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 Garfield Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Federal Programs
> Title I, Part A

Recommendation:
The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Garfield Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Garfield Elementary

6001846

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT

Taken From Garfield's School Quality Review, 2011-2012 Garfield Elementary School is located in the San Antonio District. This school is one of the largest and oldest schools in Oakland with approximately 570 students. It has been in existence since 1928. Classrooms for 2nd to 5th grade are located in the main level in two large halls. One hall houses 2nd and 3rd grade, while the other houses 4th and 5th grade classrooms. Kindergarten and 1st grade lie in the lower level with easier access to bathrooms and the yard. There are two portables on the yard. One houses a 1st grade classroom; the other houses the Family Learning Center. The school also provides Preschool classes, Lotus Bloom early childhood playgroup, and Early Head Start. The student body is 47 percent Latino, 32 percent Asian, 16 percent African American, 2 percent White, and 3 percent other. Over the past five years, there has been a slight decrease in the Asian population (-4%) and an increase in the African American population (+ 4%), with the Hispanic population remaining steady as the majority group. Seventy percent of students are English Learners; 95 percent are socioeconomically disadvantaged, and 5 percent receive special education services. The school has a staff of 27 teachers ranging from two to thirty three years experience in teaching. The majority of the teachers (24, or 89%) have seven or more years of teaching experience, while three teachers have between two and five years of experience. There is an instructional shift from a publisher-based curriculum (Open Court) towards the implementation of an in-depth standards-based instruction. The school had been previously under a close watch from the district due to its status as a Program Improvement Year 5 school. The push to revise and embrace a school vision comes from the principal and Instructional Leadership Team, who recognize that teachers have to be on the same page to make academic progress. Academically, in 2010-11, the school met 23 of 24 AYP Criteria; this constitutes 95.8 percent of criteria met, a percentage rate not obtained since 2007. The only criterion not met was in the African American subgroup in ELA, where this

subgroup scored 28.6 percent proficient, constituting a decrease of six percent proficiency from the previous year. All but one subgroup (Asian in Mathematics) met AYP academic criteria through the Safe Harbor method (moving 10 percent of population to proficiency). The Asian subgroup scored 78.1 percent proficient in mathematics, well above the 68.5 percent AYP target. There is definitely an achievement gap among subgroups in both English Language Arts and Mathematics, with African Americans being the lowest performing subgroup, followed by Hispanic/Latinos. The school has been making steady progress in API in the past two years, with an average of a 28-point increase per year. Garfield's 2012 API is 749. The school has had tremendous turnover in leadership in the past six years, with four principals having led and the present principal, Nima Tahai, only in his second year. Mr. Tahai has transitioned well into the school and is described as positive and different when compared to his predecessors by the school?s staff. His number one goal has been building strong relationships, followed by creating an Instructional Leadership Team (ILT) to address instructional practices and a Community Leadership Team to promote a positive school culture. There is a level of excitement about the possibilities for the future of Garfield Elementary among the teachers, who note that the pieces are in place and need only time and continued support for the efforts of the teachers and staff to produce success. Coupled with a steady increase in API over the last two years, the school could reach an API of 800 within a few years, should the school's progress continue at this pace.

VISION
Garfield Elementary School provides a quality education for ALL students. Our mission is to provide a safe place where students of diverse cultures join together in a community of active learners. Our staff, parents, and community members work hard to ensure that Garfield students become productive, caring, and creative adults in the 21st century.

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

Accountability- Garfield School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - Healthy Kids Survey and Caring Community survey will be cross checked by the SSC at the end of the year and help determine next steps for implementing programs that support the creation of a welcoming and caring school. Garfield ELAC - Will review data on our English Language Learners and evaluate the effectiveness of our instruction for ELs including our ELD program and our bilingual program. Celdt/Adept scores will be reviewed for English Learners. We will discuss strategies, progress and areas of growth. Administrative After school Program Check-in Meetings - The principal will meet with the after-school program coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to strategies implemented to improve progress. Benchmark Data - Classroom teachers will review benchmark data in ELA, Math, and Reading. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal or in grade level sessions. Attendance Team - Will review chronic absence data, case manage and support students to improve attendance.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Garfield Elementary   **Principal:** NIMA TAHAI

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Benchmark

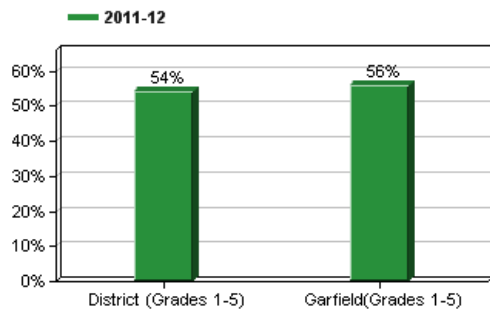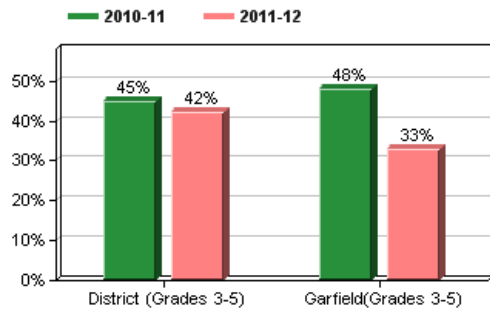**ELA MidYear % At/Above BMark in Reading Comprehension**

2011-12

District (Grades 2-5): 61%
Garfield(Grades 2-5): 52%
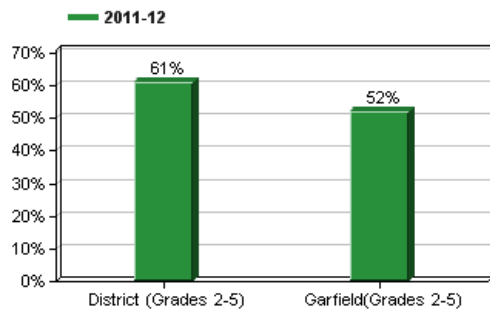
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

2011-12

District (Grades 1-5): 54%
Garfield(Grades 1-5): 56%

CST

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

2010-11 ▬ 2011-12 ▬

	District (Grades 3-5)	Garfield (Grades 3-5)
2010-11	45%	48%
2011-12	42%	33%

CST/CMA ELA % BB/FBB

2010-11 ▬ 2011-12 ▬

	District (Grades 2-5)	Garfield (Grades 2-5)
2010-11	22%	33%
2011-12	22%	29%

CST/CMA ELA % Prof/Adv

2010-11 ▬ 2011-12 ▬

	District (Grades 2-5)	Garfield (Grades 2-5)
2010-11	51%	39%
2011-12	52%	33%
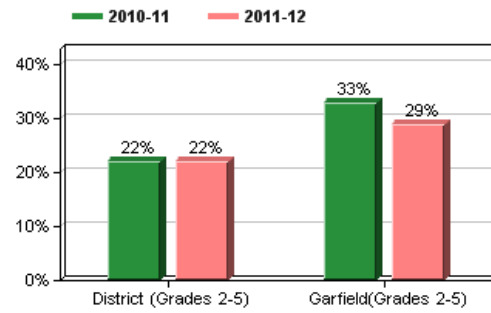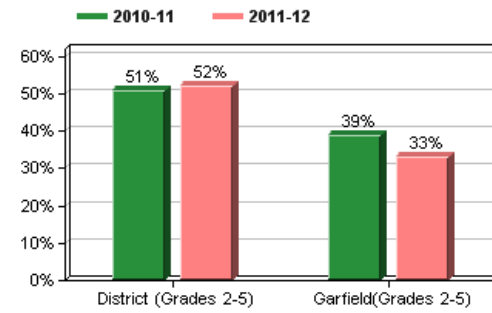
DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

2011-12 ▬

	District (Grade K)	Garfield (Grade K)
2011-12	72%	61%
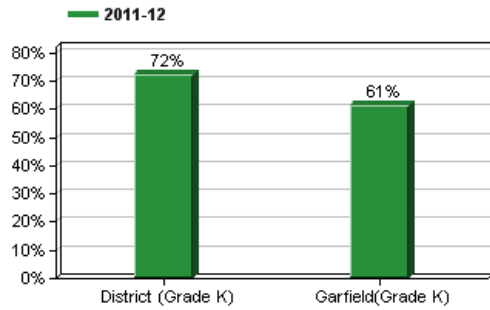
DIBELS EOY Gr1 % Low Risk in Oral Reading

2011-12 ▬

	District (Grade 1)	Garfield (Grade 1)
2011-12	69%	41%

SRI

SRI % At/Above grade level reading

2011-12

District (Grade 3): 62%
Garfield (Grade 3): 39%

2011-12 SRI Participation Rate: 73%
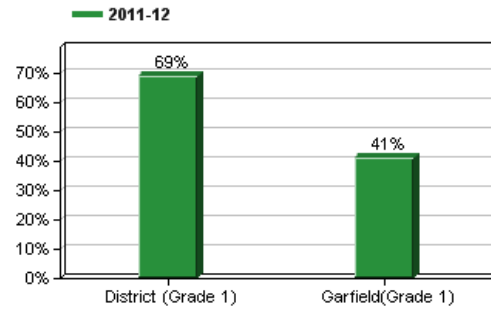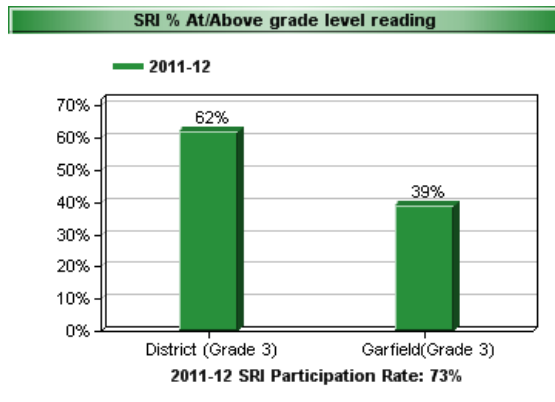
Data Analysis

- By Grade Level, mid year 2013 benchmark indicates: (growth from fall to mid year benchmark) 2nd Gr. grew: 33% to 53%, +20% 3rd Gr. grew: 22% to 39%, +17% 4th Gr. grew: 13% to 22%, +9%) 5th Gr. grew: 27% to 41%, + 14% 2nd-5th Gr. Avg. grow = 15%
- By Demographic, mid year 2013 benchmark indicates: (growth from fall to mid year benchmark) AA students grew: 16% to 31%, +15% Asian students grew: 38% to 51%, +13% Latino students grew: 25% to 38%, +13% EL students grew: 21% to 31%, + 10%
- By Grade level, CELDT scores indicate: 56% of all ELs grew/CELDT 5 1st grade = highest EL growth/CELDT 5 at 91% 3rd grade = lowest EL growth/CELDT 5 at 41% 4th grade = lowest slide/CELDT 1 at 4% 2nd grade = highest slide/CELDT 1 at 22%
- By Home Language, CELDT scores indicate: Growth/CELDT 5 in order: Cantonese=80% (15 students) Vietnamese=78% (37 students) Cambodian=71% (21 students) Mien=64% (11 students) Spanish=47% (167 students)
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Theory of Action

- At Garfield there is an explicit shift from publisher/curricular driven instruction such as Open Court, to a balanced approach to literacy which includes: Reader's and Writer's Workshop. Our scholars will attain proficiency if we ensure:
- 1. Our scholars are reading at least two to two and a half hours a day (with 60 to 90 minutes provided at school, and 60 to 90 minutes provided and monitored at home). There is dedicated/extended time for reading and writing during the school day.
- 2. Use assessments to progress monitor and provide intervention: SRI 2nd-5th grade, running records in 2nd - 5th grade, with BPST for emerging readers behind brade level and Dibels in Kinder and 1st grade.
- 3. All Garfield staff are trained in the Teacher's College Reader's and Writer's workshops - with planning and instructional support around units of study and clear teaching points that explain: what is being taught, why it is being taught and how
- 4. Garfield scholars, across content areas, are routinely speaking and listening to other scholars during lessons throughout the day, writing about their leanings and inquiries, and citing their evidence that has shaped their opinions and thinking.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reduce class sizes in 4th and 5th grade	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A2485	Reduce Class Size	3010-Title I		TCSHLT0028	1	$65,355.30
Staff member will support in leading SST meetings, coordinating student academic intervention and in classroom teacher instructional support					5/10/2012	118SQI1A2493	Coordination of Literacy Intervention Teachers	N/A			0	$0.00
Staff member will work with teachers to support literacy gains and intervention strategies for ELL students in all grades	CELDT	English Learners	End of Year	Principal	5/9/2013	118SQI1A2499	Instructional Facilitator to provide coaching to teachers on working with English Language Learners in the classroom setting.	7091-EIA - LEP		TC11IF0006	0.2	$18,895.49
Instructional Assistant will provide in class intervention and support for English Language Learners	CELDT	English Learners	End of Year	Principal	4/12/2013	118SQI1A2500	Instructional Assistant will provide in class intervention and support for English Language Learners	7091-EIA - LEP		IABIL0035	0.8	$42,506.66
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A2480	Reduce class size	7400-QEIA		K12TCH0543	1	$52,789.49
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A2481	Reduce class size	7400-QEIA		K12TCH0575	0.15	$11,506.09
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A2482	Reduce class size	7400-QEIA		K12TCH0998	1	$53,558.05
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A2483	Reduce class size	7400-QEIA		K12TCH1390	0.26	$30,115.64
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A2484	Reduce class size	7400-QEIA		K12TCH2146	1	$55,491.59
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5701	Reduce class size	7400-QEIA		TCEEIP0033	0.06	$5,196.50
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5703	Reduce class size	7400-QEIA		TCHBIL0006	0.05	$4,579.95
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5705	Reduce class size	7400-QEIA		TCSHLT0180	1	$62,169.63
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5706	Reduce class size	7400-QEIA		TCSHLT0499	1	$53,558.05

As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5707	Reduce class size	7400-QEIA		TCSHLT0506	0.11	$11,090.85
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5708	Reduce class size	7400-QEIA	4399-SURPLUS		0	$6,272.16
Supplies to support academic enrichment of student learning	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	4/12/2013	118SQI1A2495	Supplies to support academic enrichment of ELL student learning	7091-EIA - LEP	4310-SUPPLIES		0	$7,038.36
Supplies to support academic enrichment of student learning	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A2502	Supplies to support academic enrichment of student learning	3010-Title I	4310-SUPPLIES		0	$354.18
Community/Family advocates will work with families to improve student attendance, parental involvement and student achievement	Attendance	All Students	Every Marking Period	Principal	4/12/2013	118SQI1A2494	Family/community advocates	7090-EIA - SCE	5825-CONSULTANTS		0	$62,147.30
Garfield's Instructional Leadership Team, comprised of one teacher leader from each grade level (K-5) will meet twice a month to monitor instructional reform and student outcomes throughout the school	State tests (CST/STAR, PFT)	All Students	Every Other Week	Principal	4/12/2013	118SQI1A2932		N/A			0	$0.00
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/12/2013	118SQI1A5755	1st Trimester Report Card Conferences - at Garfield the first trimester report card conference is mandatory. The school schedule supports these conferences with minimum days. There is family interest to have these same mandatory conferences again mid year and end of the year - the school is working on developing a calendar that supports this.	N/A			0	$0.00
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5756	In the Spring of 2013, Garfield families and teachers will hold a retreat to further discuss parent/teacher structures such as data nights, monthly class parent/teacher meetings.	N/A			0	$0.00
							In the Spring of 2013, Garfield's Parent Action Team made a recommendation that					

Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1A5758	the school utilize data walls in the school hallways and one per classroom to keep families and students informed on the academic performance (in relation to benchmark) for the school and the students. With the belief that this information will support families to better suppor their students.	N/A		0	$0.00
Literacy Coach working with 2nd-5th grade teachers to implement Teacher's College Reader's and Writer's workshop. Coach has weekly coaching sessions which include in class observation/modeling, followed up by out of class debriefing. Coach leads once a month PD and weekly coaching sessions with 2nd - 5th grade staff.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI1A5733	Coaching Teachers	3010-Title I	TC11IF0006	0.5	$47,238.72
Literacy Coach working with 2nd-5th grade teachers to implement Teacher's College Reader's and Writer's workshop. Coach has weekly coaching sessions which include in class observation/modeling, followed up by out of class debriefing. Coach leads once a month PD and weekly coaching sessions with 2nd - 5th grade staff.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI1A5734	Student Support	7090-EIA - SCE	TC11IF0006	0.3	$28,343.23
EBAYC after school targeted guided reading intervention	SRI	FBB, BB and BAS	Every Marking Period	After school program coordinator	4/12/2013	118SQI1A2845		Funded by Community Partner		0	$0.00
Garfield 3rd-5th grade PLCs will meet weekly with an instructional coach to work on Reader's/Writer's workshop lesson/unit planning	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI1A2937		N/A		0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Garfield Elementary   **Principal:** NIMA TAHAI

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

District-level Goals

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

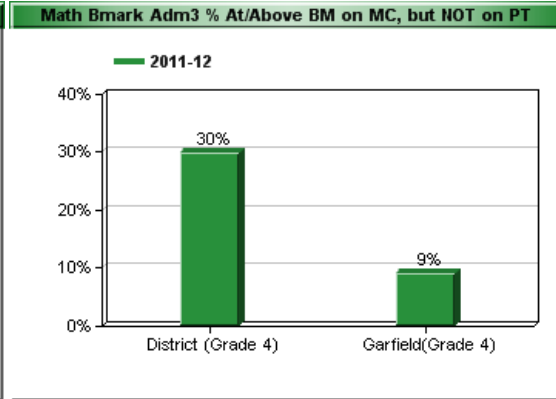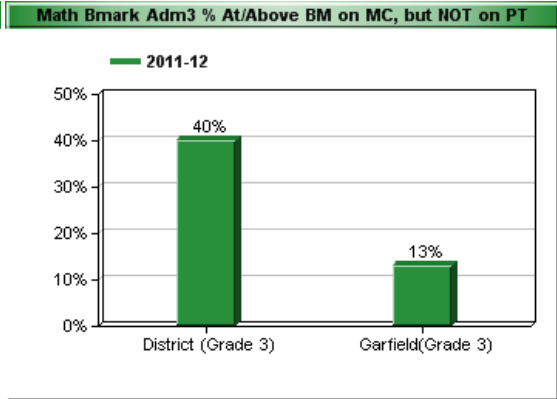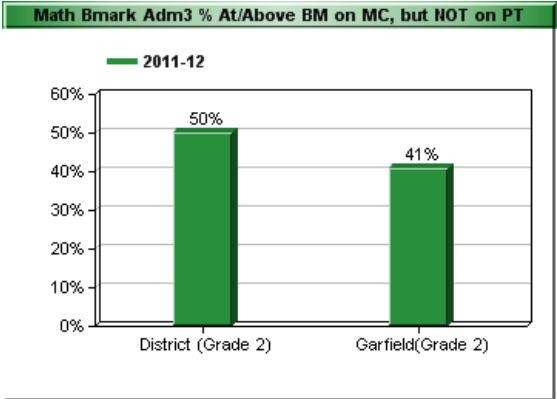**School Federal and State Academic Achievement Goals:**
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

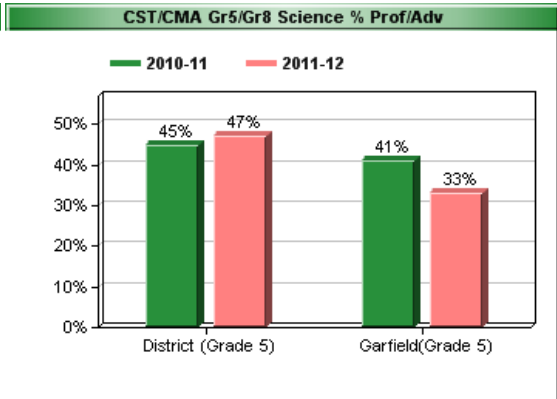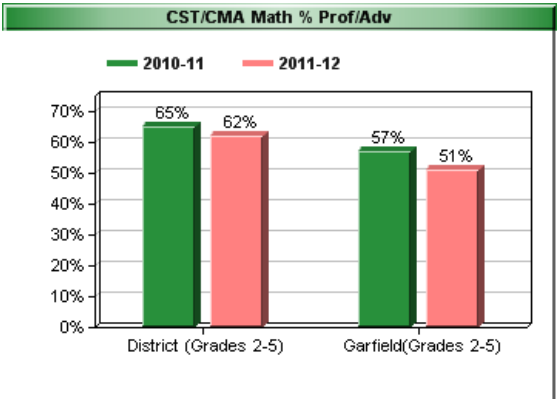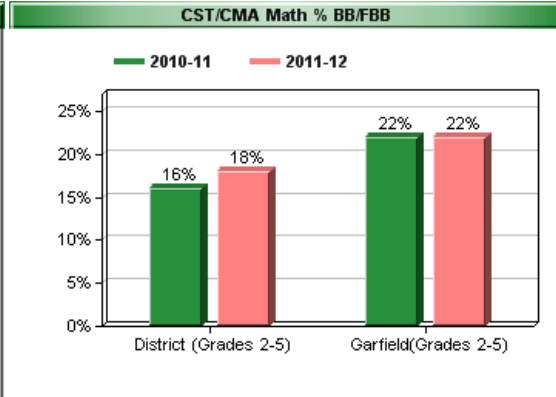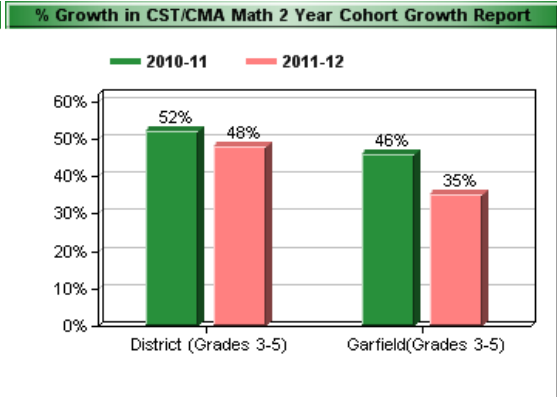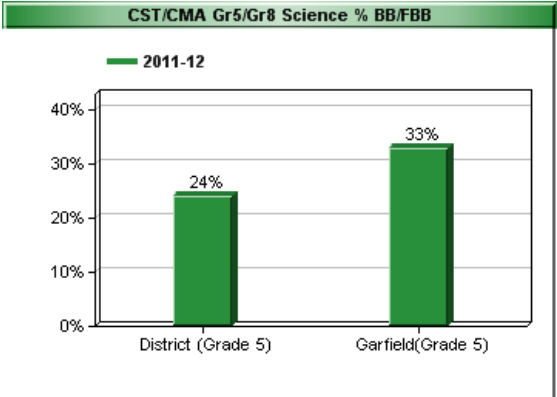**School Quality Standards relevant to this Strategic Priority**
A quality school...

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

Benchmark

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

2011-12

	District (Grade 2)	Garfield(Grade 2)
2011-12	50%	41%

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

2011-12

	District (Grade 3)	Garfield(Grade 3)
2011-12	40%	13%

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

2011-12

	District (Grade 4)	Garfield(Grade 4)
2011-12	30%	9%

CST

CST/CMA Gr5/Gr8 Science % BB/FBB

2011-12

	District (Grade 5)	Garfield(Grade 5)
2011-12	24%	33%

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

2010-11   2011-12

	District (Grades 3-5)	Garfield(Grades 3-5)
2010-11	52%	46%
2011-12	48%	35%

CST/CMA Math % BB/FBB

2010-11   2011-12

	District (Grades 2-5)	Garfield(Grades 2-5)
2010-11	16%	22%
2011-12	18%	22%

CST/CMA Math % Prof/Adv

2010-11   2011-12

	District (Grades 2-5)	Garfield(Grades 2-5)
2010-11	65%	57%
2011-12	62%	51%

CST/CMA Gr5/Gr8 Science % Prof/Adv

2010-11   2011-12

	District (Grade 5)	Garfield(Grade 5)
2010-11	45%	41%
2011-12	47%	33%

Data Analysis

- Overall Garfield saw a decrease of 5.6% in our school proficiency - moving from 57% to 51%. We saw Y2Y gains of 5.9% and 1.5% in 2nd and 3rd grade. We saw Y2Y decrease of 19.7% and 9.4% in 5th grade.
- Overall Garfield, for the second straight year, we saw stagnation in our number of students below and far below - 22% to 22%. In Y2Y 2nd grade saw a decrease of 14.9% the number of FBB/BB students, and 4th grade saw an increase of 13.3% in FB/BB.
- In Y2Y, AA students decreased in BB/FBB by 15.7% (48-33), and decreased in P/A by 3.4%% (32-29). Latino students increased in BB/FBB by 7.1% (21 to 28%), decreased in P/A by 9.6% (53-43%). Asian students went from 78-73% in P/A.
- In Y2Y, EL students decreased in FBB/BB from 24-22% and increased in P/A from 50 to 53%.

Theory of Action

- IF WE balance our instruction to provide algorithmic and conceptual understanding of mathematics, then our students will achieve proficiency or advanced by 5th grade and will be set up to succeed in middle, high school, college and career
- IF WE shift our SWUN practices to lay a strong foundation of conceptual understanding of mathematics Pre-K to 5th grade
- IF WE build in student investigation, interrogation and articulation of math understandings and misunderstandings
- IF WE shift our focus from just getting the right answer - to honoring the process that got us to the right or wrong answer and use misunderstandings as a learning opportunity
- THEN our students will leave Garfield with a firm conceptual understanding, ability to articulate their thinking and steps taken and justify why they took those steps and be mathematcians that appreciate there are multiple ways to get the answer.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B2480	Reduce class size	7400-QEIA		K12TCH0543	1	$52,789.49
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B2481	Reduce class size	7400-QEIA		K12TCH0575	0.15	$11,506.09
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B2482	Reduce class size	7400-QEIA		K12TCH0998	1	$53,558.05
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B2483	Reduce class size	7400-QEIA		K12TCH1390	0.26	$30,115.64
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B2484	Reduce class size	7400-QEIA		K12TCH2146	1	$55,491.59
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5701	Reduce class size	7400-QEIA		TCEEIP0033	0.06	$5,196.50
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5703	Reduce class size	7400-QEIA		TCHBIL0006	0.05	$4,579.95
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5705	Reduce class size	7400-QEIA		TCSHLT0180	1	$62,169.63
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5706	Reduce class size	7400-QEIA		TCSHLT0499	1	$53,558.05
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5707	Reduce class size	7400-QEIA		TCSHLT0506	0.11	$11,090.85
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5708	Reduce class size	7400-QEIA	4399-SURPLUS		0	$6,272.16
Supplies to support	State tests	English	End of				Supplies to support	7091-EIA -				

academic enrichment of student learning	(CST/STAR, PFT)	Learners	Year	Principal	4/12/2013	118SQI1B2495	academic enrichment of ELL student learning	LEP		4310-SUPPLIES	0	$7,038.36
Supplies to support academic enrichment of student learning	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B2502	Supplies to support academic enrichment of student learning	3010-Title I		4310-SUPPLIES	0	$354.18
Community/Family advocates will work with families to improve student attendance, parental involvement and student achievement	Attendance	All Students	Every Marking Period	Principal	4/12/2013	118SQI1B2494	Family/community advocates	7090-EIA - SCE		5825-CONSULTANTS	0	$62,147.30
Garfield's Instructional Leadership Team, comprised of one teacher leader from each grade level (K-5) will meet twice a month to monitor instructional reform and student outcomes throughout the school	State tests (CST/STAR, PFT)	All Students	Every Other Week	Principal	4/12/2013	118SQI1B2932		N/A			0	$0.00
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/12/2013	118SQI1B5755	1st Trimester Report Card Conferences - at Garfield the first trimester report card conference is mandatory. The school schedule supports these conferences with minimum days. There is family interest to have these same mandatory conferences again mid year and end of the year - the school is working on developing a calendar that supports this.	N/A			0	$0.00
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5756	In the Spring of 2013, Garfield families and teachers will hold a retreat to further discuss parent/teacher structures such as data nights, monthly class parent/teacher meetings.	N/A			0	$0.00
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI1B5758	In the Spring of 2013, Garfield's Parent Action Team made a recommendation that the school utilize data walls in the school hallways and one per classroom to keep families and students informed on the academic performance (in relation to	N/A			0	$0.00

well as what the teacher will be doing in school.							benchmark) for the school and the students. With the belief that this information will support families to better suppor their students.				
Garfield will identify teacher leaders in math (a TK-2, and 3-5 leader). These teacher leaders will attend district level PD around shifts in practice to support all students in common core math - with an emphasis on student thinking, student discourse and demonstrated proficiency on open ended assessment questions.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/6/2013	118SQI1B6127	Two math teacher leaders working with district LCI to bring back PD to the site.	N/A		0	$0.00
Garfield will try to hold a science fair.	Survey data (CHKS, etc.)	All Students	End of Year	Department Head	5/6/2013	118SQI1B6132	Garfield will try to hold a science fair.	N/A		0	$0.00
EBAYC after school program offering enrichment opportunities and science learning focus	State tests (CST/STAR, PFT)	All Students	End of Year	After school program coordinator	4/12/2013	118SQI1B2838		Funded by Community Partner		0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Garfield Elementary   **Principal:** NIMA TAHAI

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Theory of Action

- IF WE develop a strong and comprehensive early childhood program - including Pre-K, Transitional Kinder as well as early childhood family support
- IF Garfield families have resources for childhood development starting with 0-5 years old (even before formal schooling)
- THEN Garfield students will enter Kindergarten more prepared and better positioned to succeed and leave fifth grade academically proficiant and socially responsible
- THEN Garfield families will be supported to provide structure and resources to their children and Garfield students will enter Kindergarten on or above grade level in social development and academics

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Garfield hosts an AM/PM State Run Pre-K program, serving up to 48 total students	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Principal	4/12/2013	118SQI1C2852		Centralized Services			0	$0.00
Garfield will host 2 Transitional Kindergarten class that will serve as a "before kindergarten year" of social emotional and academic support	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Principal	4/12/2013	118SQI1C2855		Non-SSC approved			0	$0.00
Garfield hosts Lotus Bloom, a non-profit early childhood playgroups for parents of children 0-5 years old. Focused on parenting skills and productive social/emotional and academic family/child play.	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Community Partner	4/12/2013	118SQI1C2859		Funded by Community Partner			0	$0.00
Garfield hosts Early Head Start, an early childhood resource for parents of children 0-5 years old. Focused on informing families of early childhood developmental benchmarks and sharing resources	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Community Partner	4/12/2013	118SQI1C2860		Funded by Community Partner			0	$0.00
Kinder "Back to School" event for incoming Kinder families to meet and greet with teachers before the 1st day	Survey data (CHKS, etc.)	Pre-Kindergarten		Principal	4/12/2013	118SQI1C2863		Centralized Services			0	$0.00
ELD student support and program support - to improve outcomes for all English Learners students at Garfield	CELDT	English Learners	Every Marking Period	Principal	5/2/2013	118SQI1C5736	ELD student support and program support - to improve outcomes for all English Learners students at Garfield.	7091-EIA - LEP		TC10IF9999	0.6	$49,874.89

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Garfield Elementary   **Principal:** NIMA TAHAI

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - High Standards

High standards for academic performance-Agree/StronglyAgree

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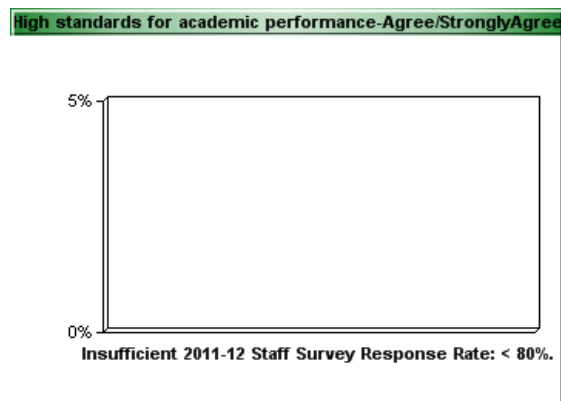
Survey - Success

School promotes academic success. __% Agree/Strongly Agree

5%

0%
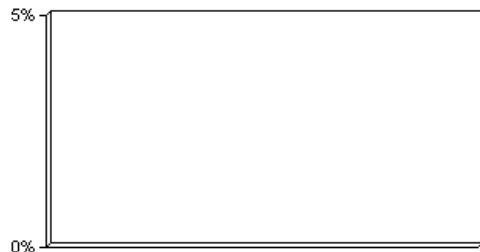
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Do you plan to go to college after high school? _% Yes
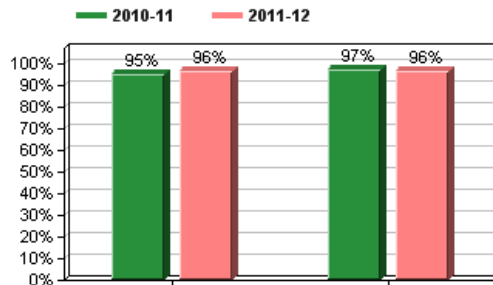
■ 2010-11   ■ 2011-12

	District (Grade 5)	Garfield (Grade 5)
2010-11	95%	97%
2011-12	96%	96%

2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 96%

Theory of Action

- IF Garfield students leave fifth grade - academically proficient in all major subject areas, socially responsible and committed to the goal of graduating from college, THEN Garfield students will be positioned for success in secondary and beyond.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Garfield will seek funding to provide all students a college t-shirt to raise awareness during college wear Friday.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	118SQI1D6128	Garfield will seek funding to provide all students a college t-shirt to raise awareness during college wear Friday.	Non-SSC approved			0	$0.00
Garfield will attempt to coordinate University students and former Garfield students now attending university being invited to share their experiences with current Garfield students.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	118SQI1D6129	Garfield will attempt to coordinate University students and former Garfield students now attending university being invited to share their experiences with current Garfield students.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/12/2013	118SQI1D5747	College Wear Friday - to promote college awareness, all staff, families and students are encouraged to wear college clothing and apparel every Friday of the school year.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	118SQI1D5748	Scholar Wall - All Garfield families and scholars completed an 8x11 scholar card indicating the year they will graduate from college and all of the key stakeholders in that child's life dedicated to their succes - teacher, parents, school.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	4/12/2013	118SQI1D5750	College Student Inquiry and Reports - Garfield 1st graders and 5th graders took field trips to UC Berkeley. Garfield has a goal of supporting as many students as possible to visit colleges/universities and to share their learnings.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	118SQI1D5751	College Banners and Teacher Bios - Garfield has college banners and teacher college bios outside of each classroom to encourage college awareness and a connection to college for students about their teachers.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI1D5760	The language of scholars - Garfield Parents learned that there are higher performing schools that refer to their students as "scholars" and that this promotes a culture of students as knowledge seekers. The families have	N/A			0	$0.00

							asked that Garfield refer to their students as scholars as a strategy to promote a college going culture.					

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: Garfield Elementary   **Principal:** NIMA TAHAI

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

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

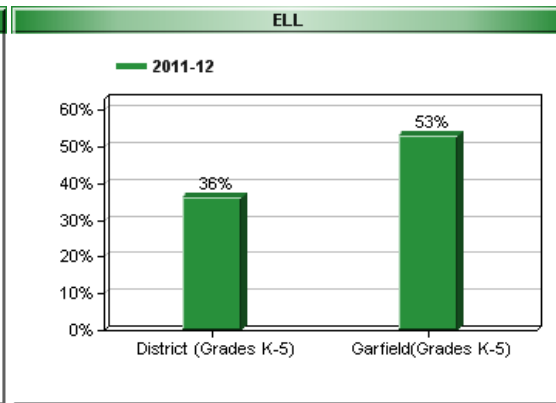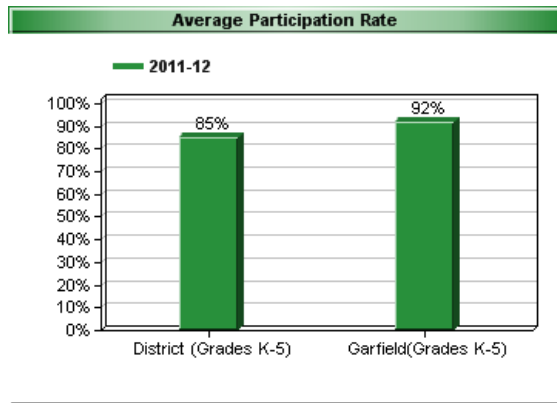**School Quality Standards relevant to this Strategic Priority**
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [2011-2012: Beginning]
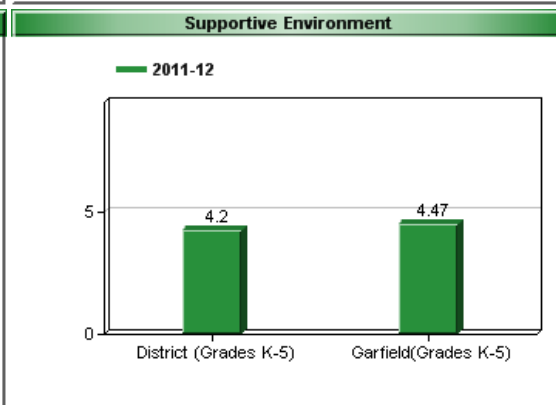
Theory of Action

- IF Garfield continues to strengthen "first instruction" strategies including backwards planning from common core, balanced literacy strategies and systematic ELD with structured language practices
- IF Garfield's first instruction successfully moves 60-80% of students to mastery with "first instruction" and "classroom reteach"
- IF Garfield continues to implement "finer grains" of data to inform our instruction, moving beyond CST and Benchmarks to include literacy and mathematics screener data and individual reading and math level data
- THEN Garfield will be able to provide targeted and aligned interventions for the 20% of students who need additional help beyond "first instruction"
- THEN Garfield staff will supported tiered intervention support aligned to the Response To Intervention model of additional support structures, targeted by skill for specific high need student groups.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Literacy Coach working with 2nd-5th grade teachers to implement Teacher's College Reader's and Writer's workshop. Coach has weekly coaching sessions which include in class observation/modeling, followed up by out of class debriefing. Coach leads once a month PD and weekly coaching sessions with 2nd - 5th grade staff.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI1E5733	Coaching Teachers	3010-Title I		TC11IF0006	0.5	$47,238.72
Literacy Coach working with 2nd-5th grade teachers to implement Teacher's College Reader's and Writer's workshop. Coach has weekly coaching sessions which include in class observation/modeling, followed up by out of class debriefing. Coach leads once a month PD and weekly coaching sessions with 2nd - 5th grade staff.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI1E5734	Student Support	7090-EIA - SCE		TC11IF0006	0.3	$28,343.23
Garfield provides during the school day reading intervention utilizing guided reading intervention with intervention teachers	SRI	FBB, BB and BAS	Every Marking Period	Department Head	4/12/2013	118SQI1E2867		Funded by Community Partner			0	$0.00
Implement differentiated instruction for GATE students.	State tests (CST/STAR, PFT)	GATE	Every Marking Period	Principal	4/12/2013	118SQI1E4645	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Garfield Elementary   **Principal:** NIMA TAHAI

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

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

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

After School Program- Student Impact
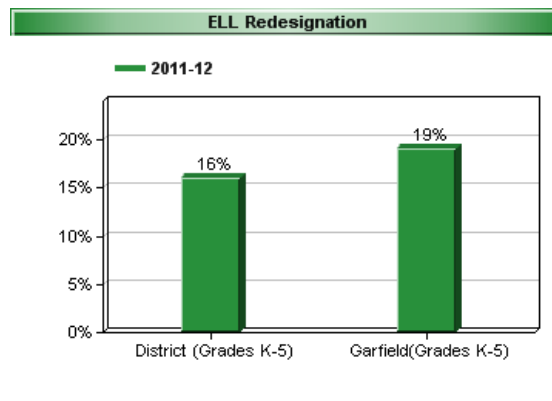
After School Program- Participation

Average Participation Rate

2011-12

	District (Grades K-5)	Garfield(Grades K-5)
2011-12	85%	92%

ELL

2011-12

	District (Grades K-5)	Garfield(Grades K-5)
2011-12	36%	53%

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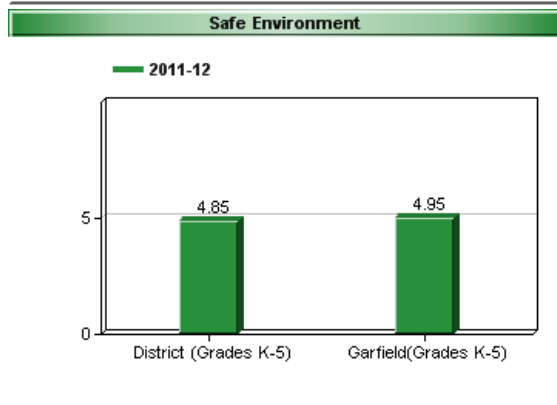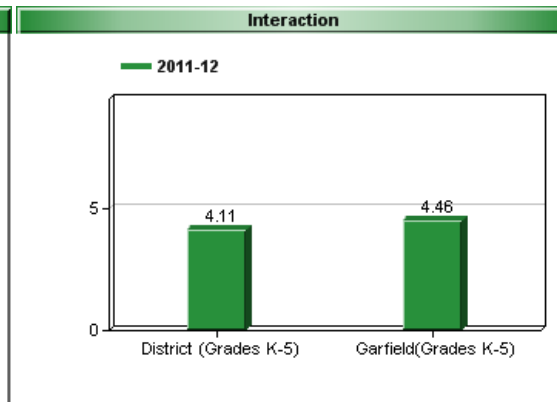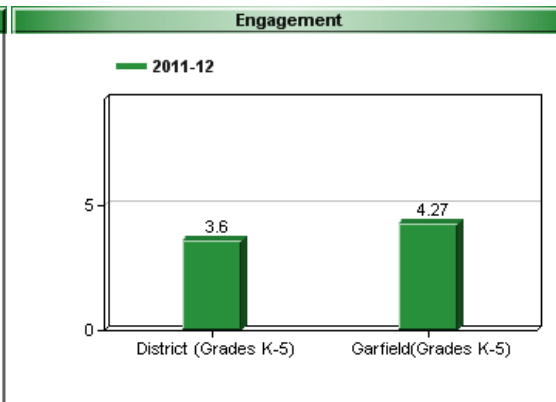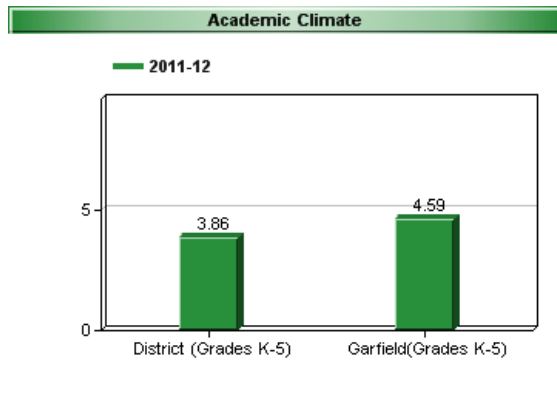
Academic Climate

2011-12

	District (Grades K-5)	Garfield(Grades K-5)
2011-12	3.86	4.59

Engagement

2011-12

	District (Grades K-5)	Garfield(Grades K-5)
2011-12	3.6	4.27

Interaction

2011-12

	District (Grades K-5)	Garfield(Grades K-5)
2011-12	4.11	4.46

Safe Environment

2011-12

	District (Grades K-5)	Garfield(Grades K-5)
2011-12	4.85	4.95

Supportive Environment

2011-12

	District (Grades K-5)	Garfield(Grades K-5)
2011-12	4.2	4.47

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
EBAYC after school targeted guided reading intervention	SRI	FBB, BB and BAS	Every Marking Period	After school program coordinator	4/12/2013	118SQI1F2845		Funded by Community Partner			0	$0.00
EBAYC after school program offering enrichment opportunities and science learning focus	State tests (CST/STAR, PFT)	All Students	End of Year	After school program coordinator	4/12/2013	118SQI1F2838		Funded by Community Partner			0	$0.00
EBAYC summer school leadership program, enrichment focused	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	4/12/2013	118SQI1F2842		Funded by Community Partner			0	$0.00

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

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

School: Garfield Elementary   **Principal:** NIMA TAHAI

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce office referrals for breaking school rules related to SAFETY by 10%

- Strategy 1.1: Positive Recognition - the school will implement a ''caught doing something good recognition system''. Students will routinely receive tickets if they are caught being Safe, Respectful and/or Responsible. This is intended to shift adult attention to students for doing the right thing vs. doing the wrong thing. The program indicates that this should support 80% of students routinely making the right decision.

- Strategy 1.2: Tracking Behavioral Discipline Referrals - by tracking student behavioral referrals by type of incident, date, time, student, act and reason for committing the act - the school can better align intervention with student needs. This use of data in aligning behavioral supports is intended to provide additional support to the 20% of students that need more than behavior recognition to make consistent safe decisions.

Goal 2: Continue reducing our out of school suspensions by 10%. 2010-11 our rate was 59 suspensions for 86 total days. 2011-12 our rate was 32 suspensions for 41 total days. (a reduction of 54%) 2012-13 our goal is: 25 suspensions for a total of 30 days

- Strategy 2.1: Implementing Caring School Community Curriculum - weekly classroom meetings that promote the social/emotional health of our students. Providing time and space for students to share their feelings and respond to problems they are facing in school.

- Strategy 2.2: Implementing Monthly classroom buddy meetings - in the spirit of promoting a positive school community - our buddy meetings allow for mentorship and relationship building between older buddy students and their younger buddies. Traditionally : kinder pairs with 3rd grade, 1st grade with 4th grade and 2nd grade with 5th grade. We believe that when our
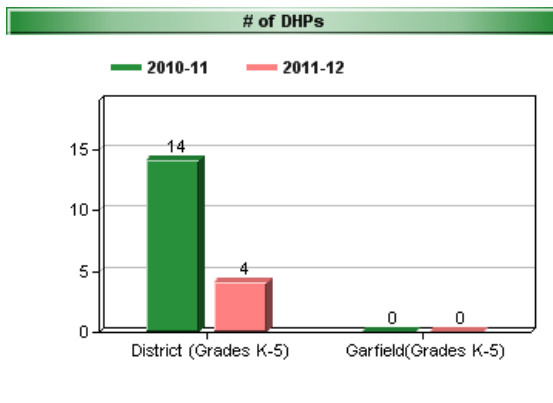
students feel part of a broader community, they are less likely to breach school rules and community norms.

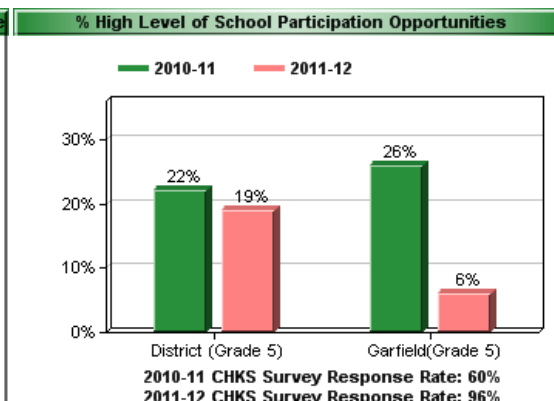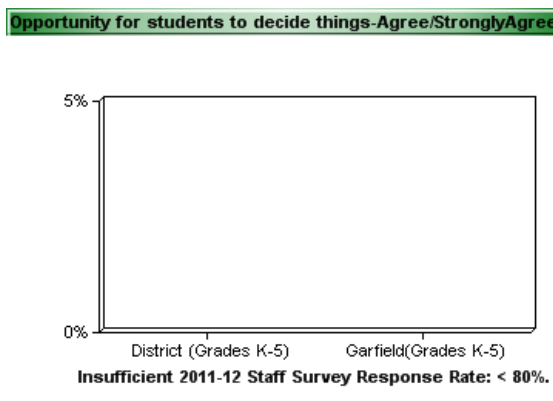**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

DHP

Survey - Engagement

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

2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 96%

Survey - Relationships

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

5%

0%

District (Grade 5)   Garfield(Grade 5)

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

% High Level of Caring Relationships with Adults at School

■ 2010-11   ■ 2011-12

60%			
50%	56%	54%	49% 54%
40%			
30%			
20%			
10%			
0%			

District (Grade 5)   Garfield(Grade 5)
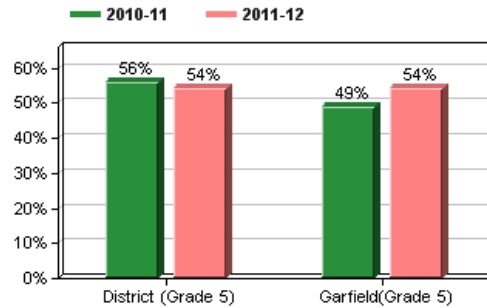
2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 96%

Survey - Safety

% Hit or pushed by other kids at school

■ 2011-12

60%		55%
50%	47%	
40%		
30%		
20%		
10%		
0%		

District (Grade 5)   Garfield(Grade 5)
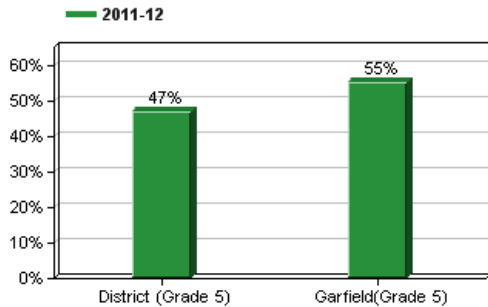
2011-12 CHKS Survey Response Rate: 96%

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

5%

0%

District (Grade 5)   Garfield(Grade 5)
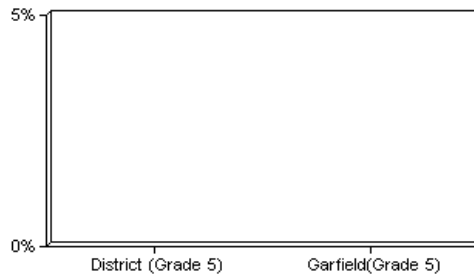
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% feeling safe at school all of the time

■ 2010-11   ■ 2011-12

50%	49% 48%		
40%		38%	
30%			33%
20%			
10%			
0%			

District (Grade 5)   Garfield(Grade 5)
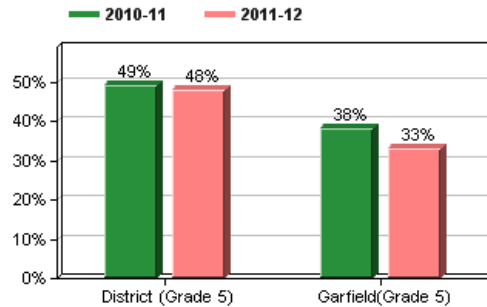
2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 96%

Survey - Welcoming

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

5%

0%

District (Grade 5)   Garfield(Grade 5)
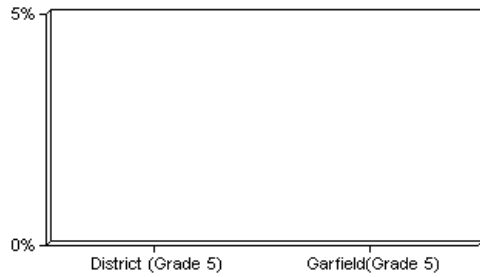
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Survey- Beliefs

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

2010-11   2011-12

89%   89%   87%
90%   80%
80%
70%
60%
50%
40%
30%
20%
10%
0%
District (Grade 5)   Garfield(Grade 5)
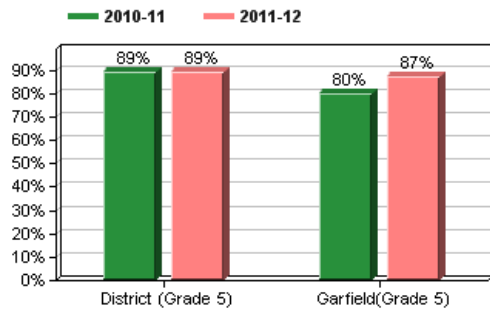
2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 96%

Suspensions

% receiving one or more out-of-school suspension

Legend: 2010-11, 2011-12

	District (Grades K-5)	Garfield (Grades K-5)
2010-11	3%	5%
2011-12	3%	4%
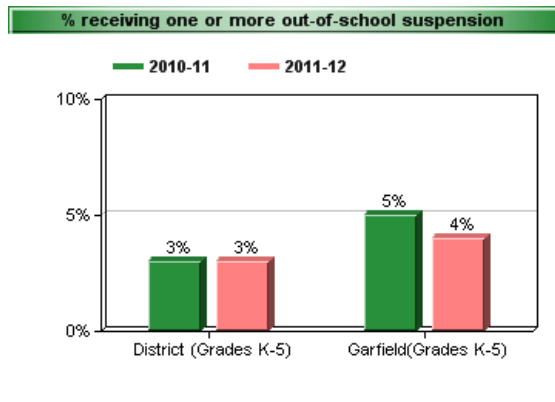
Theory of Action

- IF WE provide clear expectations for student behavior throughout the school and recognize/appreciate students by "catching them doing the right thing"
- IF WE make it a focal point of our school that Garfield is a Caring School Community - with explicit instruction, classroom meetings and experiences throughout the year that highlight our entire school is striving to be a caring community
- IF WE prioritize healthy and positive relationships from adults to adults, adults to students and students to students
- THEN Garfield students will be supported and motivated to follow the school rules and promote a happy and positive school climate and culture
- THEN Garfield students will develop social/emotional skills and engage in healthy and productive conversations and community building that will provide meaningful experienes that will shape them into socially responsible adults.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Garfield will seek funding to provide all students a college t-shirt to raise awareness during college wear Friday.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	118SQI2A6128	Garfield will seek funding to provide all students a college t-shirt to raise awareness during college wear Friday.	Non-SSC approved			0	$0.00
Garfield will attempt to coordinate University students and former Garfield students now attending university being invited to share their experiences with current Garfield students.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	118SQI2A6129	Garfield will attempt to coordinate University students and former Garfield students now attending university being invited to share their experiences with current Garfield students.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/12/2013	118SQI2A5747	College Wear Friday - to promote college awareness, all staff, families and students are encouraged to wear college clothing and apparel every Friday of the school year.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	118SQI2A5748	Scholar Wall - All Garfield families and scholars completed an 8x11 scholar card indicating the year they will graduate from college and all of the key stakeholders in that child's life dedicated to their succes - teacher, parents, school.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	4/12/2013	118SQI2A5750	College Student Inquiry and Reports - Garfield 1st graders and 5th graders took field trips to UC Berkeley. Garfield has a goal of supporting as many students as possible to visit colleges/universities and to share their learnings.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	118SQI2A5751	College Banners and Teacher Bios - Garfield has college banners and teacher college bios outside of each classroom to encourage college awareness and a connection to college for students about their teachers.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from	State tests (CST/STAR,	All	Weekly	Principal	4/12/2013	118SQI2A5760	The language of scholars - Garfield Parents learned that there are higher performing schools that refer to their students as "scholars" and that this promotes a culture of	N/A			0	$0.00

the Parent Action Team Recommendations	PFT)	Students						students as knowledge seekers. The families have asked that Garfield refer to their students as scholars as a strategy to promote a college going culture.			
Implement Caring School Communities curriculum - daily classroom meetings, monthly cross-aged buddies events and implementation of home-side activities	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	4/12/2013	118SQI2A2887			Centralized Services	0	$0.00
Garfield will have a committee to decide how to hold a weekly rally which would motivate students and possibly include the Pledge of Allegiance and/or the National Anthem.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	118SQI2A6130	Garfield will have a committee to decide how to hold a weekly rally which would motivate students and possibly include the Pledge of Allegiance and/or the National Anthem.		N/A	0	$0.00
Garfield's coordination of services team (COST) will meet weekly to discuss student referrals and align a cycle of support for students having academic, social and behavioral challenges.	Discipline/CSC	All Students	Every Marking Period	Principal	4/12/2013	118SQI2A2899			N/A	0	$0.00
Garfield's Caring School Community Leadership team will meet twice a month to discuss the social/emotional health of Garfield scholars. The team will discuss successes of the CSC program and staff/student support for ongoing success and implementation	Discipline/CSC	All Students	Every Other Week	Principal	4/12/2013	118SQI2A2933			N/A	0	$0.00
Garfield will implement Positive Behavior Intervention Support (PBIS) to promote a positive school climate/culture - with clear expectations, "caught doing something right", and SWIS behavior data analysis	Discipline/CSC	All Students	Every Marking Period	Leadership Team	4/12/2013	118SQI2A2890			Centralized Services	0	$0.00

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

Strategic Priority B. Health & Wellness

School: Garfield Elementary   **Principal:** NIMA TAHAI

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

2010-11   2011-12

District (Grade 5): 50%, 48%
Garfield(Grade 5): 45%, 27%

Lunch

% Average Daily Participation in Lunch

2010-11   2011-12

District (Grades K-12): 54%, 55%
Garfield(Grades K-12): 86%, 88%

Socio Economics

Free/Reduced Lunch %

2011-12

	District (Grades K-12)	Garfield(Grades K-12)
	70%	90%

Survey - Drugs / Alcohol

Student alcohol&drug use is a severe problem at this school.

	District (Grades K-12)	Garfield(Grades K-12)

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

% drinking alcohol in past month

2010-11   2011-12

	District (Grade 5)	Garfield(Grade 5)
2010-11	8%	4%
2011-12	9%	5%

2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 96%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Community/Family advocates will work with families to improve student attendance, parental involvement and student achievement	Attendance	All Students	Every Marking Period	Principal	4/12/2013	118SQI2B2494	Family/community advocates	7090-EIA - SCE	5825-CONSULTANTS		0	$62,147.30
Garfield's coordination of services team (COST) will meet weekly to discuss student referrals and align a cycle of support for students having academic, social and behavioral challenges.	Discipline/CSC	All Students	Every Marking Period	Principal	4/12/2013	118SQI2B2899		N/A			0	$0.00
Garfield's Caring School Community Leadership team will meet twice a month to discuss the social/emotional health of Garfield scholars. The team will discuss successes of the CSC program and staff/student support for ongoing success and implementation	Discipline/CSC	All Students	Every Other Week	Principal	4/12/2013	118SQI2B2933		N/A			0	$0.00
Psychologist will provide support as a member of COST team, group support and individual support for students	Suspension	All Students	End of Year	Principal	4/12/2013	118SQI2B2492	Psychologist	7090-EIA - SCE		PSYCHL0047	0.2	$24,250.23
Attendance team meets weekly to review school wide data and targeted intervention for chronic absent students	Attendance	All Students	End of Year	Attendance Team	4/12/2013	118SQI2B2905	Work on positive recognition systems - Perfect Attendance for the month bulletin board, Perfect and Excellent Attendance Certificates and Assemblies once a trimester, Perfect Attendance Picture Board outside of all classrooms	N/A			0	$0.00
Attendance team meets weekly to review school wide data and targeted intervention for chronic absent students	Attendance	All Students	Monthly	Attendance Team	4/12/2013	118SQI2B5730	Case management of chronically absent students - with ongoing parent meetings, SARTs, SARBs and follow-up with the DA as necessary and monthly Garfield Goers celebraion assembly for case managed students	N/A			0	$0.00
Garfield employs a full time school nurse - she												

case manages attendance, case manages asthma and other on-site health concerns. She also provides pro-active parental and student health based education and information	Health data	All Students	Every Marking Period	Principal	4/12/2013	118SQI2B2919	School Nurse	3010-Title I	5735-INTERPGM - HEALTH SERVICES		0	$18,000.00
Health and Wellness Team - meets weekly/monthly to work with families to identify and improve the school site's health and wellness policy and support for students and families	Health data	All Students	Monthly	Community Partner	4/12/2013	118SQI2B5763	In 2012-13 Garfield started a health and wellness team that surveyed families and held monthly family meetings focused on improving school lunches. The team supported families to learn more about our school lunch and learn from district staff.	Non-SSC approved		0	$0.00
Health and Wellness Team - meets weekly/monthly to work with families to identify and improve the school site's health and wellness policy and support for students and families	Health data	All Students	Monthly	Community Partner	4/12/2013	118SQI2B5765	The Health and Wellness is composed of community partners, Garfield teachers, the school nurse, a student component and family outreach. The team meets weekly and plans for monthly parent meetings	Non-SSC approved		0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Garfield Elementary   **Principal:** NIMA TAHAI

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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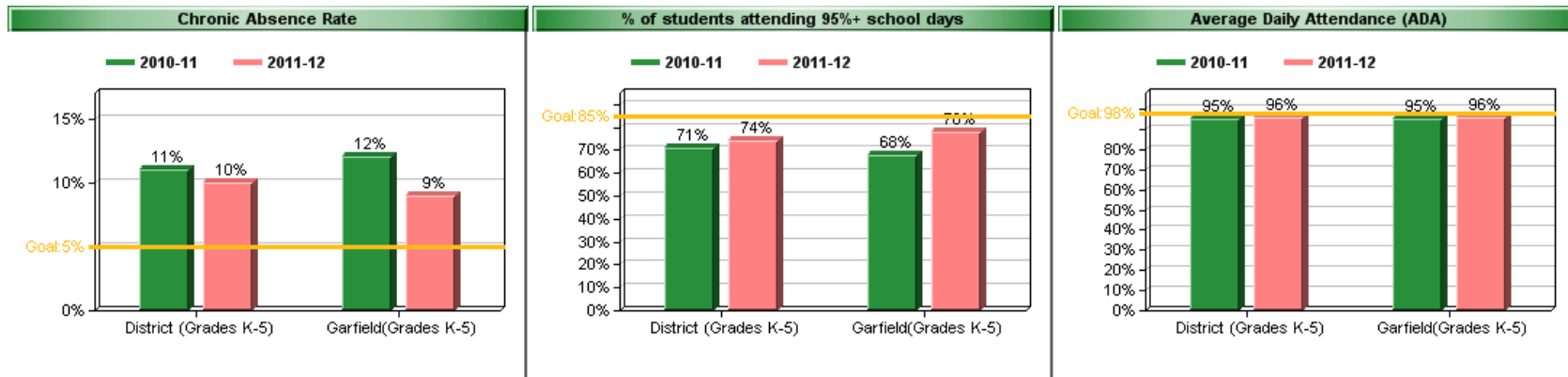
Data Analysis

- Garfield had a higher ADA (96.4 to 95.6%) and Satisfactory Attendance (78 to 74%) than the district. Garfield had a lower chronic absence (9 to 10) and Severe Chronic Absence (1 to 2%) than the district.
- AA students were 29% chronic absent and 7% severely chronic. Asian students were 7% chronic and 0% severely chronic. Latino students were 3% chronic and 0% severely chronic. ELs were 4% chronic and 0% severely chronic.

Theory of Action

- IF Garfield is able to cleary articulate our attendance goals, celebrate those who meet those goals or show improvement and provide intervention to those who are demonstrating increased absence
- IF Garfield celebrates perfect and good attendance by making it part of what it means to be a Garfield Wildcat and raises awarenss of staff, families and students
- IF Garfield has a tight data collection system with sytems in place to flag students who are chronic or approaching chronic absenteeism
- THEN Garfield staff, students and families will believe that good attendance is crucial gate keeper to student success in school and our recognition/celebration and intervention systems will reduce chronic absenteeism and increase daily attendance
- THEN Garfield willl meet or surpass district attendance goals

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Community/Family advocates will work with families to improve student attendance, parental involvement and student achievement	Attendance	All Students	Every Marking Period	Principal	4/12/2013	118SQI2C2494	Family/community advocates	7090-EIA - SCE	5825-CONSULTANTS		0	$62,147.30
Garfield's coordination of services team (COST) will meet weekly to discuss student referrals and align a cycle of support for students having academic, social and behavioral challenges.	Discipline/CSC	All Students	Every Marking Period	Principal	4/12/2013	118SQI2C2899		N/A			0	$0.00
Garfield will implement Positive Behavior Intervention Support (PBIS) to promote a positive school climate/culture - with clear expectations, "caught doing something right", and SWIS behavior data analysis	Discipline/CSC	All Students	Every Marking Period	Leadership Team	4/12/2013	118SQI2C2890		Centralized Services			0	$0.00
Psychologist will provide support as a member of COST team, group support and individual support for students	Suspension	All Students	End of Year	Principal	4/12/2013	118SQI2C2492	Psychologist	7090-EIA - SCE		PSYCHL0047	0.2	$24,250.23
Attendance team meets weekly to review school wide data and targeted intervention for chronic absent students	Attendance	All Students	End of Year	Attendance Team	4/12/2013	118SQI2C2905	Work on positive recognition systems - Perfect Attendance for the month bulletin board, Perfect and Excellent Attendance Certificates and Assemblies once a trimester, Perfect Attendance Picture Board outside of all classrooms	N/A			0	$0.00
Attendance team meets weekly to review school wide data and targeted intervention for chronic absent students	Attendance	All Students	Monthly	Attendance Team	4/12/2013	118SQI2C5730	Case management of chronically absent students - with ongoing parent meetings, SARTs, SARBs and follow-up with the DA as necessary and monthly Garfield Goers celebraion assembly for case managed students	N/A			0	$0.00
Garfield employs a full time school nurse - she case manages attendance, case manages asthma and other on-site health concerns. She also	Health data	All Students	Every Marking Period	Principal	4/12/2013	118SQI2C2919	School Nurse	3010-Title I	5735-INTERPGM - HEALTH SERVICES		0	$18,000.00

provides pro-active parental and student health based education and information										
Attendance team and school community team will continue designing and implementing recognition systems - names and pictures of perfect and good attendance students on the boards. Attendance recognized as part of our awards assembly.				4/1/2012	118SQI2C2904		N/A		0	$0.00
Attendance team will case manage chronic absent students - with a focus on building relationships, raising awareness/educating families about importance of attendance, providing resources and accountability to improved attendance with families. Recognizing students through daily tracking and Garfield Go'ers awards assembly				4/1/2012	118SQI2C2901		N/A		0	$0.00
Garfield will invite and recognize parents at the trimester attendance celebration assemblies.	Attendance	All Students	End of Year	Attendance Team	5/6/2013	118SQI2C6131	Garfield will invite and recognize parents at the trimester attendance celebration assemblies.	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: Garfield Elementary   **Principal:** NIMA TAHAI

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

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

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

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

Survey - Professional Learning

Staff examine their own cultural biases.%Agree/Strongly Agree.

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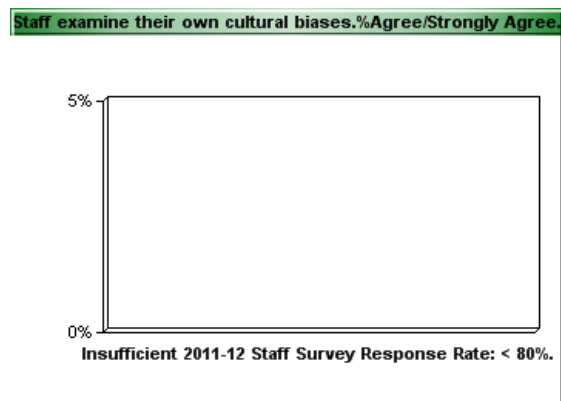
Theory of Action

- IF Garfield continues to promote teacher leadership structures that allow teachers to have a direct impact on the decision making that impacts the

direction of the school
- IF Garfield teachers continue to take leadership responsibilities to impact classroom actions and school wide practices
- THEN Garfield adult school culture will continue to empower and honor teacher leadership and promote a "solutions focused" approach to addressing school challenges

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Garfield's Instructional Leadership Team, comprised of one teacher leader from each grade level (K-5) will meet twice a month to monitor instructional reform and student outcomes throughout the school	State tests (CST/STAR, PFT)	All Students	Every Other Week	Principal	4/12/2013	118SQI3A2932		N/A			0	$0.00
Garfield 3rd-5th grade PLCs will meet weekly with an instructional coach to work on Reader's/Writer's workshop lesson/unit planning	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI3A2937		N/A			0	$0.00
Garfield's Caring School Community Leadership team will meet twice a month to discuss the social/emotional health of Garfield scholars. The team will discuss successes of the CSC program and staff/student support for ongoing success and implementation	Discipline/CSC	All Students	Every Other Week	Principal	4/12/2013	118SQI3A2933		N/A			0	$0.00

Strategic Priority A. Family & Community Engagement

School: Garfield Elementary   **Principal:** NIMA TAHAI

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

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

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

- shares decision-making with its students, their families, and the community, as part of working together in partnership [2011-2012: Beginning]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [2011-2012: Undeveloped]
- builds effective partnerships by using principles of student and family/community engagement [2011-2012: Beginning]

Survey - Welcoming

School welcomes and facilitates parent involvement.

5%

0%

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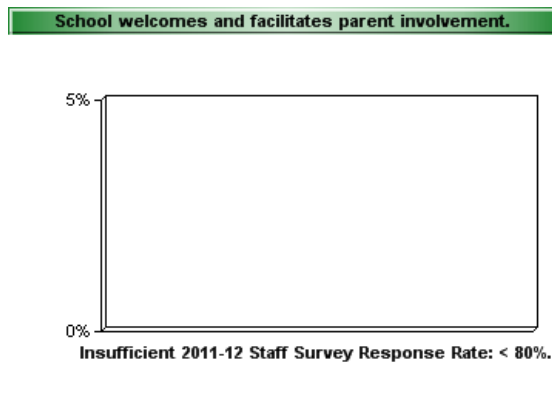
Theory of Action

- IF Garfield extends a meaningful invitation to ALL families that highlights the school's need for families to be involved and participate in the school's daily operations
- IF Garfield continues to inform families about our current data realities and the school's achievement goals for the future
- IF Garfield builds structures that inform families and develop a culture of families as partners
- THEN Garfield students will benefit from the social/emotional and academic support of families and staff working in partnership

- THEN Garfield students will have improved academic and social/emotional outcomes with family and staff support aligned towards a common goal

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/12/2013	118SQI4A5755	1st Trimester Report Card Conferences - at Garfield the first trimester report card conference is mandatory. The school schedule supports these conferences with minimum days. There is family interest to have these same mandatory conferences again mid year and end of the year - the school is working on developing a calendar that supports this.	N/A			0	$0.00
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI4A5756	In the Spring of 2013, Garfield families and teachers will hold a retreat to further discuss parent/teacher structures such as data nights, monthly class parent/teacher meetings.	N/A			0	$0.00
Parents as Partners - families working with teachers to learn about what their students need to learn, the progress their student has made - and what the family can do to help at home as well as what the teacher will be doing in school.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	118SQI4A5758	In the Spring of 2013, Garfield's Parent Action Team made a recommendation that the school utilize data walls in the school hallways and one per classroom to keep families and students informed on the academic performance (in relation to benchmark) for the school and the students. With the belief that this information will support families to better suppor their students.	N/A			0	$0.00
ELD student support and program support - to improve outcomes for all English Learners students at Garfield	CELDT	English Learners	Every Marking Period	Principal	5/2/2013	118SQI4A5736	ELD student support and program support - to improve outcomes for all English Learners students at Garfield.	7091-EIA - LEP		TC10IF9999	0.6	$49,874.89
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/12/2013	118SQI4A5747	College Wear Friday - to promote college awareness, all staff, families and students are encouraged to wear college clothing and apparel every Friday of the school year.	N/A			0	$0.00
Garfield is developing a							Scholar Wall - All Garfield families and scholars completed an 8x11 scholar card					

College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	118SQI4A5748	indicating the year they will graduate from college and all of the key stakeholders in that child's life dedicated to their succes - teacher, parents, school.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	4/12/2013	118SQI4A5750	College Student Inquiry and Reports - Garfield 1st graders and 5th graders took field trips to UC Berkeley. Garfield has a goal of supporting as many students as possible to visit colleges/universities and to share their learnings.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	118SQI4A5751	College Banners and Teacher Bios - Garfield has college banners and teacher college bios outside of each classroom to encourage college awareness and a connection to college for students about their teachers.	N/A			0	$0.00
Garfield is developing a College Going Culture, taking action steps from the Parent Action Team Recommendations	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	118SQI4A5760	The language of scholars - Garfield Parents learned that there are higher performing schools that refer to their students as "scholars" and that this promotes a culture of students as knowledge seekers. The families have asked that Garfield refer to their students as scholars as a strategy to promote a college going culture.	N/A			0	$0.00
Health and Wellness Team - meets weekly/monthly to work with families to identify and improve the school site's health and wellness policy and support for students and families	Health data	All Students	Monthly	Community Partner	4/12/2013	118SQI4A5763	In 2012-13 Garfield started a health and wellness team that surveyed families and held monthly family meetings focused on improving school lunches. The team supported families to learn more about our school lunch and learn from district staff.	Non-SSC approved			0	$0.00
Health and Wellness Team - meets weekly/monthly to work with families to identify and improve the school site's health and wellness policy and support for students and	Health data	All Students	Monthly	Community Partner	4/12/2013	118SQI4A5765	The Health and Wellness is composed of community partners, Garfield teachers, the school nurse, a student component and family outreach. The team meets weekly and plans	Non-SSC approved			0	$0.00

families								for monthly parent meetings				
Provide food and refreshments at SSC, ELAC, Title 1 night and parent meetings to increase parent involvement, awareness and empowerment to support their children	Grades/GPA	All Students	End of Year	Principal	4/12/2013	118SQI4A2490	Food/Refreshments for family meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$3,110.02
Garfield has developed an African American Advisory Council (AAAC). The team has set the goal that they will come together to increase the academic outcomes of African American students. Similar to how ELAC focuses on ELs. Garfield developed the AAAC due to the site's School Quality Review feedback and based on the low academic performance and acheivement gap of African American students.		Ethnicity	Every Marking Period	Community Partner	4/12/2013	118SQI4A5741	This team will meet once a month and engage in Action Cycles that use data to identify an area of school improvement, then agree on an area to improve, go out to do research to become "experts" in that area, then plan for action and then take action.	N/A			0	$0.00
Garfield Developed the Parent Action Team (PAT), a group dedicated to improving Garfield and outcomes for all Garfield students.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/12/2013	118SQI4A5744	The PAT meets once a month and goes through the Parent Action Cycle - using SQR data to identify an area of school improvement, take steps to become "experts" in that area (such as visiting other schools), then plan for action and take action to improve school outcomes for all students. In 2012-2013 Garfield's PAT moved through two action cycles: The first focused on developing a college going culture and the second focused on supporting Parents as Parents to engage with teachers and the school around student learning and achievement.	N/A			0	$0.00
Monthly Parent/Principal Coffee - this is a time for families to come and learn what is happening around the school - and share what they think is going well, ask	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/12/2013	118SQI4A5767	Monthly meeting time for parents and the Principal to talk about the school.	9901-Title I - Parent Participation			0	$0.00

questions or share what can improve												
Garfield classes will each have parent officers (based on the model of Mrs. Rodriguez and Mrs. Ramos).	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	118SQI4A6133	Garfield classes will each have parent officers (based on the model of Mrs. Rodriguez and Mrs. Ramos).	N/A			0	$0.00
Garfield will host more parent-teacher meetings to discuss the performance level of students, the first one being before the first report card period.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	118SQI4A6134	Garfield will host more parent-teacher meetings to discuss the performance level of students, the first one being before the first report card period.	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Garfield Elementary   **Principal:** NIMA TAHAI

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Budget

Sub Fill Rate

Substitute Fill Rate

2010-11   2011-12

District (Grades K-5): 96%, 97%
Garfield (Grades K-5): 98%, 99%
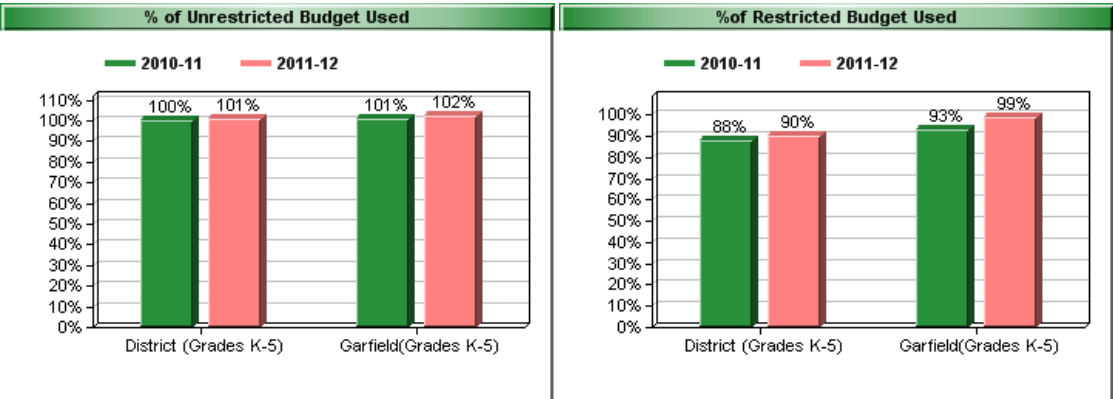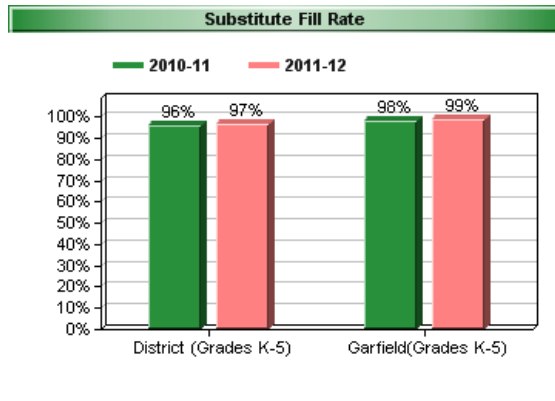
Theory of Action

- IF Garfield's administrative team develops structures for staff, family and student empowerment
- IF Garfield's vision includes an expectation that all staff operate as leaders
- IF Garfield's accountability structures are defiend by recognition of those meeting expectations and support structures for those not yet meeting expectations
- THEN Garfield success will be the responsibility of all staff and families, with all key constituents taking personal responsibility for the academic and social/emotional outcomes for all students

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State & Federal Preliminary and Final Budget

<u>Programs Included in this Plan</u>
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	$114,740.76	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$118,315.40	
Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	$346,328.00	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$579,384.16	

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	$130,948.20	
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	$3,110.02	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$134,058.22	

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: Garfield Elementary
Site Number: 118

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 1/24/13. 5/2/13 and 5/9/13

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

Attested:

SSC Chairperson's Signature	_Argelia Ramos_ SSC Chairperson's Name (printed)	_5/10/13_ Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
Principal Signature	_Nima Tahai_ Principal's Name (printed)	_5-9-13_ Date
Executive Officer's Signature	_Janett Hernandez_ Executive Officer's Name (printed)	_5-13-13_ Date
Director, State & Federal Compliance Signature	_Susana Ramirez_ Director, State & Federal's Name (printed)	_6/4/13_ Date

School Site Council Membership Roster – Elementary School

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

Chairperson: Argelia Ramos	**Vice Chairperson: None Identified**
Secretary: Debbie Messersmith	**DAC Representative:** Pedro Topete

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Nima Tahai		X			
Argelia Ramos (year 2)			X		
Debbie Messersmith			X		
Nolan Hutton			X		
Antonia Ortega (year 2)					x
Mao Nguyen (year 2)					x
Nancy Sanchez (year 1)					x
Pedro Topete (year 1)					x
Sheena Edwards (year 1)					x
Fila Encisco				x	
DAC Representative	Pedro Topete				X
Home Ph.	Email:				

Meeting Schedule	3rd Thursday of the month, later changed to 2nd Thursday due to district translation needs

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
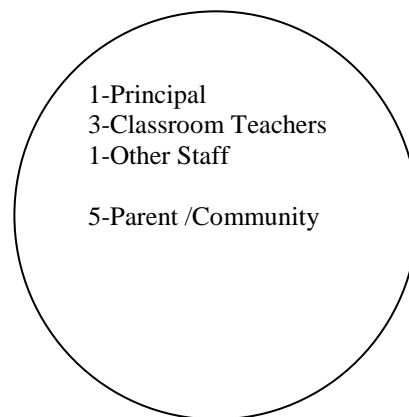
Title I School Parental Involvement Policy   2013 - 2014

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

Involvement of Parents in the Title I Program
Garfield Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan.
        A. Monthly SSC meetings review role of Title 1 funds and our site plan
        B. Annual Title 1 Night
        C. ELAC Meetings review Title 1 funds and their use

- Offer a flexible number of meetings for parents.
    1. ELAC Meetings 2nd Friday of the month, 9am – 10am
    2. SSC Meetings, 1st Thursday of the month, 3:30 – 5pm
    3. African American Advisory Council 1st Thursday of the month, 5:45 – 7pm
    4. Parent Action Team Meeting – 2nd Wednesday of the month, 6 – 7:30pm
    5. Monthly Parent/Principal's Coffee – 1st Wednesday of the month, 9am – 10am
    6. Meetings with teacher and principal, by request

- 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.
    1. Monthly SSC meetings review role of Title 1 funds and our site plan
    2. Annual Title 1 Night
    3. ELAC Meetings review Title 1 funds and their use

- Provides parents of Title I students with timely information about Title I programs.
    1. Monthly SSC meetings review role of Title 1 funds and our site plan
    2. Annual Title 1 Night
    3. ELAC Meetings review Title 1 funds and their use

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
    1. Monthly SSC Meetings
    2. Monthly ELAC Meetings
    3. Back to School Night
    4. Title 1 Night
    5. Fall Conferences
    6. 1st Trimester Report Card Conferences
    7. Meetings with teacher and principal by request

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
    1. Monthly SSC Meetings
    2. Monthly ELAC Meetings

3. Back to School Night
4. Title 1 Night
5. Fall Conferences
6. 1st Trimester Report Card Conferences
7. Meetings with teacher and principal by request

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

Families are engaged at Garfield elementary in large group whole school setting, such as back to school night, smaller group family settings – SSC, ELAC and Principal Coffee meetings, as well as individual settings – one on one family/teacher conferences to discuss student progress. In each of these settings the goals are to inform parents about goals set for student achievement, collaboration between home and school to achieve those goals – and a review of progress to goal.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
    o Title 1 families are engaged at Garfield elementary in large group whole school setting, such as back to school night, smaller group family settings – SSC, ELAC and Principal Coffee meetings, as well as individual settings – one on one family/teacher conferences to discuss student progress. In each of these settings the goals are to inform parents about goals set for student achievement, collaboration between home and school to achieve those goals – and a review of progress to goal.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
    o Garfield staff value their partnership with families. At Garfield we believe that the family is the first teacher and that the classroom teacher is working in collaboration with the home to best support the family and student to reach their potential.

- 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.

- o At Garfield families can get involved in learning about the Title 1 program through the SSC, ELAC, Title 1 Night – or by request to meet and discuss the Title 1 program with teachers or the principal.

- 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.
  - o Notices are sent home to families regularly about SSC, ELAC and other family meetings to engage families in the work being done at the school.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  - o SSC and ELAC meetings are primary vehicles to support discussions around the Title 1 program. Title 1 night celebrates information around our Title 1 program.

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.
  1. Translators are secured for all key meetings to support families that have limited English Proficiency.

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 SSC and ELAC meetings and discussion of Title 1 programs.

This policy was adopted by the Garfield Elementary School Site Council 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 Garfield Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____ _____
      (Principal's Signature)   (Date)

Garfield 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

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

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

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

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.

Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.

- At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
- If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
- Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.

Key Components

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

Number of Students:
600 All Students.
480 ELs.
45 SWDs.

Use
Identify all that apply:
__x__ Basic core and/or CCSS-aligned materials are used as designed.
_x___ Ancillary materials are used as designed.

Documentation	Additional Comments

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

Garfield is implementing Systematic ELD and the Language For series throughout the school. All students participate in ELD instruction.

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.				

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
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. • 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.	See breakdown below

Objective	Fully	Substantially	Partially	Minimally
1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Appropriate Use
___x__ Materials/ELD components are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		Garfield is implementing Systematic ELD and the Language For series throughout the school. All students participate in ELD instruction.
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.	See detail below				

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

Key Components

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

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	50	35	
All Intensive Els	15	10	
All Intensive SWDs	5	4	

Number/Percentage Provided Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	55%	30%	
Intensive ELs	18%	9%	
Intensive SWDs	5%	3%	

Appropriate Use
__x___ Materials are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		Garfield has an intensive Literacy Intervention in place – which serves ELs and EOs. Garfield has identified a gap in providing ELD intervention and has written into the site plan to have an ELD coach and intervention in 13-14.
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	1.4 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.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. • At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	**Objective** / 1.4	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 1 Less than 50%

Key Components

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

Number of Students:
600 All Students.
480 ELs.
45 SWDs.

Appropriate Use
Identify all that apply:
__x__ Basic core and/or CCSS-aligned materials are used as designed.
__x__ Ancillary materials are used as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		Garfield staff have had PD this year on new common core math assessments, and instructional strategies to promote student thinking and analysis. A shift from simply using an alogrithm to a focus on thinking like a mathematician and being able to articulate your thinking.
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	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • 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.	(see detail below)

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	50	35	
All Intensive Els	15	10	
All Intensive SWDs	5	4	

Appropriate Use
__x___ Materials are used as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		Garfield does not currently have an out of class « pull out » system for math intervention. Teachers provide intervention in the class during workshop time.
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.				
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. • This time is given priority and protected from interruptions.	Objective	Fully	Substantially	Partially	Minimally

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.

Number of instructional minutes at each grade level			
	K	1st and 2nd	3rd, 4th and 5th
All Students	48,825	52,650	54, 675
ELs	48,825	52,650	54, 675
SWDs	48,825	52,650	54, 675

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Implementation Status and Key Components

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

Key Components

Allocation of Instructional Time

___x___ Time is given priority and protected from interruptions.

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided identified Strategic students	30	30	30	30	30	30			
Additional time provided identified Strategic ELs	30	30	30	30	30	30			
Additional time provided identified Strategic SWDs	30	30	30	30	30	30			

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		Garfield has a ELD time by grade level dedicated to leveled ELD instructional support. Garfield also has a daily 30 minute workshop block for reteach and intervention for Els and low academic performing students.
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

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

2. Instructional Time

2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.

Criteria and Clarifications:

Full implementation means that the school's schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions.
- ELs are appropriately placed into ELD using CELDT and all available English proficiency measures...
- ELs who are also identified as SWDs must receive ELD instruction.

Implementation Status and Key Components

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

Key Components

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

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

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students	71 students	119 students	93 students
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30	30	30

Documentation	Additional Comments

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

Time referenced, is in reference to the Garfield workshop daily schedule for re-teach and intervention.

California Department of Education
Academic Program Survey—Elementary School Level

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

2. Instructional Time

2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.

Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.

- This time is given priority and protected from interruption.
- Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.
- The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework.
- The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time.

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

Key Components

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

Indicate total length (minutes) designated for intensive intervention:

Number of instructional minutes at each grade level					
	4	5	6	7	8
All Intensive learners	30	30			
Intensive Els	30	30			
Intensive SWDs	30	30			

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		Time referenced, is in reference to the Garfield workshop daily schedule for re-teach and intervention.
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
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. • This time is given priority and is protected from interruptions.	2.5	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 number of instructional minutes offered at each grade level:

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			

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		Time referenced, is in reference to the Garfield workshop daily schedule for re-teach and intervention.
School Instructional Regulations:		
Attach appropriate documents		

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • 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.	See below				

Implementation Status ratings

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

Key Components

Appropriate Allocation of Instructional Time

__x___ Time is given priority and protected from interruptions.

Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.

Number of students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	5	5	4	4	4	3			
All Strategic ELs	1-5	1-5	1-5	1-5	1-5`	1-5			
All Strategic SWDs	All	All	All	All	All	all			

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided to strategic students	30	30	30	30	30	30			
Additional time provided to identified EL strategic students	30	30	30	30	30	30			
Additional time provided to identified SWD strategic students	30	30	30	30	30	30			

California Department of Education
Academic Program Survey—Elementary School Level

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		Time referenced, is in reference to the Garfield workshop daily schedule for re-teach and intervention.
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components table:

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

Key Components

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

Indicate total number of additional minutes:

Number of additional instructional minutes at each grade level					
	4	5	6	7	Pre-algebra/Algebra Readiness
All Intensive Learners	30	30			
All Intensive ELs	30	30			
All Intensive SWDs	30	30			

Documentation	Additional Comments

	Mathematics
District Instructional Regulations:	
School Instructional Regulations:	
Attach appropriate documents	

Additional Comments: Time referenced, is in reference to the Garfield workshop daily schedule for re-teach and intervention.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 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). • 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** / **3.1**	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 1 Less than 50%

Key Components

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

Pacing Guide Use Monitored
___x____ Principal monitors use.

Documentation	Additional Comments

	Reading/Language Arts/ELD
District/School Pacing Plan by Grade Level: Attach appropriate documents.	

Garfield is implementing Open Court, Standards Based Planning and Guided Reading – with an impending shift towards a balanced approach to literacy.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). • 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.					

Implementation Status and Key Components table:

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
___x___Distributed to each grade level.
__x___In use at every grade level.

Pacing Guide Use Monitored
___x___ Principal monitors use.

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Second header table:

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

Key Components

Principal
___x___ Training in RLA/ELD.
___x___ Coaching, as resources permit.

Vice Principal(s)
N/A Training in RLA/ELD.
___N/A___ Coaching, as resources permit.

Suggested Documentation		Additional Comments
	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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: • 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** / 4.2	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / 2 At least 59%	**Minimally** / 1 Less than 50%

Key Components

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

Vice Principal(s)
___n/a___ Training in Mathematics.
___n/a___ 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.

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.

Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support **may** include:

- Development, use, and monitoring of classroom observation protocols to include:
  - Full and skillful implementation of instructional materials including use of ancillaries.
  - The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
- Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices.
- Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners.
- Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback.
- Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.
- Training on Response to Instruction and Intervention (RtI^2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs.
- Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials.
- Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.

Objective	Fully	Substantially	Partially	Minimally
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.)

Instructional Rounds
Leverage Leadership book read and follow-up
PD on classroom observation
PD and support on evaluation cycle of observation and debrief
Ongoing data review and protocols at Principal PD
Ongoing special education PD and support
Focus during Principal PD on "equity" conversations – district offered difficult conversations PD
Systematic ELD PD
District support with RTI in special education academics and through PBIS with behavior

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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 Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components ___89%___ **Percentage of fully credentialed, highly-qualified teachers.**				

	Documentation		Additional Comments
	RLA/ELD	Mathematics	
			3/27 teachers do not meet HQT requirements, but are in credentialing courses to complete HQT requirements.

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.	Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include: • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student					

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	5	weekly	yes
Grade 2	4	Weekly	Yes
Grade 3	4	Weekly	Yes
Grade 4	4	Weekly	Yes
Grade 5	3	weekly	Yes
Grade 6			
Grade 7			
Grade 8			

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progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.

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

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Documentation		Additional Comments
	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include: • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings:					

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

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	5	weekly	yes
Grade 2	4	Weekly	Yes
Grade 3	4	Weekly	Yes
Grade 4	4	Weekly	Yes
Grade 5	3	weekly	Yes
Grade 6			
Grade 7			
Algebra 1			
Pre-algebra/Algebra Readiness			

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

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

			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.	6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

		• 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.	**Key Components** **Coaches/content experts/specialists** _____ Type of instructional assistance. ___x___ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** ____x___ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** ____x___ Provided with materials-based training. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:** **Literacy coach providing weekly in classroom observation/modeling and debrief sessions**				

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

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

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

Trained Coaches/ Content Experts/Specialists
____x__ Provided with materials-based training.

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

Garfield adopted a teacher/leader style of math coaching this year – with teacher leaders supporting with PD and a shift to common core assessments and strategies.

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.

Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.

- The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs.
- For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
- Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.

Objective 7.1:

Fully	Substantially	Partially	Minimally
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____ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessment Results

___x____ Common curriculum embedded/formative assessments administered frequently.

___x____ School-wide assessment calendar developed and used.

___x____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

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

California Department of Education
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.				

Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

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.

- 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.

Key Components

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

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

Using Formative Assessments Results
__x___ Curriculum embedded/formative assessments administered frequently.
__x___ School-wide assessment calendar developed and used.
___x__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

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.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  – Entry-level placement and/or diagnostic;
		  – Progress monitoring, including frequent formative and curriculum-embedded; and
		  – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
___2__ Number per month.
___x___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
___x___ Meetings are structured; protocols/tools are developed and used.
___x___ Training for collaboration meeting protocols provided to teachers.
___x___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
___x___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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.				
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. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.	Objective / 8.2	Fully / **4 100%**	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

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

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

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.

9. Fiscal Support

9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).

Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.

- The SPSA is aligned with the goals and activities in the LEA Plan.
- The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
- The district requires that SPSA expenditures detail EPC alignment.
- District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

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

Key Components

Allocation of Funds

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

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

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.		