

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 Reach Academy.

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 Reach Academy.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Reach Academy

0110239

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Reach Academy is a small neighborhood school (Pre K to 5th) located on the corner of 98th and Bancroft in sunny East Oakland. Reach is a "green" school, housed in a beautiful new building rich with architectural extras including classroom skylights, a drought-resistant roof-top garden, and a second-floor hall of windows overlooking the campus and neighborhood below. We have 13 classrooms (K-5) with room to grow. In addition to daily classroom instruction, students receive added instruction in Science, P.E, Music, and Library. Students enrolled in our award winning after school program receive 3 hot meals a day. We have a salad bar at lunch, and a produce market on campus. A core belief shared by every one at Reach is to serve the whole child. We have a full time Mental health worker on sight available and two Social Work Interns available to work closely with students and their families as needed. We also have a classroom for parents.

VISION

Everyone here is a learner. Everyone here is a teacher. Together we are champions...of knowledge, of our communities, of the environment, of our futures. .All students can reach demanding standards, provided they are enabled to do so and are willing to work. Children are encouraged and expected to set and pursue learning goals grounded in subject matter they are expected to learn each year. For example, a first grade goal might be to learn to speak and write in complete sentences, rather than simply to get a good grade. We believe that all staff members have a responsibility to engage in a reflective practice that includes some form of ongoing action research (e.g. lesson study, cycle of inquiry, etc.). Staff too are encouraged and expected to set and pursue their own learning goals. These goals are grounded in the professional teaching standards. Everyone here is a teacher. Classroom instruction is the core of what we do. All staff in the school

community principal, custodian, secretary, as well as teachers are responsible for encouraging and supporting classroom instruction that is powerful in both content and pedagogy. Students also have a role as teachers. One of the best ways to take ownership of new knowledge is to pass that knowledge on to another. Older students help younger ones. A student who has mastered a piece of content helps a student still struggling with this content. 4

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

In 2012-13, Reach will transition from standards-based curriculum to balanced literacy as we learn more about the Common Core Standards. We will continue to integrate Common Core Standards with the Swun lesson plan model for Math. We will analyze 2012 CST data in August to determine and identify strands of ELA and Math that need improvement. Three times a year, after each benchmark assessment in ELA, math, and DIBELS, we will conduct a Grade Level Academic Accountability Conference (GLAAC). At the GLAACs, benchmark data is used: * to monitor our progress in ELA and Math via Data Wall in Principal's office, * to identify students who need intervention, * to identify standards for more intense instruction, * and to identify successful instructional strategies for direct instruction of standards. We will continue weekly PLC's where teachers participate in data analysis, lesson planning, The principal and TSA meet with all grade levels during PLCs to monitor progress and to provide support and feedback.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

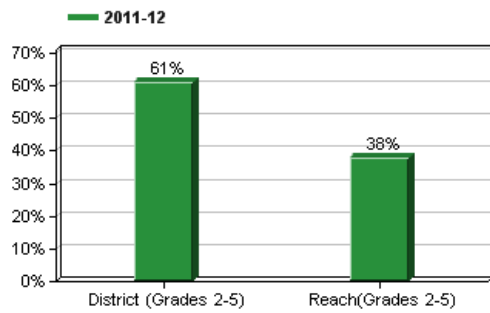
School Quality Standards relevant to this Strategic Priority

A quality school...

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

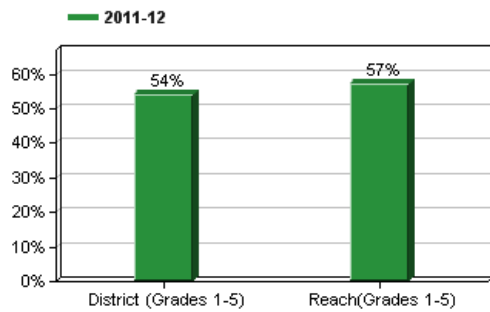
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



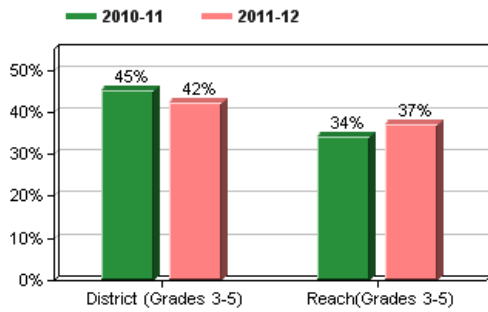
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

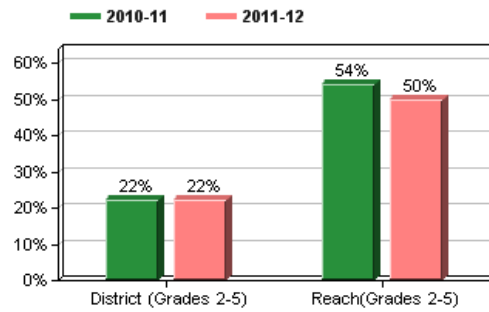


CST

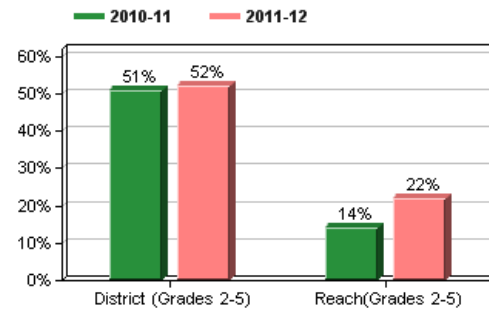
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

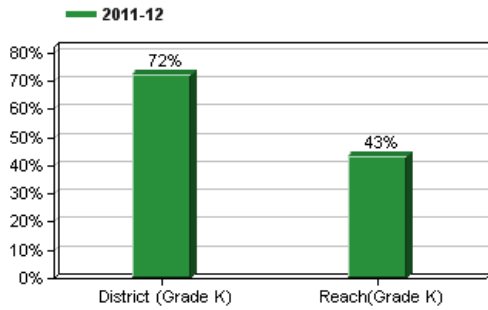


CST/CMA ELA % Prof/Adv

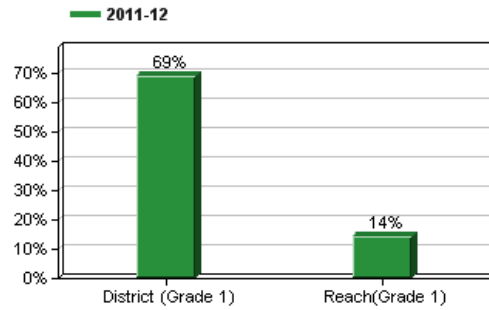


DIBELS

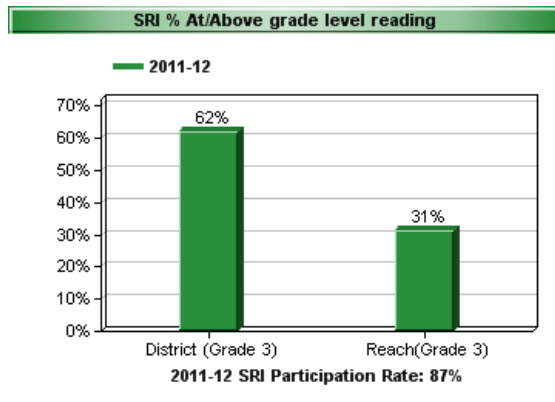
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- On the 3rd ELA Benchmark we decreased the percentage of BB and FBB (whole school) by 8 percent. Third Benchmark 18% decrease of BB and FBB.
- Based on 2012 CST data, 22% of students scored Proficient or Advanced in ELA, which is up 8% since 2011. Based on same data, 50% of our students performed BB or FBB in ELA which is down 4%. In Kindergarten 43% of students are at Low Risk or above in Letter Naming as measured by Dibels. In First Grade, 14% students are at Low Risk in Oral Reading, as measured by Dibels. .

Data Analysis

- At Reach, we need to continue focus on reading and reading comprehension. Although we made growth in ELA school wide and double digit growth in 4th and 5th grades, there are still 50% of our students performing BB or FBB in ELA.
- Still a relatively inexperienced staff in our first year of BAL instruction, we need to continue work with LCI and our BAL coach to improve BAL practices and strategies to reach our students.
- Last year, the entire staff signed on with a commitment to master the BAL way. This year, we need to refocus our commitment as individuals and a team as we enter our second year of implementation.

Theory of Action

- Continue to learn about OUSD Balanced Literacy Framework work with LCI and cohort schools as we enter our second year as members of the BAL cohort.
- Improve Literacy Instruction for all students by implementing the components of Balanced Lit. Instruction in all classes in all grade levels.
- Increase teacher leadership capacity around BAL and literacy by identifying teacher leaders for upper and lower grades.
- Develop BAL resources and best practices with a focus on Common Core. Continue work with BAL coach in PD and weekly coaching cycles to improve practice and study the strategies and teaching points of excellent BAL instruction.
- Implement balanced literacy model with Reading/Writing Workshop, Differentiated Instruction, Guided Reading/Writing, Independent Reading/Writing, and Word Work

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue weekly grade-level PLCs to support Inquiry Cycle; to identify and share best practices as we learn and implement the Balanced Literacy model and how it aligns to the Common Core standards.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	4/18/2013	193SQ11A379	Playworks to provide coverage for PLCs.	N/A			0	\$0.00
Maintain an ILT to engage school & community resources to redeploy existing literacy materials to align with a Balanced Literacy Model					4/4/2013	193SQ11A1902	Professional Development	N/A			0	\$0.00
Professional Development supports the Data Inquiry Cycle and the use of Balanced Literacy practices aligned with the Common Core Standards.					5/17/2012	193SQ11A1903	Help staff learn and implement the Balanced literacy Approach, and the Data Inquiry Cycle,	N/A			0	\$0.00
Teachers will have access to Library of books for Guided and Leveled reading that support Foss Kit lessons.					4/4/2013	193SQ11A455	Non-fiction collection of guided and leveled reading located in science room, and B103 with Fiction collection available for teachers to borrow as needed.	N/A			0	\$0.00
TSA will serve as BAL Literacy Instructor and Intervention instructor					4/4/2013	193SQ11A2540	TSA will support teachers/staff as they learn, and implement the Balanced literacy approach, and work with BAL coach designing PD.	N/A			0	\$0.00
TSA will serve as BAL Literacy Instructor and Intervention instructor					4/4/2013	193SQ11A5491	TSA will train in Fountas and Pinnell offered by district to offer pullout BAL intervention to 3 o4 groups of 5 students daily	N/A			0	\$0.00
Maintain Llibrary clerk .5	Survey data (CHKS, etc.)				4/4/2013	193SQ11A5495	Retain weekly library visits to encourage reading and research, and extend library to afterschoo hours 2 days weekly	N/A			0	\$0.00
Maintain Llibrary clerk .5	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	4/4/2013	193SQ11A5496	Teachers take students to 30 minute weekly library visits to learn how to use Library, about different genres, how to research, look up books, find books by favorite authors and more	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

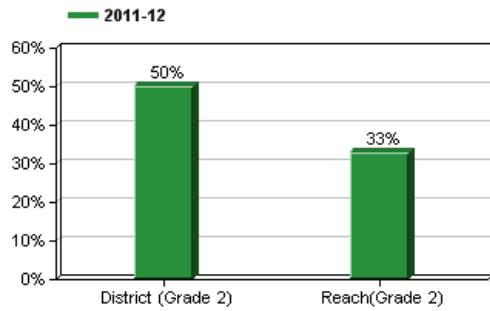
School Quality Standards relevant to this Strategic Priority

A quality school...

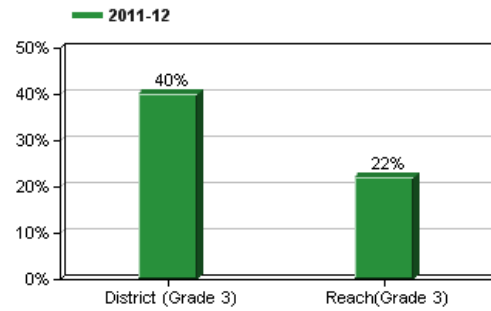
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

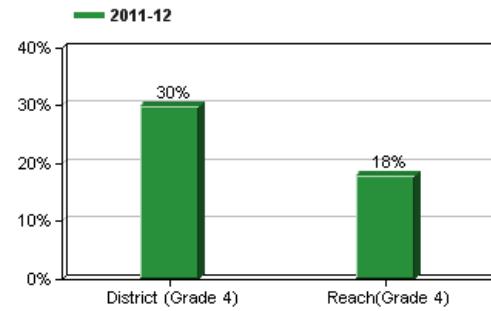
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



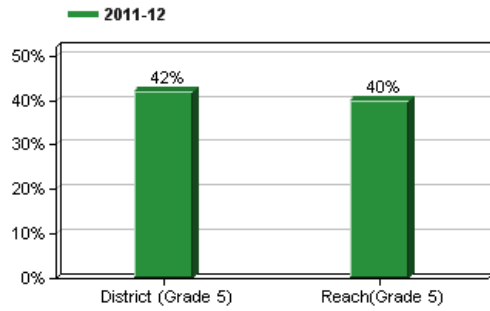
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



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

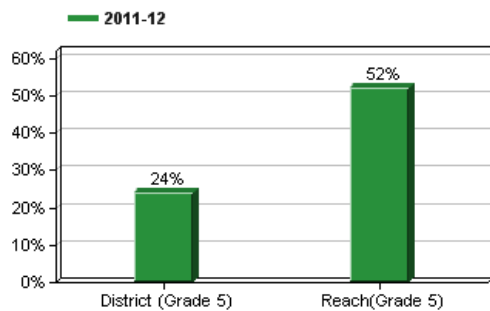


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

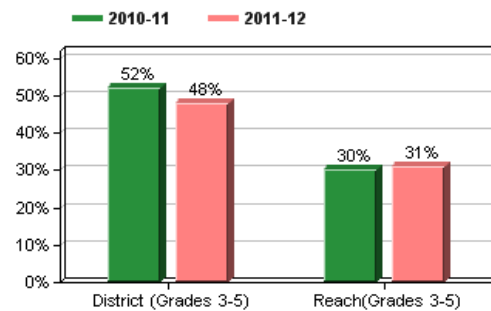


CST

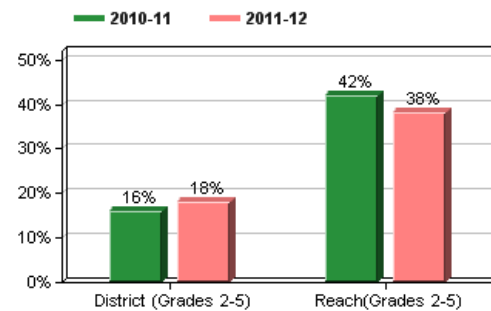
CST/CMA Gr5/Gr8 Science % BB/FBB

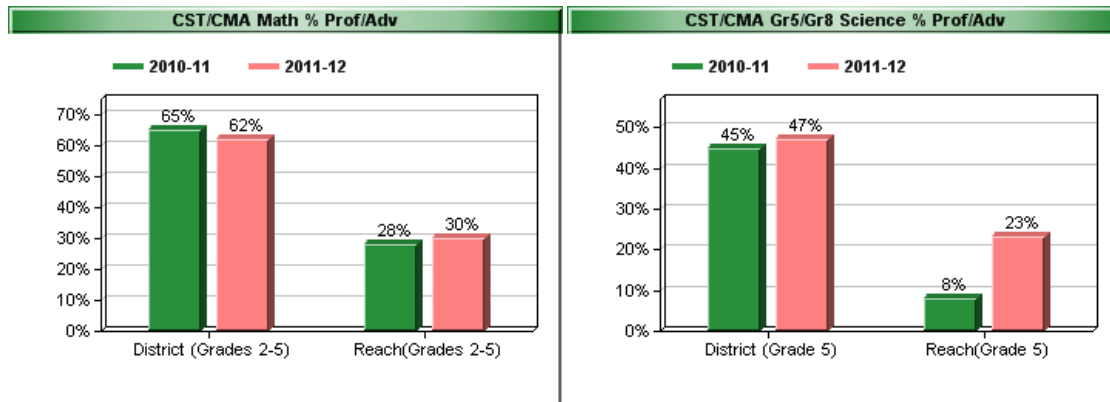


% Growth in CST/CMA Math 2 Year Cohort Growth Report



CST/CMA Math % BB/FBB





School Data

- School wide, in math, on the CST, 30% of Reach students performed Prof. or above in Math, up from 28% the prior year. There was a decrease in BB and FBB, where by 38% of Reach students performed BB and FBB, down from 42% the prior year. In Science, 23% students performed at P or A - up from 8%.
- Grades 4 and 5 had double digit growth in P and A. in math and more double digit reduction in FBB and BB. with 75% of grade 4 students P and A in math. Grade 3 had 78% of students performing BB or FBB in math and 0% students performing proficient or above. Grade 2, 54% students perform FBB or BB in math, and 19% performed at or above proficiency.

Data Analysis

- Reach students historically score below the district in Math and Science by double digits. Real growth in grades 4 and 5 on CST were overshadowed by poor performance on CST in other grades.
- Reach students improving in Math in grades 2, 4 and 5. Grade 3 still lowest performing grade in Math. Last year's 3rd graders performed well on mid year Math benchmarks. All grades except 3rd improved. Grade 3 only grade to go down.
- Performance in Science improved double digits up 15% points from CST last year.

Theory of Action

- For CCCS, instruction needs to engage all students in using academic language and explaining their thinking. Math 3 x 5 card, no opt and BAL teaching strategies - including anchor charts, prompts, and teaching point inform teacher practice daily.
- Students will develop competency in mathematics if teachers gradually release responsibility until students can independently explain how they arrived at their correct answer in their own words.
- EEIP teacher will inventory and use Foss Kits, coordinate with teachers to extend lessons in class, provide guided and leveled reading material, serve as site Science Teacher Leader (STL) and plan PDs.
- Teachers prepare for CCSS by providing students with experiential learning practices such as MARS Tasks. Teachers assess student performance accordingly with open ended and short answer questions requiring students to explain thinking.
- Two Teacher Leaders (MTL) in upper and lower grades help prepare staff for CCSS adaptation. They represent us at Math PDs and trainings to bring back CCSS transitional information, including teaching strategies testing and scoring.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will have access to Library of books for Guided and Leveled reading that support Foss Kit lessons.					4/4/2013	193SQI1B455	Non-fiction collection of guided and leveled reading located in science room, and B103 with Fiction collection available for teachers to borrow as needed.	N/A			0	\$0.00
Swun Math - con't to work with partner schools to improve Swun practice in lesson plans and basic facts practice					4/4/2013	193SQI1B452	Begin in August to partner teachers	N/A			0	\$0.00
Practice Number or Dot Talk weekly to support Common Core Integration					4/28/2012	193SQI1B454	Continue to learn Common Core strategies	N/A			0	\$0.00
EEIP Teacher uses Foss Kits to teach literacy w/focus on reading writing. All students - TK-5					4/4/2013	193SQI1B1905	EEIP teacher participates in Balanced Lit PD	N/A			0	\$0.00
ST MATH = Continue pilot program with 2nd graders, consider investing in expanding Jiji math	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/4/2013	193SQI1B5497	consider investment in ST math school wide or for ASP	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- For the 2nd year, Reach was triple crown winner in that we met CHKS goal via students, parents and staff. Data will inform our focus accordingly - where possible.
-
- Preliminary SQR findings offered valuable insight into need for more consistently meaningful and challenging curriculum. Teacher /staff understanding how elementary common-core curriculum fits in with college prep is lacking. We are looking for more data in weeks to come.

Data Analysis

- More PD on Common Core Curriculum is evident.
- We need to collect information on the percentage of CDC students who enter Reach vs. Cox.
- SQR results forthcoming.

Theory of Action

- Elem. school is one stop on a child's ultimate educational path - accessible by some more than others, It is our responsibility to highlight the path and prepare our students for challenging conditions and unfamiliar transitions along the way.
- Integrate Reach Academy into the community, so that expectations are that a child will start at Pre-K or TK, transition to K-5 and rely on us as advisors along the way, including next steps and opportunities regardless of needs.
- Continue to learn about all possible opportunities, pathways, transitions and support available to our students, and to equitably share our findings with the community.
- Knowing how our academic goals and benchmarks square with those goals and benchmarks preceding and succeeding us along the educational path

signifies our work.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
ST MATH = Continue pilot program with 2nd graders, consider investing in expanding Jiji math	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/4/2013	193SQ11C5497	consider investment in ST math school wide or for ASP	N/A			0	\$0.00
Invite newcomer families to tour school and to meet staff		Pre-Kindergarten			4/15/2013	193SQ11C1906	Arrange ,Kinder-teachers and Pre K teacher for a tour in May	N/A			0	\$0.00
Invite newcomer families to tour school and to meet staff		Pre-Kindergarten			4/15/2013	193SQ11C5489	Invite incoming K and TK registered students for a preview of Reach in MAY	N/A			0	\$0.00
Invite newcomer families to tour school and to meet staff		Pre-Kindergarten			4/15/2013	193SQ11C5490	Invite newcomer families to end of year picnic for meet and greet.	N/A			0	\$0.00
Continue to allow Pre K parents to meet at Reach for monthly parenting meetings.					4/28/2012	193SQ11C1907	Arrange room availability and set up meeting w/Nicole	N/A			0	\$0.00
Con't to hold Options Fair at Reach to help 5th Grade families to make decisions					4/4/2013	193SQ11C1908	Work with Cox to set mutual date	N/A			0	\$0.00
Con't to work with Alliance and Elmhurst to arrange yearly tour.					4/4/2013	193SQ11C1909	Initiate conversation w/Principal	N/A			0	\$0.00
Focus on SRI scores and expectations as ongoing benchmark connecting 2nd - 12th grade curriculum	Local assessments (benchmarks, PWA)	All Students	Every Semester	Leadership Team	3/31/2013	193SQ11C5130	to understand longview, and plan more organized approach to foster appreciation and establish significance.	N/A			0	\$0.00
Retain COST and SST team	Health data	All Students		Principal	4/4/2013	193SQ11C5494	set bi monthly schedules for COST and establish yearly SST team at beginning of year	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

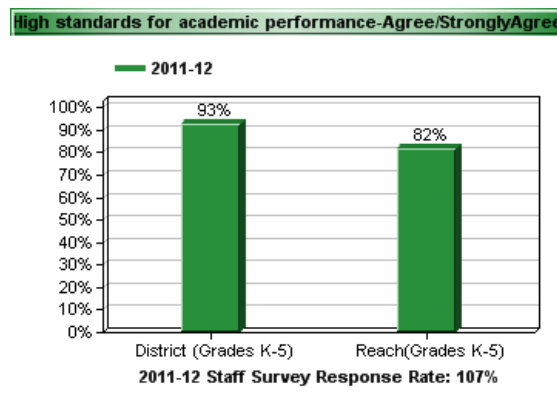
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

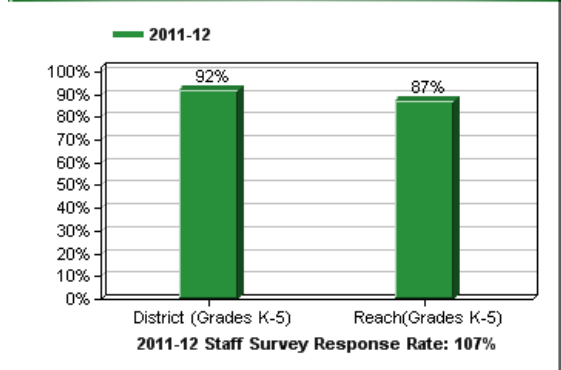
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

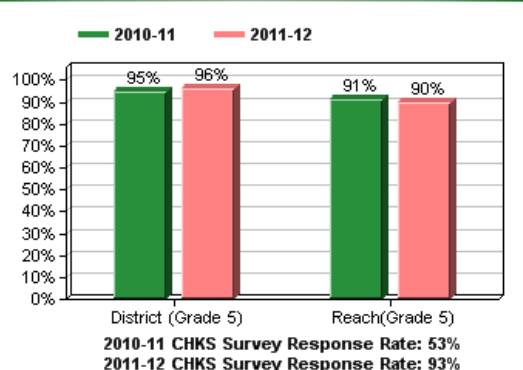


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



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



Data Analysis

- Ninety percent of 4th and 5th Graders plan to go to college, as measured by survey.

Theory of Action

- Enlighten understanding, foster shared acceptance and feed into the common expectation regarding the ultimate pathway. Just like preschool, K, 1,2,3,4,5 so goes Elementary, Middle, High, College, Career.
- Career Week - Involve all parties and players with planning for career/college week as an annual event by including announcement at first day of school
- Encourage high level thinking and discourse in all classes. Identify it as College level discussion.
- |

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will make connections to highschool graduation requirements and discuss career and college pathways on a regular basis in daily lessons					4/28/2012	193SQI1D3975	Discuss strategies during Buy Backs, PDs, and PLCs	N/A			0	\$0.00
Students learn to recite College Bound lyrics in confluence with step dance					4/4/2013	193SQI1D3976	Students will perform step dance at Back to School and Open House	N/A			0	\$0.00
Career Week culminates in Career Day assembly where visitors share about their careers. Teachers wear college gear, colors, decorate rooms and share their college to career with class. Students write dreams and some present at assembly.	Survey data (CHKS, etc.)	All Students		Leadership Team	3/31/2013	193SQI1D3977	Leadership decides when to schedule and teachers invite friends and family to speak about college and career experience	N/A			0	\$0.00
Invite parents from each classroom to share about careers for career week.	Survey data (CHKS, etc.)	All Students		Community Partner	3/31/2013	193SQI1D5127	organize an invite to parents and their families and friends to nominate a career day speakers for career week and monthly attendance celebrations.	N/A			0	\$0.00
Field trips to local universities for 4th and 5th graders. Stanford, Berkeley, Hayward, Mills following presentations by related college students or college reps.	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	3/31/2013	193SQI1D5128	Field trips available for both day and ASP programs via community partner	N/A			0	\$0.00
Teachers and staff members promote own alum - or university of choice and decorate classroom door and bulletin board with colors, posters, representations of college of choice.	Survey data (CHKS, etc.)	All Students		Principal	3/31/2013	193SQI1D5129	Provide materials and time at early Buy Back Day or staff meeting for teachers to make appropriate decorations.	N/A			0	\$0.00
TSA will attend trainings and will meet in grade level PLC to provide feedback and monitor progress of small group RTI groups.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Other	3/31/2013	193SQI1D5131	using Fountas and Pinnell material provided by district	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- In Grade 4 and 5, 67% of all students are performing at Benchmark in Reading.
- Third Grade students continue to perform lower than other grades.

Data Analysis

- In ELA, first Benchmarks show initial dip in scores whole -school in all subgroups, followed by double digit increase in all subgroups on 2nd Benchmark.
- Latino Students out score Af. Am. students school-wide in ELA and Math by 10%

Theory of Action

- Data will guide teachers to make decisions about approaches to accelerate student achievement within the classroom.
- We will continue to target students for multiple before and after school intervention programs in Reading and Math.
- We will institute a Response to Intervention program using Balanced Literacy for small group pullouts during the day.
- We will focus on subgroup data using targeted inquiry in graded level PLCs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA will serve as BAL Literacy Instructor and Intervention instructor					4/4/2013	193SQI1E2540	TSA will support teachers/staff as they learn, and implement the Balanced literacy approach, and work with BAL coach designing PD.	N/A			0	\$0.00
TSA will serve as BAL Literacy Instructor and Intervention instructor					4/4/2013	193SQI1E5491	TSA will train in Fountas and Pinnell offered by district to offer pullout BAL intervention to 3 or 4 groups of 5 students daily	N/A			0	\$0.00
TSA will work with low performing at risk readers and provide teacher professional development around working with low-performing students in a differentiated classroom setting.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Other	5/17/2013	193SQI1E2539	TSA will pull low performing grade level reading groups	3010-Title I		C10TSA0065	0.8	\$70,474.87
TSA will work with low performing at risk readers and provide teacher professional development around working with low-performing students in a differentiated classroom setting.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Other	5/17/2013	193SQI1E5502	TSA will work with at risk ELL readers	7091-EIA - LEP		C10TSA0065	0.1	\$8,809.36
TSA will work with low performing at risk readers and provide teacher professional development around working with low-performing students in a differentiated classroom setting.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Marking Period	Other	5/17/2013	193SQI1E5503	TSA with at risk students in small group push ins.	7090-EIA - SCE		C10TSA0065	0.1	\$8,809.36
Teacher will differentiate BAL lessons for low performing students, socioeconomically disadvantaged, and ELLS,	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/4/2013	193SQI1E2573	Be prepared to adjust lessons for grade level low performing students for your grade level	7090-EIA - SCE		TCSHLT0195	0.2	\$11,317.58
Teacher will differentiate BAL lessons for low performing students, socioeconomically disadvantaged, and ELLS,	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/4/2013	193SQI1E2574	Teach grade level struggling students during common workshop time including disadvantaged and ELL	7090-EIA - SCE		TCSHLT0348	0.2	\$12,761.27
Teacher will differentiate BAL lessons for low performing students, socioeconomically disadvantaged, and ELLS,	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/4/2013	193SQI1E2576	each grade level struggling students during common workshop time including disadvantaged and ELL	7090-EIA - SCE		TCSHLT0351	0.25	\$14,585.31
All classes include a BAL Workshop period daily per week to allow teacher-directed, differentiated small group instruction i.e	Local assessments	All	Every Marking	Grade level	3/31/2013	193SQI1E4006	Use weekly PLC time to	N/A			0	\$0.00

Guided Reading, strategy groups or for conferring with individual students or pairs of students	(benchmarks, PWA)	Students	Period	team			plan workshops					
Conduct ongoing assessments, using benchmark tests, DRA or other skill-specific measures for progress monitoring to identify students and monitor progress	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Grade level team	3/31/2013	193SQ1E4007	During weekly PLCs, review data, plan instruction based on data	N/A			0	\$0.00
Begin the year with a comprehensive assessment of all students' skills with SRI, Dibels, CELDT and a Math pre assessment to determine all learning levels and to target students					4/4/2013	193SQ1E4008	Teachers will need time to conduct one on one assessments - half days	N/A			0	\$0.00
TSA will work with low performing at risk readers					5/18/2012	193SQ1E4574	During grade-level workshops TSA will pull low performing grade level reading groups	N/A			0	\$0.00
Implement differentiated instruction for GATE students.		GATE			4/15/2013	193SQ1E4750	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00
Before school, during school and after school intervention programs work with principal and tsa and teachers to select students for Reading Intervention. i	State tests (CST/STAR, PFT)	Below Basic	Every Marking Period	Community Partner	4/4/2013	193SQ1E5132	Reading Partners will select students to read one on one to improve fluency and comprehension (pull out during day)	N/A			0	\$0.00
Before school, during school and after school intervention programs work with principal and tsa and teachers to select students for Reading Intervention. i	State tests (CST/STAR, PFT)	Below Basic	Every Marking Period	Community Partner	4/4/2013	193SQ1E5133	Superstars Literacy will work with small ELL groups in K-2 during day and with low performing groups after school.	N/A			0	\$0.00
Before school, during school and after school intervention programs work with principal and tsa and teachers to select students for Reading Intervention. i	Local assessments (benchmarks, PWA)	FBB, BB	Every Marking Period	Principal	4/4/2013	193SQ1E5135	FAST FORWARD and JJI will be used during day by lowest performing grade level students	N/A			0	\$0.00
Before school, during school and after school intervention programs work with principal and tsa and teachers to select students for Reading Intervention. i	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	After school program coordinator	4/4/2013	193SQ1E5136	Fast Forward will be used by BACR ASP by grade level. Each student will receive 30 minutes daily	N/A			0	\$0.00
							TSA will use books for					

Buy leveled books to read in TSA reading Groups, leveled	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	4/4/2013	193SQ11E5505	students to read pleaurably in her small reading groups - aside from the textbook for the program	7090-EIA - SCE			0	\$2,323.66
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

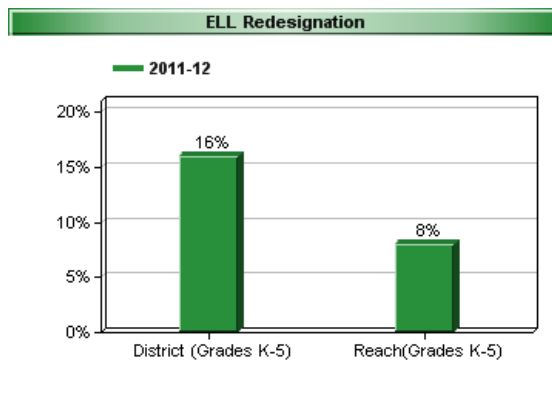
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

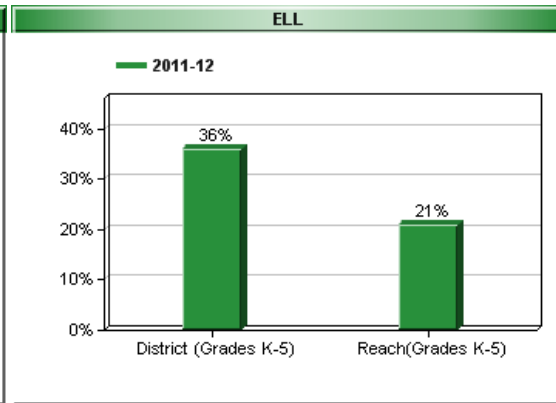
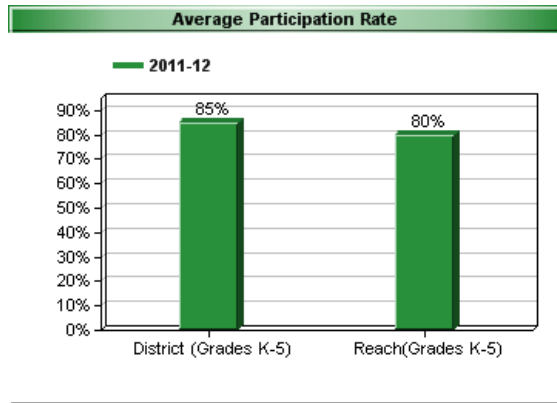
A quality school...

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

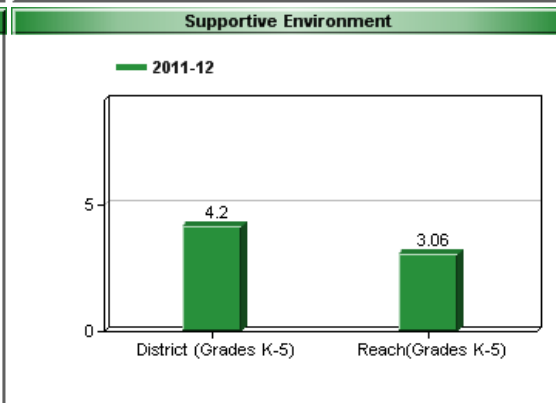
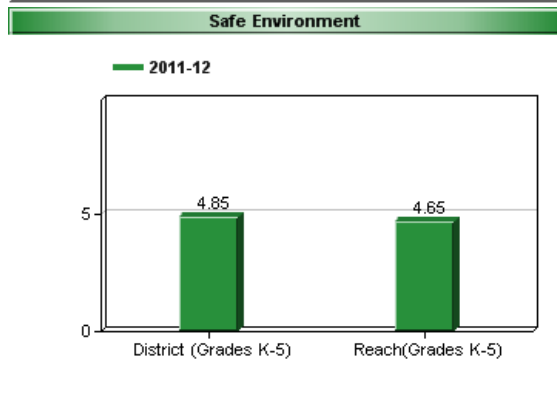
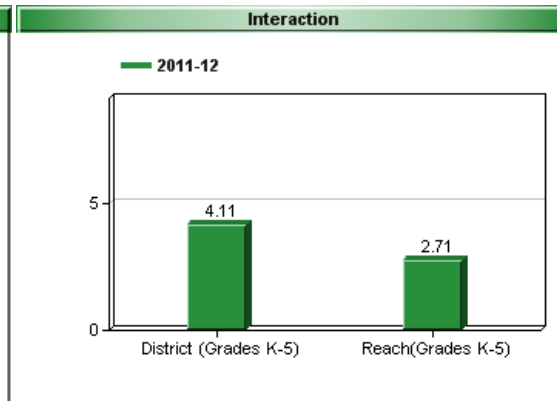
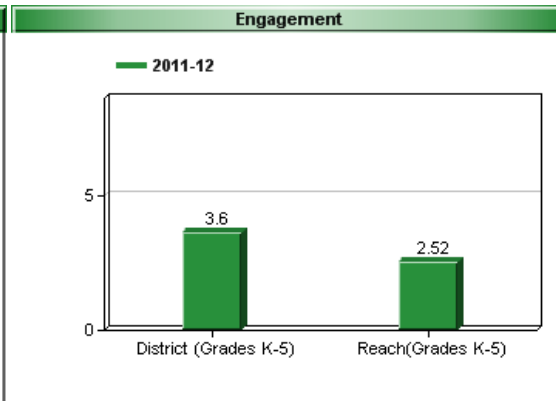
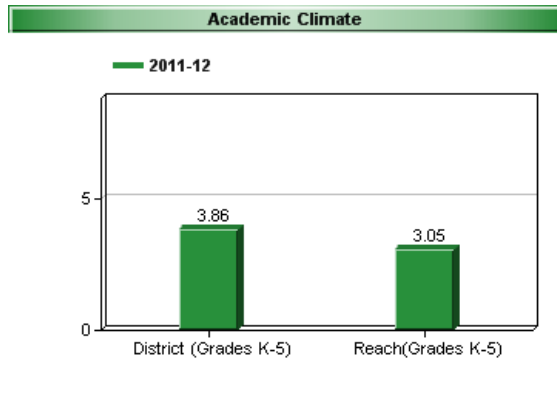
After School Program- Student Impact



After School Program- Participation



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



Data Analysis

- To increase participation, BACR expands to K-5 up to 120 students daily. More diverse academic and enrichment activities include computer, Garden, Library, Step dance, sports with O'Dowd volunteers.
- SSL will serve 60 students in Reading and ELA, 20 students from each grade level k - 2, with a focus on English Language learners and low performing students. Small group work with newcomers and ELL will be extended after school.
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-

Theory of Action

- Reach works with BACR ASP; with OFCY grant money, we plan to expand program next year to all grades-all students receive 30 minutes of Fast Forward at their academic level to support Reach
- Reach continues work with OLC which helps to fund Super Stars Literacy, Reading Partners, and OPT who provide ELA focused ASP programing for at least 75 students in K-3.
- SES - As SES school we will continue to work with SES providers as selected by parents to focus on academic skills by grade level as needed.
- Reach library to be opened for business 5 hours after school weekly by SLC (Senior Library Clerk.) Upper grade students from BACR will be trained to maintain library by library clerk.
- Playworks to work with students (30 minutes before school) teaching kids to play together, play fair, and conflict resolution. Reach and Cox coaches to promote interschool play and friendly competition

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Maintain Library clerk .5	Survey data (CHKS, etc.)				4/4/2013	193SQI1F5495	Retain weekly library visits to encourage reading and research, and extend library to afterschool hours 2 days weekly	N/A			0	\$0.00
Maintain Library clerk .5	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	4/4/2013	193SQI1F5496	Teachers take students to 30 minute weekly library visits to learn how to use Library, about different genres, how to research, look up books, find books by favorite authors and more	N/A			0	\$0.00
BACR expands from 60 3rd-5th grade students to 120 K-5th grade students daily.	Survey data (CHKS, etc.)	All Students		After school program coordinator	3/31/2013	193SQI1F4001	diversify academic and enrichment activities: FF, Garden, Library, Step dance, Basketball with O'Dowd volunteers.	N/A			0	\$0.00
SSL will serve 60 students after school in Reading - 20 students from each grade level K - 2	Local assessments (benchmarks, PWA)	Below Basic	Every Marking Period	Principal	4/18/2013	193SQI1F4002	Teachers, TSA, and Principal will select students with a focus on ELL and low performing students small groups in class and again in ASP	7091-EIA - LEP	5825-CONSULTANTS		0	\$7,894.14
SSL will serve 60 students after school in Reading - 20 students from each grade level K - 2	Local assessments (benchmarks, PWA)	Below Basic	Every Marking Period	Principal	4/18/2013	193SQI1F5846		3010-Title I	5825-CONSULTANTS		0	\$2,105.86
Oakland Parents together will tutor 3rd grade students in Reading					3/31/2013	193SQI1F4003	TSA will work with teacher to choose students	N/A			0	\$0.00
Fast Forward will be taught in BACR 30 minutes per grade level	State tests (CST/STAR, PFT)	All Students	End of Year	After school program coordinator	3/31/2013	193SQI1F4004	Academic Liaison will work with BACR and Principal to organize and coordinate	N/A			0	\$0.00
BACR will provide tutors during the regular school day to work with students performing FBB and BB, using Fountas and Pinnell or Fast Forward.	Local assessments (benchmarks, PWA)	FBB, BB	Every Marking Period	Principal	4/18/2013	193SQI1F5845	BACR will provide tutoring services during the school day.	7090-EIA - SCE	5825-CONSULTANTS		0	\$15,000.00
Instructional supplies.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/18/2013	193SQI1F5847	Instructional supplies	3010-Title I	4310-SUPPLIES		0	\$2,924.67
Reach library to be opened for business by Library Clerk 5 hours	Survey data (CHKS, etc.)	All Students	End of Year	After school program	3/31/2013	193SQI1F5126	Library Clerk will work with ASP to offer Library class for upper	N/A			0	\$0.00

after school weekly				coordinator			grade students					
Playworks to work with students and parents (30 minutes before school)	Survey data (CHKS, etc.)	All Students	End of Year	Leadership Team	4/18/2013	193SQI1F5125	teaching kids to play fair and conflict resolution. promote friendly competition with Cox	N/A			0	\$0.00
Playworks to work with students and parents (30 minutes before school)	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/18/2013	193SQI1F5231	Train parent volunteers and teachers in a classes designed to foster healthy play.	N/A			0	\$0.00

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

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

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce referrals for "loss of recess" by 10%

- Strategy 1.1: Train yard duty help in Restorative Justice techniques and team yard duty with Social worker interns to try and bring the family into it.
- Strategy 1.2: Change Discipline Room to "Reflection Room" - Teachers must go through 4 interventions prior to sending child to the Reflecton room during recess and lunch. Inter-student fights are direct loss of recess. Support staff taking Restorative Justice one by one. Together with Social Worker Interns, our support staff will work with the students in the RR during recess and in small groups as needed.

Goal 2: Increase parent involvement by 10% on SSC and establish PTO.

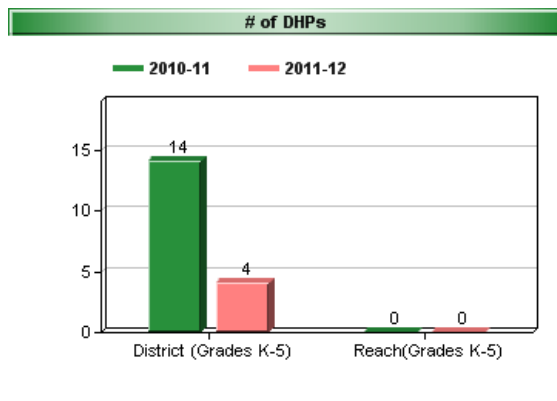
- Strategy 2.1: Hired family liaison - Community Relations Clerk - to organize involvement
- Strategy 2.2: Work with OPT - Oakland Parents Together and PLAN to hold Parent Cafe's and Parent Trainings

School Quality Standards relevant to this Strategic Priority

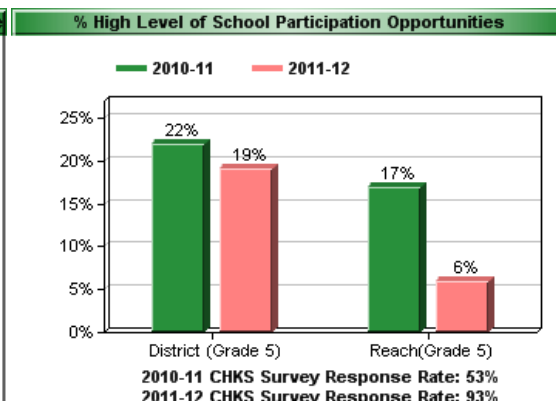
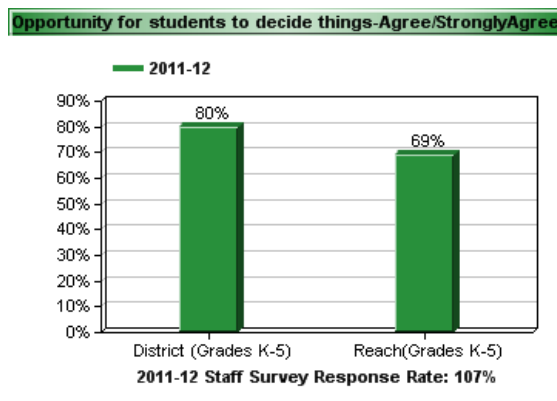
A quality school...

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

DHP

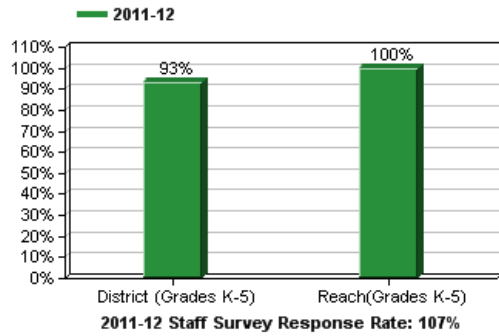


Survey - Engagement

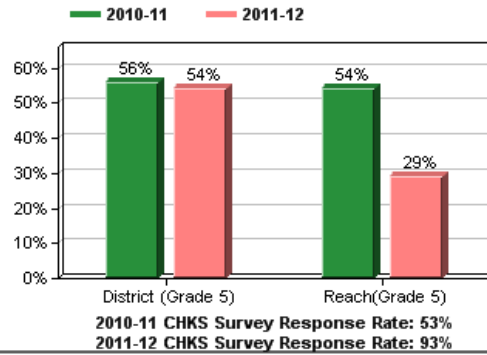


Survey - Relationships

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

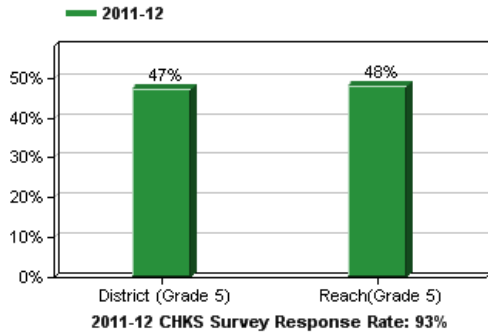


% High Level of Caring Relationships with Adults at School

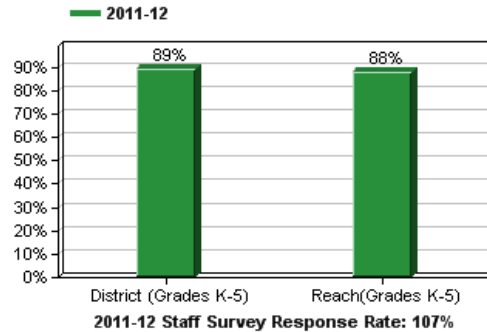


Survey - Safety

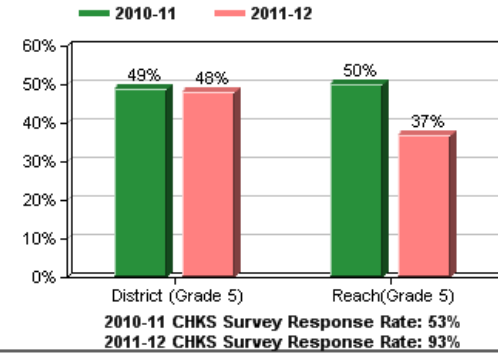
% Hit or pushed by other kids at school



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

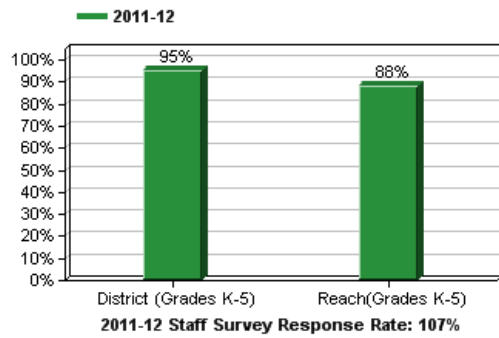


% feeling safe at school all of the time



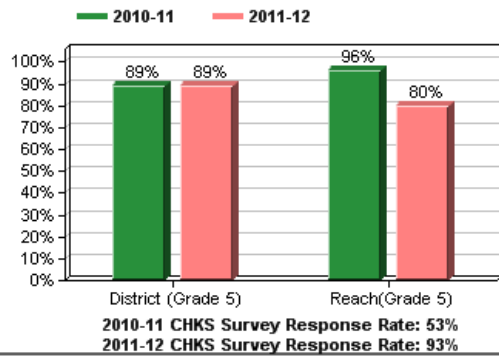
Survey - Welcoming

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

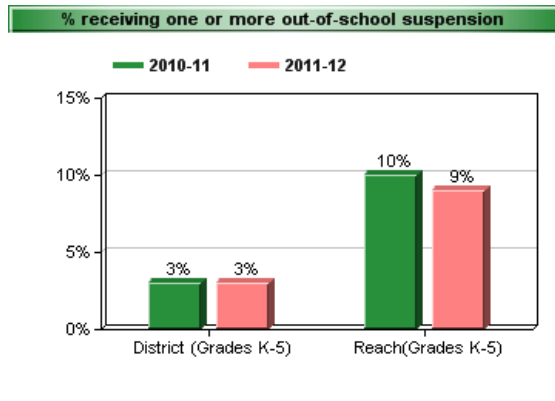


Survey- Beliefs

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



Suspensions



School Data

- 50% of families, 107% staff, and 82% students completed CHKS survey in 2012.
- 62% and 68% of parents came to 1st and then 2nd parent teacher report card conferences.

Data Analysis

- New hire will work with parents to create a entry point for parents to be involved on a daily basis.

Theory of Action

- Provide multiple interventions to avoid suspension and keep child in school.
- Focus on enhancing family participation in all aspects of child education to improve and enrich each child's overall educational experience
- Elevate school as nucleus/center of community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reach library to be opened for business by Library Clerk 5 hours after school weekly	Survey data (CHKS, etc.)	All Students	End of Year	After school program coordinator	3/31/2013	193SQI2A5126	Library Clerk will work with ASP to offer Library class for upper grade students	N/A			0	\$0.00
Playworks to work with students and parents (30 minutes before school)	Survey data (CHKS, etc.)	All Students	End of Year	Leadership Team	4/18/2013	193SQI2A5125	teaching kids to play fair and conflict resolution. promote friendly competition with Cox	N/A			0	\$0.00
Playworks to work with students and parents (30 minutes before school)	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/18/2013	193SQI2A5231	Train parent volunteers and teachers in a classes designed to foster healthy play.	N/A			0	\$0.00
Hold Family Reading Nights, Science and Math Nights as well as Back to School and Open House events					5/17/2012	193SQI2A1947	Work with community partners (OLC) to hold Reading Nights, Science Prep teacher to host Science Night, and Math Teacher Leaders	N/A			0	\$0.00
Con't to work with PLAN to train and empower parents in their communities	Survey data (CHKS, etc.)		Every Marking Period	Principal	4/4/2013	193SQI2A1948	Hold regular parent meetings to increase active participation in school and student's education	9901-Title I - Parent Participation			0	\$1,000.00
Hold Parent/Teacher Cafe					5/17/2012	193SQI2A2537	Have 4 meetings in Family rooms to build and foster relationships between parents and teachers.	N/A			0	\$0.00
Organize a Reach PTA - parents and staff will work with Ms. Smith to get a PTA going at Reach for the first time	Other (OCR, etc)	All Students	Every Marking Period		4/3/2013	193SQI2A5236	to organize, raise money, raise issues such as getting a SSO, foster family involvement, learn about learning and school politics	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

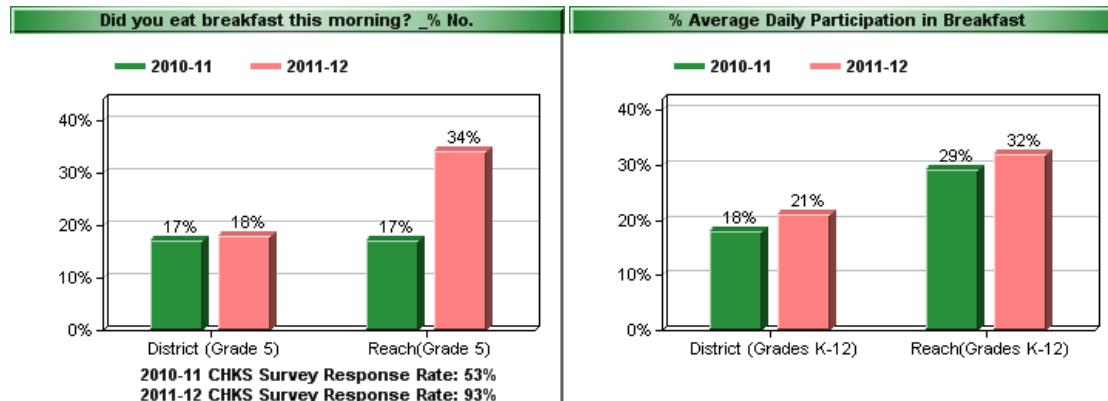
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

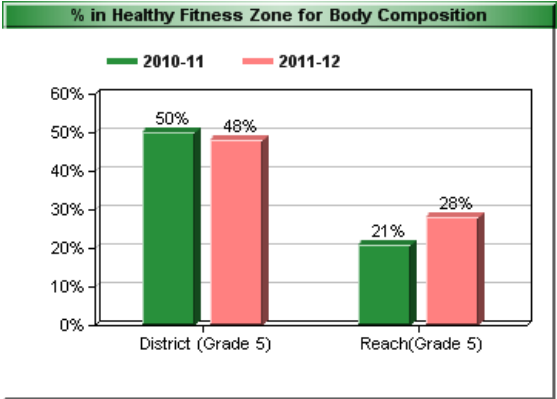
A quality school...

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

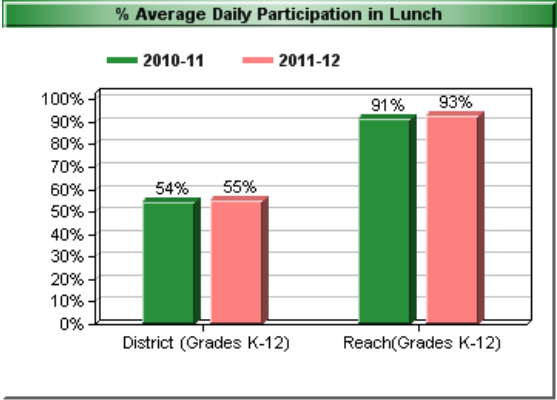
Breakfast



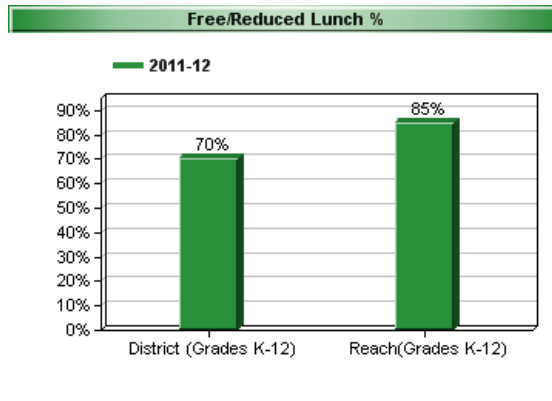
Fitness



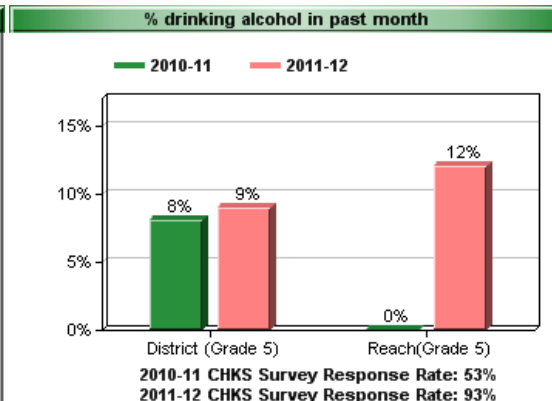
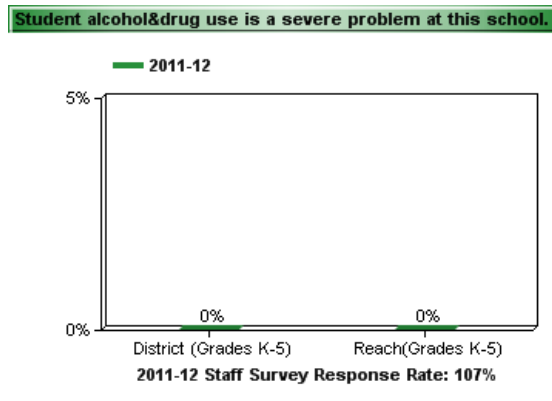
Lunch



Socio Economics



Survey - Drugs / Alcohol



Data Analysis

- So many of our students suffer from emotional, mental and physical health issues that need be addressed directly to assure they grow academically and socially.

Theory of Action

- Full Service Community School; Data-driven alignment of resources to support student achievement
- Parent partnerships-building relationships with parents and families to develop collective trust and accountability for student achievement
- Bring Mindfulness techniques to site. Continue process of teaching staff, students and parents the science of Mindfulness to approach to improve study skills, coping and relationship skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Con't to provide education regarding healthy foods					4/28/2012	193SQI2B1951	Lesson Plans and Food samples are provided monthly by Alameda County	N/A			0	\$0.00
Continue working with Big Smiles to provide dental care to students at school.					4/28/2012	193SQI2B1952	Set up 3 dates in October	N/A			0	\$0.00
Con't to provide 3 free meals (Breakfast, Lunch, and Dinner) to students, as well as 3xweekly fruit/veggie snacks					4/28/2012	193SQI2B3999	Dinner to students in ASP.	N/A			0	\$0.00
Leadership Lessons - Provide leadership classes for students in ASP to build confidence					4/28/2012	193SQI2B4000	Students apply with written request explaining why they want to be Leaders	N/A			0	\$0.00
Provide mindfulness training to all community players - staff, students, ASP. and parents	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/31/2013	193SQI2B5138	by training staff and parents and students weekly culminating in 3 year project as supported by donor.	N/A			0	\$0.00
Establish attendance team to make Home Visits to TK and K students with Chronic absence issues	Attendance		Monthly	Attendance Team	4/4/2013	193SQI2B3978	attendance clerk, family liaison, principal, and teacher when possible will focus on TK K kids to establish good habits (pilot home visit program)	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

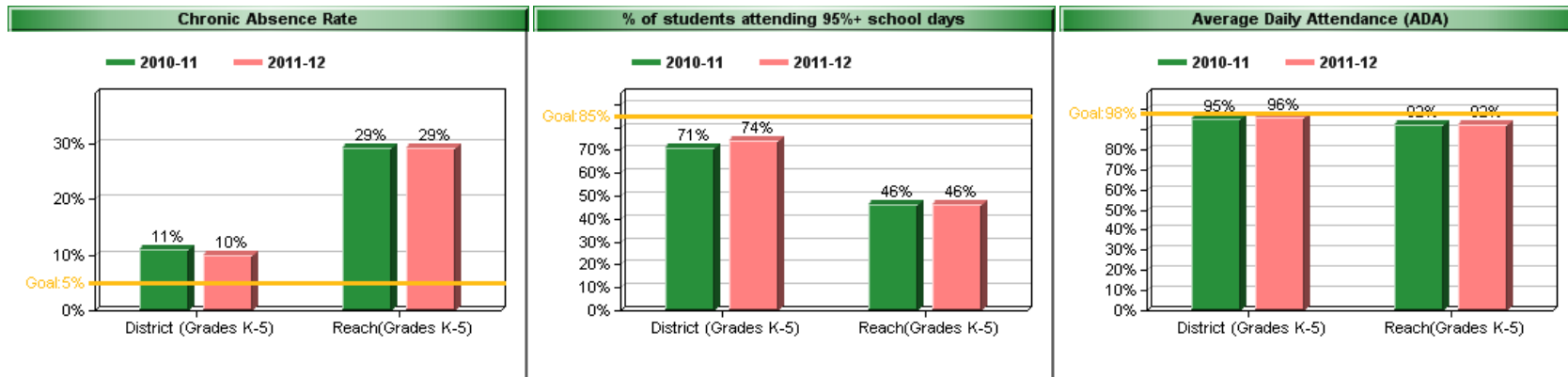
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



Data Analysis

- Unlike 2011/12, we will begin 2012/13 with an attendance clerk. We have a goal of increasing Perfect Attendance by 35%.
- Unlike 2011/12, in 2012/13, we have a Family Relations Bilingual to work on Attendance problem, to connect with families of chronically absent.
- Family Relations Clerk and Attendance Clerk will work to increase overall attendance rate by 5% every period.

Theory of Action

- We know a high level of absenteeism is directly associated with low level academic skills. For Reach students to academically achieve at the high rates they are capable of, we need to orchestrate a culture shift in attendance habits.
- We need to set a goal and maintain a relentless multi-tiered focus on achieving that goal. Attendance will be posted in class, on doors, in hallways, by grade level, and school wide. Reach will partner with SARB office.
- We know there is a direct correlation between attendance and reading levels A plan specific to TK-1st grade students will be piloted to drive that message home - as many as 120 students.
- Reach will celebrate and award improved attendance at the individual, class, grade, and school wide levels from multiple angles.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Establish attendance team to make Home Visits to TK and K students with Chronic absence issues	Attendance		Monthly	Attendance Team	4/4/2013	193SQI2C3978	attendance clerk, family liaison, principal, and teacher when possible will focus on TK K kids to establish good habits (pilot home visit program)	N/A			0	\$0.00
Establish a daily process of calling all absent students, recording the findings, and sharing with teachers and ASP.					4/28/2012	193SQI2C1910	Make chronic absences / tardies known to staff.	N/A			0	\$0.00
Celebrate/Promote improved Attendance by community celebration at monthly assemblies perfect attendance photos, certificates, prizes	Attendance	All Students	Monthly	Other	4/1/2013	193SQI2C1911	teachers work with community liaison and attendance clerk to plan each assembly	N/A			0	\$0.00
Have teachers set individual/class goals to improve attendance weekly and monthly w/ Incentive Chart.					4/28/2012	193SQI2C1912	Provide teachers w Incentive Chart to post in class	N/A			0	\$0.00
Hold Staff PD around prioritizing and improving attendance and to establish teacher expectations and processes when students are absent. I.E. Teachers will call home to validate absences - as well as office. Teach staff how to read absent report.					4/28/2012	193SQI2C1913	Principal will review the cost of low attendance rates, and data from this year, and make it clear that att. is a priority. Hand out Incentive Charts. Brainstorm ways to encourage, improve, celebrate improved attendance in the classroom	N/A			0	\$0.00
Speak to the cost of poor attendance at Back to school night, and announce monthly incentives, weekly incentives, and preview the SART SARB process					4/28/2012	193SQI2C3979	Have Attendance data and fiscal loss thereof displayed in graphs for teachers to stress the importance of good attendance in classrooms and and for Principal to present to families as prioritized goal	N/A			0	\$0.00
Post Monthly Attendance rates by class and whole school on Attendance Bulletin and include same data in Principals Bulletin sent home monthly.					4/28/2012	193SQI2C3980	Attendance Clerk needs to disaggregate monthly attendance rates by last Friday of Month for Principal to include in Monthly Bulletin home.	N/A			0	\$0.00
Hold a SART assembly for chronically absent and Tardy students to begin SART process and explain SARB office.					4/28/2012	193SQI2C3981	Principal and DLong from SARB office will select a date in August for the Sept Assembly. Families can fill out SART contracts at assembly	N/A			0	\$0.00

Include ASP in Focus on Attendance Project. Share daily absent report. Brainstorm possible interventions, mutual efforts and consequences, incentives					4/28/2012	193SQI2C3982	ASP will compare absence report to ASP student sign in. ASP coordinator will receive monthly attendance report.	N/A			0	\$0.00
Pilot It All Amounts to Attendance Counts Pilot with home visits to TK- 1st grade students.	Attendance	All Students	Monthly	Attendance Team	4/1/2013	193SQI2C5174	Principal, Family liaison, and attendance clerk will make monthly or bi monthly visits to TK - 1st grade families during school day.	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

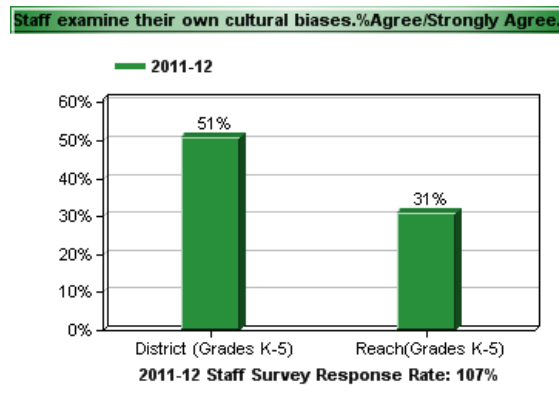
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



Data Analysis

- Our staff is united 100% in 2012/13 with a goal of bringing the Balanced Literacy Approach to Reach. We are looking forward to the PD, to the Leadership possibilities, to becoming a united Learning community.

Theory of Action

- Collaboration among teachers by grade level, whole school, vertically, and otherwise is a priority. Weekly grade level PLCs are invaluable in planning and refining lessons, and analyzing data.
- TSA with strong Literacy Background works with Principal to design constructive PD differentiated as needed, and coaches new teachers
- New staff, with minimal experience, requires well thought out, thorough, deliberate, strategic use of Evaluation Process and multiple opportunities to receive feedback - from coach, peers, principal, colleagues

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA will serve as BAL Literacy Instructor and Intervention instructor					4/4/2013	193SQI3A2540	TSA will support teachers/staff as they learn, and implement the Balanced literacy approach, and work with BAL coach designing PD.	N/A			0	\$0.00
TSA will serve as BAL Literacy Instructor and Intervention instructor					4/4/2013	193SQI3A5491	TSA will train in Fountas and Pinnell offered by district to offer pullout BAL intervention to 3 o4 groups of 5 students daily	N/A			0	\$0.00
Weekly PD in ELA or Math - followed by weekly walkthroughs by Principal and TSA					4/28/2012	193SQI3A3983	Teachers practice in PD and apply in grade level planned lessons. TSA and Principal create walkthrough template and discuss in PLC.	N/A			0	\$0.00
Weekly PLC with TSA or Principal to plan lessons, discuss and improve lessons, data,					4/28/2012	193SQI3A3984	One hour weekly per grade level release. Teachers meet w/agenda and TSA or Principal there for support and feedback.	N/A			0	\$0.00
Use of Evaluation Process to give personal feedback - teachers expect constructive feedback and followthrough.					4/28/2012	193SQI3A3985	Principal spends hour in classroom per evaluation for five or six evals	N/A			0	\$0.00
Weekly Walkthroughs of Vital Signs					4/28/2012	193SQI3A3986	Vital signs are teaching strategies taught in PD as well as standard PD.	N/A			0	\$0.00
Develop teachers as Leaders in PD and as Curriculum Coaches					4/28/2012	193SQI3A3987	provide opportunities for teachers to lead peers	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

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

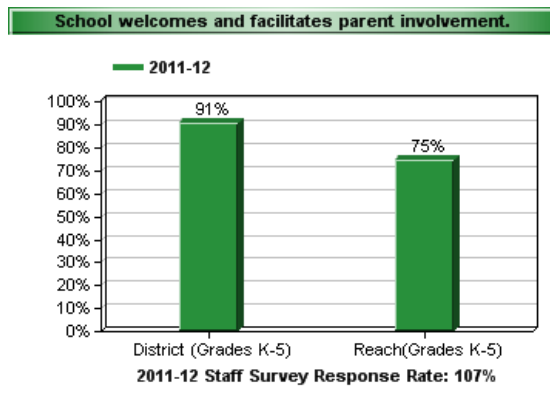
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- Last year only 40% parents picked up report cards and conferenced. This year, 80% of Reach parents picked up and conferenced with teachers.
- Parent involvement needs to increase across grade level, race, and culture

Data Analysis

- We are united in the goal to increase to 75%, the number of parents participating in school activities.
- We hope to increase report card conferences to 85% parents showing.

Theory of Action

- Reach out to our families to increase parent participation and create an atmosphere where families feel welcome
- Focus on families as central to the success of Reach as a FSCS.
- Focus on fostering Teacher Parent communication and interaction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Maintain Library clerk .5	Survey data (CHKS, etc.)				4/4/2013	193SQI4A5495	Retain weekly library visits to encourage reading and research, and extend library to afterschoo hours 2 days weekly	N/A			0	\$0.00
Maintain Library clerk .5	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	4/4/2013	193SQI4A5496	Teachers take students to 30 minute weekly library visits to learn how to use Library, about different genres, how to research, look up books, find books by favorite authors and more	N/A			0	\$0.00
Retain COST and SST team	Health data	All Students		Principal	4/4/2013	193SQI4A5494	set bi monthly schedules for COST and establish yearly SST team at beginning of year	N/A			0	\$0.00
Playworks to work with students and parents (30 minutes before school)	Survey data (CHKS, etc.)	All Students	End of Year	Leadership Team	4/18/2013	193SQI4A5125	teaching kids to play fair and conflict resolution. promote friendly competition with Cox	N/A			0	\$0.00
Playworks to work with students and parents (30 minutes before school)	State tests (CST/STAR, PFT)	All Students	End of Year	Other	4/18/2013	193SQI4A5231	Train parent volunteers and teachers in a classes designed to foster healthy play.	N/A			0	\$0.00
Organize a Reach PTA - parents and staff will work with Ms. Smith to get a PTA going at Reach for the first time	Other (OCR, etc)	All Students	Every Marking Period		4/3/2013	193SQI4A5236	to organze, raise money, raise issues such as getting a SSO, foster family involvement, learn about learning and school politics	N/A			0	\$0.00
Staff PD devoted to parent/teacher communication via Sarah Lightfoot's book - The Essential Conversation - What parents and teachers can learn from each other.					4/4/2013	193SQI4A1945	PD - Commit a portion of PD study paren/teacher interaction. (Lightfoot)	N/A			0	\$0.00
Staff PD devoted to parent/teacher communication via Sarah Lightfoot's book - The Essential Conversation - What parents and teachers can learn from each other.	Survey data (CHKS, etc.)	All Students			4/4/2013	193SQI4A5233	Invite parents to PD for a cafe-like setting to foste conversations (Lightfoot) include supplies for books, and workshops	3010-Title I			0	\$500.00
retain .5 Family	Survey data	English	Every Marking	Principal	4/4/2013	193SQI4A1946	Will work to increase parent participation, including working with volunteer parents	7091-EIA -		CMRAIB0015	0.5	\$22,251.15

relations bilingual	(CHKS, etc.)	Learners	Period				setting up Family Meeting Room, coordinate with PLAN,	LEP				
Improve logistical parent communication and involvement	Survey data (CHKS, etc.)	All Students	End of Year	Other	4/3/2013	193SQI4A3993	one parent per classroom for volunteering and for communicating	N/A			0	\$0.00
Improve logistical parent communication and involvement	Survey data (CHKS, etc.)	All Students	Every Semester	Other	4/3/2013	193SQI4A5234	Email list of Reach families, staff, and partners - to get messages out such as Lock Down Report	N/A			0	\$0.00
Improve logistical parent communication and involvement	Survey data (CHKS, etc.)	All Students	Every Semester	Other	4/3/2013	193SQI4A5235	Look into OSF/Reach website - michelle will explore how to enrich and utilize.	N/A			0	\$0.00
Family Room - Set up the work desk, bookshelves, and two newly refurbished computers and printer in Family Room to provide daily Intranet access, a work place, reading space, or other needs.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/4/2013	193SQI4A3992	Establish regular hours for the Family Room, and design a schedule for signing up to use computers,	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$0.00
Increase parent involvement by sharing computer access at site. Invite parents to computer class and encourage parent use of computer/printers in family room.					4/3/2013	193SQI4A3991	Community liaison will set up classes for interested parents in September, according to lab schedule	N/A			0	\$0.00
Increase parent involvement by sharing computer access at site. Invite parents to computer class and encourage parent use of computer/printers in family room.					4/3/2013	193SQI4A5232	Extra computers will be moved to family room for parent use - up to 5	N/A			0	\$0.00
Family Reading Nights where families are invited to read with their students. Dinner is served and the importance of family participation is stressed.					4/28/2012	193SQI4A3988	Meet with OLC partners to schedule dates	N/A			0	\$0.00
Family Picnics - Back to school picnic (weekend before school starts and Spring Picnic to send off Fifth Grade.					4/3/2013	193SQI4A3995	Social committee contacts staff in early August and organize parents in Spring for 5th grade send-off	N/A			0	\$0.00
Building Bridges Team - Core group of parents work with Andre Spearman and Ms.												

Smith and principal. BBT will work to empower parent input a driving force in decision making, initiating goals, and driving academic success for our students. component to initiate goal and build support	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/4/2013	193SQI4A5485	Community Liaison and rep from Family/Community Engagement work to empower parental team to represent and encourage parental voice.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS	0	\$805.13
Building Bridges Team - Core group of parents work with Andre Spearman and Ms. Smith and principal. BBT will work to empower parent input a driving force in decision making, initiating goals, and driving academic success for our students. component to initiate goal and build support					4/4/2013	193SQI4A5487	BBT team will organize grade level parent workshops at the beginning of the year to explain substantive matter covered per grade - may be part of Back to School Night	N/A		0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Reach Academy

Principal: PATRICIA SHEEHAN

From OUSD Strategic Plan:

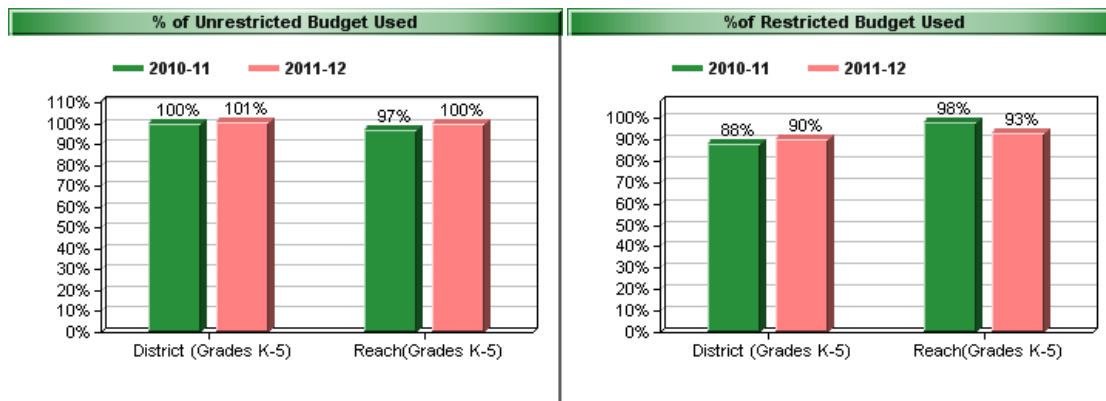
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

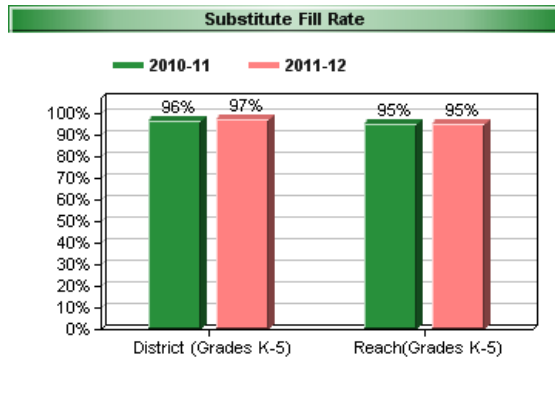
A quality school...

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

Budget



Sub Fill Rate



School Data

- We started year with 60 more students than projected. Kndrgrtn and 1st Grd classes had 30-31 students. By October 2011, we added a teacher; we have 13 now. We feel numbers are again under-projected. We predict Reach will grow again.
- Only twice, this year, did a substitute fail to show at Reach.

Data Analysis

- We have 7 brand new teachers. Large classes of 31 in Kinder, First, were challenging for new teachers. We want to grow as a school, to improve our performance to meet the needs of a growing school.

Theory of Action



- All resources align with our goals for students - including improving instruction to meet their academic needs.
- All resources align with our ultimate goal to prepare students to be compassionate, conscientious, contributing members of their communities.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use data and an inquiry cycle to support collaborative decision-making about resource allocations, including surveys and study sessions to build two-way understanding of priorities and constraints					4/28/2012	193SQI5A3996	Hold regular meetings with teachers, other staff, parents, students, and community members to review data	N/A			0	\$0.00
Use instructional time (master schedule), collaboration time, and other professional development time to guide and support quality instructional practice					4/28/2012	193SQI5A3997	Identify students' academic level, health needs, interests etc, and the appropriate teaching skills or strategies as needed.	N/A			0	\$0.00
Discuss all aspects of site budget allocations with staff and SSC and ELAC and determine priorities.					4/28/2012	193SQI5A3998	Include SSC and ELAC parents in PLAN meetings to learn how to improve SSC	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$64,797.18	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$38,954.65	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$103,751.83	

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	\$76,005.40	
 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	\$1,805.13	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$77,810.53	

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: Reach Academy
Site Number: 193

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 April 29, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Aleta Watson
SSC Chairperson's Signature

ALETA WATSON 5/13/13
SSC Chairperson's Name (printed) Date

ELAC Chairperson's Signature
Patricia Sheehan
Principal Signature

ELAC Chairperson's Name (printed)
Patricia Sheehan 5-3-13
Principal's Name (printed) Date

Executive Officer's Signature

Executive Officer's Name (printed)
KIMI KEAN 5/13/13
Date

Director, State & Federal Compliance Signature

Director, State & Federal's Name (printed)
Susana Ramirez 6/5/13
Date

School Site Council Membership Roster – Elementary School

School Name: Reach Academy

School Year 2012/2013

Chairperson: Aleta Watson	Vice Chairperson: Shon Jacobs
Secretary: April Hogan	DAC Representative: <u>Aleta Watson</u>

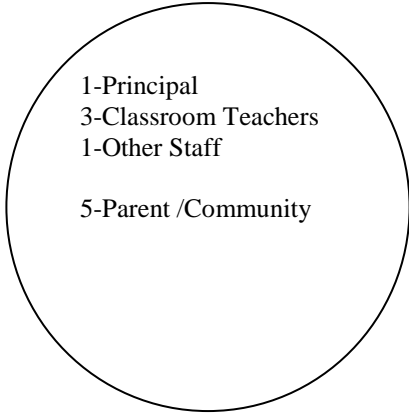
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Aleta Watson					x
Shon Jacobs					x
April Hogan					x
Marisela Vasquez					x
Veronica Venezas					x
Patricia Sheehan	9860 Sunnyside Ave. Oakland, CA 94662	x			
Michelle Smith	9860 Sunnyside Ave. Oakland, CA 94662			x	
Andrea Gershwin	9860 Sunnyside Ave. Oakland, CA 94662		x		
Virginia Velaquez Cruz	9860 Sunnyside Ave. Oakland, CA 94662		x		
Sarah Greenberg	9860 Sunnyside Ave. Oakland, CA 94662		x		
DAC Representative					
Aleta Watson					
Home Ph. 510-566-7117	Email : Aletawtsn15@gmail.com				

Meeting Schedule	9/26/12; 10/24/13; 11/29/13;1/18/13;2/21/13;3/27/13;4/11/13;5/2/13;
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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.



Title I School Parental Involvement Policy 2013 - 2014

Reach Academy Elementary School

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 - *Reach Academy* 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. The Title 1 meeting will take place at our Back to School night, when we will explain how parents can involve themselves and help influence decisions. Our SSC and ELAC teams are asked for advice. The plan is presented to the SSC for a vote.
 5. Offer a flexible number of meetings for parents. First Meeting is at Back to School night. Following meetings are at monthly SSC meetings.

- Provides parents of Title I students with timely information about Title I programs. We send home and post flyers outlining the Title 1 agenda and important dates.
- 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. After the first meeting, we invite parents through flyers with 78 hours notice.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Curriculum, Assessment Calendars, CST results, and Proficiency Levels are presented at Back to School night. A Data Night follows the first Benchmark Results. A summary of the results are presented at monthly SSC meetings. Before Report Card Conferences are held, parent trainings are scheduled to advise parents what to ask and how to talk to teachers.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. SSC Meetings. Parent Meetings, Parent Café, Data Night

-

School-Parent Compact

Reach Academy 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

Reach Academy 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
 - 6) Back to School Night, SSC Meetings, Family Engagement Meetings, Data Night, Report Card Conferences will all include Building Parent Capacity for Involvement.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Hand out at Back to School Night; provide at SSC Meetings, Parent Meetings with Building Bridges*
 - Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Meetings have been planned through the Family Engagement Center to inform parents and staff how best to work with each other. Organize and enlist parents in running Parent Café s organized to inform staff.
 - 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. *(Briefly describe or bullet how this happens at your schools.)*
 - 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. Family Reading Night, Back to School Night, Science Night, Data night.
 - Provides support, during regularly meetings, for parental activities requested by Title I Program parents. SSC meetings, Parent meetings, developing a PTO.

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. Every message is translated into Spanish. We provide other language support as needed. Translator will be present at every event.

Adoption

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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 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 Reach Academy'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.

Patricia Sheehan _____
(Principal's Signature)

Thursday, May 8, 2013
(Date)

Reach Academy Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

Student

Teacher

Parent/Guardian

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 350 </u> All Students. <u> 150 </u> ELs. <u> 25 </u> SWDs.</p> <p>Use Identify all that apply: <u> x </u> Basic core and/or CCSS-aligned materials are used as designed. <u> </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
		Reading/Language Arts/ELD					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			Key Components																								
			Appropriate Instructional Program Materials All students are ___x assessed, ___x placed, and ___x provided appropriate intervention program materials.																								
			<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>8</td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>5</td> <td></td> <td></td> </tr> </tbody> </table>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	20			All Intensive ELs	8			All Intensive SWDs	5		
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Documentation		Additional Comments																									
	Reading/Language Arts/ELD																										
District Purchase Date:																											
School Distribution Date:																											
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Attach publisher PO documentation for sets of classroom basic core materials.																											

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
1.4				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p>Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 350 </u> All Students. <u> 150 </u> ELs. <u> 25 </u> SWDs.</p> <p>Appropriate Use Identify all that apply: <u> </u> Basic core and/or CCSS-aligned materials are used as designed. <u> </u> Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	<p>1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.</p>	<p>Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are __xx_ assessed, ___ placed, and x___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 708 2003 837"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>6</td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>5</td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use ___x_ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	12			All Intensive ELs	6			All Intensive SWDs	5		
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																																																						
			Objective	Fully	Substantially	Partially	Minimally																																																		
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			Key Components																																																						
			Allocation of Instructional Time ___x___ Time is given priority and protected from interruptions.																																																						
			Identify the number of instructional minutes (length of periods) offered at each grade level.																																																						
			<table border="1"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td align="center">90</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	90	90	90	90	90	90				ELs	90	90	90	90	90	90				SWDs	90	90	90	90	90	90			
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ELs	90	90	90	90	90	90																																																			
SWDs	90	90	90	90	90	90																																																			
Documentation		Additional Comments																																																							
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Attach appropriate documents																																																									

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																
			Objective	Fully	Substantially	Partially	Minimally												
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			Allocation of Instructional Time Identify all that apply: ___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.																
			<table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1–2</th> <th>Level 3</th> <th>Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">50</td> <td align="center">50</td> <td align="center">50 + daily</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students				Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	50	50	50 + daily
Proficiency Levels	Levels 1–2	Level 3	Level 4–5																
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Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	50	50	50 + daily																
Documentation		Additional Comments																	
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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.																																		
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																														
2.4			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																															
<p align="center">Key Components</p> <p>Allocation of Instructional Time ____x_ Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" data-bbox="1417 735 2032 865"> <thead> <tr> <th colspan="6">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>Intensive Els</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>Intensive SWDs</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level							4	5	6	7	8	All Intensive learners	50	50	50	50	50	Intensive Els	50	50	50	50	50	Intensive SWDs	50	50	50	50	50
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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.																																																						
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
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			<p>Allocation of Instructional Time ___x___ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes offered at each grade level:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td>9 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	9 0	9 0	9 0	9 0	9 0	9 0	9 0			ELs	9 0	9 0	9 0	9 0	9 0	9 0				SWDs	9 0	9 0	9 0	9 0	9 0	9 0			
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																																																																								
2. Instructional Time	2.6 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.	<p>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.</p> <ul style="list-style-type: none"> • Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. • Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. • For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																																																																																				
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Appropriate Allocation of Instructional Time ___x___ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p> <table border="1" data-bbox="1417 771 2026 982"> <thead> <tr> <th colspan="10">Number of students at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>10</td> <td>12</td> <td>10</td> <td>19</td> <td>11</td> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic ELs</td> <td>8</td> <td>3</td> <td>5</td> <td>7</td> <td>7</td> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Strategic SWDs</td> <td>2</td> <td>6</td> <td>5</td> <td>5</td> <td>2</td> <td>2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1417 1006 2005 1404"> <thead> <tr> <th colspan="10">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Number of students at each grade level											K	1	2	3	4	5	6	7	8	All Strategic	10	12	10	19	11	6				All Strategic ELs	8	3	5	7	7	4				All Strategic SWDs	2	6	5	5	2	2				Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided to strategic students	30	30	30	30	30	30				Additional time provided to identified EL strategic students	30	30	30	30	30	30				Additional time provided to identified SWD strategic students	30	30	30	30	30	30			
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Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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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.																															
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. For districts using the 2007 SBE-adoption: <ul style="list-style-type: none"> The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE-adoptions: <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program. 	Objective	Fully	Substantially	Partially	Minimally																											
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																											
			<p align="center">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Indicate total number of additional minutes:</p> <table border="1" data-bbox="1434 704 2013 992"> <thead> <tr> <th colspan="6">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes at each grade level							4	5	6	7	Pre-algebra/Algebra Readiness	All Intensive Learners						All Intensive ELs						All Intensive SWDs		
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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.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%		2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Instructional/Assessment Pacing Guides ___x___ Distributed to each grade level. ___x___ In use at every grade level.</p> <p>Pacing Guide Use Monitored ___x___ Principal monitors use.</p>				
Documentation		Additional Comments					
District/School Pacing Plan by Grade Level:	Reading/Language Arts/ELD						
Attach appropriate documents.							

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			___80___ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education
Academic Program Survey—Elementary School Level

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

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

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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	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p align="center">Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" data-bbox="1394 646 2032 1211"> <thead> <tr> <th></th> <th>Number of Teachers</th> <th>Training</th> <th>Classroom Support</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>2</td> <td>2</td> <td>2</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>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Grade 5</td> <td>2</td> <td>2</td> <td>2</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/Algebra Readiness</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Number of Teachers	Training	Classroom Support	Grade 1	2	2	2	Grade 2	3	3	3	Grade 3	3	3	3	Grade 4	2	2	2	Grade 5	2	2	2	Grade 6				Grade 7				Algebra 1				Pre-algebra/Algebra Readiness
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		<p>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.</p> <ul style="list-style-type: none"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		

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Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<p>Scheduled Structured Collaboration Meetings</p> <p><input type="checkbox"/> 7 Number per month.</p> <p><input type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><input checked="" type="checkbox"/> Meetings are structured; protocols/tools are developed and used.</p> <p><input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p>							
<p>Collaborative Meeting Discussion Content</p> <p><input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students.</p> <p><input checked="" type="checkbox"/> Strengthening program implementation.</p> <p><input checked="" type="checkbox"/> Designing and improving lessons and instruction.</p> <p><input type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.</p>							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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