

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 Futures 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 Futures Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Futures Elementary School

0115576

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

Futures Elementary School is an East Oakland school dedicated to academic and social success for all students. Our English Language Arts program recently aligned with the PALS cohort and has transitioned to Balanced Literacy with a strong focus on Guided Reading targeted at student's individual levels. In Math, Futures has continued to work on Number Talks and Number Sense with an emphasis on Problem Solving to build student knowledge in mathematics as we move towards the Common Core. For Science, we have continued to build capacity by adding Science Prep to the student day. Teacher collaboration is critical for effective instruction which Futures addresses by providing teachers with Professional Learning Communities each week with the Teacher on Special Assignment or Principal. Social/Emotional wellness is critical for all students at Futures. To help support students, Futures has built in extra services into the school day. Through Title I funds, Futures purchased two extra days of School Psychologist time to provide students with social groups and one-on-one counseling. With EBAC, Futures continues to offer counseling for students with MediCal. Through collaboration with Futures After School Academy, students now participate in structured recess which provides each class with a coach to play a game during recess time. Caring School Communities has also provided a structure for teachers to work with students and build community within the classroom.

VISION

VISION Our children are resourceful learners Our children are culturally-competent Our children have an enduring sense of self-worth RESOURCEFUL LEARNERS Our children are capable of following their dreams because they have the foundational skills for effectively communicating with others and are proficient in all in subject areas. They have become persistent, independent critical thinkers and problem solvers who have high expectations of themselves. They have learned to value curiosity and to use discussion to create knowledge and understanding from a foundation of basic skills. Our children are resourceful learners that remain inspired, inquisitive, and motivated for the rest of their lives. CULTURALLY-COMPETENT Our children deeply value and respect their own culture and the culture of others. They have accomplished this as they learn more about both their own background and the background of others. This knowledge led to an appreciation of differences and the ability to find common ground on which to build strong relationships. Our children are culturally-competent. AN ENDURING SENSE OF SELF-WORTH Our children understand and appreciate themselves for who and what they are as a result of a nurturing and caring school experience. They have an intrinsic belief in themselves and know that they are important and cherished by the school community. They have resilience and confidence, as well as a strong identity as a learner and as someone who has much to contribute to the world. Our children understand that their effort equals success and intelligence. Our children have an enduring sense of self-worth.

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

Futures will monitor progress to ensure that the strategies outlined in this plan will be implemented by: 1. Weekly Grade Level PLC time guided by the TSA (grades K-2) or Principal (grades 3-5) to focus on data and instruction 2. Instructional Learning Team meets two times a month to plan PD and support instructional plans 3. COST meets twice a month to support students with mental health, attendance, instructional intervention, PEC, and after school programs

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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 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 be 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 readiness 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 6 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 State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

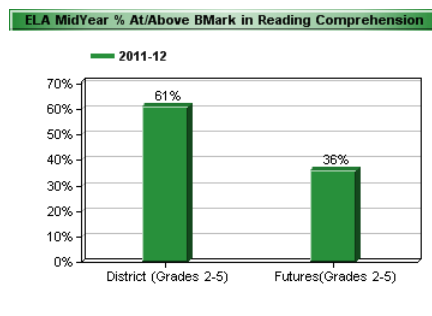
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

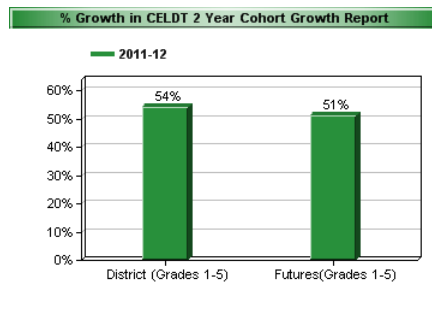
A quality school...

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

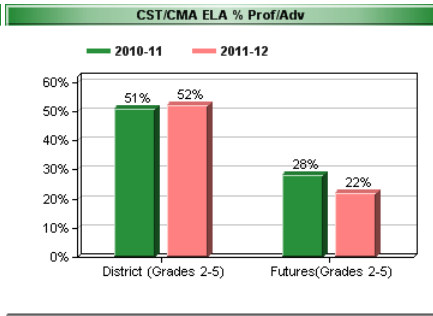
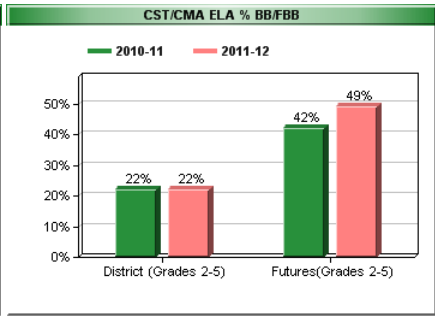
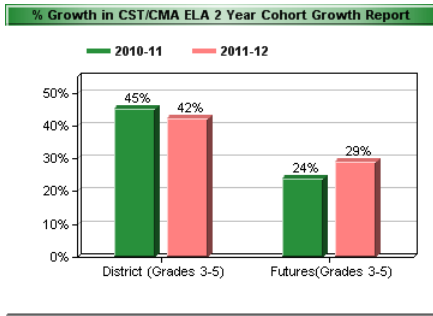
Benchmark



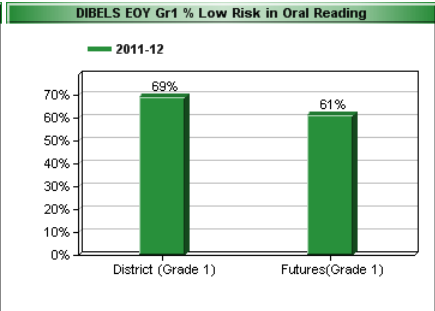
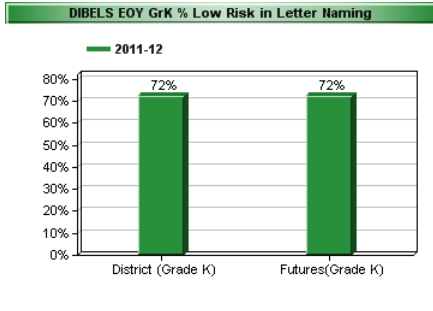
CELDT



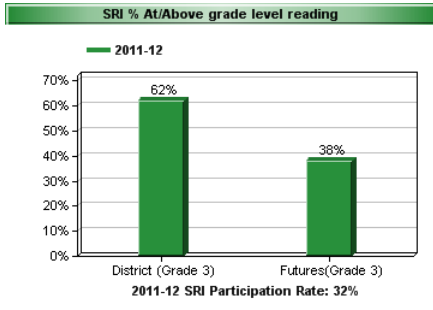
CST



DIBELS



SRI



Data Analysis

- The greatest area of concern is the gap in reading comprehension (61% District and 36% Futures) and the amount of students entering FBB and BB and leaving Proficient and Advanced.
- Students in BB and FBB need intervention support to move to Basic, Proficient and Advanced. Teachers will identify level through DRA/SRI and provide students with small group intervention and guided reading.
- 2 Year Cohort Growth shows progress moving from 24 to 29%.

Theory of Action

- Teachers will develop additional ELA knowledge and instructional understanding through PALS which will increase student achievement in ELA.
- Through beginning of year assessments (SRI/DRA) teachers will form guided reading groups in which students will participate in small group reading instruction targeted at lexile level.
- During weekly PLC time, teachers will develop lessons based on data reflection.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Participate in PALS to build balanced literacy framework to support common core standards.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Other	3/5/2013	123SQI1A1280	Attend PALS meetings and dedicate one PD a month to implement program. Continue implementation through weekly PLC with TSA (K-2) and Principal (3-5)	N/A			0	\$0.00
All teachers will DRA and SRI all students 3 times each year. Continue to add/build student portfolios that follow students each year.	Other (OCR, etc)	All Students	Every Marking Period	Other	3/5/2013	123SQI1A1281	Provide teachers with time to assess students (early release) and meeting time to organize/add to portfolios	N/A			0	\$0.00
STIP position to assist teachers with small group intervention in ELA.	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Other	3/5/2013	123SQI1A4932	STIP will assist 7 classes with intervention targeted at BB and FBB students.	7090-EIA - SCE		TCSTIP0105	0.8	\$23,999.29
Consistent school wide schedule that outlines when specific components of our literacy instruction will occur.	Other (OCR, etc)	All Students	Weekly	Other	3/5/2013	123SQI1A1284	-Provide teachers time to develop schedule during August in-service days - Post schedules on doors - Walk-throughs once a month	N/A			0	\$0.00
ELA/DRA Data wall that is updated frequently throughout the year followed by data conferences.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Other	3/5/2013	123SQI1A1328	Provide PD/meeting time for creating data cards and updates after each benchmark	N/A			0	\$0.00
Hire a STIP sub to assist teachers with small group intervention for English Language Learners.	CELDT	English Learners	Weekly	Other	3/5/2013	123SQI1A1286	STIP will assist 7 classes with small groups on a daily basis.	7091-EIA - LEP		TCSTIP0335	0.4	\$14,768.10
TSA will coach teachers through a PLC on effective strategies for English Language Learners while looking at data from students.	State tests (CST/STAR, PFT)	English Learners	Weekly	Other	3/5/2013	123SQI1A1288	PLC will take place once a week for 50 minutes by grade level. PLC will consist of TSA or Principal and all members of grade level teams.	7091-EIA - LEP		C10TSA0060	0.2	\$16,181.80
TSA will coach teachers through a PLC on effective strategies for PALS framework while looking at data.	State tests (CST/STAR, PFT)	All Students	Weekly	Other	3/5/2013	123SQI1A1313	PLC will take place once a week for 50 minutes by grade level. PLC will consist of TSA or Principal and all members of grade level teams.	7090-EIA - SCE		C10TSA0060	0.2	\$16,181.80
Purchase books and supplies to support intervention for English Language Learners.	CELDT	English Learners	Weekly	Principal	3/5/2013	123SQI1A1330	Purchase books to support EL students being tutored after school.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$3,497.47
Purchase books and supplies to support intervention for FBB and BB students.	State tests (CST/STAR, PFT)				3/22/2013	123SQI1A1332	Purchase books and supplies to support intervention for FBB and BB students.	3010-Title I	4310-SUPPLIES		0	\$127.37
Implement Fast Forward for students in grades K-5.	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Other	3/5/2013	123SQI1A3711	All teachers will have students work on fast Forward if they are below grade level in ELA.	N/A			0	\$0.00
STIP position to assist teachers with small group intervention in ELA.	CELDT	English Learners	Weekly	Other	3/5/2013	123SQI1A4934	STIP sub will work with EL students one day a week for targeted intervention.	7091-EIA - LEP		TCSTIP0105	0.2	\$5,999.82
TSA will support teachers with ELA coaching specific to the PALS Balanced Literacy framework.	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	3/5/2013	123SQI1A4937	TSA will coach teachers on Balanced Literacy strategies.	3010-Title I		C10TSA0060	0.2	\$16,181.80
Provide teachers with release time to attend PLC.	Other (OCR, etc)	All Students	Weekly	Other	3/22/2013	123SQI1A4939	All teachers will attend weekly PLC in grade level.	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,500.00
Provide teachers with release time to attend PLC.	Other (OCR, etc)	All Students	Weekly	Other	3/22/2013	123SQI1A5079	All teachers will attend weekly PLC in grade level.	3010-Title I	5825-CONSULTANTS		0	\$5,400.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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 in 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 and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

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

School Federal and State Academic Achievement Goals:

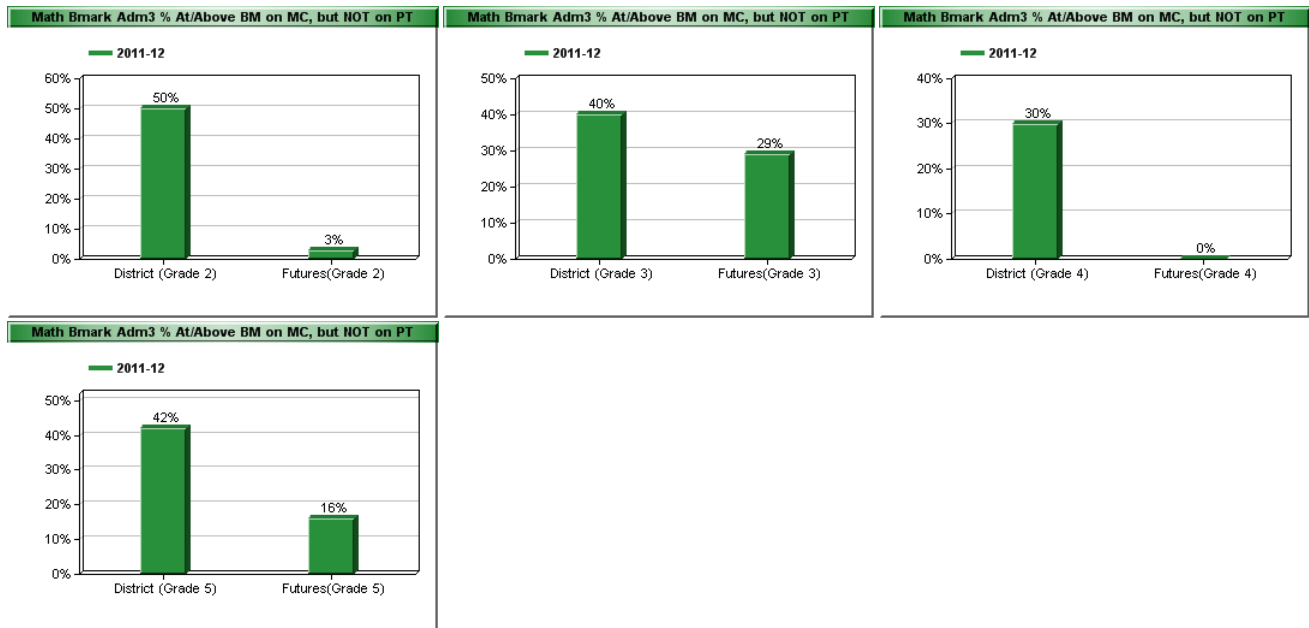
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

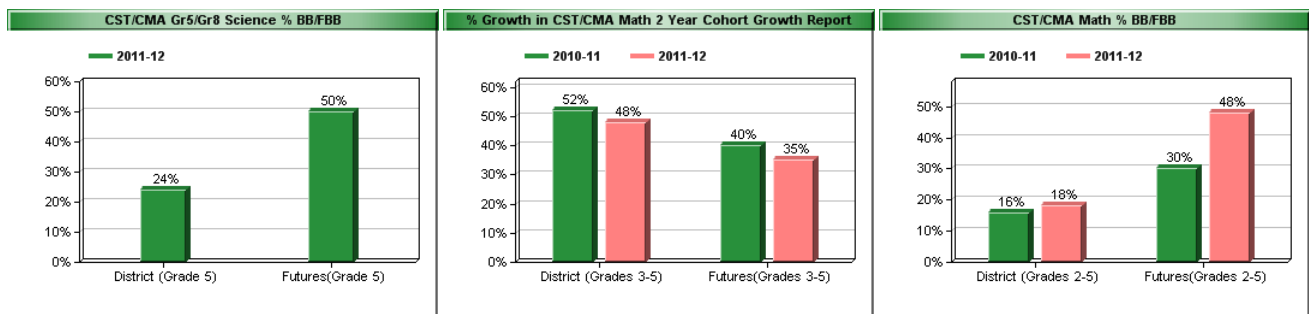
A quality school...

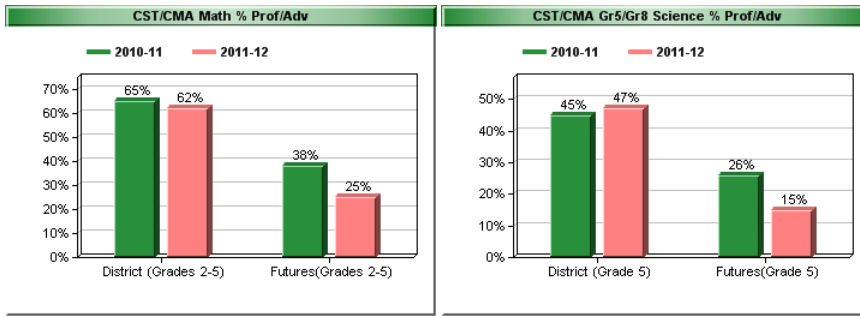
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





Data Analysis

- Futures needs to move 37% of students to proficient and advanced in math to be on par with the district average.
- Futures needs to move 30% of students out of BB and FBB in math to keep on par with the district average.
- Futures needs to move 32% of students to proficient and advanced in science to be on par with the district average.

Theory of Action

- Through our math consultant and PD we will build teacher capacity to create and lead lessons in math preparing students for common core standards while increasing student performance.
- Science prep will help increase exposure to FOSS investigations while allowing teachers time to focus on science reading and journaling during class time.
- PLC time will provide time for data analysis with the math coach which will allow for reflection time on benchmark and formative assessments and opportunity to modify and adjust lessons.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Work with consultant for joint professional development with CUES once a month.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	123SQ1B1292	All teachers will participate in a Math PD once a month with CUES teachers.	Non-SSC approved			0	\$0.00
Hire STIP sub to assist with math intervention.	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Other	3/5/2013	123SQ1B1290	STIP will assist 7 classes with small groups on a daily basis.	7090-EIA - SCE		TCSTIP0335	0.35	\$12,922.09
Hire STIP sub to assist with math intervention.	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Other	3/5/2013	123SQ1B1315	STIP will assist 7 classes with small groups on a daily basis.	3010-Title I		TCSTIP0335	0.25	\$9,230.06
Continue to strengthen science program by dedicating one PD a month to working with FOSS and aligning Science to ELA and Math units. TSA will work with teachers through weekly PLC to implement plan from PD.					3/6/2012	123SQ1B1293	TSA will meet with teachers in grades K-2 once a week as a PLC.	N/A			0	\$0.00
TSA will work with teachers through a PLC to align strategies from Math Coach to standard based lesson plans and to reflect on data.					3/6/2012	123SQ1B1297	TSA will meet with teachers in grades K-2 once a week as a PLC.	N/A			0	\$0.00
TSA will work with teachers through a PLC to align strategies from Math Coach to standard based lesson plans and to reflect on data.					3/6/2012	123SQ1B1307	TSA will meet with teachers in grades K-2 once a week as a PLC.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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. At 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 high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Theory of Action

- All students should feel school is a safe and valuable experience.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Kinder orientation meeting in August for all families.		Pre-Kindergarten			4/15/2013	123SQ11C632	Send home meeting notices during the summer.	N/A			0	\$0.00
Set up visit to CCPA and ROOTs for 5th Graders moving on to middle school.					3/13/2012	123SQ11C633	Coordinate visit with ROOTS and CCPA	N/A			0	\$0.00
Community meeting before options process to inform families about possible options for 6th grade.					3/13/2012	123SQ11C1522	Meeting will include families, representatives from middle schools, 5th grade teachers and principal to offer families information about choices for 6th grade	N/A			0	\$0.00
Create and provide a orientation for students new to Futures.					3/13/2012	123SQ11C1523	Train 5th grade students to act as School Ambassadors. Train ambassadors. New students are assigned to a school ambassador who provides a tour and an introduction to Futures School Culture.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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 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 occupational OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

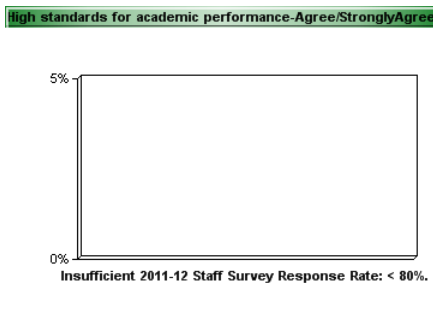
1. Combined 4- & 5- year graduation rate will increase by 10% - with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

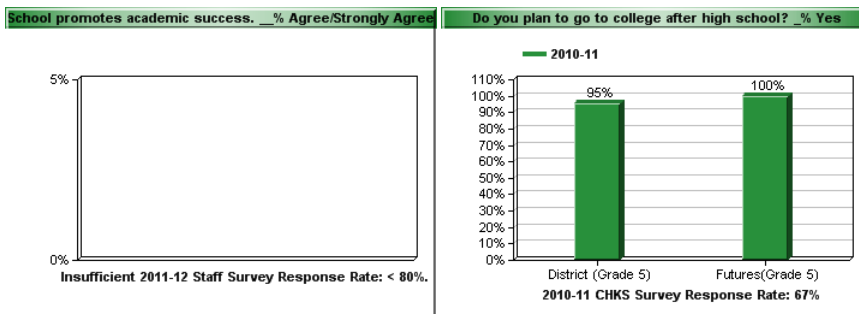
A quality school...

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

Survey - High Standards



Survey - Success



Data Analysis

- All 5th grade students are planning on going to college - students need exposure to college options and high school requirements.

Theory of Action

- All students should graduate high school with the ability to attend college of choice or have the skills necessary for career of choice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
School-wide Career Day to highlight relevant and exciting career paths for students.					4/2/2013	123SQI1D3709	Day-long celebration of careers with multiple presenters per class; follow up activities to apply new learning.	N/A			0	\$0.00
Through grade level PLC time, create maps of skills connections to careers and college acceptance. Begin awareness of A-G requirements.					4/25/2012	123SQI1D3936	Teachers, TSA, and Principal will build connections to lessons and career/college.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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

Theory of Action

- Data will guide teachers to make decisions about approaches to accelerate student achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Conduct a comprehensive assessment of all student skills using a combination of SRI, DRA, CORE Phonics Survey, Dibels, CELDT scores and Math Assessments to determine baseline performance levels of students.					5/18/2012	123SQ1E1340	Provide teachers with early release days to complete assessments	N/A			0	\$0.00
Conduct ongoing assessments, using benchmark tests, Reading A-Z, DRA or other skill-specific measures for progress monitoring; display data on walls and/or in student portfolios for students and their family to monitor progress.					5/18/2012	123SQ1E1341	During weekly PLC (K-2 w/ TSA, 3-5 w/ principal) review data, plan instruction based on data	N/A			0	\$0.00
All classes conduct a 50 minute Workshop period (30 minutes for kindergarten) at least 4 times per week to allow teacher-directed, differentiated small group instruction to include Guided Reading and specific phonics intervention. Introductory implementation begins at the beginning of the year and is ongoing throughout the school year.					5/18/2012	123SQ1E1342	Use baseline assessments to determine groups for the beginning of the year. Use weekly PLC time to monitor progress	N/A			0	\$0.00
Provide additional teacher-directed intervention for students who are FBB, BB in small, differentiated groups with the assistance of STIP personnel.					5/18/2012	123SQ1E1343	2 STIP subs will assist all teachers each day. Each STIP will be assigned to 7 classes for 40 minutes per day.	N/A			0	\$0.00
Use guided reading, SIPPS, Accelerated Reader, Fast Forward, Explode the Code, and materials from PALS as tools to support the systematic acceleration of skills.					5/18/2012	123SQ1E1344	Monitor programs through walk-through observations and weekly PLC time	N/A			0	\$0.00
Use SDAIE/ELD and culturally relevant materials and strategies during daily instruction.					5/18/2012	123SQ1E1345	Use weekly PLC time to plan for specific strategies and materials	N/A			0	\$0.00
Implement differentiated instruction for GATE students.		GATE			4/15/2013	123SQ1E4647	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: Futures Elementary School

Principal: COLLEEN DEBRATTO

From OUSD Strategic Plan:

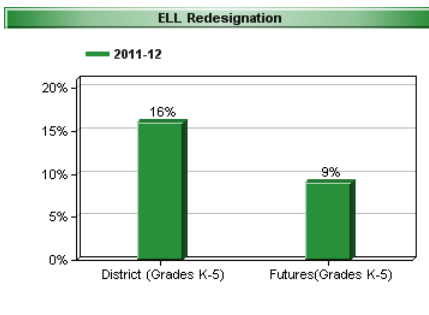
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes resources within the community. We need to build extended learning opportunities whereby the school and community work together to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

School Quality Standards relevant to this Strategic Priority

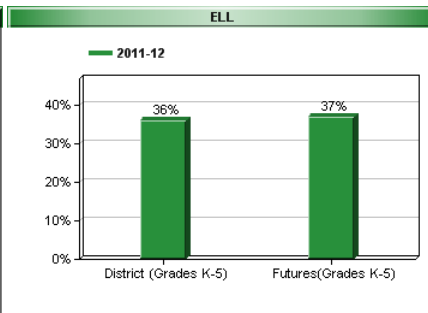
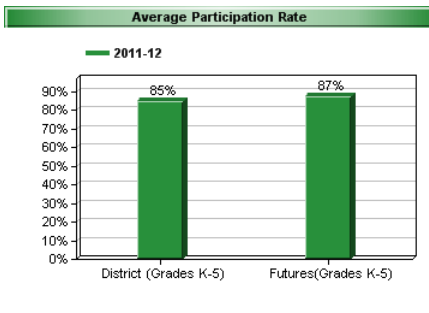
A quality school...

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

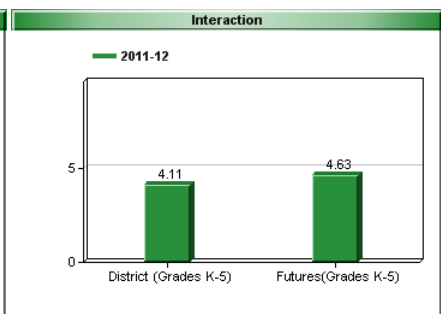
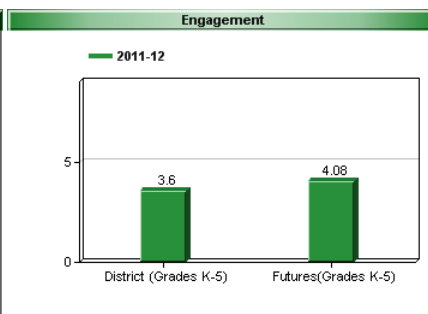
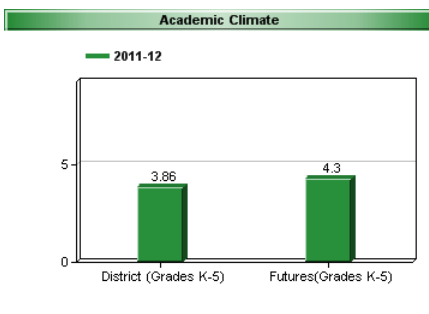
After School Program- Student Impact

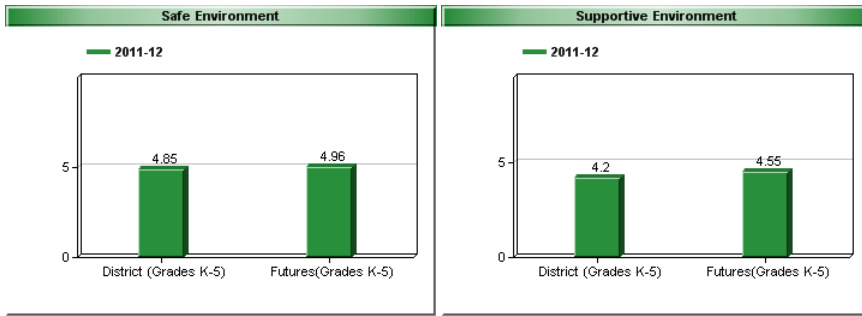


After School Program- Participation



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





Data Analysis

- Futures students participated in ASA at a greater rate than the district average. In addition, the student who participate in ASA fell safe and supported during this time.
- Although Futures EL participation in ASA is greater than the district average, our redesignation rate is lower than the district average.

Theory of Action

- After school programs should offer social skills development, academic enrichment/support, play/sports time, and fun!
- By including ASA teachers during the school day to support structured recess Futures students build a strong relationship with these teachers which makes students feel safe and supported.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Work with After School Academy to provide extended learning time after school. Review data to offer ASA for all students who are FBB or BB on CST.					3/13/2012	123SQI1F1529	Review CST data and ASA enrollment in August	N/A			0	\$0.00
Work with Safe Passages to provide extended learning time after school. Review data to offer ASA for all students who are FBB or BB on CST.					3/13/2012	123SQI1F1530	Review CST data and Safe Passages enrollment in August	N/A			0	\$0.00

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

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

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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 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 individual 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 celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To reduce physical altercations by 10%.

- Strategy 1.1: Implement Caring School Community Lessons in all grades on a weekly basis
- Strategy 1.2: Implement Collaborative Problem Solving Process model for conflict resolution.

Goal 2: To increase student attendance to 98%.

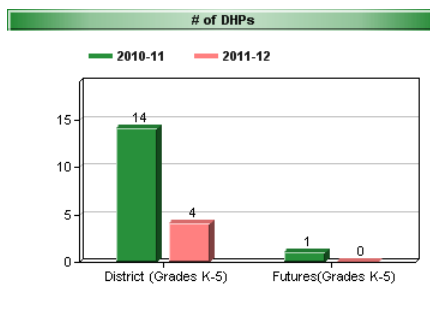
- Strategy 2.1: Students will receive recognition for attendance through individual raffle tickets and certificates. Classes will have the opportunity to earn class points to earn attendance recognition awards. Students will also be recognized at monthly assemblies.
- Strategy 2.2: Meetings will take place between principal and parent/guardian after a student has been absent 3 days.

School Quality Standards relevant to this Strategic Priority

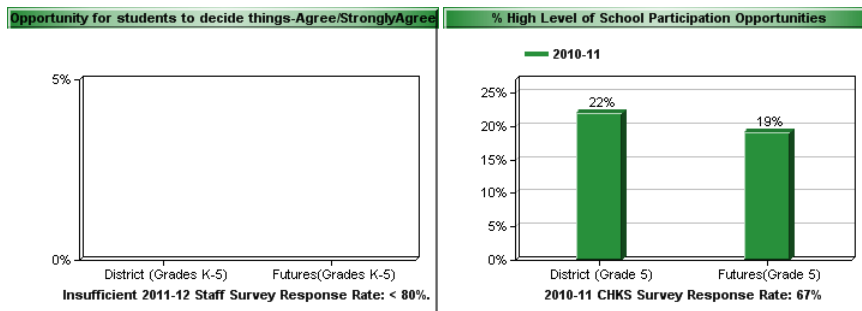
A quality school...

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

DHP

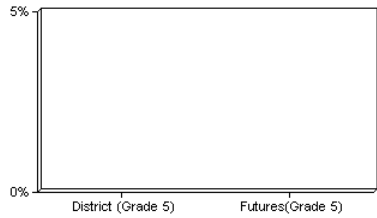


Survey - Engagement



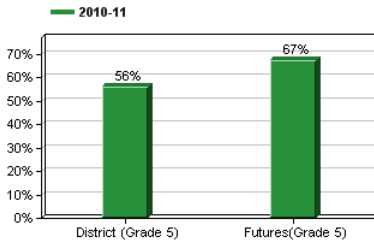
Survey - Relationships

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



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

% High Level of Caring Relationships with Adults at School



2010-11 CHKS Survey Response Rate: 67%

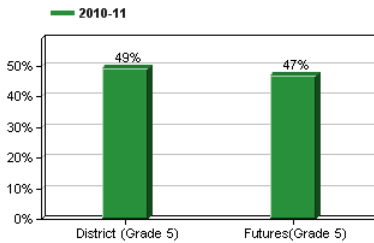
Survey - Safety

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



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

% feeling safe at school all of the time



2010-11 CHKS Survey Response Rate: 67%

Survey - Welcoming

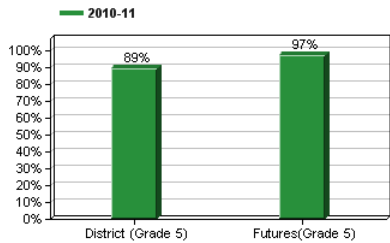
School is a supportive and inviting place. Agree/Strongly Agree



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

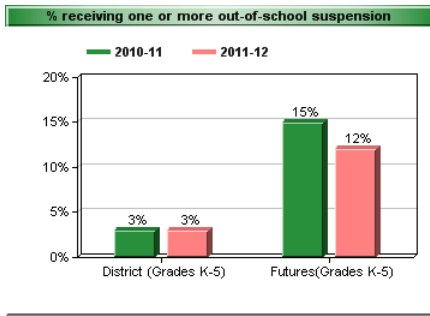
Survey- Beliefs

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



2010-11 CHKS Survey Response Rate: 67%

Suspensions



Data Analysis

- CHKS had insufficient data for the 2011-2012 school year.
- Futures did not have any DHPs for the school year 2011-2012.

Theory of Action

- All students should feel safe and as a valuable asset to their school community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Celebrate student success in academics and behavior through assemblies with parent participation.					4/17/2012	123SQI2A1335	Monthly assembly	N/A			0	\$0.00
Use Caring School Communities to build a positive culture at Futures.					4/17/2012	123SQI2A1402	Participate in Caring Schools Communities - dedicate one PD a month to CSC and designate a school wide time to implement CSC	N/A			0	\$0.00
Designate grade level fun activities to promote positive school culture.					4/17/2012	123SQI2A1531	Calendar special activities by grade level - ex. field day, spirit week, grade level/staff kickball game, grade level special activities. Plan and calendar these activities in August.	N/A			0	\$0.00
Purchase mental health services/school psych time to support students.					4/17/2012	123SQI2A3731	Develop social skill groups and connect students with services.	N/A			0	\$0.00
Contract with ASA to provide students with structured recess for all classes.	Discipline/CSC	All Students	Weekly	Community Partner	4/2/2013	123SQI2A5191	Each class will be provided with a coach to lead students in a class game during recess time.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

From OUSD Strategic Plan:

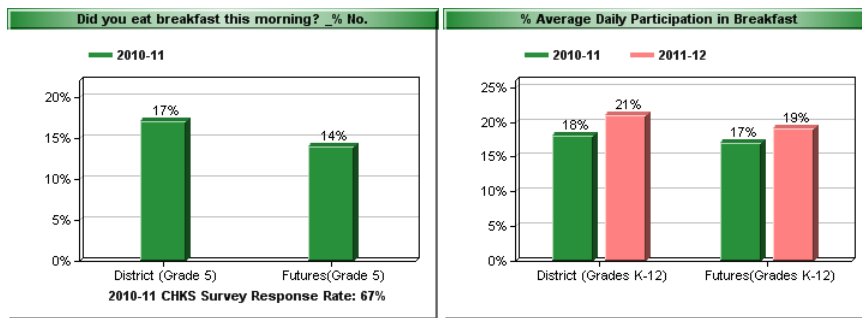
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

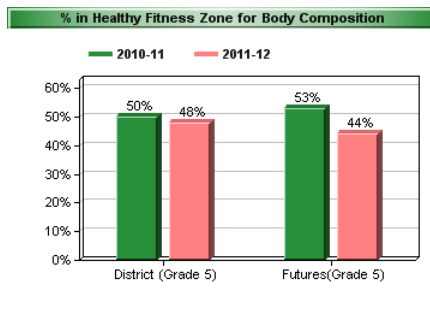
A quality school...

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

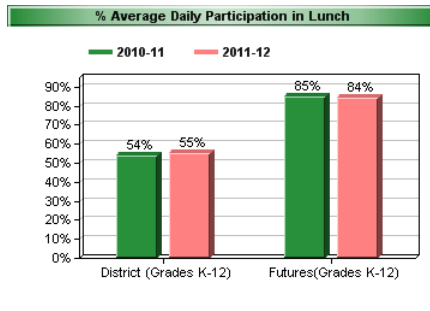
Breakfast



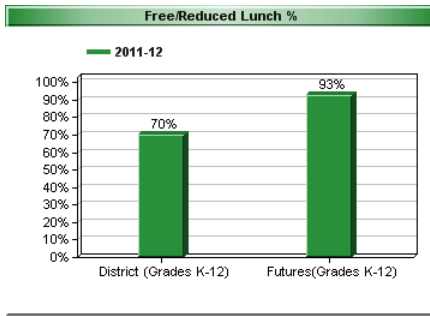
Fitness



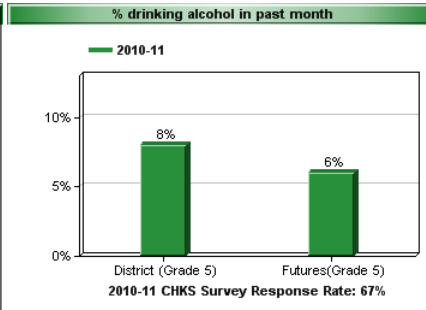
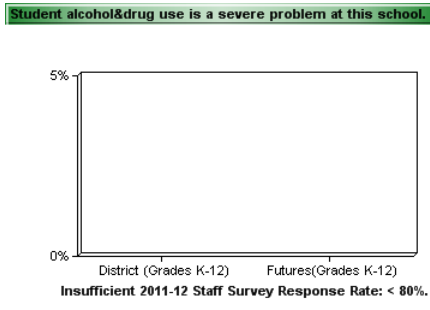
Lunch



Socio Economics



Survey - Drugs / Alcohol



Data Analysis

- Futures students make use of our school lunch program (free for all students), yet few take advantage of our breakfast program.
-

Theory of Action

- Students need proper nutrition to function at school and at home. Access to healthy food and proper meals are essential for all students.
- Exercise, play, sports and dance are critical for student development. Each student should have time for these activities each day.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide nutrition education for all students.					3/13/2012	123SQI2B1532	- Continue with weekly Farmer's Market, - Continue with Healthy Snack 3xs per week, - Continue with Harvest of the Month with bi-weekly lessons on produce	N/A			0	\$0.00
Continue working with Big Smiles to provide dental care to students at school.					3/13/2012	123SQI2B1533	Coordinate with Big Smiles to send home consent forms and arrange dates to use auditorium for dental care.	N/A			0	\$0.00
Work with the health center at ROOTS to provide immunizations for incoming Kinder students.					3/13/2012	123SQI2B1534	Offer student immunizations at the incoming Kinder orientation in August.	N/A			0	\$0.00
Work with ASA to provide a structured grade level PE class for 50 minutes each week.					3/13/2012	123SQI2B1535	ASA will work with each grade level for 50 minutes each week to provide PE	N/A			0	\$0.00
Purchase school psychologist time - 2 days a week - to support students with social groups and one on one counseling.	Discipline/CSC	All Students	Weekly	Other	4/2/2013	123SQI2B4938	School psychologist will meet with groups and individuals to support social/emotional needs.	3010-Title I		PSYCHL0020	0.4	\$43,268.91

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

From OUSD Strategic Plan:

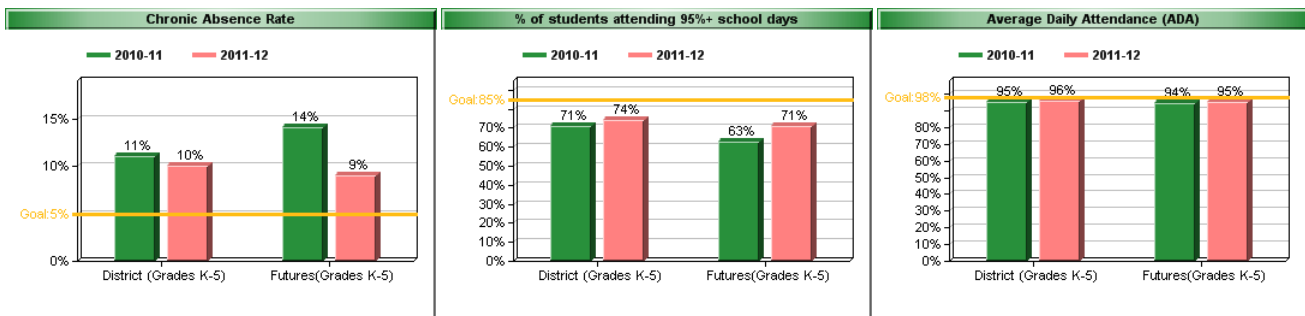
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lower 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 outcomes in 3rd grade.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



Data Analysis

- Although chronic absence shows at a low level, the data is incorrect. Futures is currently at a chronic absence rate of 23%.

Theory of Action

- Build a school where all stakeholders believe in the importance of school attendance. To build this Futures will honor students with perfect monthly attendance and those who have decreased absences.
- Continue with the SART and SARB process to hold families accountable for consistent attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Establish a forum to communicate the importance of attendance to parents and students and celebrate success and improvement.					3/8/2012	123SQI2C1333	Attendance Celebrations	N/A			0	\$0.00
Track tardy and early pick up data.					3/8/2012	123SQI2C351		N/A			0	\$0.00
Develop and implement a before-school care program.					3/8/2012	123SQI2C352	After-School Program provides 2 positions for before school care.	N/A			0	\$0.00
Accurate attendance accounting and phone calls or home visits to families. Follow up by monthly attendance committee meeting. Implement SART meetings in a timely matter.					3/8/2012	123SQI2C1334		N/A			0	\$0.00
Continue the use of raffle tickets and weekly drawings for students present/on time for school.					3/8/2012	123SQI2C1403		N/A			0	\$0.00
Perfect attendance bulletin board with student photos.					3/8/2012	123SQI2C1404		N/A			0	\$0.00
Through Caring Schools Communities, help students build sense of Futures Identity (ex. song, mascot) and fun school-wide activities.					3/8/2012	123SQI2C1405		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 Induct

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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

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

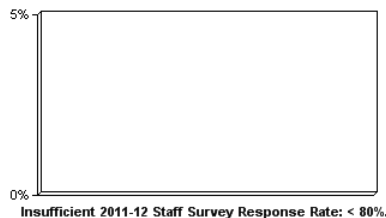
School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning

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



Data Analysis

- There is not any data for this category.
-

Theory of Action

- Teachers need dedicated time to collaborate. Weekly grade level PLC with the TSA or principal will provide time to collaborate.
- Professional Development is critical for teacher growth. PD should be planned by ILT in line with the CSSSP and goals for student achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Contract with After School Academy to provide time for teacher for PLC time (1 hour per week) with TSA (K-3) or Principal (3-5)					4/26/2012	123SQI3A1336	Teachers will meet with TSA (K-2) or principal (3-5) once a week for 60 minutes. This time will be dedicated to lesson planning, data review, and common core standards.	N/A			0	\$0.00
Prioritize CSTP standards according to present need. Utilize the elements of the standards for professional conversations.					4/26/2012	123SQI3A1662	Prioritize standards, Lead meetings with TPS, Use thinking partners with reflective logs to support and monitor progress on goals related to CSTP.	N/A			0	\$0.00
ILT will meet monthly to determine PD needs, deliver worthwhile PD, and to determine if the CSSSP plan is being implemented.	Other (OCR, etc)		End of Year	Principal	4/2/2013	123SQI3A5193	Meet with ILT monthly.	N/A			0	\$0.00
Build time into PD to review and plan based off data from various points: SRI, DRA, Benchmarks, SWT, CST.	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	4/2/2013	123SQI3A5194	Teachers will work individually and in grade level groups to review data and plan instruction from the data points.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

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 partnership works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and align partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

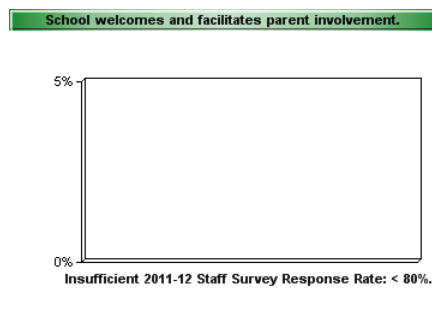
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



Data Analysis

- There is not any data for this category.

Theory of Action

- Our families are the heart of our school and our success is not possible without their support and involvement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Increase family leadership and participation during the school day.					5/7/2012	123SQI4A421	Track number of parents volunteering during the school day. Continue with parent monthly raffle	N/A			0	\$0.00
Continue to build relationships with outside partnerships including Youth Safe Haven, and Aspirnet to provide all students with necessary resources for social, emotional, and academic needs.					5/7/2012	123SQI4A432	Provide funding for Aspirnet After School Acadamey	N/A			0	\$0.00
Library offered as a community resource providing computers with internet access.					5/7/2012	123SQI4A1502	Build community awareness of library/computer lab through parent meetings, SSC, and Teacher/Parent conferences	N/A			0	\$0.00
Partner with OHA to include parent volunteers to assist in classrooms. This partnership will build leadership partnerships with our African-American and Latino parents.					5/7/2012	123SQI4A3940	OHA will match parent volunteers to Futures to assist teachers, students and families in various capacities throughout the day.	N/A			0	\$0.00
Partner with ASA to hire a family community liaison to help support students and families.					5/7/2012	123SQI4A3942	Liason will assist with students/families to provide support with behavior and academics.	N/A			0	\$0.00
Through OUSD behavioral health utilize the work of 2 social work interns to support families in receiving additional social/emotional and health services.					5/7/2012	123SQI4A4254	Connect interns with families/students in need of support services.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

From OUSD Strategic Plan:

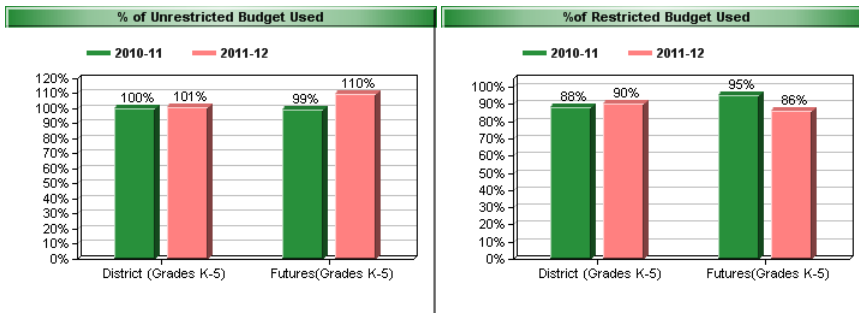
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage opera effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

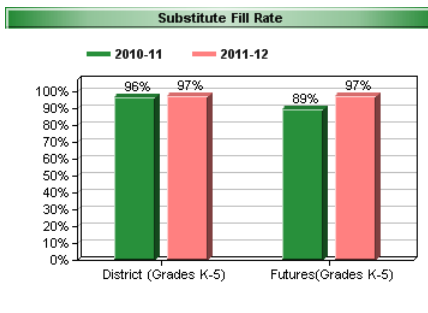
A quality school...

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

Budget



Sub Fill Rate



Data Analysis

- Futures went over the unrestricted budget in 2011-2012 by 10%
- Futures was under budget in restricted areas by 14% in 2011-2012.

Theory of Action



- Futures continues to use staff and parent input when making budget decisions.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Hold regular meetings with teachers, staff parents and community members to review data.					4/26/2012	123SQI5A360	Hold data professional development for teachers. Hold regular data conferences between teachers and principal. Provide data to families at meetings.	N/A			0	\$0.00
Prior to CSSSP and RBB hold meetings to discuss and survey teachers, parents and community members to build understanding and agreement on key decisions regarding vision, budget allocation, and staffing needs to increase student achievement.	Other (OCR, etc)	All Students	Monthly	Principal	3/5/2013	123SQI5A364	Meet with teachers and families.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,762.44

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$59,604.45	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$40,447.19	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$100,051.64	

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	\$74,208.14	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,762.44	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$75,970.58	

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: Futures Elementary
Site Number: 123**

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 May 2, 2013.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 2, 2013.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature



ELAC Chairperson's Signature



Principal Signature



Executive Officer's Signature



Director, State & Federal Compliance Signature

Larika Lee
SSC Chairperson's Name (printed)

Larika Lee
ELAC Chairperson's Name (printed)

Colleen DeBratto
Principal's Name (printed)

Kimi Kean
Executive Officer's Name (printed)

Susana Ramirez
Director, State & Federal's Name (printed)

5/3/13
Date

5/3/13
Date

5/3/13
Date

5-15-10
Date

6/5/13
Date

School Site Council Membership Roster – Elementary School

School Name: FUTURES ELEMENTARY

School Year 2011-2012

Chairperson: LaRika Lee	Vice Chairperson: <i>Marella Jimenez</i>
Secretary: Sarah Upstill, Leah Rubin, Rose-Lynn Scott	<u>DAC Representative:</u> <i>Joseph Riley</i>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
<i>Esperanza Buenavista</i>	<i>6701 International Blvd. Oak</i>			✓	
<i>Eileen Debratto</i>	<i>6701 International Blvd. Oak</i>	✓			
<i>Sarah Upstill</i>	<i>6701 International Blvd. Oak</i>		✓		
<i>Leah Rubin</i>	<i>6701 International Blvd. Oak</i>		✓		
<i>Olivia Seiberth</i>	<i>6701 International Blvd. Oak</i>		✓		
<i>Larika Lee</i>	<i>1103 65th Ave. Apt H. Oak</i>				✓
<i>Tarisha Craven</i>					✓
<i>Joseph Riley</i>	<i>6830 Hawley St. Apt 201. Oak</i>				✓
<i>Marella Jimenez</i>	<i>965 70th Ave. Oak</i>				✓
<i>Tesha Riley</i>	<i>6830 Hawley St. Apt 201. Oak</i>				✓
DAC Representative	<i>Joseph Riley</i>				✓
Home Ph. <i>569-2716</i>	Email: <i>Joseph.Riley@yepco.com</i>				

Meeting Schedule

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.



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2010. Fax # 879-8098

Title I School Parental Involvement Policy 2013 - 2014

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

Involvement of Parents in the Title I Program

Futures 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.
- Parent Title I Meeting in September
- Parent involvement in Title I spending

- Offer a flexible number of meetings for parents.

Meetings offered before and after school.

- 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.
Parents of Title I students are active in SSC
- Provides parents of Title I students with timely information about Title I programs.
Parents are updated on Title I programs during SSC
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
Information on academic programs are offered during SSC
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
Information on academic programs are offered during SSC

School-Parent Compact

Futures 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

Futures 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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Teachers work with parents during academic conferences.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Futures will continue to build relationships with parents through strategies indicated on our CSSSP including our new parent computer lab and our partnership with OHA.

- 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. Many parents participate in Futures EXPO and ASA programs in the evening. In addition, teachers meet with parents three times a year for conferences.

- 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. Futures sends home all letters in English and Spanish.

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

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Futures provides translation for all meetings.

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.

This policy was adopted by the Futures School Site Council on 5/2/2013 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 Futures' 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)

Futures Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

Student

Teacher

Parent/Guardian

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 326 </u> All Students. <u> 123 </u> ELs. <u> 18 </u> SWDs.</p> <p>Use Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed. <u> X </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			Key Components																								
			Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate intervention program materials.																								
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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.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
1.4				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">Key Components</p> <p>Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 326 </u> All Students. <u> 123 </u> ELs. <u> 18 </u> SWDs.</p> <p>Appropriate Use Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed. <u> X </u> Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
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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.																								
1. Instructional Program	<p>1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.</p>	<p>Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 706 2003 836"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>20</td> <td>13</td> <td>0</td> </tr> <tr> <td>All Intensive ELs</td> <td>18</td> <td>16</td> <td>0</td> </tr> <tr> <td>All Intensive SWDs</td> <td>4</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <p>Appropriate Use <u> X </u> Materials are used as designed.</p>								Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	20	13	0	All Intensive ELs	18	16	0	All Intensive SWDs	4	5	0
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Academic Program Survey—Elementary School Level

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2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
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			Key Components Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions. Identify the number of instructional minutes (length of periods) offered at each grade level. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>6 0</td> <td>1 5</td> <td>1 5</td> <td>1 5</td> <td>1 2</td> <td>6 0</td> <td>1 2</td> <td>0 0</td> <td>0 0</td> </tr> <tr> <td>ELs</td> <td>6 0</td> <td>1 5</td> <td>1 5</td> <td>1 5</td> <td>1 2</td> <td>6 0</td> <td>1 2</td> <td>0 0</td> <td>0 0</td> </tr> <tr> <td>SWDs</td> <td>6 0</td> <td>1 5</td> <td>1 5</td> <td>1 5</td> <td>1 2</td> <td>6 0</td> <td>1 2</td> <td>0 0</td> <td>0 0</td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	6 0	1 5	1 5	1 5	1 2	6 0	1 2	0 0	0 0	ELs	6 0	1 5	1 5	1 5	1 2	6 0	1 2	0 0	0 0	SWDs	6 0	1 5	1 5	1 5	1 2	6 0
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			<p style="text-align: center;">Key Components</p> <p>Allocation of Instructional Time _X_ Time is given priority and protected from interruptions.</p> <table border="1" data-bbox="1415 634 2034 1057"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided identified Strategic students</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Additional time provided identified Strategic ELs</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>2 0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Additional time provided identified Strategic SWDs</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>3 0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided identified Strategic students	2 0	2 0	2 0	2 0	2 0	2 0	0	0	0	Additional time provided identified Strategic ELs	2 0	2 0	2 0	2 0	2 0	2 0	0	0	0	Additional time provided identified Strategic SWDs	3 0	3 0	3 0	3 0	3 0	3 0
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																
			Objective	Fully	Substantially	Partially	Minimally												
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			Allocation of Instructional Time Identify all that apply: ___X___ Time is given priority and protected from interruptions. ___X___ ELD instruction is additional time in the schedule.																
			Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.																
			<table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1–2</th> <th>Level 3</th> <th>Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td align="center">49</td> <td align="center">43</td> <td align="center">24</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students	49	43	24	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	60	60	60
Proficiency Levels	Levels 1–2	Level 3	Level 4–5																
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																			
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																															
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																																																						
			Objective	Fully	Substantially	Partially	Minimally																																																		
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																																																																					
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																																																																																	
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Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. For districts using the 2007 SBE-adoption: <ul style="list-style-type: none"> The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE-adoptions: <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program. 	Objective	Fully	Substantially	Partially	Minimally																														
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	Key Components																													
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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
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	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					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Instructional/Assessment Pacing Guides __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.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that-the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> • The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	Objective	Fully	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Principal __X__ Training in RLA/ELD. __X__ Coaching, as resources permit.				
			Vice Principal(s) __X__ Training in RLA/ELD. __X__ 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				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
			Principal <input type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Coaching, as resources permit. Vice Principal(s) <input type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Coaching, as resources permit.				
Suggested Documentation		Additional Comments					
	Mathematics						

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			___100%___ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Indicate number of teachers at each grade level engaged in professional development.				
				Number of Teachers	Training	Classroom Support	
Grade 1			2	X	X	X	
Grade 2			2	x	x	x	
Grade 3			2	x	x	x	
Grade 4			2	x	x	x	
Grade 5			2	x	x	x	
Grade 6			0	x	x	x	
Grade 7			0	x	x	x	
Grade 8			0	x	x	x	

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p>Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" data-bbox="1394 643 2026 1211"> <thead> <tr> <th></th> <th>Number of Teachers</th> <th>Training</th> <th>Classroom Support</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td>2</td><td>x</td><td>x</td></tr> <tr><td>Grade 2</td><td>2</td><td>x</td><td>x</td></tr> <tr><td>Grade 3</td><td>2</td><td>x</td><td>x</td></tr> <tr><td>Grade 4</td><td>2</td><td>x</td><td>x</td></tr> <tr><td>Grade 5</td><td>2</td><td>x</td><td>x</td></tr> <tr><td>Grade 6</td><td>0</td><td>x</td><td>x</td></tr> <tr><td>Grade 7</td><td>0</td><td>x</td><td>x</td></tr> <tr><td>Algebra 1</td><td>0</td><td>x</td><td>x</td></tr> <tr><td>Pre-algebra/Algebra Readiness</td><td>0</td><td>x</td><td>x</td></tr> </tbody> </table>						Number of Teachers	Training	Classroom Support	Grade 1	2	x	x	Grade 2	2	x	x	Grade 3	2	x	x	Grade 4	2	x	x	Grade 5	2	x	x	Grade 6	0	x	x	Grade 7	0	x	x	Algebra 1	0	x	x	Pre-algebra/Algebra Readiness
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Grade 6	0	x	x																																									
Grade 7	0	x	x																																									
Algebra 1	0	x	x																																									
Pre-algebra/Algebra Readiness	0	x	x																																									

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
Coaches/content experts/specialists __0__ Type of instructional assistance. __0__ Works primarily in classrooms.							
Describe type of classroom/teacher assistance regularly provided to teachers:							
Describe criteria used for identifying and providing coaching support:							
Monitoring Coaching System __ __ Principal structures/monitors instructional assistance services.							
Trained Coaches/ Content Experts/Specialists __ __ Provided with materials-based training.							
Describe type of training/ support planned and/or provided for coaches/content experts/specialists:							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Coaches/content experts/specialists: __1__ Type of instructional assistance. __0__ Works primarily in classrooms.				
			Describe type of classroom/teacher assistance regularly provided to teachers:				
			Describe criteria used for identifying and providing coaching support:				
			Monitoring Coaching System __ _ Principal structures/monitors instructional assistance services.				
			Trained Coaches/ Content Experts/Specialists __1__ Provided with materials-based training.				
			Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Monthly Math PD through Math Specialist.				
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
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	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.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Ongoing Assessment and Monitoring System</p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p>Training on Accessing and Using Electronic Data System</p> <p><input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p>Using Formative Assessments Results</p> <p><input checked="" type="checkbox"/> Curriculum embedded/formative assessments administered frequently.</p> <p><input type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				
Documentation		Additional Comments					
Mathematics							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded 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	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p><u> 8 </u> Number per month.</p> <p><u> X </u> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><u> X </u> Meetings are structured; protocols/tools are developed and used.</p> <p><u> X </u> Training for collaboration meeting protocols provided to teachers.</p> <p><u> X </u> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p><u> X </u> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content</p> <p><u> X </u> Using and analyzing timely student common assessment results from all students.</p> <p><u> X </u> Strengthening program implementation.</p> <p><u> X </u> Designing and improving lessons and instruction.</p> <p><u> X </u> Identifying research-based strategies to support specific skill needs of all students.</p>							
Documentation		Additional Comments					
	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
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Allocation of Funds <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.				
Coordination of Funds <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	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.							