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 Markham 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 Markham Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Markham Elementary

6002059

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Markham Elementary School is located in the heart of East Oakland. It is a neighborhood school that has been in existence for 76 years. It is a K-5 school that serves the needs of 57% Hispanic students and 40% African American students with 3% other. We deliver high quality instruction that is driven by student data and rooted in rigor. All of the teachers at markham are HQI teachers and have high expectations for students. To ensure our students support in social-emotional, Markham has implemented Caring Schools Community crriculum. Markham employs a parttime nurse, parttime psychologist and parttime Teacher-on-Special assignment. We have an excellent After School program that is aligned to the school's instructional focus.

VISION

The Markham School staff and community, working together in unity,hold ourselves accountable for student achievement, to nurture, guide, and challenge ALL students to become productive citizens, lifelong learners and critical thinkers. Through rigorous data driven instruction and conscientious modeling, we as staff, students, families, and community members will hold ourselves to high standards and except responsibility for ourselves and each other.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

The Instructional Leadership Team will develop a criteria to evaluate instructional programs at our school and the ILT and staff will ensure that the strategies outlined in this plan will be implemented in order to become actualized as a Full Service Community School. It is not possible to focus on everything during year 1. We will have priorities. Our priority is Balanced Literacy and Science instruction.To ensure that the strategies outlined in this plan our implemented we will analyze data, conduct student interviews and have peer observations.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

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.

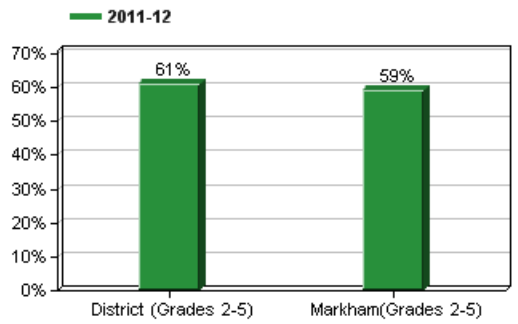
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Beginning]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]

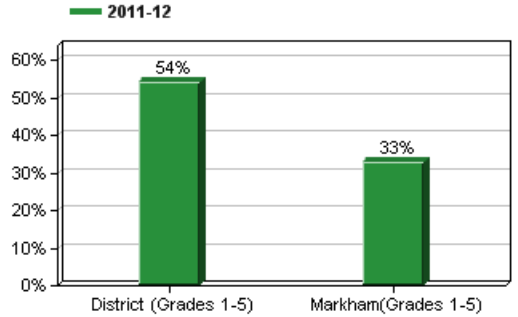
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



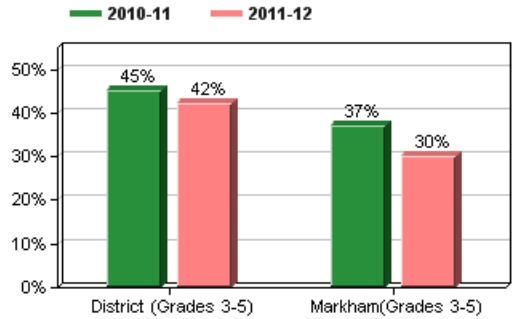
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

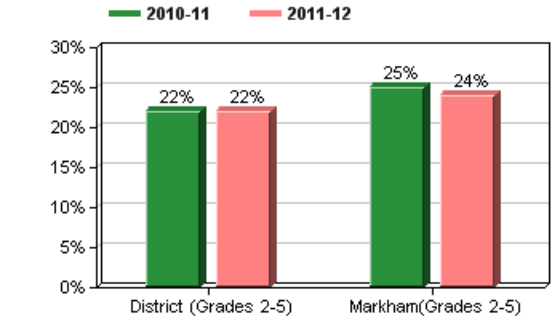


CST

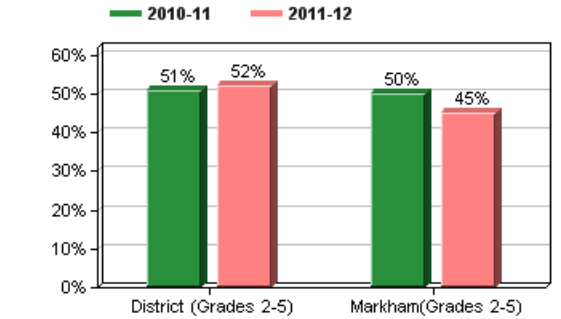
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



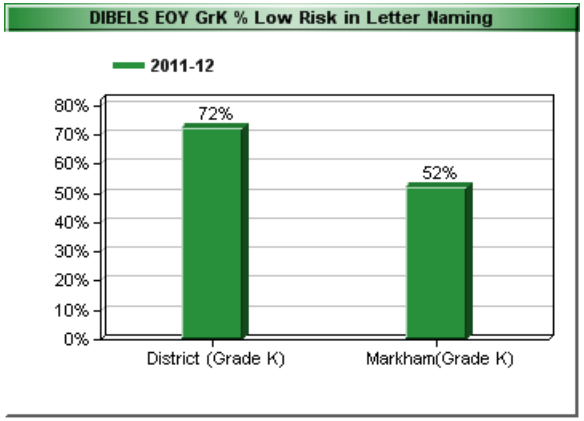
CST/CMA ELA % BB/FBB

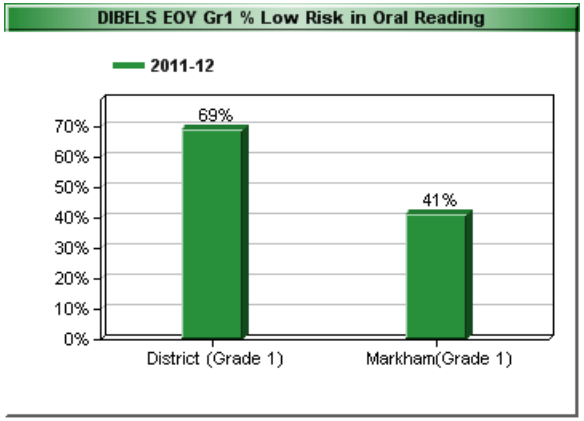


CST/CMA ELA % Prof/Adv

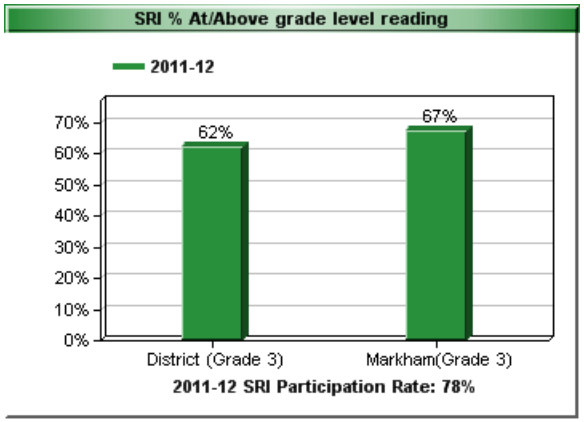


DIBELS





SRI



Data Analysis

- When analyzing attendance data we discovered that our student attendance rate was 93% which is 5% lower than the district's goal of 98%. We believe that this impacts student achievement because a percentage of our students are chronically absent.
- For advance and proficiency in English Language Arts our students are 59% proficient and advance. 61% of 2nd - 5th grade students in Oakland Unified School District are proficient and advanced. We are very close to matching the district's 61%.
- This year we have incorporated Balanced Literacy into our program. Teachers are incorporating mini-lesson plans,accountable talk and reading workshop. We continue to incorporate data driven instruction.
- For advance and proficiency in SRI grade level reading our 3rd grade students are 67% proficient and advanced. 62% of 3rd graders in the district are proficient and advanced.We have exceeded the district's percentage by 5%.

Theory of Action

- As a balanced Literacy cohort school we will implement several components of a balanced approach to literacy:Interactive Read Aloud with Accountable

Talk, Reader's Workshop,and Writer's Workshop.

- We will use the Teacher's College Reading and Writing Units of Study to emphasize how to teach the essential skills and strategies of proficient readers to become deep comprehenders and meaning makers.
- We will provide all students with instructional shifts and close readings to support the instructional transition to the Common Core Standards.We will use the SRI/RR to document student assets, growth, miscues,reading levels, inform instruction
- and differentiate based on students' individual needs. We will confer with readers 1:1 and in small groups with partner reading and comprehension book clubs.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will have a Literacy TSA to assist teachers with the implementation of the balanced literacy program,provide literacy workshops, professional development and library duties/activities.	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/4/2013	138SQI1A1917	Literacy TSA will work with teachers and provide professional development around balanced literacy and further develop school focus.	3010-Title I		C10TSA0055	0.15	$9,829.87
We will have a Literacy TSA to assist teachers with the implementation of the balanced literacy program,provide literacy workshops, professional development and library duties/activities.	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/4/2013	138SQI1A1920	Literacy TSA will work with teachers and provide professional development around balanced literacy and further develop school focus.	7090-EIA - SCE		C10TSA0055	0.25	$16,383.11
We will have a Literacy TSA to assist teachers with the implementation of the balanced literacy program,provide literacy workshops, professional development and library duties/activities.	CELDT	English Learners	End of Year	Other	4/4/2013	138SQI1A5326	Literacy TSA will work with teachers to improve instruction for English Learner students.	7091-EIA - LEP		C10TSA0055	0.4	$26,212.98
We will create an onsite enrichment ELA program for those students who score at proficient and advanced as well as those students who are very close to being proficient in ELA.					5/15/2012	138SQI1A1918		N/A			0	$0.00
We will create an onsite enrichment ELA program for those students who score at												

proficient and advanced as well as those students who are very close to being proficient in ELA.					5/15/2012	138SQI1A1919	#	N/A			0	$0.00
Fund two clasroom teachers and partial funding for two others through QEIA for class size reduction and partially funded through Title I.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	138SQI1A1921	Provide smaller class sizes to improve student achievement and improved differentiation for struggling students.	7400-QEIA		K12TCH0080	1	$90,128.28
Fund two clasroom teachers and partial funding for two others through QEIA for class size reduction and partially funded through Title I.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	138SQI1A1922	Provide smaller class sizes to improve student achievement and improved differentiation for struggling students.	7400-QEIA		K12TCH0967	1	$89,099.74
Fund two clasroom teachers and partial funding for two others through QEIA for class size reduction and partially funded through Title I.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	138SQI1A1923	Provide smaller class sizes to improve student achievement and improved differentiation for struggling students.	7400-QEIA		K12TCH0635	0.14	$10,535.05
Fund two clasroom teachers and partial funding for two others through QEIA for class size reduction and partially funded through Title I.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	138SQI1A5318	Provide smaller class sizes to improve student achievement and improved differentiation for struggling students.	3010-Title I		K12TCH0635	0.6	$45,150.23
Fund two clasroom teachers and partial funding for two others through QEIA for class size reduction and partially funded through Title I.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	138SQI1A5319	Provide smaller class sizes to improve student achievement and improved differentiation for struggling students.	7400-QEIA		TCSHLT0257	0.09	$7,850.78
Fund two clasroom teachers and partial funding for two others through QEIA for class size reduction and partially funded through Title I.	State tests (CST/STAR, PFT)	All Students	End of Year	Assistant Principal	5/17/2013	138SQI1A6141	District set aside for grant management.	7400-QEIA			0	$10,513.35
Classroom materials and teaching supplies to support Balanced Literacy program.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/4/2013	138SQI1A3226	Provide additional classroom materials to accelerate student learning and supplement regular textbooks.	3010-Title I	4310-SUPPLIES		0	$671.57
Classroom materials and teaching supplies to support Balanced	State tests (CST/STAR,	All Students	End of Year	Principal	4/4/2013	138SQI1A5327	Provide additional classroom materials to accelerate student	7090-EIA - SCE	4310-SUPPLIES		0	$9,402.17

Literacy program.	PFT)						learning and supplement regular textbooks.					
Classroom materials and teaching supplies to support Balanced Literacy program.	CELDT	English Learners	End of Year	Principal	4/4/2013	138SQI1A5330	Provide English Learners with additional materials to accelerate their mastery of the English Language.	7091-EIA - LEP	4310- SUPPLIES		0	$6,000.00
Use SRI data to identify non-fictional leveled books.	SRI	All Students	Weekly	Other	5/1/2013	138SQI1A6010	Continue to build/promote a culture of reading,a school-wide practice of independent reading,guided reading and classroom leveled libraries.	N/A			0	$0.00
Use instructional shifts to support the instructional transition to Common Core Standards.	Other (OCR, etc)	All Students	Weekly	Grade level team	5/1/2013	138SQI1A6011	We will build knowledge through content rich non-fiction and informational text. Use evidenced based reading and writing grounded in evidence from text. Provide regular practice with complex and its academic language and vocabulary.	N/A			0	$0.00
Utilize close readings to support the instructional transition to the Common Core Standards.	Other (OCR, etc)	All Students	Weekly	Grade level team	5/1/2013	138SQI1A6012	We will have students rereading; tracking thinking with text coding;noticing confusing parts;analysis and paraphrasing by word, sentence and paragraph; accountable talk with academic language about text; asking text dependent questions; analyzing text complexity by 1)levels of meaning 2)complexity of structure, complexity of language conventionality and clarity, complexity of knowledge on demands.	N/A			0	$0.00
Utilize Running Records to build on student learning.	Survey data (CHKS, etc.)	All Students	Monthly	Grade level team	5/1/2013	138SQI1A6013	Complete Running Records to document student assets, growth and miscues. Utilize RR data to inform instruction and differentiate based on student needs.	N/A			0	$0.00
Principal Walk-throughs will take place weekly to monitor Balanced	Other (OCR, etc)	All Students	Weekly	Principal	5/1/2013	138SQI1A6014	Principal will monitor every week the balanced literacy teacher and action steps;teaching points, anchor charts for students to reference; accountable talk/academic	N/A			0	$0.00

Literacy progress.							conversations,5x8 Vital Behaviors;this data collected and shared with staff on a weekly basis.					

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

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:

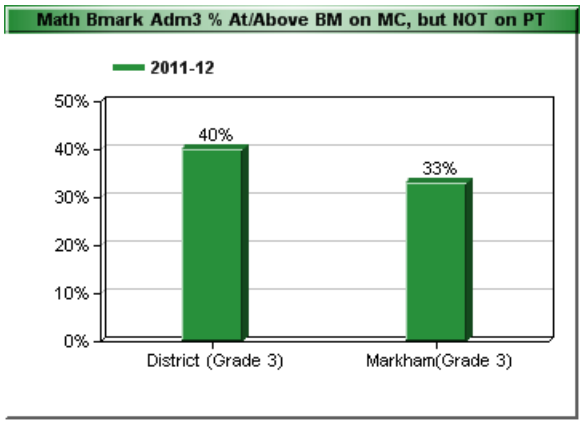
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

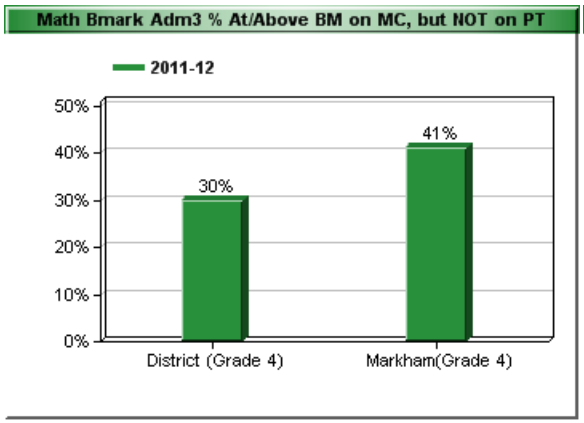
School Quality Standards relevant to this Strategic Priority

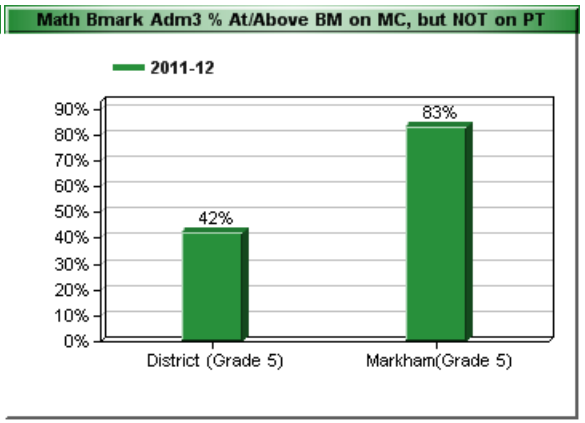
A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Beginning]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]

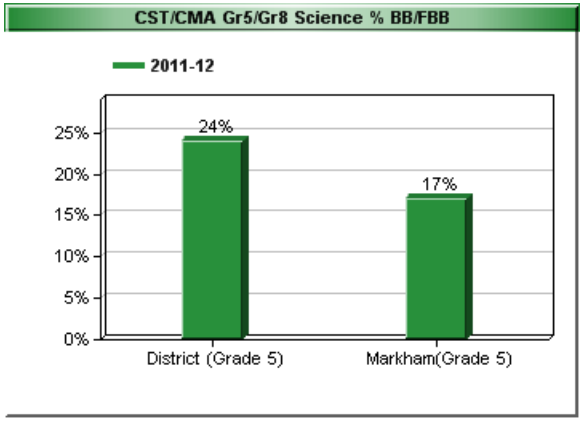
Benchmark

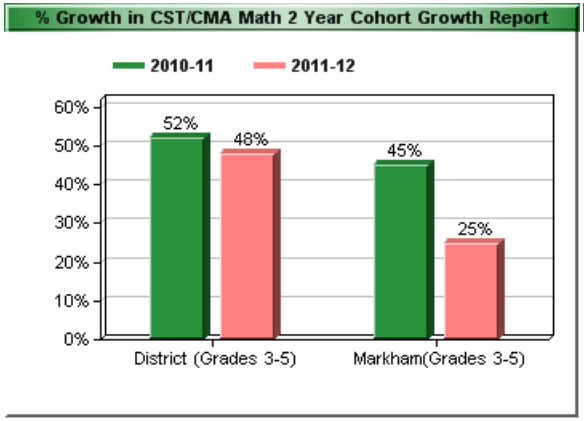


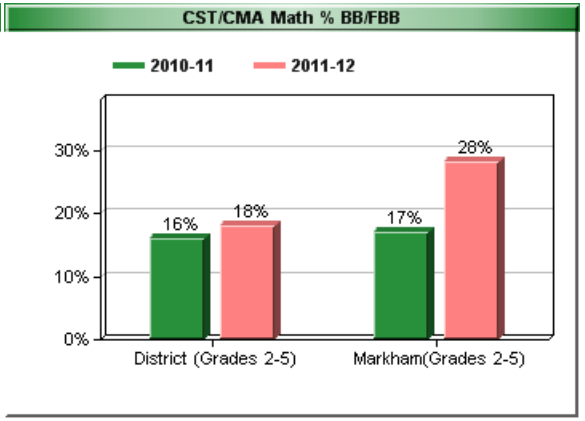


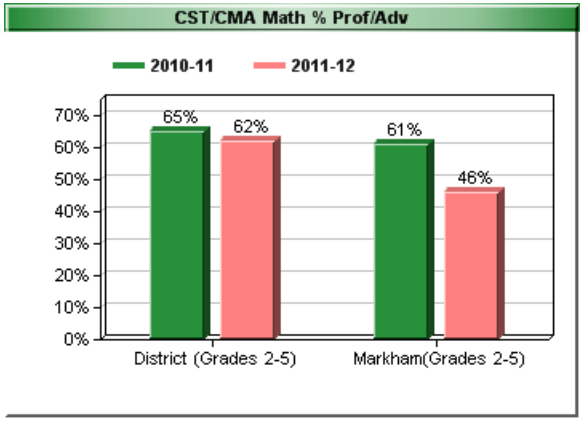


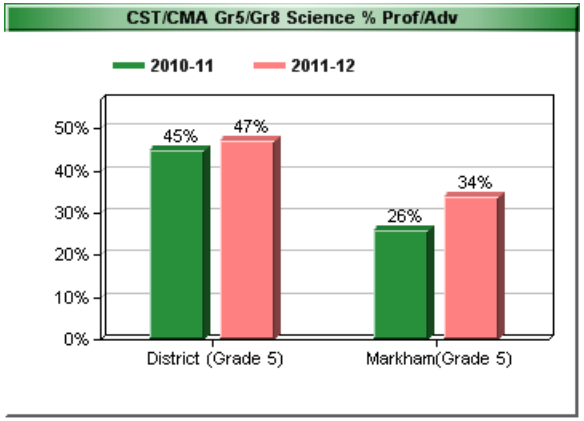
CST











Data Analysis

- We exceeded the district's percentage in Math in grade 4 by 11% and in grade grade 5 by 41%. We need to make a 7% growth in grade 3 math.
- Our far below and below in science is 17% as compared to the district's 24%. In math our far below and below percentage is 28% compared to the district's 18%. We need a 10% growth in math. Our goal is to decrease the percentage of students in far
- below and below in both science and math. Our advanced and proficient is 46% compared to the district's 62% in math. Our goal is to increase the number of students by 16%. Our proficiency in science is 34%.
- Our goal is to increase this percentage by 13%

Theory of Action

- Students will be exposed to problem based Interactive Learning and the Common Core Standards for Mathematical Practice.Teachers will utilize a 4 Step Common Core Lesson Plan to help transition students to the Common Core Standards for Mathematics.
- We will provide all students access to rigorous Science and Mathematics instruction,that will expand their critical thinking, develop their capacity to apply what they learn to real life,and help students meet CCSS expectations.
- We will provide professional development focused on math/science and instructional planning,analyze data and create assessments with performance tasks to increase student ability to make connections with meaning,representation,and math/science ideas

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Practices: math	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Grade level team	4/5/2013	138SQI1B5582	Supplemental math to support students having difficulty learning concepts	N/A			0	$0.00
Instructional Practices: math	State tests (CST/STAR, PFT)	All Students	Weekly	Grade level team	4/5/2013	138SQI1B5584	Review key planning documents (standards, OUSD pacing guide, CST blueprint). Teachers develop curriculum focus.	N/A			0	$0.00
Math Instruction moves toward the Common Core Standards, which affords students instructional strategies,(entry tasks, performance tasks, expert tasks,summative tasks)that develops their capacity for open-ended questions/responses, critical thinking and problem solving.		All Students		Grade level team	5/2/2013	138SQI1B6015	Daily math instruction is aligned to Common Core Standards and students accountable talk with peers, small groups where they are encouraged to think aloud, capture their thinking in writing and have opportunity to demonstrate the application of the real world.	N/A			0	$0.00
Utilize the Common Core 4 Step Lesson Plan design to move students towards Common Core Standards in mathematics.	Other (OCR, etc)	All Students	Weekly	Grade level team	5/2/2013	138SQI1B6016	Students are engaged in a 4 Step Plan that includes: 1) Problem of the day (problem solving) 2) Develop the concept:Problem-Based Interactive Learning (Activate prior knowledge, Class Discussion that promote a mathematical community of learners/ accountable talk) 3) Develop the Concept: Visual (Guided Practice, Intervention, Independent Practice) 4) Close/Assess &	N/A			0	$0.00

							Differentiate:(Quick Check, Centered Activities,Leveled Homework).					
Mathematics Instruction focused on developing cognitive and interpersonal skills in support of the Common Core Standards.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/2/2013	138SQI1B6020	Mathematics Instruction focused on developing cognitive/interpersonal skills in support of the Common Core Standards will include: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structures, Look for and express regularity in repeated reasoning	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

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 [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]

Theory of Action

- We will have a transitional kindergarten program that includes curriculum and professional development. We will align our academic core to what students must know, understand, and be able to do to succeed in college prepatory courses in high school.
- We will promote a healthy environment by teaching health education to students.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide tours and assemblies for Pre-school and transitional kindergarten students and their parents.	Other (OCR, etc)	Pre-Kindergarten	End of Year	Grade level team	5/2/2013	138SQI1C5339	Host informational open house for potential kindergarten families. Information will include program description, registration process, question and answers and meeting kindergarten teachers.	N/A			0	$0.00
Provide tours and assemblies for Pre-school and transitional kindergarten students and their parents.					5/2/2013	138SQI1C5595		N/A			0	$0.00
Provide parents with information of how to prepare their students	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Other	5/2/2013	138SQI1C6021	We will have parent meetings to inform parents about how to	N/A			0	$0.00

for a successful kindergarten experience.							prepare their students for kindergarten.					

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

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.

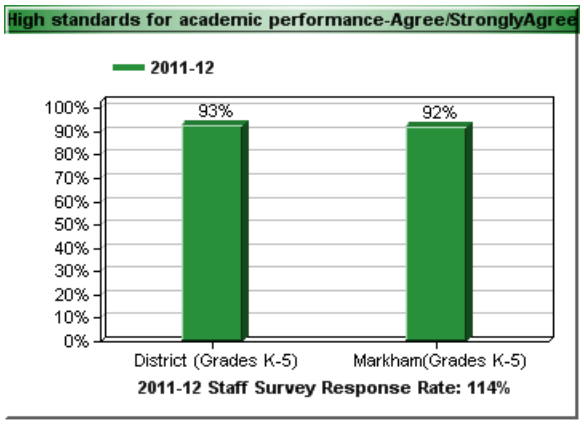
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

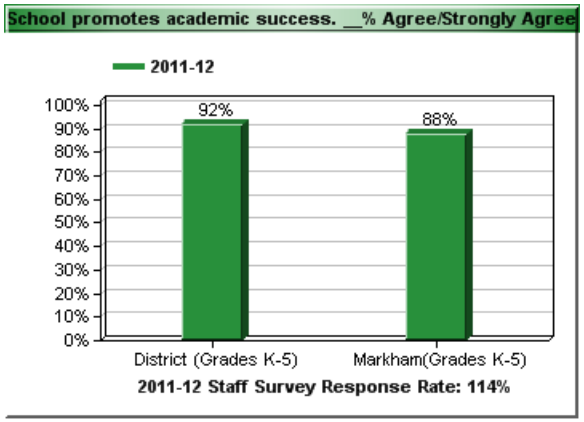
A quality school...

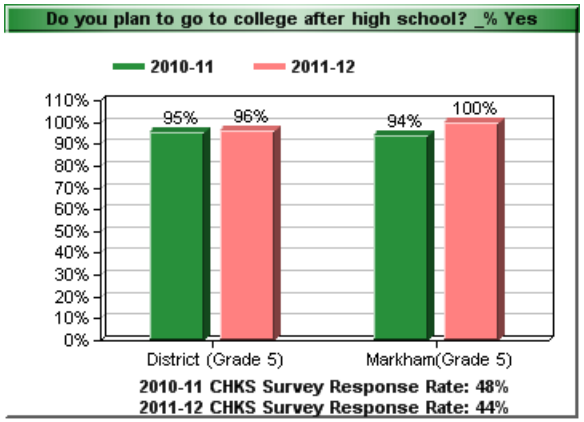
- provides students with curriculum that is meaningful and challenging to them [2011-2012: Beginning]
- ensures that students know what they're learning, why they're learning it and how it can be applied [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Developing]

Survey - High Standards



Survey - Success





Data Analysis

- At Markham 100% of grade 5 students plan to go to college. Markham's percentage of 5th grade students that want to go to college is 4% higher than the district's 96%.
- The district promotes academic success 92% of the time compared to Markham which promotes academic success 88%. Our goal is to increase the promotion of academic success at Markham by 12%.
- Markham's high standards for student performance is 92% compared to the district's 93%. Our goal is to increase the high standards for student performance at Markham by 8%.

Theory of Action

- We will prepare students for the kinds of careers that they want to pursue. We want to show respect for and value the choices that students choose when selecting a vocation that does not require college. We know that all children will
- not go to college but can be successful in a vocational career.

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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: Markham Elementary **Principal:** ALANA WHITT-SMITH

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 [2011-2012: Sustaining]

Data Analysis

- We must increase the amount of African American boys on honor roll and provide a classroom environment that will challenge and nurture gate students.

Theory of Action

- We will search for programs to be implemented to address the social/emotional and acadmic needs of African American males. We will identify African American males who are struggling emotionally and academically.
- We will provide challenging experiences to address the needs of gate students.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will challenge students with advanced materials that goes beyond what would be taught in their regular classroom.	State tests (CST/STAR, PFT)	GATE	End of Year	Principal	4/5/2013	138SQI1E5560	We will create lessons that evoke students problem-solving and critical thinking skills.	N/A			0	$0.00
We will create independent project activities to help students develop their creativity.	State tests (CST/STAR, PFT)	GATE	End of Year	Principal	4/5/2013	138SQI1E5561	We will have students work independently on projects.	N/A			0	$0.00
We will use Bloom's Taxonomy as a guide to	State tests (CST/STAR,	GATE	End of	Other	4/5/2013	138SQI1E5562	Teachers will utilize the upper levels of Bloom's (analysis,synthesis,and	N/A			0	$0.00

help students critically think.	PFT)		Year				evaluation)when planning lessons and activities for gate students.					

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

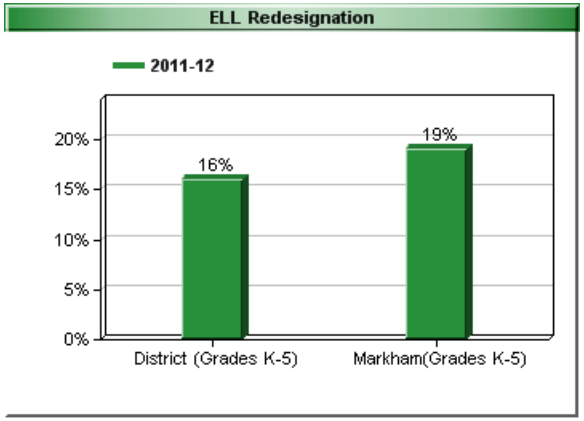
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

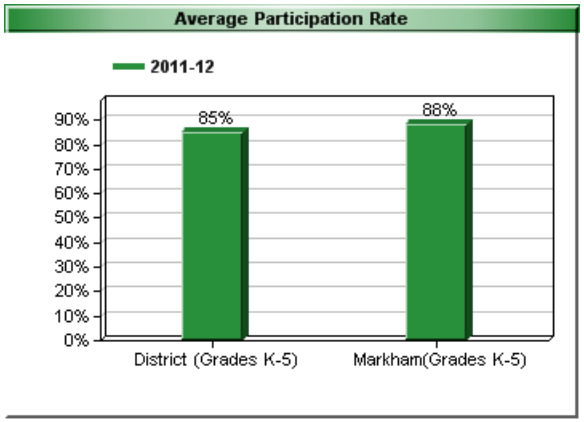
A quality school...

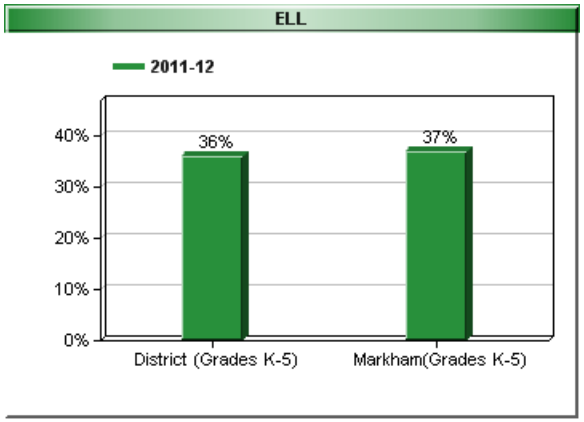
- provides academic intervention and broader enrichment supports before, during, and after school [2011-2012: Sustaining]

After School Program- Student Impact

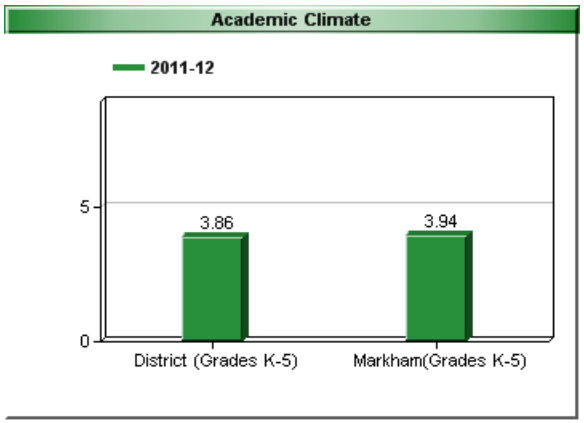


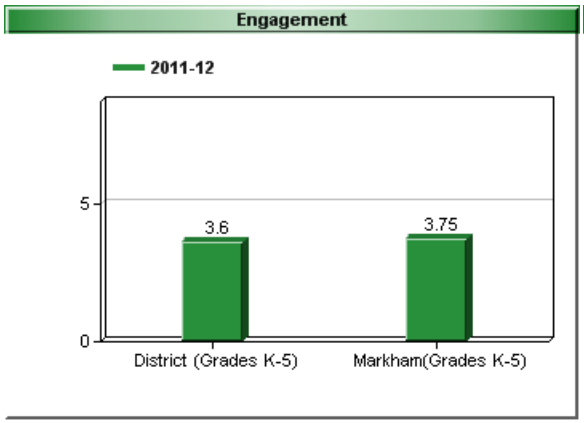
After School Program- Participation

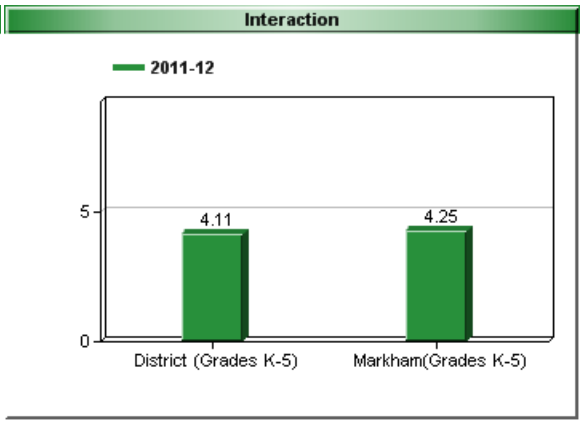


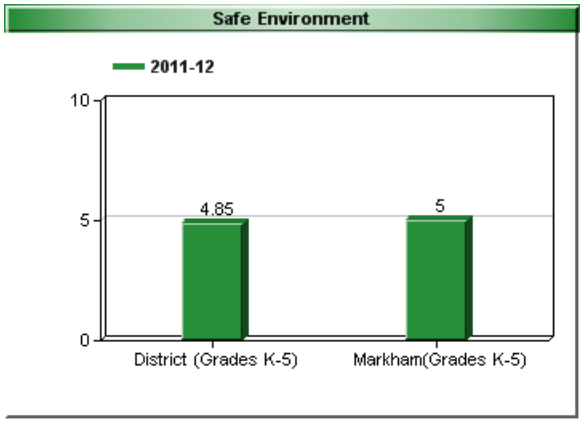


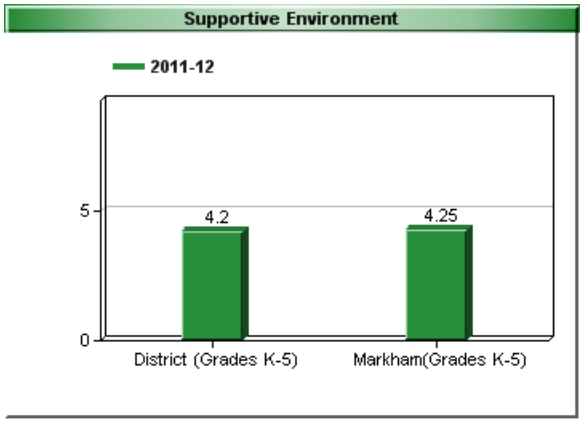
After School Program- Point of Service Quality [Scale of 1-5 (low to high)]











Data Analysis

- At Markham we provide an after school program to address the tutorial needs of students and to ensure a safe and healthy environment for children to experience. 88% of Markham's students participate in the after school program compared to the
- district's 85%. 37% of Markham's English Language Learners participate in the after school program compared to the district's 37%. At Markham 19% of our English Language Learners experience redesignation compared to the district's 16%.
- Markham exceeds the district's after school program-point of service quality percentages in academic climate, engagement, interaction, safe environment, and supportive environment.

Theory of Action

- We will ensure alignment of the after school program linked to school goals and specific student achievement needs, and instructional activities will include enrichment activities that builds students' skills,
- then students will develop holistically. The after school program will include project-based learning activities, homework assistance in partnership with parents, creative arts, and technology skills development and civic engagement.
- The after school program activities will promote positive youth development in a safe learning environment to improve students' social/ emotional well being and achievement.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Homework support to improve homework completion, understanding and mastery.	Grades/GPA	All Students	Weekly	After school program coordinator	4/29/2013	138SQI1F5981	All students will have one(1) hour of homework time Mon.- Thurs. assisted by the after school program staff.	N/A			0	$0.00
Provide enrichment and physical acivity recreation learning opportunities for all students to learn about physical fitness, gardening, cooking/nutrition, team building to support in creating a positive school climate, develop student abilities to solve conflict and help students take on leadership responsibilities and stay healthy.		All Students	Weekly	After school program coordinator	4/29/2013	138SQI1F5982	Students will learn about basic fitness around exercise,use of appropriate gardening tools/garden upkeep,participate in youth development centered games/activities designed to improve self-esteem/conflict resolution skills,learn a variety of healthy meals/healthy food options and practice preparing healthy meals.	N/A			0	$0.00

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

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

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce physical altercations by 10%

- Strategy 1.1: Refer students to mediation after suspension for fighting
- Strategy 1.2: Train 20 student Conflict Managers to rotate on lunch recess duty.

Goal 2: Increase student engagement and attachment to school; reduce bullying

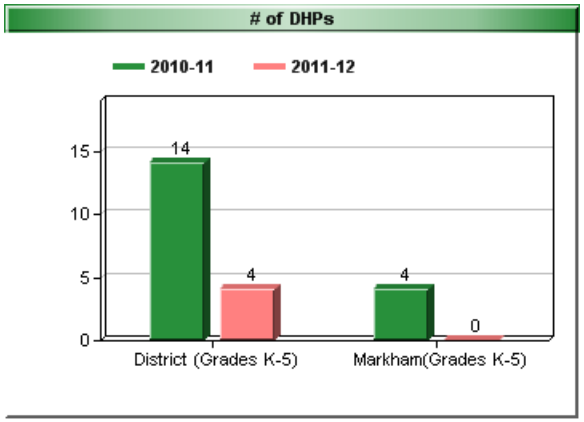
- Strategy 2.1: Implement Caring School Community class meetings and buddy classes.
- Strategy 2.2: Implement Safe School Ambassadors.

School Quality Standards relevant to this Strategic Priority

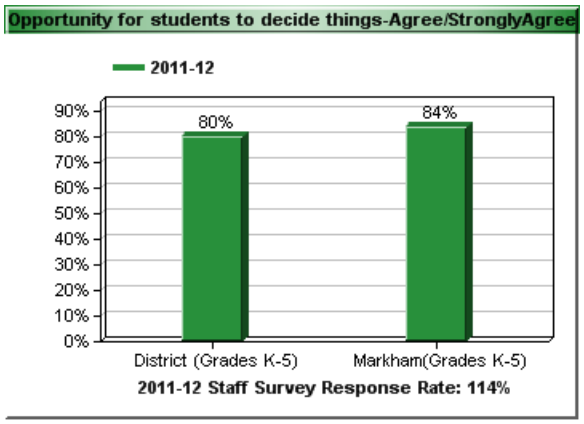
A quality school...

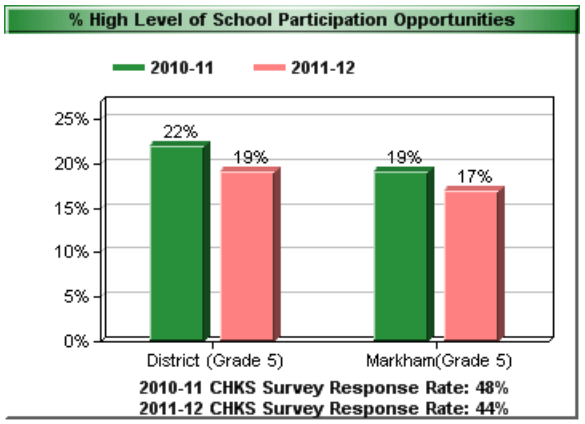
- is a safe and healthy center of the community, open to community use before, during, and after the school day [2011-2012: Developing]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Sustaining]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [2011-2012: Beginning]

DHP

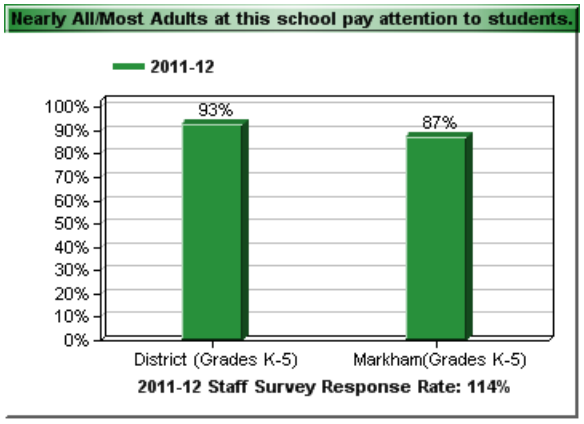


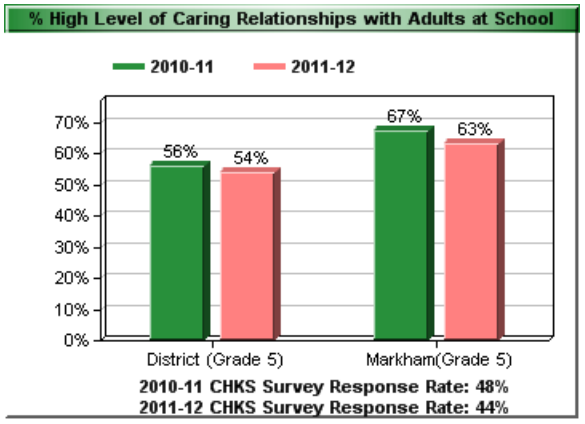
Survey - Engagement



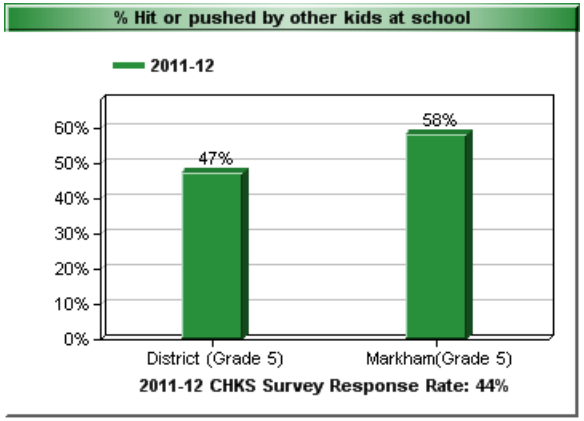


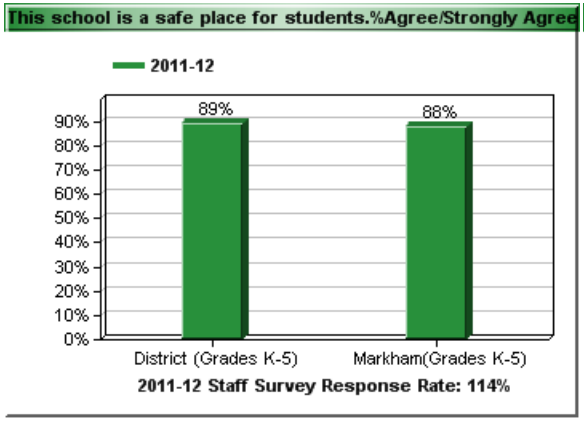
Survey - Relationships

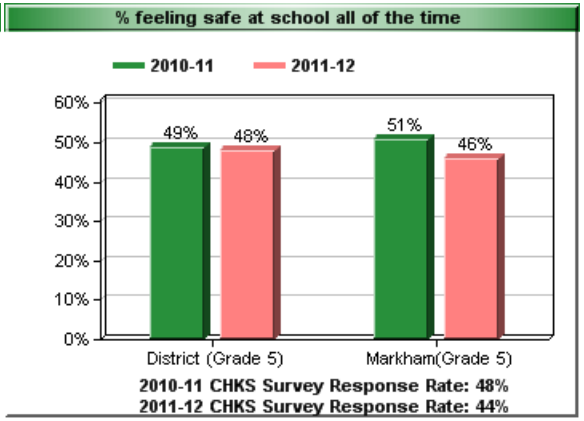




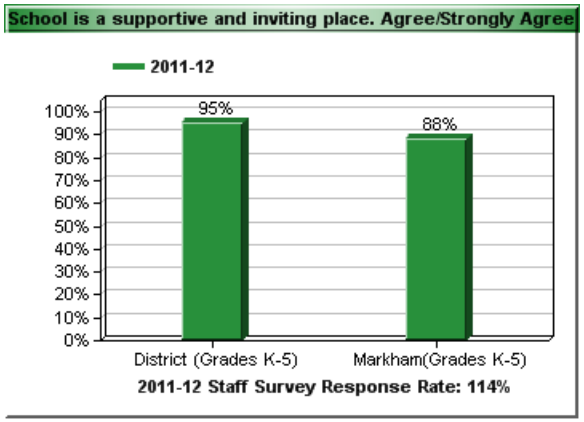
Survey - Safety



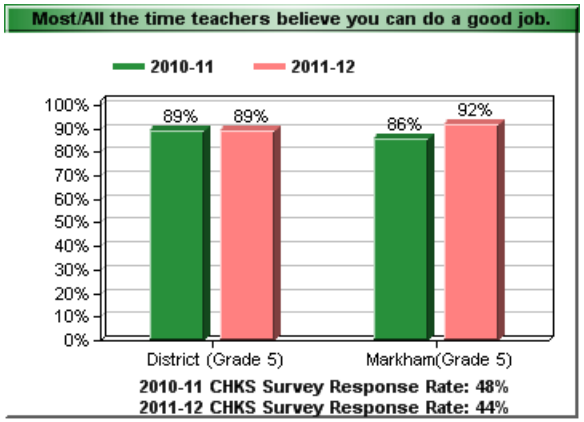




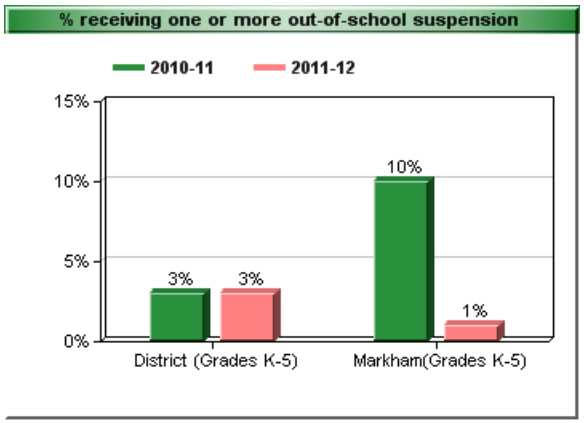
Survey - Welcoming



Survey- Beliefs



Suspensions



Data Analysis

- Markham exceeds the districts percentage by 9% for having caring relationships with adults at school. The district's percentage of nearly all and most adults paying attention to students at school is 93% compared to Markham's 87%.
- Markham 's percentage of suspensions is 1% compared to the districts 3%. The district DHPS supercedes Markham DHPS.Markham has 0 DHPS and the district has 4 DHPS.
- 46% of students at Markham feel safe at school compared to the district's 48%. 88% feel the school is a safe place for students at Markham compared to the district's 89%.58% of Markham's 5th graders are hit are pushed compared to the
- district's 47%. In the district 95% of K-5 students feel school is supportive and an inviting place. At Markham 88% of students feel school is supportive and an inviting place.89% of the district's 5th graders compared to 92% of Markham's 5th
- graders feel most/all the time teachers believe you can do a good job. 84% of Markhams K-5 students and 80% of the district's K-5 students believe students have an opportunity to decide things.17% have opportunities to particpate at Markham.

Theory of Action

- We will continue to provide opportunities for school participation that promote relationships with adults. We will implement programs such as Playworks. We will continue utilizing Ann Martin , and Boys/Men of Color etc. to help reduce the percentage

- of suspensions at Markkham. We will continue to implement programs such as Welcoming Schools to help build a positive collaborative culture that helps us to continue to maintain low DHP referrals and build alliances amongst students.
- Working together all staff will continue to help students feel safe at school.We will provide leadership roles for students, i.e., conflict managers, peer models, student council, classroom leadership roles,so students grow as leaders
- and in meaningful school choice.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development for all faculty and staff using Welcoming Schools Community principles to continue benefits for students.					4/29/2013	138SQI2A5997	Professional Development led by Welcoming Schools Coach/Facilitator	N/A			0	$0.00
Classrooms continue to hold class meetings, which provides the vehicle for students to share their successes and concerns. Consistent ongoing meetings should focus on students building positive relationships with both their peers and the teacher.	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/29/2013	138SQI2A5998	Consistent class meetings with targeted focus to build positive student peer and adult relationships.	N/A			0	$0.00
Students would benefit from opportunities to assume leadership roles, a student council formation,junior coach model as peer coaches to influence positive behaviors.	Survey data (CHKS, etc.)	All Students	Weekly	Other	4/29/2013	138SQI2A5999	Provide opportunities for students to assume leadership roles, a student council formation, junior coach model as peer coaches to influence positive behaviors, and share in a variety of leadership roles in the classroom.	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

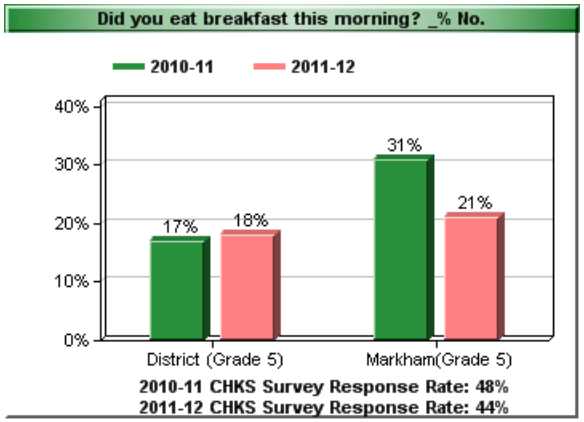
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

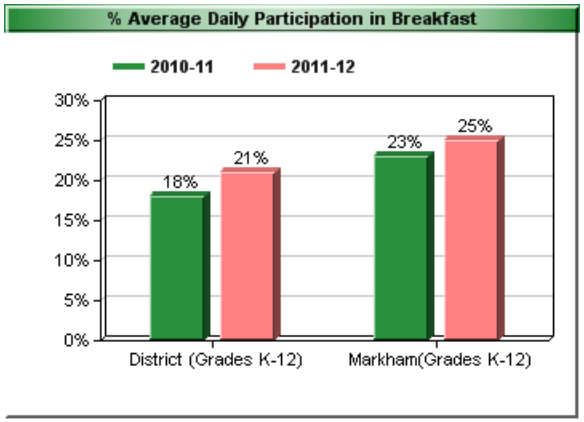
School Quality Standards relevant to this Strategic Priority

A quality school...

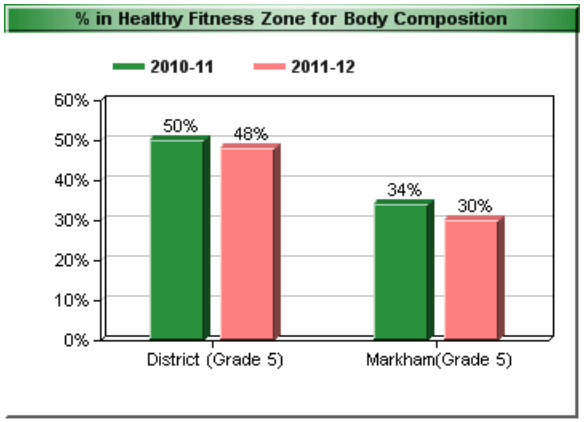
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Sustaining]

Breakfast

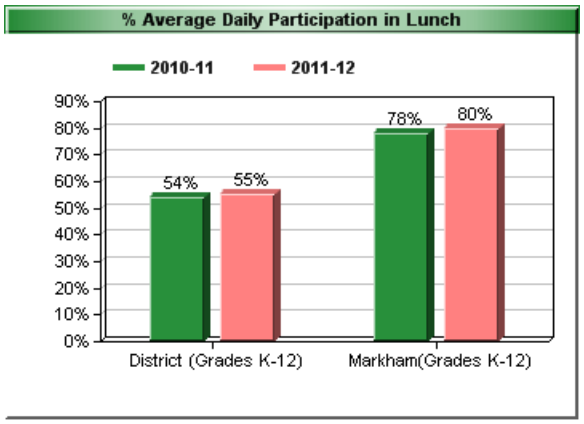




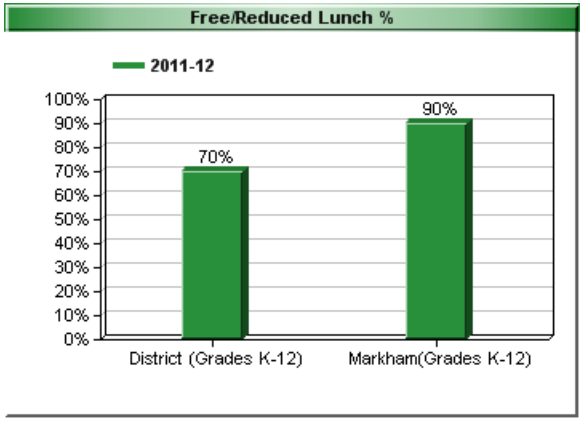
Fitness



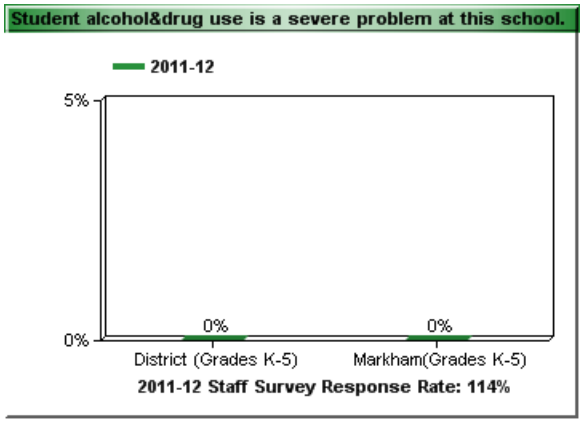
Lunch

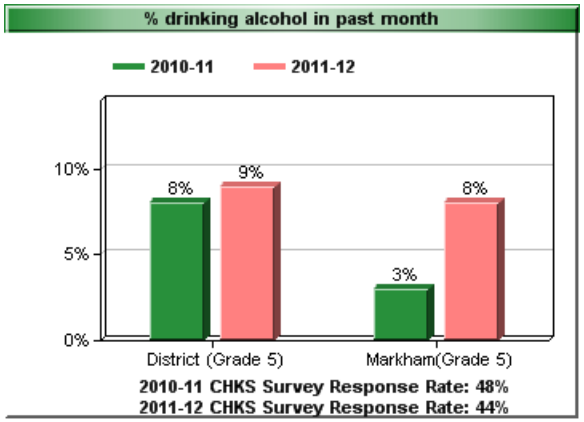


Socio Economics



Survey - Drugs / Alcohol





Data Analysis

- When looking at the data,some students do not eat breakfast in the morning. We have more students, when compared to the district, that participate in breakfast and lunch.
- When compared to the district, we have more students that recieve free and reduced lunch.30% of Markham's 5th graders have healthy fitness compared to the district's 48%.
- 18% of the district's 5th graders doesn't eat breakfast in the morning in comparsisdison to Markham's 21% of 5th graders. 21% of the district's (K-12)students participate in breakfast in comparison to Markham's 25%.
- 55% of the district's (K-12) students participate in lunch. 80% of Markham's (K-12)students particpate in lunch.70% of the district's students and 90% of Markham's students recieve free/reduced lunch.
- There are no alcohol or drug use problems at Markham. The district doesn't have alcohol or drug use problems. Drinking alcohol in the last month is 8% for Markham's 5th graders compared to the district's 9%.

Theory of Action

- We will create a physically healthy school environment that educate students and families about ways to stay healthy through healthy food choices and

physical activity so that students and families have better health, improved academics, social and
- emotional and attendance.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will have a school psychologist for two days a week.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/4/2013	138SQI2B1924	Provide counseling to struggling students who require additional support to participate and achieve in a regular classroom setting.	7090-EIA - SCE		PSYCHL0011	0.4	$44,758.58
COST and Student Success Team (SST) convenes as necessary to support student referrals at the Tier III level, social skills development and other life challenges, i.e. family tragedy, emotional.	Other (OCR, etc)	All Students	Monthly	Other	4/29/2013	138SQI2B5996	School Psychologist to serve students with small group social skills development, coordinate, convene and chair the Student Success Team (SST) meeting with principal, general ed. teacher, resourse speacialist, and parent. TSA will coordinate, convene and chair the COST meeting with psychologist, Ann Martin Center Director,Teacher	N/A			0	$0.00
We will have a school nurse for two days a week.	Attendance	All Students	End of Year	Other	4/4/2013	138SQI2B3222	Provide support to students and parents on healthy living habits and conduct classes on living with asthma and other issues impacting student attendance and performance.	3010-Title I	4399-SURPLUS		0	$17,000.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

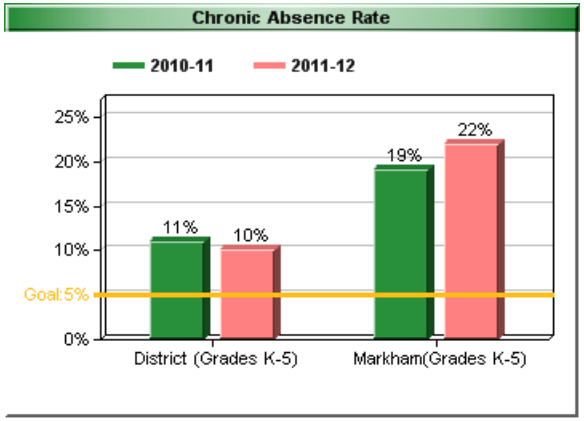
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

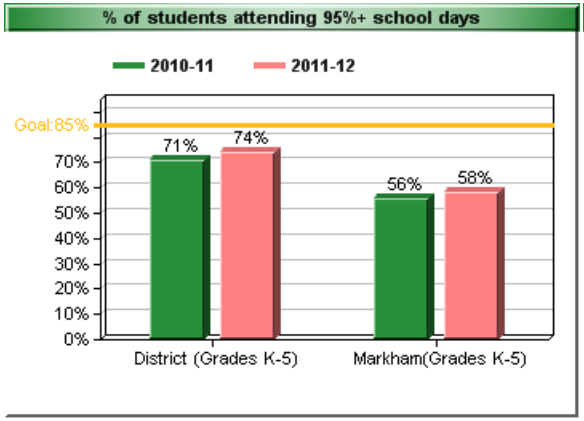
1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

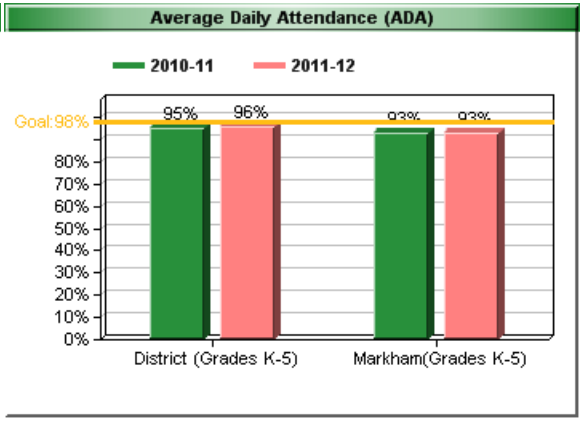
School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Sustaining]







Data Analysis

- Our chronic absence rate is 22% in comparison to the district's 10%. Our goal is to reduce chronic absences to 5%.Our attendance for 95% of students attending school is 58% in comparison to the district's 74%.
- Our goal is to increase attendance to 98%.Our ADA is 93% in comparison to the district's 96%.
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Theory of Action

- We will implement strategies such as giving incentives for students to attend school regularly. We will continue the SART process to reduce chronic absences.
- We are also involving the parents through our partnership with OHA to help us increase attendance.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will have a school nurse for two days a week.	Attendance	All Students	End of Year	Other	4/4/2013	138SQI2C3222	Provide support to students and parents on healthy living habits and conduct classes on living with asthma and other issues impacting student attendance and performance.	3010-Title I	4399-SURPLUS		0	$17,000.00
We will hire a .5 attendance clerk who will be responsible for calling parents to clear absences.					5/17/2013	138SQI2C4259		N/A			0	$0.00
We will have weekly and monthly incentives to increase attendance.					5/17/2013	138SQI2C4258		N/A			0	$0.00
Staff will model improved promptness and attendance.					5/17/2013	138SQI2C4257		N/A			0	$0.00
We will provide students who improve their attendance with a certificate and recognition.					5/17/2013	138SQI2C4256		N/A			0	$0.00
Markham will partner with OHA to address					5/17/2013	138SQI2C4255		N/A			0	$0.00

student attendance.													

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

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.

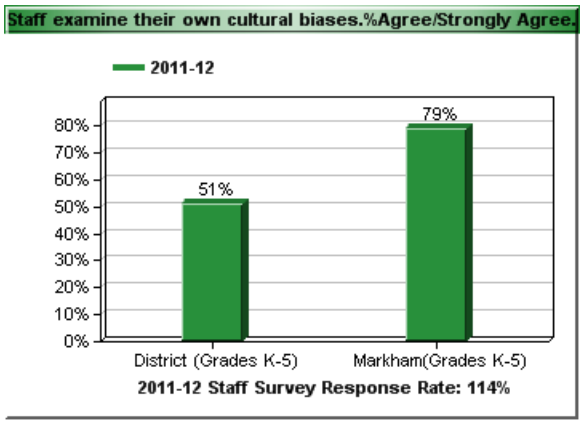
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [2011-2012: Developing]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [2011-2012: Developing]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [2011-2012: Developing]

Survey - Professional Learning



Data Analysis

- Teachers are collaborating effectively in their grade level PLC groups. Teachers are using PD to enhance their ability to improve learning. Teachers believe they can do a good job.
- Science Lead Teacher coordinate Science Fair, FOSS kits rotation and materials, and attend District meetings/PD. Updates provided at monthly Faculty meetings. Teacher liaison to Student Success Team, Elected teachers to School Site Council/FC.
- Academic Liaison coordinates After School Program academic component with principal and after school coordinator. Seeks input from monthly faculty meetings and through surveys.

Theory of Action

- We will prioritize ongoing and regular opportunities for all staff to learn with and from each other,then we will build a school culture that promotes leadership and accountability.
- We will provide weekly PLC planning time. ILT and TSA will meet with Principal once a month to discuss information to take back to their PLC groups. We will continue to provide PD that enhances instruction and increase student achievement.
- We will provide access to ongoing PD that keeps teachers abreast of new research on how children learn, emerging technologies, and new resources, so they will be able to implement instructional strategies to meet student needs.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will provide Professional Development twice a month for Reading Language Arts and Math.					5/17/2013	138SQI3A1927		N/A			0	$0.00
Focused PLC's used to plan thematic lessons aligned to Common Core Standards across and within grade level PLC's. Teacher release time covered by substitutes to allow for collaborative District Assessment Analysis, Academic Conferences.	Local assessments (benchmarks, PWA)	All Students		Grade level team	4/29/2013	138SQI3A5983	Build instructional capacity towards Common Core Standards launch.	N/A			0	$0.00
Instructional Leadership Team (ILT), Curriculum Lead Teachers (ELA, Math,Science),TSA, Academic Liason and Pricipal coordinate PLC's,				Other	4/29/2013	138SQI3A5984	Build school-wide capacity for Balanced Literacy and	N/A			0	$0.00

professional development, and Data Analysis, focal student intiative for faculty, staff and after school instructors.							Common Core transition					
Design and implement school structures to support literacy instruction across all core subject areas.					4/29/2013	138SQI3A5985	Provide substitute release time for teacher collaboration	N/A			0	$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.			Weekly	Grade level team	4/29/2013	138SQI3A5986	Professional Learning Community between and among grade levels	N/A			0	$0.00
TSA/Principal will conduct weekly walkthroughs, observations and feedback to coach teachers to improve student learning			Weekly	Other	4/29/2013	138SQI3A5995	Provide collaboration time for TSA/Principal,continue TSA/Principal walkthrough Schedule, lock in frequent and regular observations,provide key action steps and effective feedback,and create systems to ensure feedback translates to practice.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

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.

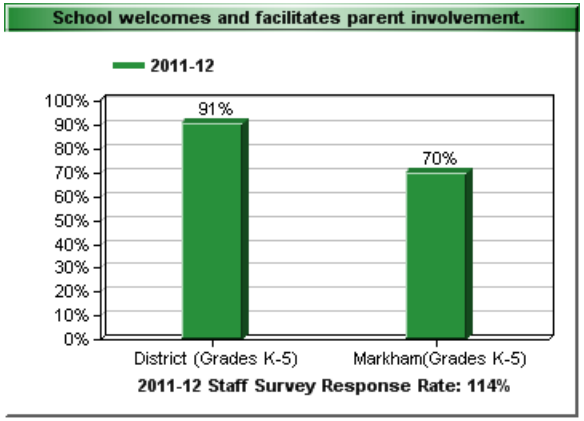
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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 [2011-2012: Beginning]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [2011-2012: Beginning]
- builds effective partnerships by using principles of student and family/community engagement [2011-2012: Beginning]

Survey - Welcoming



Data Analysis

- We currently have Chew n Chat meetings to help parents understand what their child is learning. We have Literacy Nights to help improve children reading skills.
- In the district 91% welcomes and facilitates parent involvement . At Markham 70% welcomes and facilitates parent involvement.Our goal is to increase our welcome and facilitation of parent involvement by 21%.
- We are currently working with OHA to help improve student achievement and parent engagement.

Theory of Action

- We will host varied school events and communicate with families by letters, flyers, robo calls, teacher classroom newsletters so family and community will be more informed and have awareness/access to be engaged.
- We provide a welcoming school for all, inclusive of differences, whether academically,socially; or emotionally,so all students are supported.
- We provide opportunities for families to understand what their child is learning; why they're learning it and what it looks like to perform well.
- We will continue to offer parents and guardians opportunities to actively participate in the academic and social development of their students.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hold monthly SSC, ELAC, and chew and chat meetings to increase parent participation and provide information to them to help their students succeed.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/4/2013	138SQI4A1926	Provide refreshments for parent meetings including SSC, ELAC and other monthly events.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,500.00
Hold monthly SSC, ELAC, and chew and chat meetings to increase parent participation and provide information to them to help their students succeed.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/4/2013	138SQI4A5334	Provide refreshments for parent meetings including SSC, ELAC and other monthly events.	7400-QEIA	4311-MEETING REFRESHMENTS		0	$2,139.80
Hold monthly SSC, ELAC, and chew and chat meetings to increase parent participation and	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/4/2013	138SQI4A5335	Mail out school newletters and other informational handouts for parents and	9901-Title I - Parent Participation	5910-POSTAGE		0	$284.06

provide information to them to help their students succeed.							community members.					
Provide for parent involvement and student support for Spanish speaking families to increase student achievement and the acquisition of English language skills.	CELDT	English Learners	End of Year	Principal	4/4/2013	138SQI4A5322	Hire a community relations assistant bilingual to provide outreach and support to English Langauge Learner students and families.	7091-EIA - LEP		COMABI9999	0.4	$17,594.42
Provide students with additional reading material to increase student reading levels.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/4/2013	138SQI4A5331	Purchase classroom sets to supplement reading instruction.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$2,466.45
Provide students with additional reading material to increase student reading levels.	CELDT	English Learners	End of Year	Principal	4/4/2013	138SQI4A5332	Purchase additional leveled readers to accelerate ELL students mastery of English.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$6,665.55
Family Literacy,Science and Math Nights, movie night, Multicultural Night and Family Fun Day creates well-attended events which engage both students and parents with workshops,and fun community building activities.	Survey data (CHKS, etc.)	All Students	Monthly		4/29/2013	138SQI4A5987	Continue evolving events which brings the school community together to celebrate students,families, community and learning.	N/A			0	$0.00
Engage and increase parent involvement through monthly meetings, parent education meetings,Parent Cafe's, chew and chat, and other celebrations.				Principal	4/29/2013	138SQI4A5989	Create opportunities for parents to build community, collaborate and learn new things.	N/A			0	$0.00
In partnership with parents, teachers, staff and students, sponser annual career day logistically aligned to a job fair format.	Survey data (CHKS, etc.)	All Students	End of Year	Other	4/29/2013	138SQI4A5991	In partnership with parents,teachers, staff and students,sponser annual career day logistically aligned to a job fair format, where students will have access to a minimum of 4 professional, technical and vocational careers for exploration.	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

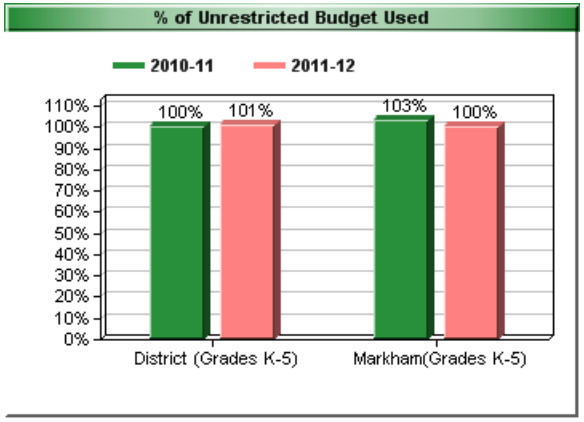
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

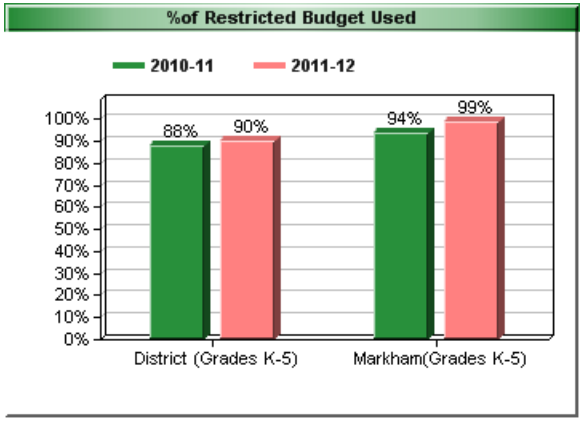
School Quality Standards relevant to this Strategic Priority

A quality school...

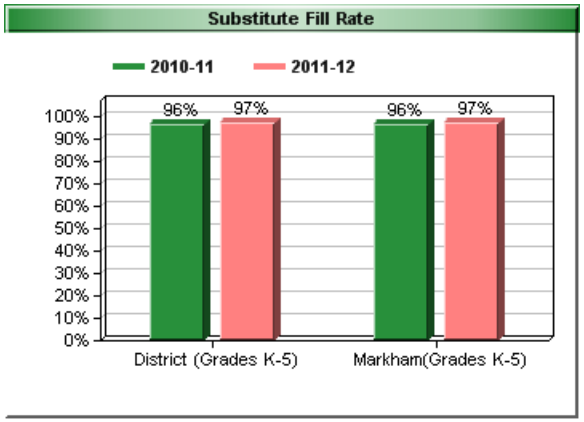
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. [2011-2012: Developing]
- guides and supports the development of quality instruction across the school [2011-2012: Developing]
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [2011-2012: Developing]
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [2011-2012: Beginning]

Budget





Sub Fill Rate



Data Analysis

- Resources are aligned to meet student needs. We use substitutes to support instructional program. The ILT meets monthly with targeted agenda items; PLC's meet bi-weekly to complete Data Inquiry,create formative assessments,collaboration and Planning
- On 1st, 2nd and 3rd Wednesdays we have monthly focused PD on Common Core State Standards ELA, Math,Science, Balanced Literacy,and other topics, as needed for 1 hour and 20 minutes. On the 4th Wednesday we have Grade Level Planning/Collaboration.

Theory of Action

- We will create and implement daily, weekly mastery objectives that are focused, rigorous, and measureable- we will include backwards mapping from ELA and Math standards based assesments. We will continue Balanced Literacy.
- We will use daily exit tickets, weekly formative assessments and benchmark data to assess instructional effectiveness. We will utilize performance tasks and writing. We will focus on student mastery.
- We will provide PLC's, PD and a collaboration focus on analysis of students' academic work progression. We will use all applicable data to instruction aligned to students' academic needs, so that students will achieve academic growth.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
principal will observe classrooms at least two hours a day					5/17/2013	138SQI5A4265		N/A			0	$0.00

Instructional time will be sacred to maximize teaching and learning time.					5/17/2013	138SQI5A4269		N/A			0	$0.00
Safety plan will be implemented to ensure safety of all school members					5/17/2013	138SQI5A4270		N/A			0	$0.00
Grade level planning will take place twice a month					5/17/2013	138SQI5A4272		N/A			0	$0.00
Focused PLC's used to plan lessons aligned to Common Core Standards across and within grade levels. Teacher release time covered by substitutes to allow for collaborative District Assessment Analysis, and Academic Conferences.	Other (OCR, etc)	All Students	Monthly	Leadership Team	5/3/2013	138SQI5A6022	Substitute Release Time	N/A			0	$0.00
Provide opportunity for teachers to collaborate in PLC's and or explore STEM related websites, such as Silicon Valley Mathematics Initiative (SVMI), or inside Mathematics to further develop their capacity to deliver STEM instruction.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/3/2013	138SQI5A6023	Teachers plan for students to have hands-on, project based learning experiences resulted from teachers' PLC collaborative planning within and vertical grade levels.	N/A			0	$0.00

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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	**$70,547.46**	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	**$56,472.95**	
Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	**$210,267.00**	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	**$337,287.41**	

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	**$75,118.12**	
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	**$1,784.06**	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	**$76,902.18**	

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: Markham Elementary
Site Number: 138

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 .
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/25/13.
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:

Dorayne Lee SSC Chairperson's Signature	Dorayne Lee SSC Chairperson's Name (printed)	5/2/13 Date
_____ ELAC Chairperson's Signature	_____ ELAC Chairperson's Name (printed)	_____ Date
Alana Whitt-Smith Principal Signature	Alana Whitt-Smith Principal's Name (printed)	5-2-13 Date
_____ Executive Officer's Signature	Kimi Kean Executive Officer's Name (printed)	5-15-13 Date
Susana Ramirez Director, State & Federal Compliance Signature	Susana Ramirez Director, State & Federal's Name (printed)	6/5/13 Date

School Site Council Membership Roster – Elementary School

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

Chairperson: Dorayne Lee	**Vice Chairperson: Jemila Smith**
Secretary: Renee Gillespie	

Members' Names	**Address**	Check Appropriate Representation: **Principal**	**Classroom Teacher**	**Other Staff**	**Parent/ Comm**
1. Dorayne Lee, Chair	72220 Krause Avenue, Oakland		x		
2. Jemila Smith,Vice Chairman	6919 Krause Avenue, Oakland, 94605				x
3. Troy Savoy, Parent	5726 Harmon, Oakland, CA. 94621				x
4. Alana Whitt-Smith, Principal	7220 Krause Avenue, Oakland	x			
5. Renee Gillespie, Secretary	7220 Krause Avenue, Oakland		x		
6. Maritza Hiltscher, TSA	7220 Krause Avenue, Oakland			x	
7. Brenda Theodore, Teacher	7220 Krause Avenue, Oakland		x		
8. Dina Rivas, Parent	7104 Orral St, Oakland, 94621				x
9. LaQuisha-Dene Knapps, Parent	905 52nd Avenue Oakland,				x
10. Latoya Sharee Royston, Parent	7107 Lockwood Street, Oakland				x
Numbers of members	Total: 10	1	3	1	5

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2011 Fax # 879-8098

Title I School Parental Involvement Policy 2013 - 2014

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

Involvement of Parents in the Title I Program

Markham Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.

  + Each year Markham has a Title I meeting an hour before back to school night begins. The staff that is funded out of Title I funds are introduced and their roles are explained. We inform the parents that we are a Title I school. We share how the remaining Title I Funds are spent at Markham. We thoroughly discuss the parent rights to participate in the Title I program at the district level.

- Offer a flexible number of meetings for parents.
  + School Site Council
  + Chew and Chat
  + Title I meeting
  + Parent-Teacher-Conferences
  + Parent Café
  + SSTs

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  + Monthly Parent Chew and Chat meetings
  + School Site Council Meetings

- Provides parents of Title I students with timely information about Title I programs.
  + Parents are given information about Title I programs at the yearly Title I parent meeting.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  + Back to School Night
  + Parent Chew and Chat meetings
  + School Site Council meetings
  + Parent-Teacher-Conferences

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  + SSTs
  + Parent-Teacher-Conferences
  + School Site Council meetings
  + Parent Chew and Chat meetings

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

  + Parents receive information throughout the school year regarding the content standards, benchmark assessments, proficiency levels, reading levels, and how to monitor student success. This information is disseminated at Chew and Chat meetings, Back-to-School night, Parent-Teacher-Conferences, SST's and School Site Council meetings.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  + Literacy Night
  + Parent Literacy

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  + Quarterly collaboration meeting with staff and parents

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  + Quarterly collaboration meeting with staff and parents

- 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.
  + Quarterly collaboration meeting with staff and parents

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  + When funding permits, school will fund parent workshops for Title I parents.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  + All announcements, Parent-Teacher-Conferences, newsletters, flyers, are all translated for parents.

Adoption

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

This policy was adopted by the Markham Elementary School Site Council on (10/11/12) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Markham Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Alana White-Smith
(Principal's Signature)

10/11/12
(Date)

Markham 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

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>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.</td><td>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.
• At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
• If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
• Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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

Number of Students:
349All Students.
121 ELs.
58 SWDs.

Use
Identify all that apply:
X Basic core and/or CCSS-aligned materials are used as designed.
X Ancillary materials are used as designed.
</td></tr>
</table>

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Appropriate Use
___X__ Materials/ELD components are used as designed.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom basic core materials.</td></tr>
</table>

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. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.	

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

Key Components

Appropriate Instructional Program Materials
All students are __X_ assessed, ___ placed, and ___ provided appropriate intervention program materials.

	Gr. 4	Gr. 5
All Intensive learners	19	23
All Intensive Els	7	5
All Intensive SWDs	6	7

Number/Percentage Provided Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	41%	41%	
Intensive ELs	43%	34%	
Intensive SWDs	56%	57%	

Appropriate Use
___X_ Materials are used as designed.

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

Attach publisher PO documentation for sets of classroom basic core materials.

California Department of Education
Academic Program Survey—Elementary School Level

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

Instructional Program Materials
All students are ___X_ assessed, _X_ placed, and _X__ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
__349__ All Students.
__121___ ELs.
__58__ SWDs.

Appropriate Use
Identify all that apply:
__X__ Basic core and/or CCSS-aligned materials are used as designed.
__X__ Ancillary materials are used as designed.
</td></tr>
</table>

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

California Department of Education
Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>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.</td><td>Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.
• For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction.
• The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.5</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

Appropriate Instructional Program Materials
All students are _X__ assessed, __X_ placed, and __X_ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:
<table>
<tr><th></th><th>Gr. 4</th><th>Gr. 5</th></tr>
<tr><td>All Intensive learners</td><td>19</td><td>23</td></tr>
<tr><td>All Intensive ELs</td><td>7</td><td>5</td></tr>
<tr><td>All Intensive SWDs</td><td>6</td><td>7</td></tr>
</table>
Appropriate Use
__X___ Materials are used as designed.
</td></tr>
</table>

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

Attach publisher PO documentation for sets of classroom basic core materials.

California Department of Education
Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>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.</td><td>Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs.
• This time is given priority and protected from interruptions.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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>
<tr><th></th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><td>All Students</td><td>315</td><td>325</td><td>325</td><td>325</td><td>330</td><td>330</td></tr>
<tr><td>ELs</td><td>315</td><td>325</td><td>325</td><td>325</td><td>330</td><td>330</td></tr>
<tr><td>SWDs</td><td>315</td><td>325</td><td>325</td><td>325</td><td>330</td><td>330</td></tr>
</table>
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District Instructional Regulations:</td><td></td></tr>
<tr><td>School Instructional Regulations:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents</td></tr>
</table>

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

Allocation of Instructional Time

____X_ Time is given priority and protected from interruptions.

	K	1	2	3	4	5
Additional time provided identified Strategic students	30	30	45	45	45	45
Additional time provided identified Strategic ELs	30	30	45	45	45	45
Additional time provided identified Strategic SWDs	30	30	45	45	45	45

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

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

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

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students	**55**	**44**	**22**
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	**30**	**30**	**30**

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

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

Indicate total length (minutes) designated for intensive intervention:

	4	5
All Intensive learners	45	45
Intensive Els	45	45
Intensive SWDs	45	45

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

California Department of Education
Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>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.</td><td>Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs.
• This time is given priority and is protected from interruptions.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.5</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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

Identify number of instructional minutes offered at each grade level:
<table>
<tr><th></th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><td>All Students</td><td>90</td><td>90</td><td>90</td><td>90</td><td>90</td><td>90</td></tr>
<tr><td>ELs</td><td>90</td><td>90</td><td>90</td><td>90</td><td>90</td><td>90</td></tr>
<tr><td>SWDs</td><td>90</td><td>90</td><td>90</td><td>90</td><td>90</td><td>90</td></tr>
</table>
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Mathematics</td></tr>
<tr><td>District Instructional Regulations:</td><td></td></tr>
<tr><td>School Instructional Regulations:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents</td></tr>
</table>
</td><td colspan="2"></td></tr>
</table>

California Department of Education
Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>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.</td><td>Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
• Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards.
• Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction.
• For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.6</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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

Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.
<table>
<tr><td></td><td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>All Strategic</td><td>45</td><td>42</td><td>32</td><td>43</td><td>19</td><td>23</td></tr>
<tr><td>All Strategic ELs</td><td>20</td><td>19</td><td>10</td><td>19</td><td>7</td><td>5</td></tr>
<tr><td>All Strategic SWDs</td><td>11</td><td>10</td><td>7</td><td>9</td><td>6</td><td>7</td></tr>
</table>
<table>
<tr><td></td><td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Additional time provided to strategic students</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td></tr>
<tr><td>Additional time provided to identified EL strategic students</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td></tr>
<tr><td>Additional time provided to identified SWD strategic students</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td></tr>
</table>
</td></tr>
</table>

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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

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>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.</td><td>Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.
• For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards.
• For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards.
For districts using the 2007 SBE-adoption:
• The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed.
For districts using the 2001 and 2005 SBE-adoptions:
• Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.7</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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

Indicate total number of additional minutes:
<table>
<tr><th colspan="6">Number of additional instructional minutes at each grade level</th></tr>
<tr><th></th><th>4</th><th>5</th><th>6</th><th>7</th><th>Pre-algebra/Alge-bra Readiness</th></tr>
<tr><td>All Intensive Learners</td><td>30</td><td>30</td><td></td><td></td><td></td></tr>
<tr><td>All Intensive ELs</td><td>30</td><td>30</td><td></td><td></td><td></td></tr>
<tr><td>All Intensive SWDs</td><td>30</td><td>30</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Mathematics</td></tr>
<tr><td>District Instructional Regulations:</td><td></td></tr>
<tr><td>School Instructional Regulations:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents</td></tr>
</table>
</td><td colspan="2"></td></tr>
</table>

California Department of Education
Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>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.</td><td>Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).
• Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
• The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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

Pacing Guide Use Monitored
___X___ Principal monitors use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>District/School Pacing Plan by Grade Level:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

California Department of Education
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<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>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.</td><td>Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school).
• Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
• The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

Instructional/Assessment Pacing Guides
___X__Distributed to each grade level.
___X__In use at every grade level.

Pacing Guide Use Monitored
____X__ Principal monitors use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>School Plan for Assistance and Support to Teachers:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	Objective: 4.1 — Fully: 4, 100% — Substantially: 3, At least 75% — Partially: 2, At least 50% — Minimally: 1, Less than 50% **Key Components** **Principal** ____X__ Training in RLA/ELD. ____X__ Coaching, as resources permit. **Vice Principal(s)** ___NA___ Training in RLA/ELD. ___N/A__ Coaching, as resources permit.

Suggested Documentation		Additional Comments
	RLA/ELD	

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

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

Vice Principal(s)
___NA___ Training in Mathematics.
___NA___ Coaching, as resources permit.
</td></tr>
<tr><td colspan="2">Suggested Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
</table>

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

Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)
</td></tr>
</table>

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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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

Documentation			Additional Comments
	RLA/ELD	Mathematics	

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<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>5. Credentialed Teachers and Professional Development Opportunity</td><td>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.</td><td>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.

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

Some activities might include:
• Data team protocol training to analyze and use data to inform classroom and school-wide practices.
• Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

Indicate number of teachers at each grade level engaged in professional development.
<table>
<tr><th></th><th>Number of Teachers</th><th>Training</th><th>Classroom Support</th></tr>
<tr><td>Grade 1</td><td>4</td><td>4</td><td>4</td></tr>
<tr><td>Grade 2</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 3</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 4</td><td>4</td><td>4</td><td>4</td></tr>
<tr><td>Grade 5</td><td>4</td><td>4</td><td>4</td></tr>
<tr><td>Grade 6</td><td></td><td></td><td></td></tr>
<tr><td>Grade 7</td><td></td><td></td><td></td></tr>
<tr><td>Grade 8</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

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

Documentation		Additional Comments
	RLA/ELD	

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<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers and Professional Development Opportunity</td>
<td>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.</td>
<td>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.

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

Some activities might include:
• Use of intensive intervention instructional materials along with the basic core program.
• Data team protocol training to analyze and use data to inform classroom and school-wide practices.
• Participation in Grade Level/Team Meetings:</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

Indicate number of teachers at each grade level engaged in professional development.
<table>
<tr><th></th><th>Number of Teachers</th><th>Training</th><th>Classroom Support</th></tr>
<tr><td>Grade 1</td><td>4</td><td>4</td><td>4</td></tr>
<tr><td>Grade 2</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 3</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 4</td><td>4</td><td>4</td><td>4</td></tr>
<tr><td>Grade 5</td><td>4</td><td>4</td><td>4</td></tr>
<tr><td>Grade 6</td><td></td><td></td><td></td></tr>
<tr><td>Grade 7</td><td></td><td></td><td></td></tr>
<tr><td>Algebra 1</td><td></td><td></td><td></td></tr>
<tr><td>Pre-algebra/Alge-bra Readiness</td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

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

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	Objective: 6.1 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Coaches/content experts/specialists** _____ Type of instructional assistance. ____X__ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** __X_____ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** ___X____ Provided with materials-based training. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:**

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

California Department of Education
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	Objective: 6.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Coaches/content experts/specialists**: _____ Type of instructional assistance. ____X__ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** __X____ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** __X____ Provided with materials-based training. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:**

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	Objective: 7.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Ongoing Assessment and Monitoring System** ___X___ District supported electronic data management system. ___X__ District-wide reporting and analysis of assessment results. ___X__ School-wide reporting and analysis of assessment results. ___X__ Timely data from assessments available to and easily accessible by administrators and teachers. ___X___ Common curriculum embedded/formative assessments in use school-wide. **Training on Accessing and Using Electronic Data System** ___X__ Staff trained on using and accessing data from the electronic data system. **Using Formative Assessment Results** ___X___ Common curriculum embedded/formative assessments administered frequently. ___X___ School-wide assessment calendar developed and used. ___X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

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

California Department of Education
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<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>7. Student Achievement Monitoring System</td><td>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.</td><td>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.
• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>7.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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

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

Using Formative Assessments Results
__X___ Curriculum embedded/formative assessments administered frequently.
__X___ School-wide assessment calendar developed and used.
__X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
</td></tr>
</table>

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

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</td><td>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.</td><td>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
• Teachers are trained in collaboration meeting protocols.
• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
– Entry-level placement and/or diagnostic;
– Progress monitoring, including frequent formative and curriculum-embedded; and
– Summative benchmark assessments.
• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>8.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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

Collaborative Meeting Discussion Content
___X__ Using and analyzing timely student common assessment results from all students.
___X___ Strengthening program implementation.
___X___ Designing and improving lessons and instruction.
____X__ Identifying research-based strategies to support specific skill needs of all students.
</td></tr>
</table>

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

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<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
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Circle the most appropriate rating.</th></tr>
<tr><td>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</td><td>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.</td><td>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
• Teachers are trained in collaboration meeting protocols.
• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
– Entry-level placement and/or diagnostic;
– Progress monitoring, including frequent formative and curriculum-embedded assessments; and
– Summative benchmark assessments.
• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.</td><td>
<table>
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100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components
Scheduled Structured Collaboration Meetings
__3____ Number per month.
__X____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
__X___ Meetings are structured; protocols/tools are developed and used.
__X___ Training for collaboration meeting protocols provided to teachers.
__X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__X____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content
___X___ Using and analyzing timely student common assessment results from all students.
___X___ Strengthening program implementation.
___X___ Designing and improving lessons and instruction.
___X___ Identifying research-based strategies to support specific skill needs of all students.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2"><table><tr><td></td><td>Mathematics</td></tr><tr><td>School Plan for Assistance and Support to Teachers:</td><td></td></tr></table>Attach appropriate documents.</td><td colspan="2"></td></tr>
</table>

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<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>9. Fiscal Support</td><td>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).</td><td>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.
• The SPSA is aligned with the goals and activities in the LEA Plan.
• The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
• The district requires that SPSA expenditures detail EPC alignment.
• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>9.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>Plan uses all revenues appropriately.</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

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<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>9. Fiscal Support</td><td>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.</td><td>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.
• The SPSA is aligned with the goals and activities in the LEA Plan.
• The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
• The district requires that SPSA expenditures detail EPC alignment.
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<tr><td>9.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

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.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Mathematics</td></tr>
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</table>
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