families and the West Oakland Community. To build leadership capacity of parents by having them work the Farmer's Market.	N/A			0	\$0.00
To provide monthly family engagement activities for parents and students.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/4/2013	182SQI2A3365	To provide families with activities that actively engage them in the learning process with their children.	N/A			0	\$0.00
To provide refreshments for parents at all workshops, meetings, and family engagements nights.	Survey data (CHKS, etc.)	All Students	Monthly	Clerical staff	4/4/2013	182SQI2A5356	Providing refreshments will increase participation in the meetings.	9901-Title I - Parent Participation			0	\$1,324.71

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

Strategic Priority B. Health & Wellness

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

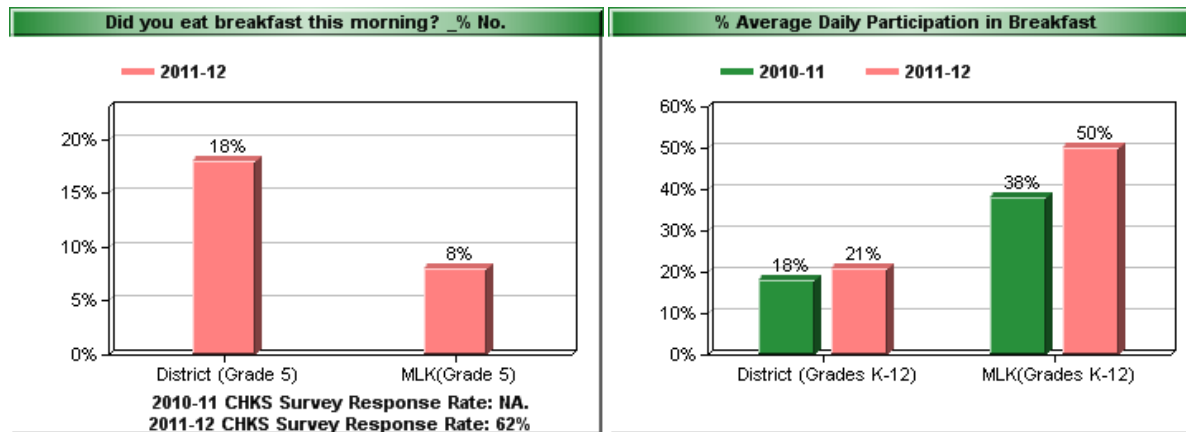
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

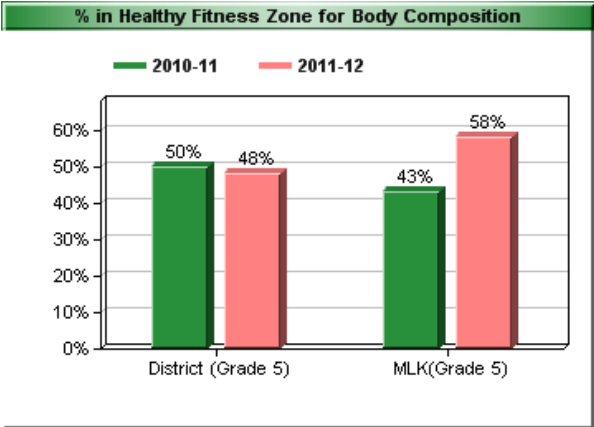
A quality school...

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

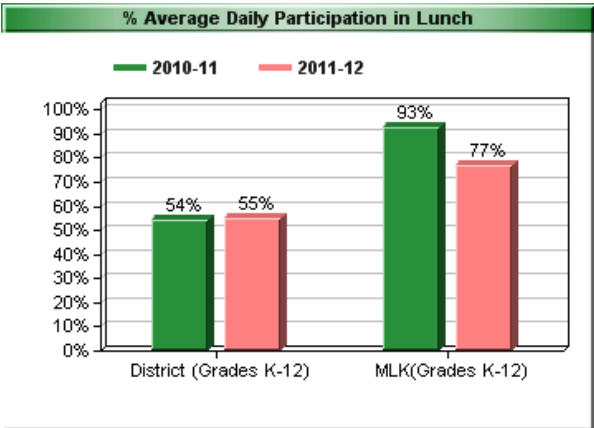
Breakfast



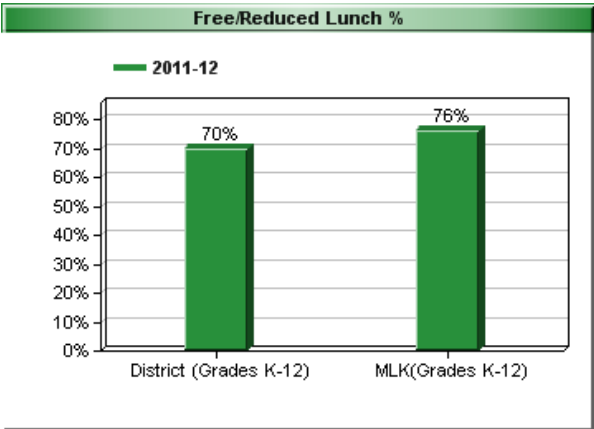
Fitness



Lunch



Socio Economics



Survey - Drugs / Alcohol

speakers from corporations and organizations speak to the students about career choices and options.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/4/2013	182SQI2B2912	To give students the opportunity to speak with professionals in the workforce.	N/A			0	\$0.00
To have the COST Team provide specific interventions for teachers and parents to improve overall student success.	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQI2B3213	To provide interventions for students to improve their academic ability.	N/A			0	\$0.00
To buy instructional supplies and resources for parents to support their children in learning	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQI2B4203	To provide families with additional resources and materials to support their children in learning	N/A			0	\$0.00
Field Trips that enhance the curriculum will be provided per grade level.	Grades/GPA	All Students	Monthly	Grade level team	4/4/2013	182SQI2B3215	To provide students with meaningful activities that enhances the curriculum that they are learning.	N/A			0	\$0.00
Providing counseling services to identified students supports their improved academic achievement.	Discipline/CSC	All Students	Weekly	Other	4/4/2013	182SQI2B1548	Provide supplemental counseling services to identified students. Focus of support is to improve student behavior and emotional health.	3010-Title I		PSYCHL0069	0.2	\$17,388.94
Support for students to improve behavior enables them to improve academic performance. - Social Worker	Discipline/CSC	All Students	Weekly	Other	4/4/2013	182SQI2B1541	Provide counseling services to students which enables them to modify behaviors and improve their academic achievement.	7090-EIA - SCE		SOCWKR0026	0.143	\$14,808.24
To hire a School Site Security Guard for safety precautions at the school.	Discipline/CSC	All Students	Weekly	Principal	4/4/2013	182SQI2B3073	To have the SSO deal specific with safety and discipline at the school for parents and students.	Centralized Services			0	\$0.00
To address the chronic absent issues at MLK.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	182SQI2B3225	To conduct home visits on a monthly basis. To conduct personal daily phone calls. To work with a team of staff to help the parents get the students to school.	N/A			0	\$0.00
To work with Oakland Housing Authority to help MLK reduce absences and tardies at the school	Attendance	All Students	Monthly	Community Partner	4/4/2013	182SQI2B3230	To work with Community Based Organizations that provide resources to help parents alleviate issues and concerns in their lives that have their children absent from school.	N/A			0	\$0.00

MLK will host monthly family engagement nights.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/4/2013	182SQI2B3201	To provide families with activities that actively engage them in the learning process with their children.	N/A			0	\$0.00
To provide fresh produce weekly to the MLK families and the West Community.	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	4/4/2013	182SQI2B3219	To provide healthy food options to MLK families and the West Oakland Community. To build leadership capacity of parents by having them work the Farmer's Market.	N/A			0	\$0.00
To provide monthly family engagement activities for parents and students.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/4/2013	182SQI2B3365	To provide families with activities that actively engage them in the learning process with their children.	N/A			0	\$0.00
To provide refreshments for parents at all workshops, meetings, and family engagements nights.	Survey data (CHKS, etc.)	All Students	Monthly	Clerical staff	4/4/2013	182SQI2B5356	Providing refreshments will increase participation in the meetings.	9901-Title I - Parent Participation			0	\$1,324.71

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

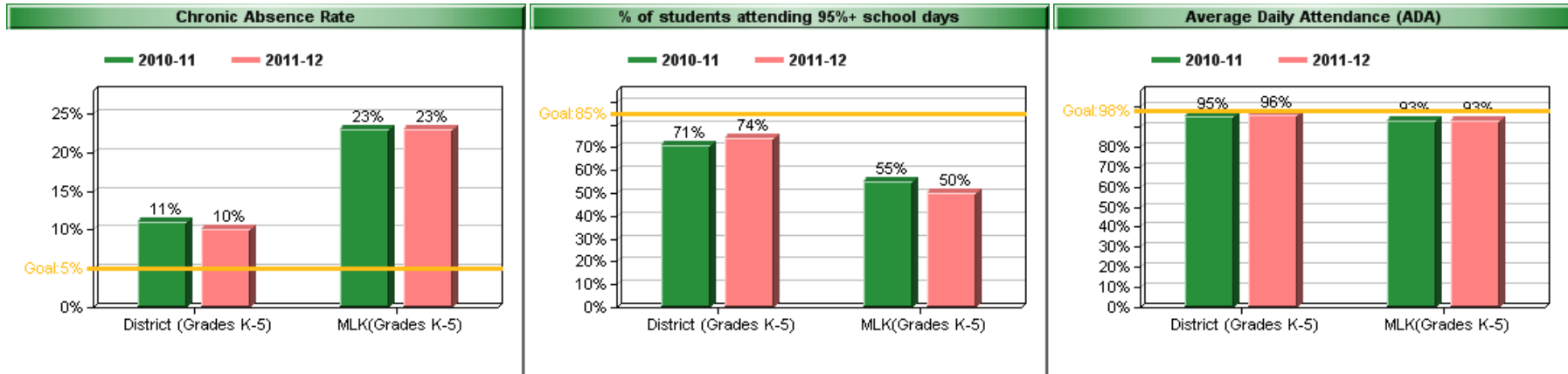
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



School Data

- MLK has increased in Attendance. We are at a 96% rate for Attendance at the school.

Data Analysis

- To reduce the chronic absence issues at the school by working with the parents on a plan.
- Devise an Attendance Team to work on the chronic absences at the site.

Theory of Action

- To provide resources to parents that help them alleviate the issues that cause chronic absences.
- To conduct home visits to get to the root of the problem.
- To have the COST Team work with the Attendance Clerk on a plan of action for each student.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To have the COST Team provide specific interventions for teachers and parents to improve overall student success.	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQI2C3213	To provide interventions for students to improve their academic ability.	N/A			0	\$0.00
To buy instructional supplies and resources for parents to support their children in learning	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQI2C4203	To provide families with additional resources and materials to support their children in learning	N/A			0	\$0.00
To have the Coordinated Services Team work with the Attendance to address the concerns of the parents who children are chronically absent/late.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	182SQI2C3228	To build a collaborative effort with the COST Team and the Attendance Clerk to address the needs of the parents who are chronically absent.	N/A			0	\$0.00
Support for students to improve behavior enables them to improve academic performance. - Social Worker	Discipline/CSC	All Students	Weekly	Other	4/4/2013	182SQI2C1541	Provide counseling services to students which enables them to modify behaviors and improve their academic achievement.	7090-EIA - SCE		SOCWKR0026	0.143	\$14,808.24
To address the chronic absent issues at MLK.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	182SQI2C3225	To conduct home visits on a monthly basis. To conduct personal daily phone calls. To work with a team of staff to help the parents get the	N/A			0	\$0.00

To work with Oakland Housing Authority to help MLK reduce absences and tardies at the school	Attendance	All Students	Monthly	Community Partner	4/4/2013	182SQL2C3230	students to school. To work with Community Based Organizations that provide resources to help parents alleviate issues and concerns in their lives that have their children absent from school.	N/A			0	\$0.00
--	------------	--------------	---------	-------------------	----------	--------------	--	-----	--	--	---	--------

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

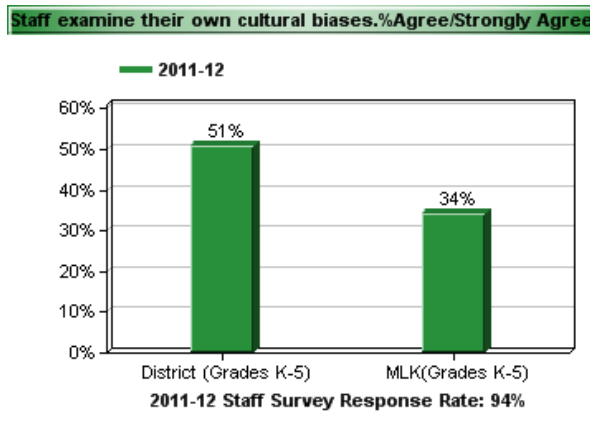
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



School Data

- Every Wednesday the teachers at MLK meet to discuss standards, benchmark assessments, and school site concerns.
- One Monday a month the teachers receive an additional hour of planning time for preparation of student achievement.

Data Analysis

- To build the leadership capacity of every teacher at MLK.
- To provide Professional Learning Communities to review data and school strategies to improve student academic success.

Theory of Action

- If teachers have adequate coaching in content areas on a weekly basis, then teacher skills will be enhance student learning.
- If teachers lead Professional Developments, teacher learning will increase.
- If teachers have planning time together on a consistent basis, student learning increases and new strategies will be developed.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To have a team of parents, teachers, and community members to develop, shape, and implement the STEM program at MLK.	Other (OCR, etc)	All Students		Leadership Team	4/4/2013	182SQI3A1551	To create the plan for the STEM strategies. To devise a system to evaluate the STEM strategies.	Non-SSC approved			0	\$0.00
Field Trips that enhance the curriculum will be provided per grade level.	Grades/GPA	All Students	Monthly	Grade level team	4/4/2013	182SQI3A3215	To provide students with meaningful activities that enhances the curriculum that they are learning.	N/A			0	\$0.00
To have teacher leaders train staff on specific instructional strategies that improve the academic success of all students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/4/2013	182SQI3A3282	To provide teachers with training opportunities that improve student instruction.	N/A			0	\$0.00
Provide on going extended academic support for GATE students.	Local assessments (benchmarks, PWA)	GATE	Monthly	Other	4/4/2013	182SQI3A4622	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the classroom instructional program.	N/A			0	\$0.00
To work with families to keep them fully engaged in the Full Service Community	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/5/2013	182SQI3A5629	To have a Community Service Manager coordinate activities, build partnerships with organizations, retrieve grants, and coordinate	Funded by Community Partner			0	\$0.00

School model.							the Family Resource Center activities for the school.					
To provide parent workshops using consultants from organizations that help enhance parental skills for the success of student learning.	Survey data (CHKS, etc.)	All Students	Monthly	Community Partner	4/4/2013	182SQI3A1550	To provide Professional Family Development to parents on educational strategies to help their child succeed in school	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

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

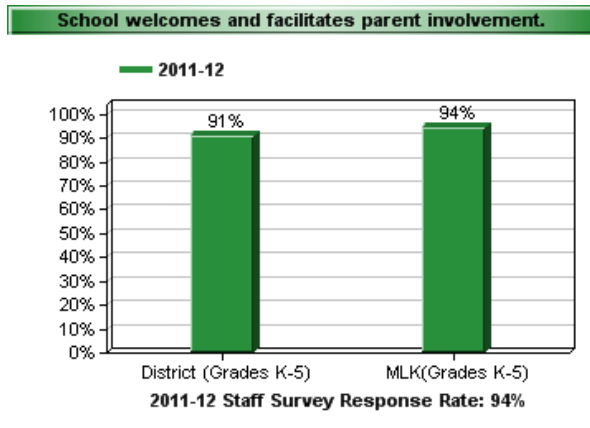
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- MLK is a community family orientated school that purposefully engages families in the learning process.
- MLK will host monthly family engagement nights to keep families focused on their child's learning.

Data Analysis

- MLK has identified that when families are engaged they participation rate in school activities rises.

Theory of Action

- MLK is a community family orientated school that purposefully engages families in the learning process.
- MLK workshops are a key and integral part of the learning process for family involvement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To have a team of parents, teachers, and community members to develop, shape, and implement the STEM program at MLK.	Other (OCR, etc)	All Students		Leadership Team	4/4/2013	182SQI4A1551	To create the plan for the STEM strategies. To devise a system to evaluate the STEM strategies.	Non-SSC approved			0	\$0.00
To buy instructional supplies and resources for parents to support their children in learning	Grades/GPA	All Students	Monthly	Other	4/4/2013	182SQI4A4203	To provide families with additional resources and materials to support their children in learning	N/A			0	\$0.00
To work with families to keep them fully engaged in the Full Service Community School model.	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/5/2013	182SQI4A5629	To have a Community Service Manager coordinate activities, build partnerships with organizations, retrieve grants, and coordinate the Family Resource Center activities for the school.	Funded by Community Partner			0	\$0.00
MLK will host monthly family engagement nights.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/4/2013	182SQI4A3201	To provide families with activities that actively engage them in the learning process with their children.	N/A			0	\$0.00
To provide fresh produce weekly to the MLK families and the West Community.	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	4/4/2013	182SQI4A3219	To provide healthy food options to MLK families and the West Oakland Community. To build leadership capacity of parents by having them work the Farmer's Market.	N/A			0	\$0.00

To provide monthly family engagement activities for parents and students.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/4/2013	182SQI4A3365	To provide families with activities that actively engage them in the learning process with their children.	N/A			0	\$0.00
To provide refreshments for parents at all workshops, meetings, and family engagements nights.	Survey data (CHKS, etc.)	All Students	Monthly	Clerical staff	4/4/2013	182SQI4A5356	Providing refreshments will increase participation in the meetings.	9901-Title I - Parent Participation			0	\$1,324.71
To provide parent workshops using consultants from organizations that help enhance parental skills for the success of student learning.	Survey data (CHKS, etc.)	All Students	Monthly	Community Partner	4/4/2013	182SQI4A1550	To provide Professional Family Development to parents on educational strategies to help their child succeed in school	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: M L King Jr Elementary

Principal: ROMA GROVES

From OUSD Strategic Plan:

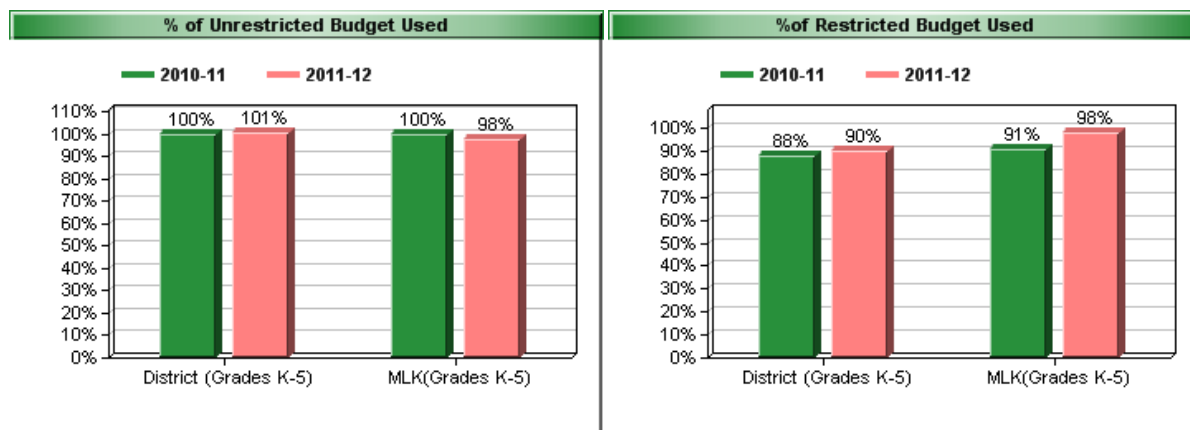
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

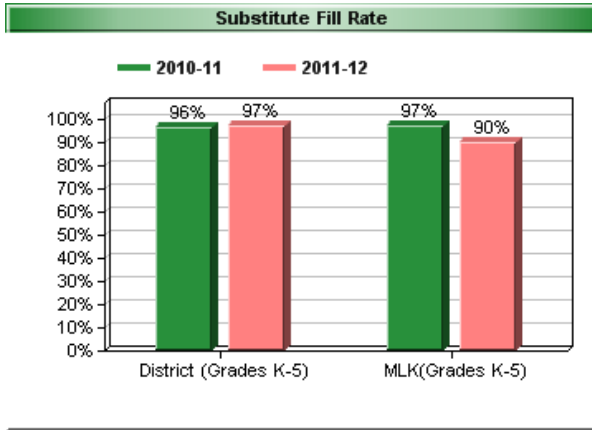
A quality school...

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

Budget



Sub Fill Rate







Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To work with families to keep them fully engaged in the Full Service Community School model.	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/5/2013	182SQI5A5629	To have a Community Service Manager coordinate activities, build partnerships with organizations, retrieve grants, and coordinate the Family Resource Center activities for the school.	Funded by Community Partner			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$53,165.61	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$22,077.36	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$75,242.97	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$55,777.09	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,324.71	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$57,101.80	

Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**



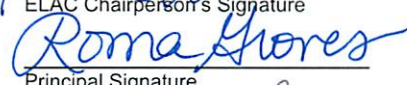
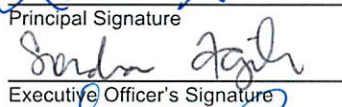
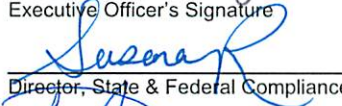
School Site: Martin Luther King, Jr. Elementary School
Site Number: 182

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 10/30/12 merged with SSC.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 10/30/12. 11/15/12. 1/18/13. 1/30/13. 4/4/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

 SSC Chairperson's Signature	Toni Hamilton SSC Chairperson's Name (printed)	4/4/2013 Date
 ELAC Chairperson's Signature	Amena Ahmed ELAC Chairperson's Name (printed)	4/4/2013 Date
 Principal Signature	Roma Groves Principal's Name (printed)	4/4/2013 Date
 Executive Officer's Signature	Sondra Aguilera Executive Officer's Name (printed)	5/8/13 Date
 Director, State & Federal Compliance Signature	Susana Ramirez Director, State & Federal's Name (printed)	4/5/13 Date
 ELAC Co-Chairperson	Laura Dominguez ELAC printed	4/4/13 Date

School Site Council Membership Roster – Elementary School

School Name: Martin Luther King, Jr. Elementary **School Year:** 2012 - 2013

Chairperson: Toni Hamilton	Vice Chairperson: Jean Adams
Secretary: Rhonda Howard	<u>DAC Representative:</u> Charlene Adams

Check Appropriate

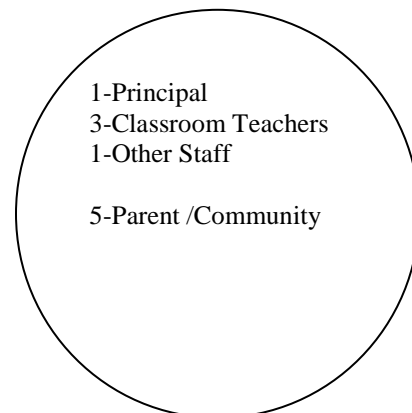
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Toni Hamilton	801 Filbert St. Oakland, Ca 94607 (510) 465-7438				X
Jean Adams	1001 10 th St. Oakland, Ca 94607 (510)763-6301				X
Rhonda Howard	2218 Acton St. Berkeley, Ca 94702 (510) 485-4300				X
Charlene Adams	1001 10 th St. Oakland, Ca 94607 (510) 467-4534				X
Njelela Kwamiliele	1728 9 th St. Oakland, Ca 94607 (510) 299-6845				X
Roma Groves	960 10 th St. Oakland, Ca 94607 (510) 684-6811	X			
Janet Connors	1425 Kains Ave. #B Berkeley, Ca (510) 520-1266		X		
Barbara Davis	P.O. Box 11341 Oakland, Ca 94611 (510)227-5180		X		
Precious James	155 Pearl St. #104 Oakland, Ca (510)350-8417		X		
George Henderson	960 10 th St. Oakland, Ca 94607 (510) 575-7004			X	
Regina Brooks Day (Alternate)	700 Memorial Way Apt. #1 Hayward, Ca 94541 (510) 407-6181			X	
DAC Representative	Charlene Adams (see above)				
Home Ph. – (510) 467-4534	Email: charleneadams8690@yahoo.com				

Meeting Schedule	Oct. 30, 2012; Nov. 15, 2012; Dec. 18, 2012; Jan. 15, 2013; Feb. 19, 2013; Mar. 19, 2013; Apr. 16, 2013; May 21, 2013;
-------------------------	---

SSC Legal Requirements:

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



At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix B: Parental Involvement Policy and Home School Compact

Title I School Parental Involvement Policy 2013 - 2014

Involvement of Parents in the Title I Program

Martin Luther King, Jr. Elementary School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Martin Luther King, Jr. 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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.

[Annual Title I Meeting](#)

[School Site Council Meetings](#)

[English Language Advisory Committee Meetings](#)

[Monthly Family Engagement Nights](#)

[Friday Parent Coffee Meetings](#)

- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of the Title I Program
- How to monitor their child's progress

Teacher Parent Grade Level Newsletters
 Teacher Parent Academic Conferences (After each marking period)
 Monthly Family Engagement Nights
 School Site Council Meetings
 English Language Advisory Committee Meetings
 Principal Monthly Community Newsletters
 Friday Parent Coffee Meetings
 Annual Back to School Night
 Annual Open House

- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

MLK provides monthly meetings to help students, parents, and the communities excel to high heights. At the monthly Family Engagement nights, there will be a theme to address parent student needs to help improve academic instruction.

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

At MLK, staff will be given instructional strategies to help parents excel academically. This will happen monthly at the faculty meetings and Teacher Professional Developments.

- 5) 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.

MLK and the After school program BACR will continue to work with parents to encourage and support parents to participate by making the monthly Family Engagements Nights fun and innovative. We will serve dinner, offer translation services, prizes, and babysitting. The goal is to

make these family engagement nights as comfortable as possible for families.

- 6) 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.

Teacher Parent Grade Level Newsletters
Monthly Community Newsletter from Principal Groves

- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Translation services in Spanish, Cantonese, and Arabic
Babysitting services
Dinner Provided

- 8) 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 Site Council Meetings
English Language Advisory Committee
Parent Teacher Association Meetings

Annual Title I Meeting

- 1) *Martin Luther King, Jr. Elementary School* will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact 2013 -2014

Martin Luther King, Jr. 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.

Martin Luther King, Jr. Elementary School		
School Parent Compact		
Site Staff Pledge	Parent Pledge	Student Pledge
<p>We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards by:</p> <p>Scientific Research based curriculum</p> <p>Lesson pacing in well designed lessons</p> <p>Fully credentialed, highly qualified teachers</p> <p>Reading and Math Coach to support learning</p> <p>Tutors during school day and after school</p>	<p>We, as parents will support our children’s learning in the following ways:</p> <p>I will send my student to school on time every day</p> <p>I will provide a quiet place and time for my student to do homework, and I will review the homework to ensure it is completed</p> <p>I will promptly respond to messages from my student’s school</p> <p>I will attend Back to School Night, Annual Title I Meeting, Open House, SSC Meetings, ELAC Meetings, Parent Teacher Academic Conferences, and</p>	<p>We, as students, will share the responsibility to improve our academic achievement and meet the California academic standards.</p> <p>I will come to class on time every day.</p> <p>I will come to school ready to learn.</p> <p>I will be a cooperative learner.</p> <p>I will ask for help when I need it.</p> <p>I will carry information between school and home.</p> <p>I will return my completed homework on time.</p> <p>I will read at home at least 30 minutes</p>

<p>Supportive After-school Program</p> <p>We will hold parent-teacher conferences during which we will discuss this compact as it relates to your child's progress.</p> <p>Report Cards sent home end of the each Trimester</p> <p>Parent Academic Conferences to discuss the student data</p> <p>Weekly or monthly Progress Reports by request from parents</p>	<p>Family Engagement Nights</p> <p>I will read for/with my student or have my student read for at least 30 minutes every day</p> <p>I will limit the amount of time my student watches television</p> <p>I will monitor what my student is viewing on television and video games, music, internet (My Space, Facebook, etc).</p> <p>I will promote positive use of my student's out of school time.</p>	<p>every day.</p>
---	--	--------------------------

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 School Site Council Meetings and PTA meetings. 10/13/11; 10/25/11

This policy was adopted by the *Martin Luther King, Jr. Elementary School* School Site Council on **October 2012** and will be in effect for the period of **2012 - 2014**. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before **October 30**. It will be made available to the local community on or before **October 30, 2012**. The *Martin Luther King, Jr. 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)

Martin Luther King, Jr. Elementary School Compact

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

Staff Pledge:

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

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

- Respect the school, students, staff and families.

Student Pledge:

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

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

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100% XXXXXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 350 </u> All Students. <u> 35 </u> ELs. <u> 50 </u> SWDs.</p> <p>Use Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed. <u> X </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:	2010						
School Distribution Date:	August, 2012						
Classroom Distribution Date:	August 2012						
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100% XXX	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All EL students are appropriately <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate locally-adopted, standards-aligned, instructional program materials.</p> <p>Appropriate Use <u> X </u> Materials/ELD components are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:	August 2010						
School Distribution Date:	August 2012						
Classroom Distribution Date:	August 2012						
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. 	Objective	Fully	Substantially	Partially	Minimally
			1.3	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate intervention program materials.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:	August 2010						
School Distribution Date:	August 2012						
Classroom Distribution Date:	August 2012						
Attach publisher PO documentation for sets of classroom basic core materials.							

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	30		
All Intensive Els	19	5	
All Intensive SWDs	50	50	

Number/Percentage Provided Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	30/100%		
Intensive ELs	19/100%		
Intensive SWDs	50/100%		

Appropriate Use
 X Materials are used as designed.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p>Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 350 </u> All Students. <u> 50 </u> ELs. <u> 50 </u> SWDs.</p> <p>Appropriate Use Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed. <u> X </u> Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:	August 2010						
School Distribution Date:	August 2012						
Classroom Distribution Date:	August 2012						
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally																	
			1.5	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are X__ assessed, _X_ placed, and X__ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 708 2003 836"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>30</td> <td></td> <td></td> </tr> <tr> <td>All Intensive EIs</td> <td>19</td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>50</td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use _X_ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	30			All Intensive EIs	19			All Intensive SWDs
Number of Intensive Intervention Students																								
	Gr. 4	Gr. 5	Gr. 6																					
All Intensive learners	30																							
All Intensive EIs	19																							
All Intensive SWDs	50																							
Documentation		Additional Comments																						
		Mathematics																						
District Purchase Date:	August 2010																							
School Distribution Date:	August 2012																							
Classroom Distribution Date:	August 2010																							
Attach publisher PO documentation for sets of classroom basic core materials.																								

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																																																						
			Objective	Fully	Substantially	Partially	Minimally																																																		
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1	4 100% XXXXX	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			Key Components Allocation of Instructional Time _X_ Time is given priority and protected from interruptions. Identify the number of instructional minutes (length of periods) offered at each grade level.																																																						
			<table border="1"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students										ELs										SWDs									
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	See Attachment of Instructional Minutes																																																							
District Instructional Regulations:	August 2010																																																								
School Instructional Regulations:	August 2012																																																								
Attach appropriate documents																																																									

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.2	4 100% XXXXX	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components																																																			
			Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.																																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided identified Strategic students</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided identified Strategic ELs</td> <td>4 5</td> <td>4 5</td> <td>4 5</td> <td>4 5</td> <td>4 5</td> <td>4 5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided identified Strategic SWDs</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided identified Strategic students	3 0	3 0	3 0	3 0	3 0	3 0				Additional time provided identified Strategic ELs	4 5	4 5	4 5	4 5	4 5	4 5				Additional time provided identified Strategic SWDs	3 0	3 0	3 0	3 0	3 0	3 0			
Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students																																																						
	K	1	2	3	4	5	6	7	8																																													
Additional time provided identified Strategic students	3 0	3 0	3 0	3 0	3 0	3 0																																																
Additional time provided identified Strategic ELs	4 5	4 5	4 5	4 5	4 5	4 5																																																
Additional time provided identified Strategic SWDs	3 0	3 0	3 0	3 0	3 0	3 0																																																
Documentation		Additional Comments																																																				
Readina/Lanuaage Arts/ELD																																																						
District Instructional Regulations:																																																						
School Instructional Regulations:	30 minutes a day																																																					
Attach appropriate documents																																																						

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%												
<p align="center">Key Components</p> <p>Allocation of Instructional Time Identify all that apply: ___X___ Time is given priority and protected from interruptions. ___X___ ELD instruction is additional time in the schedule.</p> <p>Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.</p> <table border="1" data-bbox="1394 857 2032 1084"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1–2</th> <th>Level 3</th> <th>Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td>30 minutes</td> <td>30 minutes</td> <td>30 minutes</td> </tr> </tbody> </table>								Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students				Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30 minutes	30 minutes	30 minutes
Proficiency Levels	Levels 1–2	Level 3	Level 4–5																
Number of Students																			
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30 minutes	30 minutes	30 minutes																
Documentation		Additional Comments																	
Reading/Language Arts/ELD																			
District Instructional Regulations:																			
School Instructional Regulations:	30 minutes a day																		
Attach appropriate documents																			

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																														
			2.4	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%																														
<p align="center">Key Components</p> <p>Allocation of Instructional Time __X__ Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" data-bbox="1415 737 2032 867"> <thead> <tr> <th colspan="6">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Els</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level							4	5	6	7	8	All Intensive learners	30	30				Intensive Els	30	30				Intensive SWDs	30	30			
Number of instructional minutes at each grade level																																					
	4	5	6	7	8																																
All Intensive learners	30	30																																			
Intensive Els	30	30																																			
Intensive SWDs	30	30																																			
Documentation		Additional Comments																																			
Reading/Language Arts/ELD																																					
District Instructional Regulations:																																					
School Instructional Regulations:	30 minutes a day																																				
Attach appropriate documents																																					

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																																																						
			Objective	Fully	Substantially	Partially	Minimally																																																		
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.5	4 100% XXXXX	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			<p align="center">Key Components</p> <p>Allocation of Instructional Time _X_ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes offered at each grade level:</p> <table border="1"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students										ELs										SWDs									
Number of instructional minutes at each grade level																																																									
	K	1	2	3	4	5	6	7	8																																																
All Students																																																									
ELs																																																									
SWDs																																																									
Documentation		Additional Comments																																																							
	Mathematics	See Instructional Minutes Sheet																																																							
District Instructional Regulations:																																																									
School Instructional Regulations:	Math is taught daily																																																								
Attach appropriate documents																																																									

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.6	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components																																																			
			<p>Appropriate Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p>																																																			
<table border="1"> <thead> <tr> <th colspan="10">Number of students at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>30</td> <td>20</td> <td>20</td> <td>15</td> <td>19</td> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic ELs</td> <td>5</td> <td>10</td> <td>15</td> <td>15</td> <td>1</td> <td>9</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic SWDs</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of students at each grade level											K	1	2	3	4	5	6	7	8	All Strategic	30	20	20	15	19	1				All Strategic ELs	5	10	15	15	1	9				All Strategic SWDs	10	10	10	10	10	1			
Number of students at each grade level																																																						
	K	1	2	3	4	5	6	7	8																																													
All Strategic	30	20	20	15	19	1																																																
All Strategic ELs	5	10	15	15	1	9																																																
All Strategic SWDs	10	10	10	10	10	1																																																
<table border="1"> <thead> <tr> <th colspan="10">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided to strategic students	30	30	30	30	30	30				Additional time provided to identified EL strategic students	30	30	30	30	30	30				Additional time provided to identified SWD strategic students	30	30	30	30	30	30			
Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students																																																						
	K	1	2	3	4	5	6	7	8																																													
Additional time provided to strategic students	30	30	30	30	30	30																																																
Additional time provided to identified EL strategic students	30	30	30	30	30	30																																																
Additional time provided to identified SWD strategic students	30	30	30	30	30	30																																																

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																												
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	<p>Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.</p> <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. <p>For districts using the 2001 and 2005 SBE-adoptions:</p> <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program. 	Objective	Fully	Substantially	Partially	Minimally																								
			2.7	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%																								
			Key Components																												
			Allocation of Instructional Time																												
			X Time is given priority and protected from interruptions.																												
			Indicate total number of additional minutes:																												
			Number of additional instructional minutes at each grade level																												
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 20%; text-align: center;">Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td align="center">3 0</td> <td align="center">3 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td align="center">3 0</td> <td align="center">3 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td align="center">3 0</td> <td align="center">3 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						4	5	6	7	Pre-algebra/Algebra Readiness	All Intensive Learners	3 0	3 0				All Intensive ELs	3 0	3 0				All Intensive SWDs	3 0	3 0			
	4	5	6	7	Pre-algebra/Algebra Readiness																										
All Intensive Learners	3 0	3 0																													
All Intensive ELs	3 0	3 0																													
All Intensive SWDs	3 0	3 0																													
Documentation		Additional Comments																													
Mathematics																															
District Instructional Regulations:																															
School Instructional Regulations:																															
Attach appropriate documents																															

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	<p>Full implementation means the district validates that-the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following:</p> <ul style="list-style-type: none"> The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum framework language and the academic content standards addressed in the materials; The use of the instructional/assessment pacing guide; Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	4.1	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Principal <input checked="" type="checkbox"/> Training in RLA/ELD. <input checked="" type="checkbox"/> Coaching, as resources permit.</p> <p>Vice Principal(s) <input type="checkbox"/> Training in RLA/ELD. <input type="checkbox"/> Coaching, as resources permit.</p>				
Suggested Documentation		Additional Comments					
	RLA/ELD						

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100% XXX	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components Principal <input checked="" type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Coaching, as resources permit. Vice Principal(s) <input type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Coaching, as resources permit.				
Suggested Documentation		Additional Comments					
	Mathematics						

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	5.1	4 100% XXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			___90%___ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100% XXXXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Indicate number of teachers at each grade level engaged in professional development.				
				Number of Teachers	Training	Classroom Support	
			Grade 1	2	2x a month	2x a month	
			Grade 2	2	2x a month	2x a month	
			Grade 3	2	2x a month	2x a month	
			Grade 4	2	2x a month	2x a month	
			Grade 5	2	2x a month	2x a month	
			Grade 6				
			Grade 7				
			Grade 8				

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, 	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Indicate number of teachers at each grade level engaged in professional development.				
				Number of T2x a month each teachers	Training	Classroom Support	
			Grade 1	2	2x a month	2x a month	
			Grade 2	2	2x a month	2x a month	
			Grade 3	2	2x a month	2x a month	
			Grade 4	2	2x a month	2x a month	
			Grade 5	2	2x a month	2x a month	
			Grade 6				
			Grade 7				
			Algebra 1				
			Pre-algebra/Algebra Readiness				

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Coaches/content experts/specialists <input checked="" type="checkbox"/> Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Materials, coaching, and demonstration lessons.</p> <p>Describe criteria used for identifying and providing coaching support: District selected coaches and the School site leadership team to help peers with instruction.</p> <p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p> <p>Demonstration lessons in the classroom.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100% XXXX	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Coaches/content experts/specialists: <input checked="" type="checkbox"/> Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Coaching and demonstration lessons provided by Science Coach.</p> <p>Describe criteria used for identifying and providing coaching support: Whole school need in STEM to help teachers learn materials.</p> <p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: The School District provided the training for the coaches through the summer and during the school year after school hours.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							

California Department of Education
Academic Program Survey—Elementary School Level

Attach appropriate documents.

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

California Department of Education
Academic Program Survey—Elementary School Level

Classroom:	District	
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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