

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 Bridges Academy 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 Bridges Academy Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Bridges Academy

6002075

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

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

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

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

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

Bridges Academy at Melrose (BAM) is located in East Oakland. Our goal is to serve the families in the Bridges attendance area as well as other families who embrace the vision of the school. BAM offers a safe and calm learning environment for our 387 K-5 students. Our student population is comprised of 93% Latino, 3% African American, 4% other. 88% are English language learners. Two thirds of our classrooms are designated Spanish bilingual and one third is Structured English Immersion. The K-1 students in bilingual program receive language arts and mathematics instruction in Spanish and targeted ELD as well as scaffolded hands on science instruction. Third graders make the transition into instruction in English the second semester of 3rd grade. To this end, our goal is to prepare our English learners beginning in kindergarten with strong academic Spanish and the English skills necessary to make a successful transition, and to monitor their achievement across the grades, with the goal of reclassifying all our 5th graders before they are promoted to 6th grade. All our students, both those acquiring English and those who speak English as their primary language need support for learning academic language. The community based programs within walking distance including preschool programs are limited. However, two years ago a state preschool was opened on the Bridges campus. Bridges Preschool morning and afternoon programs serves 40 students of which about half enroll in kindergarten at Bridges. The preschool has made a significant difference in our students readiness for kindergarten. We have seen steady academic progress in the last 6 years which made it possible to exit Program Improvement status through the Safe Harbor option. However, due to not meeting our API targets in 2011-2012, we have regressed to Year 1 Program Improvement Status. We attribute this regression to the lack of support and resources due to budget cuts. Our students did not receive the additional support in the form of intervention in reading and English language development we had been able to offer in the past. The resources for teachers in the form of coaching and additional opportunities for

planning were not available as well. BAM is looking ahead and is working diligently to meet the API targets this year.

VISION

BAM is in its 6th year as a restructured school committed to exiting students who are prepared to face the formidable academic and social challenges which they will encounter as they enter and complete middle school and high school. BAM students view themselves as college bound. Our students are active learners, motivated, self-directed learners curious about the world and capable of independent inquiry. Our students are high performing with solid academic English and math skills. Our students are scholars. Our students know that they are valued and unique as they are supported not only by a community of committed educators but also by parents that are knowledgeable about how to support their success. Students know that the adults in their lives have high expectations of them and that they obtain help to achieve those expectations. Our students are resilient. BAM students are aware and respectful of the many diverse cultures which surround them. They have solid cultural knowledge, strong interpersonal and social skills which enable them to see through societal stereotypes and prejudices in order to recognize commonalities and build friendships across differences. Our students are culturally competent. We recognize that we are setting high standards not only for our students but also for ourselves, and our families. Bridges Academy will achieve its vision of high academic achievement through five core components: effort-based learning, explicit skills instruction embedded within rich content knowledge and inquiry, parents as equal partners scrutinizing the academic progress of their children, integration of linguistic and cultural heritage, and powerful professional development informed by serious examination of student work.

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

-All parents will be invited to Data Share Events 3 times a year to discuss academic progress in the areas of reading, math and ELD. -At the beginning of the school year, the staff will analyze CST results to set academic goals for the school year. The CST data will also be reviewed by the SSC in the fall. -Benchmark Results and ADEPT data will be analyzed by the SSC during monthly meetings. Attendance data will also be reviewed. -The staff will engage in data analysis and reflection after each benchmark at which time an Action Plan will be developed. The principal will schedule academic conferences with teachers to discuss data and Action Plan and use regular walkthroughs to monitor implementation. -Workshop will be included in the daily schedule to differentiate instruction based on formative as well as benchmark assessments. Regular Walkthroughs will be conducted to observe management of students and instructional time. -The Leadership Team will plan and monitor professional development. -Parent/Student/Teacher conference will be scheduled in the fall, during minimum days the first week of school, in the Winter and again in the Spring.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

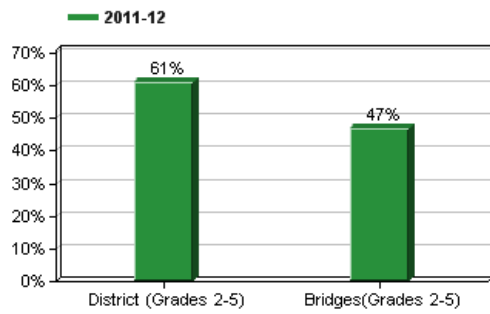
School Quality Standards relevant to this Strategic Priority

A quality school...

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

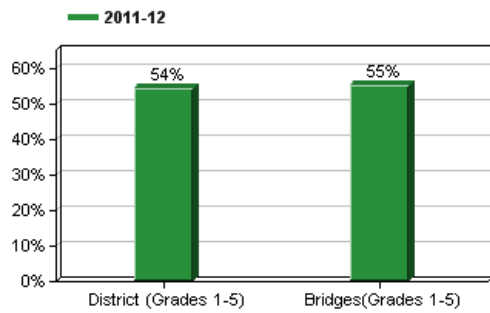
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



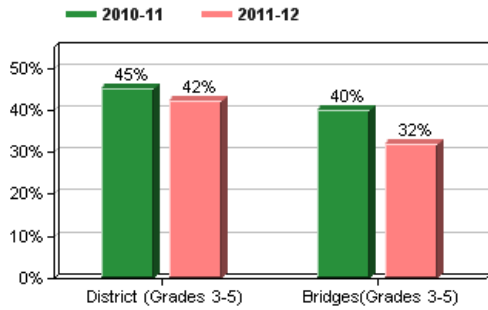
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

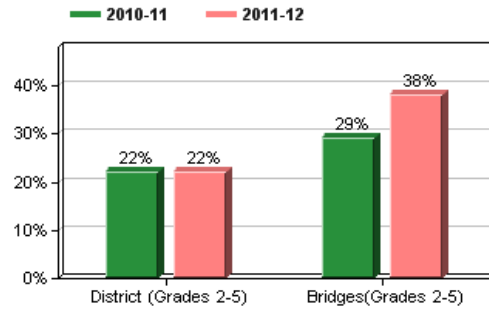


CST

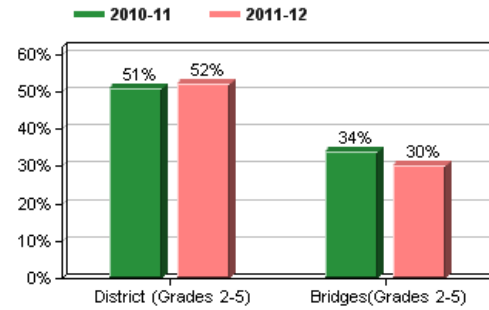
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

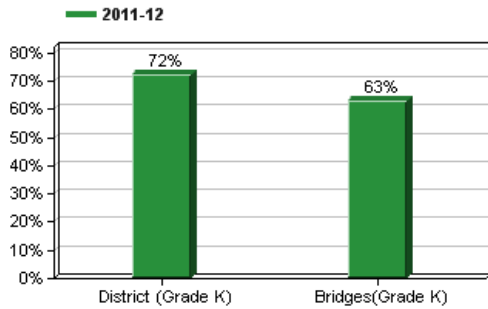


CST/CMA ELA % Prof/Adv

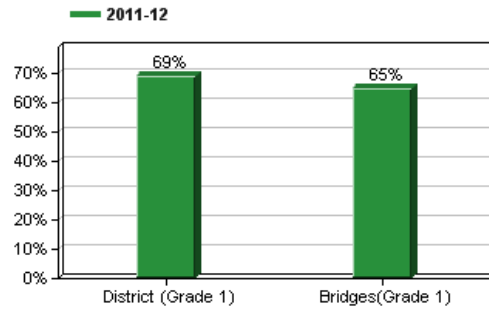


DIBELS

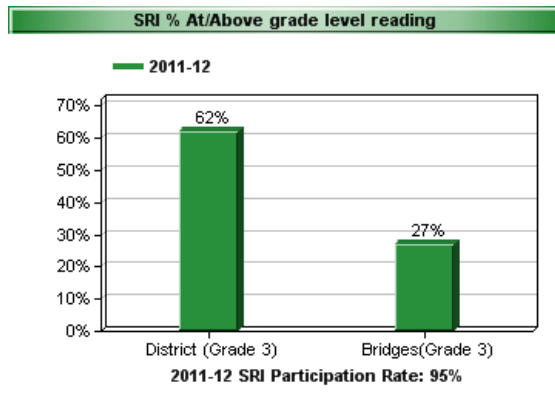
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- 2011-12 3rd grade ELA Mid year reading comprehension shows 47% at/above grade level compared to 46% in most recent benchmark. Two thirds of 3rd graders transition to English reading the second semester. 63% of 5th graders scored at/above in reading comprehension in the most recent benchmark. As ELs acquire proficiency in English their reading comprehension improves.
- 55% of 255 1-5 graders have made yearly progress on the CELDT 2 years in a row. 38% have stayed flat. Our challenge and goal is to reclassify all students by end of 5th grade.

Data Analysis

- 2-Year Cohort growth data shows that 32% of 3rd-5th graders scored Pro/Adv compared to 40% the previous year.
- Overall, 30% of 2nd-5th graders scored Pro/Adv compared to 34% in previous year. 38% of 2nd-5th grade scored FBB/BB compared to 29% the previous year. Our focus is moving all students out of FBB/BB.
- English SRI data shows 27% of 3rd graders are at/above grade level in reading. Two thirds of 3rd graders transition to English literacy the 2nd semester. We need to support the transfer of skills from one language to the other.

Theory of Action

- If we provide a comprehensive balanced literacy program thoughtfully scaffolding language and content and provide ample opportunities to practice reading, writing, listening and speaking, then students will be confident and literate individuals.
- If we provide explicit skills instruction embedded within rich domain knowledge and inquiry, then students will develop academic English and critical thinking skills necessary for college and career.
- If we reduce class size and use multiple sources of data to inform instruction, then all learners will receive adequate support.
- If we use release time for teachers to administer the ADEPT to all ELs, the BPST to students transitioning to English reading, kinder checklist, or DRA, then teachers will have the data to monitor progress and to differentiate instruction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Release time for teachers to administer supplemental English proficiency and individualized reading assessments to EL students.	CELDT	English Learners		Grade level team	5/17/2013	178SQ11A2425	Individualized oral English proficiency assessment(ADEPT) to monitor progress.	7091-EIA - LEP	1150-TEACHERS SUBSTITUTES		0	\$3,000.00
Language Arts block designed to include daily Workshop for differentiation and targeted instruction based on students' needs as measured by formative and summative assessments.					5/17/2012	178SQ11A2438	Explicit instruction to provide a solid basic reading skills	N/A			0	\$0.00
Learning objectives will be displayed and reviewed for both active participation in learning and accountability.					5/17/2012	178SQ11A2439	Student Engagement	N/A			0	\$0.00
Reading instruction will include experiences reading grade level fiction and non fiction text as well as at students' independent reading level.					4/3/2013	178SQ11A2440	Promote reading	N/A			0	\$0.00
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Principal	4/5/2013	178SQ11A2421	Supplemental Materials for EDY students	7090-EIA - SCE	4310-SUPPLIES		0	\$10,147.03
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	178SQ11A4580	Supplemental Materials for all students	3010-Title I	4310-SUPPLIES		0	\$253.08
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	English Learners		Principal	4/5/2013	178SQ11A5290	Supplemental materials for LEP	7091-EIA - LEP	4310-SUPPLIES		0	\$597.61
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)			Principal	4/5/2013	178SQ11A5291	Supplemental materials for all students	7400-QEIA	4310-SUPPLIES		0	\$571.87
Teacher to reduce class size as an intervention strategy and to support all learners.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQ11A1730	Class Size Reduction	7400-QEIA		TCSHLT0224	1	\$74,299.48
Teacher to reduce class size in 5th grade as an intervention to support	State tests (CST/STAR,	All Students	End of Year	Principal	5/17/2013	178SQ11A1728	Class Size Reduction	3010-Title I		TCSHLT0272	1	\$77,593.26

struggling students.	PFT)											
Class size reduction for 4th grade as an intervention and acceleration for all students including GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQ11A1729	Class Size Reduction	7400-QEIA		TCHBIL0023	1	\$84,594.66
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQ11A1732	Class Size Reduction	7400-QEIA		TCHBIL0080	0.01	\$1,008.03
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQ11A5252	Class size reduction	7400-QEIA		TCHBIL0081	0.01	\$775.79
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQ11A1731	Class Size Reduction	7400-QEIA		TCSHLT0359	1	\$67,113.92

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

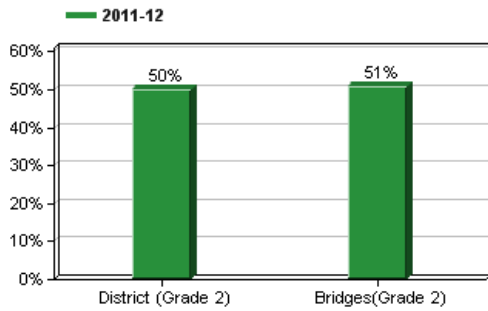
School Quality Standards relevant to this Strategic Priority

A quality school...

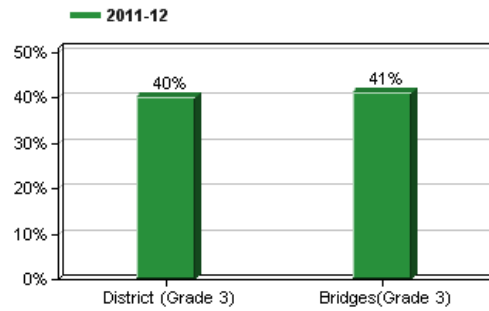
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

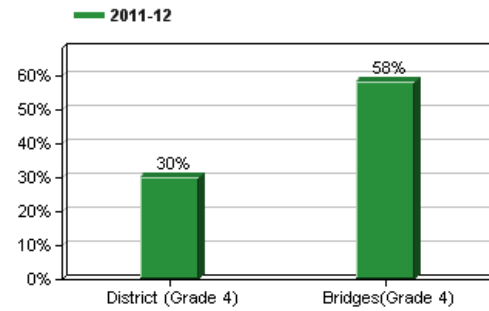
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



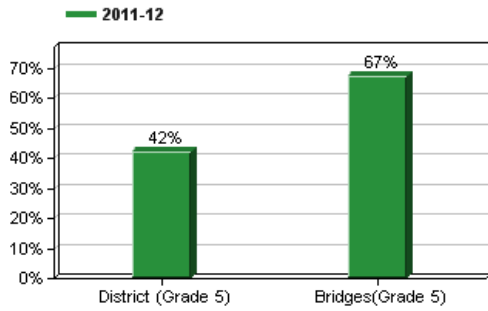
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



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

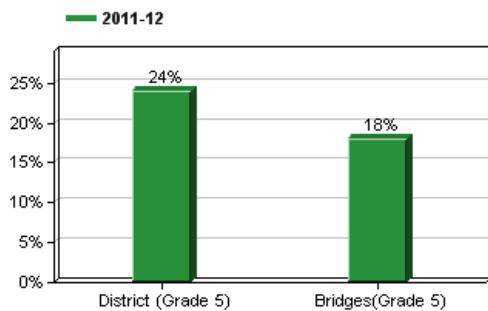


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

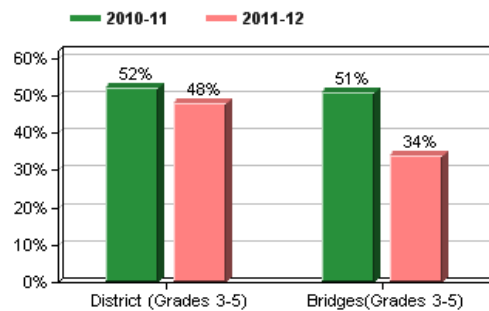


CST

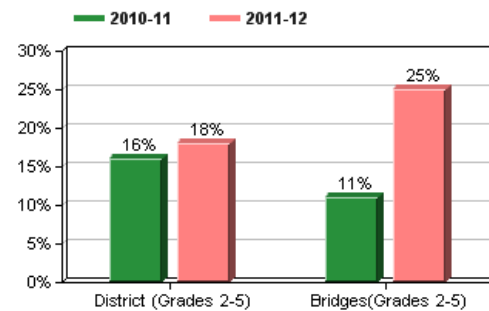
CST/CMA Gr5/Gr8 Science % BB/FBB

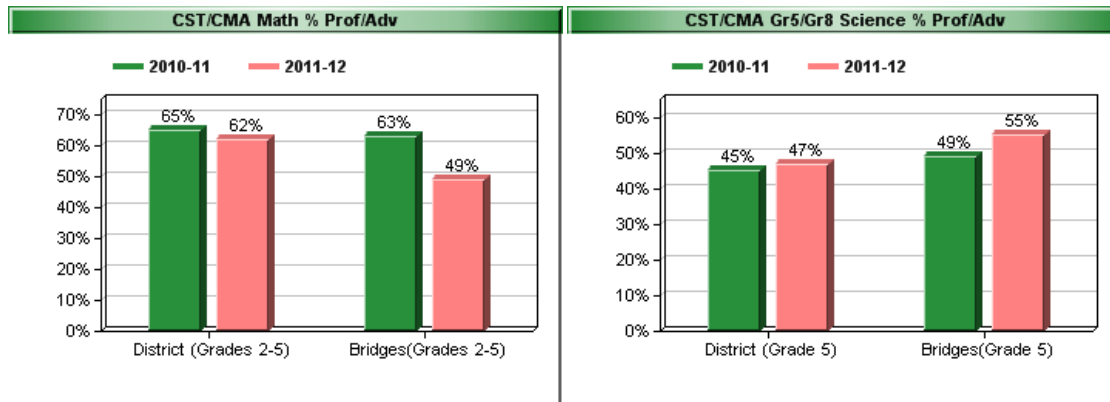


% Growth in CST/CMA Math 2 Year Cohort Growth Report



CST/CMA Math % BB/FBB





School Data

- End of year benchmark multiple choice at/above: 2nd 51%, 3rd 41%, 4th 58% and 5th 67%. However below benchmark in the Performance Tasks. Our students need to know how to apply math concepts to solve multi-step problems.

Data Analysis

- Two-year cohort data show that 34% of 3rd-5th graders improved one or more levels or stayed at Advanced, decreased by 17% from previous year. 30% stayed flat, and 36% went down or stayed FBB for 2 years. Lack of resources made a huge impact.
- Overall CST 49% Pro/Adv compared to 67% previous year, decreased by 14%. 25% scored FBB/BB compared to 11% previous year, increased by 14%. For 6 consecutive years we have met or exceeded our target in Pro/Adv and reduced FBB/BB.
- In science, 55% of 5th graders scored at Pro/Adv compared to 49% the previous year, 6% growth. Scored 8% higher than the district's 5th graders.

Theory of Action

- If mathematics instruction includes basic skills instruction and conceptual understanding of math concepts, then students will use appropriate tools strategically to make sense of problems and perseverance in solving them.
- If we provide multiple opportunities to explore and engage in dialogue about mathematical concepts in meaningful ways, then student will learn to construct viable arguments and critique the reasoning of others.
- As part of the math cohort, the math coach will provide coaching and support grade level teams to unpack units and identify pre-requisite skills and teaching strategies (number talks, problem solving) in preparation to transition to CCSS.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Principal	4/5/2013	178SQI1B2421	Supplemental Materials for EDY students	7090-EIA - SCE	4310-SUPPLIES		0	\$10,147.03
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	178SQI1B4580	Supplemental Materials for all students	3010-Title I	4310-SUPPLIES		0	\$253.08
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	English Learners		Principal	4/5/2013	178SQI1B5290	Supplemental materials for LEP	7091-EIA - LEP	4310-SUPPLIES		0	\$597.61
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)			Principal	4/5/2013	178SQI1B5291	Supplemental materials for all students	7400-QEIA	4310-SUPPLIES		0	\$571.87
Teacher to reduce class size as an intervention strategy and to support all learners.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQI1B1730	Class Size Reduction	7400-QEIA		TCSHLT0224	1	\$74,299.48
Teacher to reduce class size in 5th grade as an intervention to support struggling students.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	178SQI1B1728	Class Size Reduction	3010-Title I		TCSHLT0272	1	\$77,593.26
Class size reduction for 4th grade as an intervention and acceleration for all students including GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQI1B1729	Class Size Reduction	7400-QEIA		TCHBIL0023	1	\$84,594.66
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQI1B1732	Class Size Reduction	7400-QEIA		TCHBIL0080	0.01	\$1,008.03
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQI1B5252	Class size reduction	7400-QEIA		TCHBIL0081	0.01	\$775.79
Math instruction at Bridges includes time for preview/review, lesson of the day and small group support. In K-2 Every days Counts (daily calendar) facilitates daily practice of key number sense concepts. In 3rd - 5th mental math activities or Board Math					5/6/2012	178SQI1B2464	Systematic approach to teaching and learning mathematics	N/A			0	\$0.00

for preview/review. Closure of lesson to check for understanding, engage students in written and oral reflection and to highlight problem solving.													
Envision curriculum is supplemented with hands-on projects to deepen conceptual understanding and to develop math language.					5/6/2012	178SQI1B2465	Problem solving and communication skills development.	N/A				0	\$0.00
Learning objective clearly stated to promote active participation and for accountability.					5/6/2012	178SQI1B2466	Student Engagement	N/A				0	\$0.00
Adjust weekly schedule to include time for science instruction using FOSS program as well as GLAD thematic units.					5/6/2012	178SQI1B2468	Science Instruction using FOSS	N/A				0	\$0.00
Participate in the math cohort to strengthen our practice and to accelerate learning for all students.					5/6/2012	178SQI1B4242	Math inquiry	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- In the last two years since opening Bridges Pre- K program, we have seen a tremendous difference in children's readiness for the academic and social demands of kindergarten.
- Many Kindergarteners without pre school experience require the supplemental services of the Intervention Specialist to meet the minimum academic requirements by the end of kindergarten.

Theory of Action

- If all our entering kindergarteners attend pre-school, then they will be better prepared with the academic and social skills to fully participate in a rigorous academic program.
- If we arrange visits to middle schools or invite a middle school representative to share their program with students and parents, then they will have the information to be better prepared to make a more successful transition.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQI1C1731	Class Size Reduction	7400-QEIA		TCSHLT0359	1	\$67,113.92
Coordinate visits between the pre-school and kindergarten to support a smooth transition for all students.		Pre-Kindergarten			5/17/2013	178SQI1C1762	Pre-K transition	N/A			0	\$0.00
Adjust the instructional schedule of the pre-school with the elementary to facilitate collaboration.					5/6/2012	178SQI1C2476	Collaboration and PD	N/A			0	\$0.00
Schedule visits with neighborhood middle school during the options window to present their programs to parents and students.					5/6/2012	178SQI1C4233	Prepare 5th graders for middle school	N/A			0	\$0.00
In the spring the psychologist will arrange visits to the middle schools. Also, she will lead discussion about middle school with students with social-emotional needs.					5/17/2013	178SQI1C4234	Prepare students for middle school transition	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

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

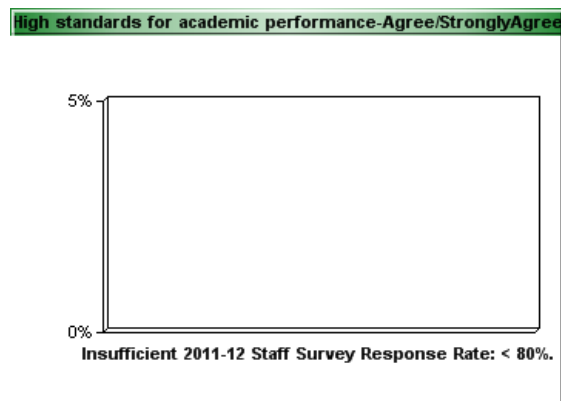
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

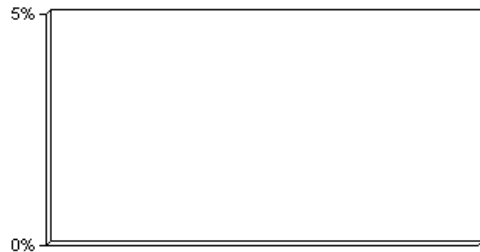
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

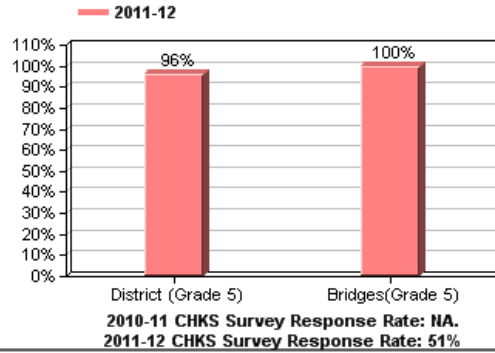


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



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



Data Analysis

- Most of the 5th graders who responded to the CHKS have plans to go to college.

Theory of Action

- BAM believes in informing families about college, career and the workforce beginning in kindergarten.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Back to school night presentation on college, Career and Workforce where parents receive information future potential opportunities and earnings.					3/31/2012	178SQ11D2363	Presentation	N/A			0	\$0.00
5th grade field trip to UC Berkeley campus.					3/31/2012	178SQ11D2479	College and Career Awareness	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: Bridges Academy

Principal: CLARA TARANGO

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

Data Analysis

- Overall most of our students, 39%, are at basic as measured by the CST and benchmark assessments.
- ELs are acquiring basic English, but few are developing academic language necessary to perform at higher levels to be reclassified.

Theory of Action

- The instructional needs of our student population are best met in small learning environments where differentiation and personalization of instruction happens daily.
- Focus on individual academic improvement through targeted goals and frequent assessments to ensure the success of every student.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Principal	4/5/2013	178SQ1E2421	Supplemental Materials for EDY students	7090-EIA - SCE	4310-SUPPLIES		0	\$10,147.03
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	178SQ1E4580	Supplemental Materials for all students	3010-Title I	4310-SUPPLIES		0	\$253.08
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	English Learners		Principal	4/5/2013	178SQ1E5290	Supplemental materials for LEP	7091-EIA - LEP	4310-SUPPLIES		0	\$597.61
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)			Principal	4/5/2013	178SQ1E5291	Supplemental materials for all students	7400-QEIA	4310-SUPPLIES		0	\$571.87
Teacher to reduce class size as an intervention strategy and to support all learners.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQ1E1730	Class Size Reduction	7400-QEIA		TCSHLT0224	1	\$74,299.48
Teacher to reduce class size in 5th grade as an intervention to support struggling students.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	178SQ1E1728	Class Size Reduction	3010-Title I		TCSHLT0272	1	\$77,593.26
Class size reduction for 4th grade as an intervention and acceleration for all students including GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQ1E1729	Class Size Reduction	7400-QEIA		TCHBIL0023	1	\$84,594.66
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQ1E1732	Class Size Reduction	7400-QEIA		TCHBIL0080	0.01	\$1,008.03
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQ1E5252	Class size reduction	7400-QEIA		TCHBIL0081	0.01	\$775.79
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQ1E1731	Class Size Reduction	7400-QEIA		TCSHLT0359	1	\$67,113.92
Class size reduction facilitates targeted instructional support to all learners--ELs, AA and Southeast Asian students as well as GATE. PLEASE SEE BALANCED LITERACY					5/17/2012	178SQ1E2364	Class size reduction	N/A			0	\$0.00

SECTION.												
Intervention Specialists support all First and Second grade below grade level during the day, and to provide extended learning opportunities before and after school.	Local assessments (benchmarks, PWA)	English Learners		Grade level team	5/17/2013	178SQ1E2420	Targeted Intervention for EL students.	7091-EIA - LEP		INTSPC0148	0.7	\$41,455.22
Intervention Specialists support all First and Second grade below grade level during the day, and to provide extended learning opportunities before and after school.	Local assessments (benchmarks, PWA)	FBB, BB		Grade level team	5/17/2013	178SQ1E5260	Targeted intervention for students below grade level	7090-EIA - SCE		INTSPC0148	0.1	\$5,922.17
Intervention Specialist to support Kindergarteners below grade level in reading and math during the day as well as provide extended learning opportunities before and after school.	Local assessments (benchmarks, PWA)	English Learners		Principal	5/17/2013	178SQ1E2426	Trageted Intervention for students reading below grade level and not scoring proficient in math.	7091-EIA - LEP		INTSPC0035	1	\$46,567.57
Overtime for Intervention Specialist to provide extended learning before and after school.					5/17/2012	178SQ1E2428	Extended learning opportunity	N/A			0	\$0.00
Field trips to extend classroom learning and to provide enrichment.					5/17/2012	178SQ1E3493	Enrichment	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

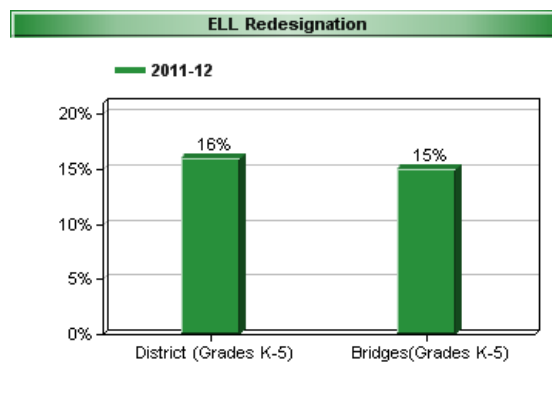
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

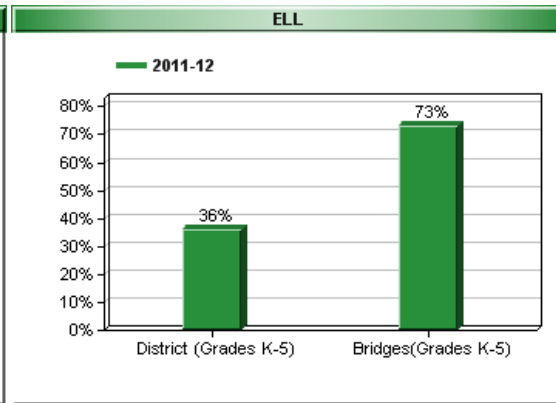
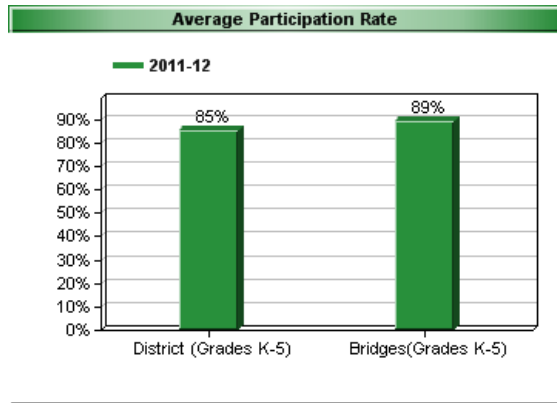
A quality school...

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

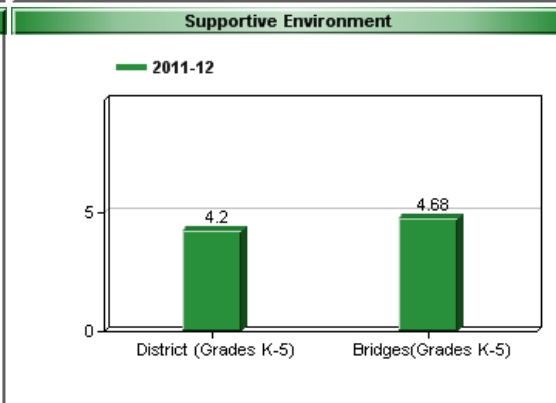
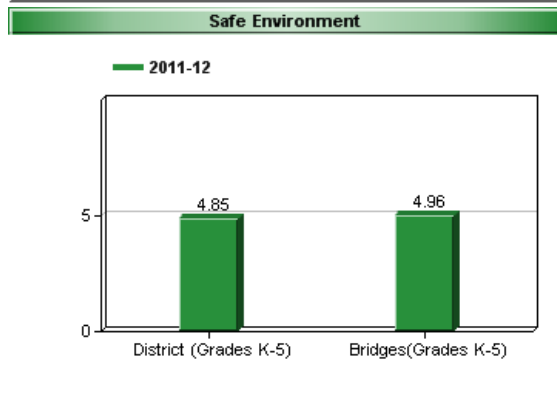
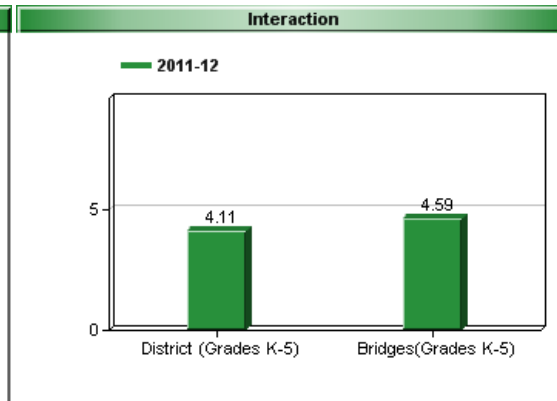
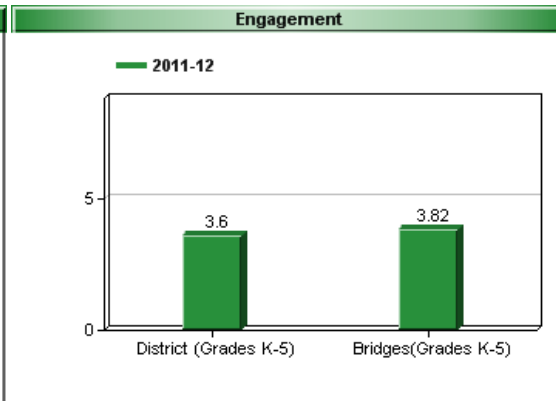
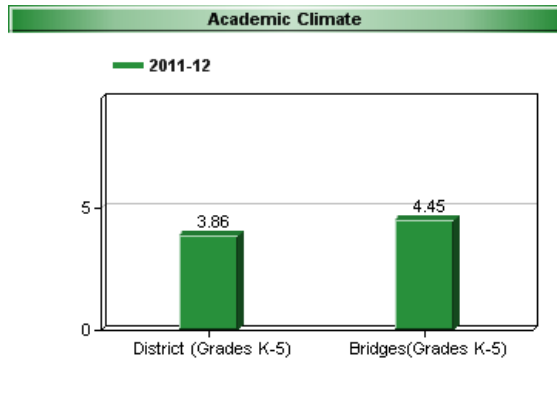
After School Program- Student Impact



After School Program- Participation



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



Theory of Action

- Extended learning opportunities will be offered to support the instructional goals of the day program and to enrich learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
A comprehensive after school program aligned to the day program managed by BACR funded by Prop 49 and OFCY funds. The program serves 1st thru 5th grade students and provides enrichment, academic games focused on problem solving strategies and homework assistance.					3/21/2012	178SQ11F1737	Extended Day Learning	N/A			0	\$0.00

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

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

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Promote a safe and caring learning community

- Strategy 1.1: Implement Caring School Community class meetings and buddy program
- Strategy 1.2: Students practice "I messages" and Mindfulness

Goal 2: Consistent implementation of school rules and classroom rules as well as clear articulation of consequences both positive and negative across the school.

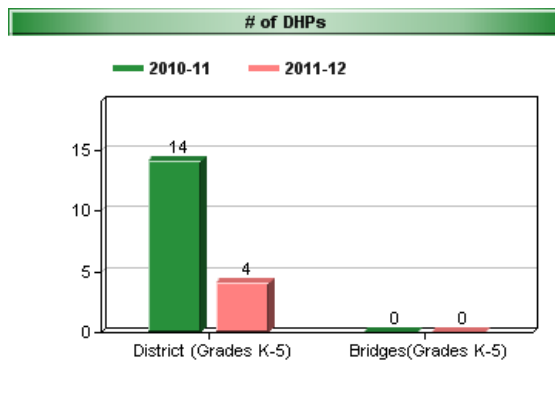
- Strategy 2.1: Introduce all student to whole school rules and consequences at the beginning of the year and at key times throught the year (after every long break).
- Strategy 2.2: Daily goal setting with students who need additional support

School Quality Standards relevant to this Strategic Priority

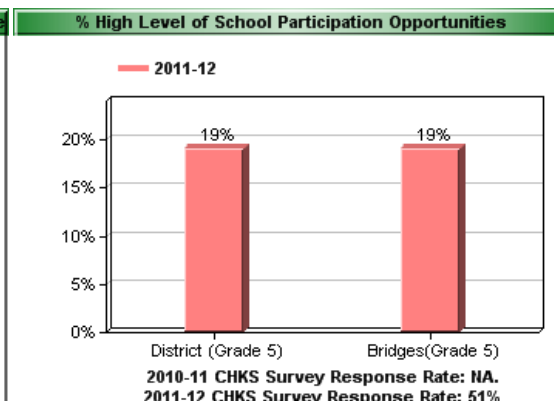
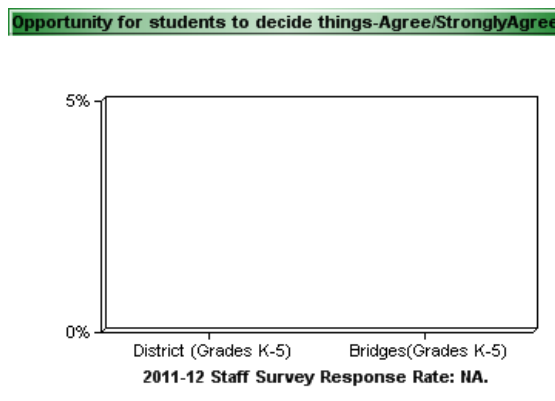
A quality school...

- 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

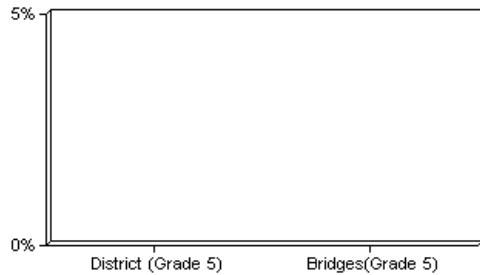


Survey - Engagement



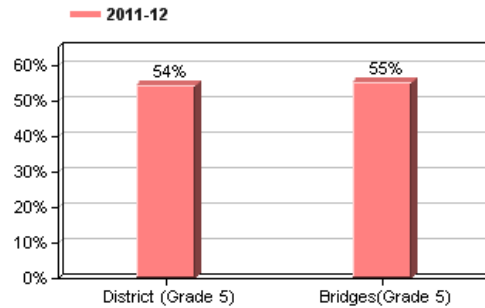
Survey - Relationships

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



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

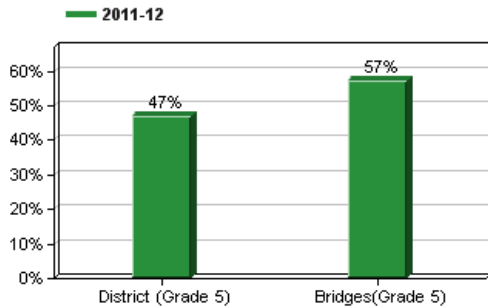
% High Level of Caring Relationships with Adults at School



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 51%

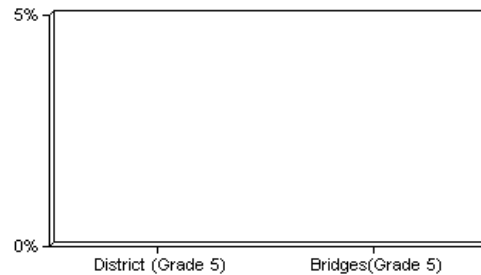
Survey - Safety

% Hit or pushed by other kids at school



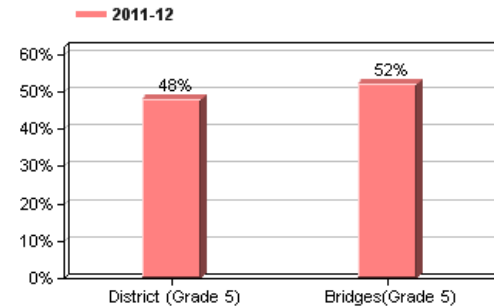
2011-12 CHKS Survey Response Rate: 51%

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



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

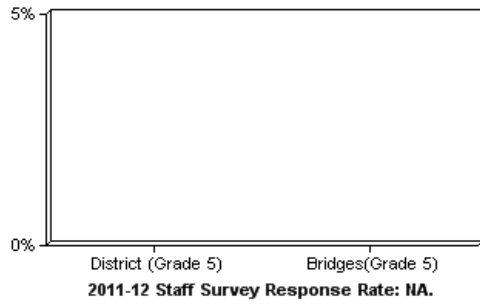
% feeling safe at school all of the time



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 51%

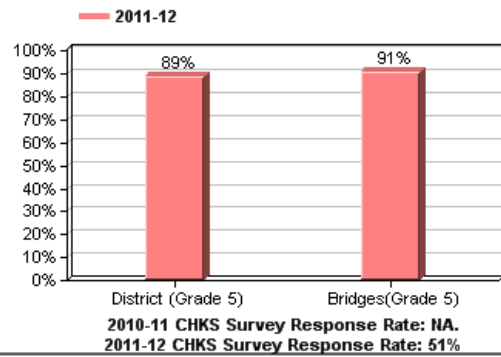
Survey - Welcoming

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

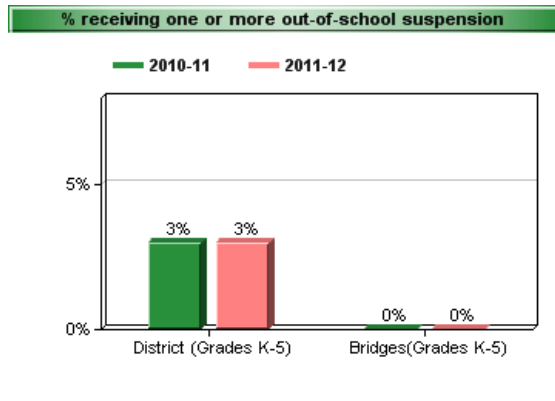


Survey- Beliefs

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



Suspensions



Data Analysis

- Only 51% of 5th graders responded to CHKS. Of these 51%, 52% feel safe at school .
- 55% feel they have a high level of caring relationships with adults at school.

Theory of Action

- Using Caring School Community class meetings regularly improves relationships between students and adults. It also provides opportunities to teach strategies to manage emotions, helps develop empathy towards others, and making responsible decisions.
- Clear articulation and implementation of school rules and consequences, plus recognition of scholarly behaviors of respect, responsibility, cooperation, reflection and perseverance help develop the habits of mind for success in school and life.
- COST monitors behavior and academic tiered interventions and coordinates school resources to provide social-emotional support to students at risk through goal setting and seeks out community resources for families and students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to reduce class size as an intervention strategy and to support all learners.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQI2A1730	Class Size Reduction	7400-QEIA		TCSHLT0224	1	\$74,299.48
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQI2A1731	Class Size Reduction	7400-QEIA		TCSHLT0359	1	\$67,113.92
The school psychologist provides social/emotional support to struggling students not making adequate academic progress. She also provides individual counseling and leads friendship groups to teach social skills. FBB, BB Year long Principal and psychologist	Survey data (CHKS, etc.)	All Students		Other	4/3/2013	178SQI2A1764	Social/Emotional Support	7090-EIA - SCE		PSYCHL0056	0.3	\$28,431.08
COST meetings once a week to discuss ongoing services for students, to schedule SSTs and to review student data.					4/1/2012	178SQI2A1873	Monitor Services for Students	N/A			0	\$0.00
Publically celebrate students' academic and social accomplishments each trimester by honoring students who have exhibited one or all of the Learner Characteristics of Respect, Responsibility, Refection, Cooperation, Persistence and Organization/Planning.					4/1/2012	178SQI2A2962	Student Awards	N/A			0	\$0.00
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process.	Survey data (CHKS, etc.)	FBB, BB and BAS		Other	4/3/2013	178SQI2A1761	Academic/Social/Emotional Support	7090-EIA - SCE		ORCNST0010	0.3	\$17,705.58

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

Strategic Priority B. Health & Wellness

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

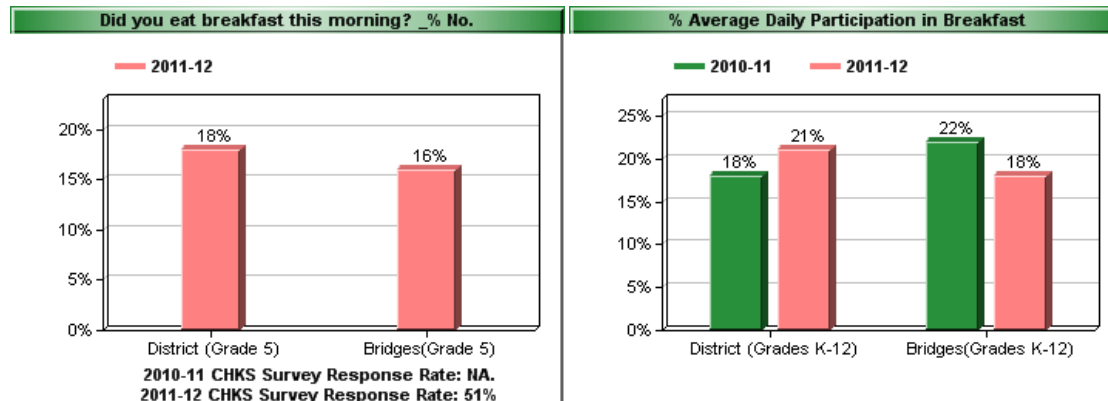
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

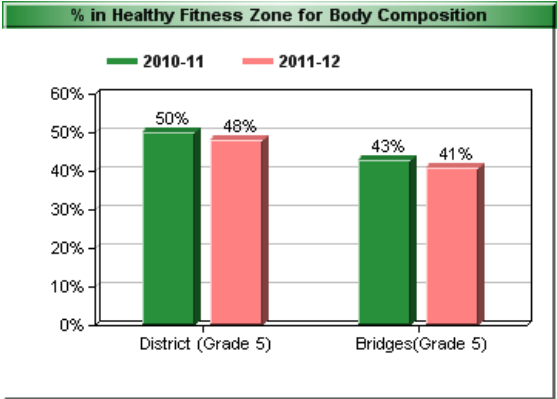
A quality school...

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

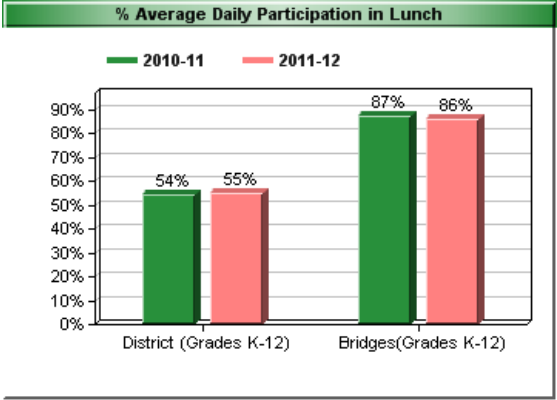
Breakfast



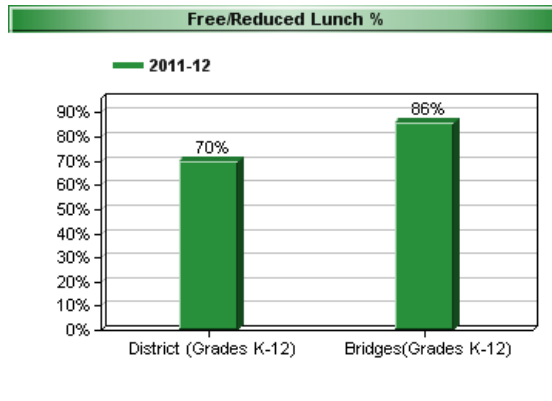
Fitness



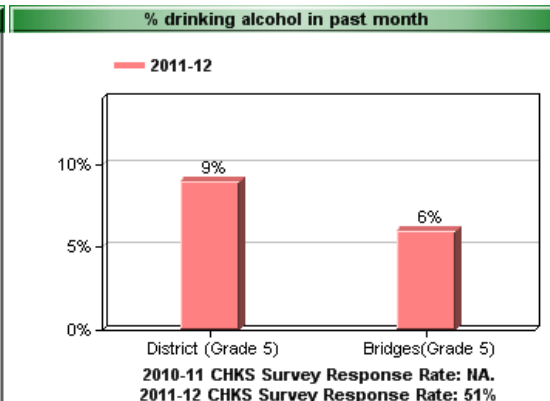
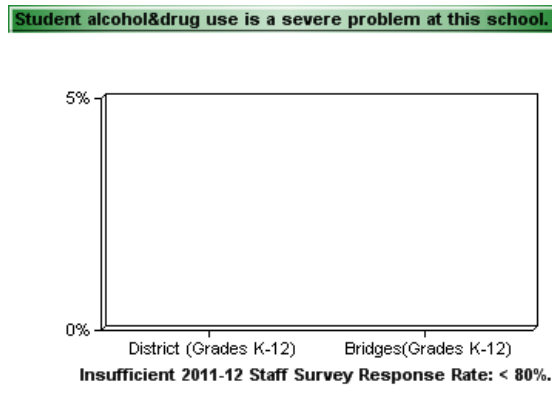
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- Office referrals, behavior screening and CHKS.

Data Analysis

- Office referrals for aggressive or violent behavior are minimal. Most office referrals are for defiance or disruptive behavior during class.
- At least 85% of students are actively engaged in organized games during recess as well as during class game time.
- About 90% of students enjoy eating fruits and vegetables from the Salad Bar, healthy snack 3 times a week and harvest of the month.
- Bullying incidents are reported to teachers during classroom meetings, to Outreach Consultant and to the principal.

Theory of Action

- Maintain a calm and safe learning environment by articulating and enforcing the behavior expectations schoolwide

- Promote scholarly behaviors by recognizing students who exhibit the Learner Characteristics of respect, responsibility, reflection, cooperation, persistence.
- Identify students who need social- emotional support with the behavior screening instrument twice a year and monitor intervention.
- Coordinate services and support of the psychologist and Outreach consultant and seek out other community resources.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to reduce class size as an intervention strategy and to support all learners.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQI2B1730	Class Size Reduction	7400-QEIA		TCSHLT0224	1	\$74,299.48
Teacher to reduce class size in 5th grade as an intervention to support struggling students.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	5/17/2013	178SQI2B1728	Class Size Reduction	3010-Title I		TCSHLT0272	1	\$77,593.26
Class size reduction for 4th grade as an intervention and acceleration for all students including GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	5/17/2013	178SQI2B1729	Class Size Reduction	7400-QEIA		TCHBIL0023	1	\$84,594.66
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQI2B1732	Class Size Reduction	7400-QEIA		TCHBIL0080	0.01	\$1,008.03
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQI2B5252	Class size reduction	7400-QEIA		TCHBIL0081	0.01	\$775.79
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	State tests (CST/STAR, PFT)	All Students		Principal	4/3/2013	178SQI2B1731	Class Size Reduction	7400-QEIA		TCSHLT0359	1	\$67,113.92
Review Bridges Discipline Policy and consequences at the beginning of the year, at SSC meetings, and as needed.					5/6/2012	178SQI2B4235	Clear articulation and implementation of Discipline Policy	N/A			0	\$0.00
Use the daily report system to provide support to students with academic as well as social-emotional challenges by checking in with the Outreach Consultant at each instructional break.					5/6/2012	178SQI2B4236	Provide support to at risk students.	N/A			0	\$0.00
The COST team will meet weekly to monitor the effectiveness of the behavior interventions, to review and analyze academic and behavior data, and to discuss schoolwide behavior or academic concerns.					5/6/2012	178SQI2B4237	Provide student support	N/A			0	\$0.00
Use the SST structure to												

review students' daily goals, to monitor progress. and/or to identify other supports.					5/6/2012	178SQI2B4238	Provide student support	N/A			0	\$0.00
The Outreach consultant will conduct focus groups meetings to problem solve issues of bullying. The teachers will continue holding classroom meetings to help surface concerns. A team of teachers, after school coordinator and psychologist will attend a workshop to learn how to address bullying.					5/6/2012	178SQI2B4239	Reduce bullying behaviors	N/A			0	\$0.00
Seek donations and do fundraisers to secure Playworks to help maintain a healthy, safe, and organized physical activity throughout the day including before and after school.					5/6/2012	178SQI2B4240	Maintain a safe, calm playground	N/A			0	\$0.00
Budgetary decision based on academic and social-emotional needs of students.					4/5/2013	178SQI2B3494	Budgetary decisions	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

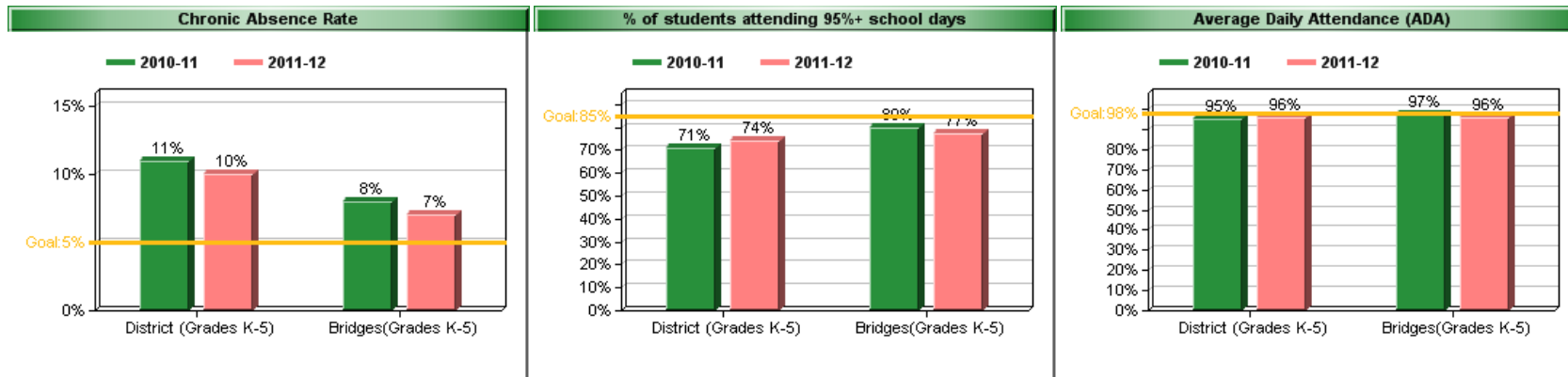
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



Data Analysis

- 79% of students are attending 95% of the time, need to be increased by 6%
- Chronic absent rate is 7.75%, 2.75% over the required 5%.
- Daily average attendance is 96.65% , need to increase by 1.35% to reach 98%
- 29 students are in the Chronic Absence List. 2 students show Sever Chronic Absence.

Theory of Action

- If Bridges: Uses the SART process to monitor attendance early in the year. Hold meetings with parents of students with chronic absences and at risk to develop a plan. Schedule follow up meetings and refer to SARB as needed.
- Shares attendance data with SSC parents to raise awareness. Engage kindergarten parents in conversations about importance of good attendance to advance academically and socially.
- Celebrates and promote daily attendance by recognizing the classroom with best attendance weekly. Recognize students with perfect attendance every trimester. Then Bridges will surpass attendance goals.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process.	Survey data (CHKS, etc.)	FBB, BB and BAS		Other	4/3/2013	178SQI2C1761	Academic/Social/Emotional Support	7090-EIA - SCE		ORCNST0010	0.3	\$17,705.58
Reward classroom with the best attendance weekly.					4/2/2012	178SQI2C1798	Improve ADA	N/A			0	\$0.00
Hold SARTs with parents and students to discuss problem and brainstorm solutions.					4/2/2012	178SQI2C3477	Improve attendance	N/A			0	\$0.00
Ongoing SSTs to monitor attendance and to review SART plan.					4/2/2012	178SQI2C3492	Improve attendance	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

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

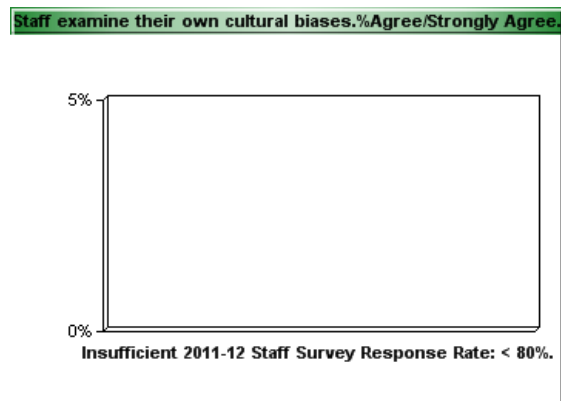
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



Data Analysis

- 56.5% of teachers strongly believe they have time to collaborate
- Over 80% of teachers strongly believe PD opportunities enhance their teaching practice.

Theory of Action

- Provide time for teacher collaboration, reflection and professional development is essential to strengthen teacher knowledge of content standards
- Provide time to examine student work and analyze benchmark data in grade level and across grades to make sure all students are making progress towards grade level standards.
- The Leadership team plans and facilitates weekly PD and data analysis.
- Participation in math cohort will promote teacher leadership and strengthen instructional practice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Members of the Leadership Team meet regularly to plan Professional Development and facilitate grade level dialogue about student learning and teacher practice.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Leadership Team	4/3/2013	178SQI3A1733	Teacher Leadership and Collaboration	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$3,500.00
Substitute Teachers release classroom teachers for collaborative planning math and integrating language arts and science.	Local assessments (benchmarks, PWA)	All Students		Grade level team	4/3/2013	178SQI3A1734	Collaborative Planning	7090-EIA - SCE			0	\$5,000.00
Substitute to release teachers to administer individual assessments to struggling students in the areas of reading and math.	Other (OCR, etc)	FBB, BB and BAS		Other	4/3/2013	178SQI3A1735	Individualized assessments	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$2,900.00
Extended contract for collaborative planning math instruction based on the Common Core Math Standards.					5/6/2012	178SQI3A1736	Collaborative Planning	N/A			0	\$0.00
Develop/refine GLAD units to align OCR themes with the content standards as well as developing targeted language acquisition lessons.					5/6/2012	178SQI3A1794	Integrated content and language skills	N/A			0	\$0.00
Buy Back days will be used for school-wide scoring of students' writing using the 6+1 traits and for furthering our understanding of the Common Core Standards in Writing.					5/6/2012	178SQI3A4241	Create awareness of students' writing performance across the grades	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

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

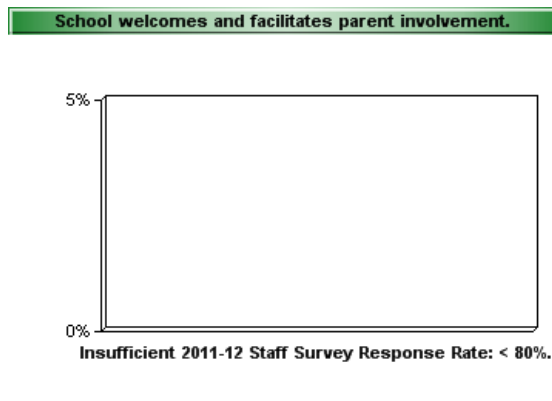
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



Theory of Action

- If parents and educators are partners the outcome for children improves. By scheduling minimum days the first week of school, the teacher, student and parent will be able to meet to discuss expectations and support for the student.
- Use the known structures such as SSC, Back to School Night, Science Workshop for Parents, Authors' reception, Parent/Student/teacher conferences, Nutrition classes, Salad Bar to involve parents.
- Provide leadership opportunities to students such as Junior Coaches, and Reading Buddies, Safety Patrol members.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process.	Survey data (CHKS, etc.)	FBB, BB and BAS		Other	4/3/2013	178SQI4A1761	Academic/Social/Emotional Support	7090-EIA - SCE		ORCNST0010	0.3	\$17,705.58
Promote parent participation by offering workshops in the areas of math, reading, writing and technology led by teachers to show parents how to support their children at home.	Survey data (CHKS, etc.)	All Students		Principal	4/3/2013	178SQI4A1796	Parent Involvement	9901-Title I - Parent Participation	1120-TEACHERS SALARIES STIPENDS		0	\$1,000.00
Promote parent participation in decision making by providing information about academic achievement and resources at the monthly SSC meetings.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/3/2013	178SQI4A1797	Parent Involvement	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$763.19
Data Share Events with parents three times a year to clarify grade level standards and to discuss academic progress in the areas of Reading/Language Arts, math, and ELD, as well as to discuss ways parents help their child at home.					5/17/2012	178SQI4A2854	Parent Involvement	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

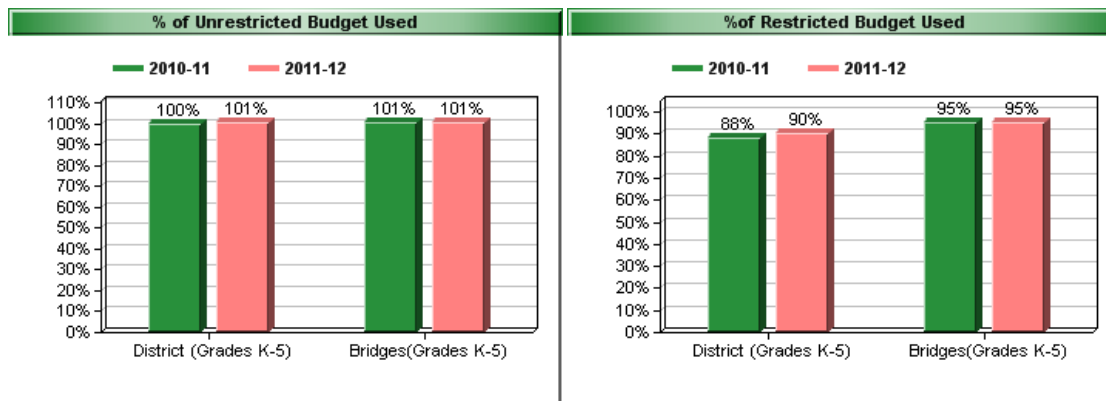
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

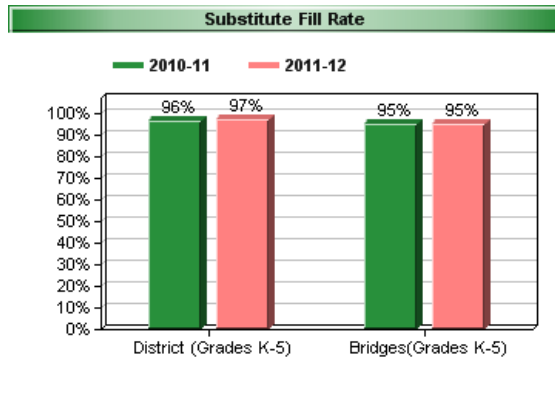
A quality school...

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

Budget



Sub Fill Rate



Theory of Action




- All stakeholders are encourage to participate in the school governance to ensure the school's vision and program is leading to steady schoolwide improvement.
- Leadership structures (COST, Math Leadership, Management Team) enable us to hold each other accountable to our vision and to systematically engage in meaningful discussions about teacher practice and student learning.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Budgetary decision based on academic and social-emotional needs of students.					4/5/2013	178SQI5A3494	Budgetary decisions	N/A			0	\$0.00
Manage weekly schedule to include time for daily walkthroughs to monitor implementation of agreed upon instructional strategies, and to carry out other organizational responsibilities.					4/2/2012	178SQI5A2486	Instructional Leadership Practice	N/A			0	\$0.00
Promote teacher leadership by identifying potential teacher leaders and inviting them to form part of the Leadership Team.					4/2/2012	178SQI5A2920		N/A			0	\$0.00
Schedule weekly COST meetings to coordinate social emotional services, to analyze benchmark data to monitor students' academic progress.					4/2/2012	178SQI5A2941	Coordination of services	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$72,116.60	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$92,118.31	
 Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$228,363.75	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$392,598.66	

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	\$81,227.66	
 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	\$1,929.16	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$83,156.82	

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: Bridges Academy at Melorse
Site Number: 178

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on January 16th, 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

Olga Juarez
SSC Chairperson's Name (printed)

05/03/13
Date

NA
ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date


Principal Signature

Clara Tarango
Principal's Name (printed)

05/03/13
Date


Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

5/16/13
Date


Director, State & Federal Compliance Signature

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

6/4/13
Date

School Site Council Membership Roster – Elementary School

School Name: Bridges Academy at Melrose

School Year 2012-2013

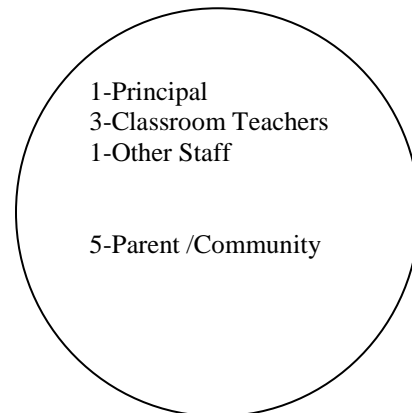
Chairperson: Olga Juarez	Vice Chairperson: Alejandra Jaime
Secretary: Alejandra Jaime	<u>DAC Representative:</u>

Check Appropriate
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Olga Juarez	1538 50 th Ave 385-1337				X
Maria Perez	1427 46 th Ave 459-9314				X
Raquel Morales	1426 46 th Ave 434-1571				X
Norma Serrano	1224 51 st Ave 705-2894				X
Alejandra Jaime	4532 International Blvd. 536-6112				X
Ni'Mat Shaheed				X	
Maximino Velez			X		
Jessica Jung			X		
Sue Jones			X		
Clara Tarango		X			
Alternates:					
Jessica Reza					
Gloria Rangel					
Candice Camp					
Tim Marshall					

SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013

Bridges Academy at Melrose has developed a written Title I parental involvement policy with input from Title I parents. (Describe how the school developed the policy with parent input.) It has distributed the policy to parents of Title I students. (Describe how the school distributes the policy.) The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Bridges Academy at Melrose 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.
(Briefly describe or bullet how this happens at your school.)
At the SSC meeting the Title 1 plan was revised by
- Offer a flexible number of meetings for parents.
Monthly SSC Meetings are focused on reviewing assessment data and implementation of priorities
Through the SST process parents participate in setting goals for their children
Parent Data Share Events three times a year to review student progress
Parent/Student Teacher Conferences two times a year
Ongoing meeting for student needing more support
- 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.
(Briefly describe or bullet how this happens at your school.)
- Provides parents of Title I students with timely information about Title I programs. *(Briefly describe or bullet how this happens at your school.)* **SSC monthly meetings**
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
During Back to School Night grade level standards and instructional program are presented to parents.

During Grade level Data Share Events three times a year student progress is shared as well as how to support their children at home

Parent/Student/Teacher conferences two times a year

Parent Workshop offered by the student services

Parent Workshops offered by the teachers

SST process for students with academic or social challenges

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *(Briefly describe or bullet how this happens at your school.)* **All parents are invited to participate in the SSC monthly meetings. The SST process provides opportunities to actively participate.**

School-Parent Compact

Bridges Academy at Melrose 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

Bridges Academy at Melrose 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
- During Back to School Night grade level standards and instructional program are presented to parents.
- During Grade level Data Share Events three times a year student progress is shared as well as how to support their children at home
 - Parent/Student/Teacher conferences two times a year
 - Parent Workshop offered by the student services
 - Parent Workshops offered by the teaches
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *The teachers share instructional materials as well as strategies at all Data Share Events as well as regularly through homework packets. Kindergarten teachers post the homework and samples of student work as well.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Data Share Events are forums where parents and teachers exchange information about the children. Monthly SSC meetings are another venue*

where parents and teachers partner up to make decision about academic and social needs of all children.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *(Briefly describe or bullet how this happens at your schools.)*
 - The parents are invited to read with the children at Read-a-thon once a year
 - 1st grade parents are encouraged to stay to read with their child every morning.
 - Parents are invited to play math games during the 100th Day of school event
 - The 5th grade teachers have an heritage celebration at the end of a unit of study.
 - School-wide authors' reception at least once a year once a year
 - Science Fair workshop for parents and their children once a year
 - Awards assemblies every trimester
- 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. *(Briefly describe or bullet how this happens at your school).The monthly or bimonthly Parent Newsletter and monthly calendar are sent home. Information is also shared at the SSC monthly meetings as well as through the SST process.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(Briefly describe or bullet how this happens at your school.)* All meetings are conducted in two languages—English and Spanish-- and notices and other documents are in both languages as well. All school activities are conducted in two languages, including SSTs.

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. *(Briefly describe or bullet how this happens at your school.)* All information is sent home in two languages and all activities and meetings are conducted in two languages. Plus the location of all meeting is accessible to all.

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

A meeting was held September 19th, 2012

This policy was adopted by the Bridges Academy at Melrose School Site Council on 09/19/12 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on September 19th, 2012. It will be made available to the local community on or before September 19th, 2012. The *Bridges Academy* 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(principal's signature)

(date)

Bridges Academy at Melrose
Linking Hearts and Minds
School – Parent Compact

Bridges Academy at Melrose and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

Our vision: Our students are scholars, resilient, and culturally competent

Our Theory of Action: We believe that a strong partnership between the home and the school allows our students to have success. Our students feel supported when they see the adults in their lives working together on their behalf.

This School-Parent Compact is in effect during the 2013-2014 school year.

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

Bridges Academy will:

- Set high academic and social expectations for all and utilize standards –based curriculum and specific strategies to help all students meet or exceed grade level standards
 - Partner with the home to ensure academic and social success for all
 - Schedule 3 events to share academic progress
 - Use grade level content standards to provide meaningful learning experiences and to build background knowledge
 - Utilize the home language and culture to facilitate access to grade level standards and to develop academic language
 - Assign meaningful homework every day
 - Secure and maintain a safe and positive learning environment
 - Home visits to establish a closer connection with families and students
 - Provide support in seeking the information necessary to address the academic, social and emotional needs of students
- 2) **Hold parent-teacher conferences to discuss each child's individual achievement.**
- Parent-Student-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 2nd trimester
 - Teachers will schedule other conferences as necessary
 - SST process the academic and social needs of students
- 3) **Provide parents with frequent reports on their children's progress.**
- 4) **Provide parents reasonable access to staff.**
- Teachers will develop a schedule to include time to meet with parents once a month.
 - Teachers will send their conference schedule at the beginning of the year.
 - The principal will schedule time to meet with parents and will send the schedule to parents

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

- Parents can participate and observe in their child’s classroom by contacting their child’s teacher in advance.
- Parents are encouraged to participate in school events such as Family Math night, Math-a-thon, Read-a-thon, etc.

Parent Responsibilities –

We, as parents will support our child’s learning by:

- Insuring my child attends school every day and on time
- Monitoring my child’s homework daily
- Insuring my child’s gets adequate sleep and has a healthy diet
- Providing a quiet place and time for my child to do homework
- Reviewing and sign homework and ensure it is returned to school
- Insuring my child reads at least 30 minutes everyday, including weekends
- Attending Back to School Night, Parent/Teacher/Students Conferences, Open House and other school events
- Attending three data share events to review reading, math and academic English development
- Participating in home visit
- Insuring my child wears the school uniform including appropriate foot wear every day

Student Responsibilities –

I, as student, will share the responsibility to improve my academic achievement and achieve the State of California’s academic standards by:

- Attending school every day and on time
- Wearing my uniform and appropriate foot wear every day
- Coming to school ready to take responsibility for my learning by actively participating in class
- Asking for help when I need it
- Following the rules and take responsibility for my actions
- Practicing the Learner Characteristics—**Respect, Responsibility, Persistence, Reflection, Cooperation, Organized/Planner**
- Completing and returning my homework on time
- Reading at least 30 minutes daily including weekends
- Carrying information between school and home

Principal’s Signature

Parent Signature

Student Signature

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 ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: ___ All Students. ___ ELs. ___ SWDs.</p> <p>Use Identify all that apply: ___ Basic core and/or CCSS-aligned materials are used as designed. ___ 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%
			Key Components Appropriate Instructional Program Materials All EL students are appropriately ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned, instructional program materials. Appropriate Use _____ Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

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																																									
			<p>Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials.</p> <table border="1" data-bbox="1404 646 2020 776"> <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></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1392 808 2032 959"> <thead> <tr> <th colspan="4">Number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use _____ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners				All Intensive ELs				All Intensive SWDs				Number/Percentage Provided Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students				Intensive ELs				Intensive SWDs
Number of Intensive Intervention Students																																												
	Gr. 4	Gr. 5	Gr. 6																																									
All Intensive learners																																												
All Intensive ELs																																												
All Intensive SWDs																																												
Number/Percentage Provided Intensive Intervention																																												
	Grade 4	Grade 5	Grade 6																																									
Total Intensive Students																																												
Intensive ELs																																												
Intensive SWDs																																												
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	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
1.4			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
<p align="center">Key Components</p> <p>Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: ___ All Students. ___ ELs. ___ SWDs.</p> <p>Appropriate Use Identify all that apply: ___ Basic core and/or CCSS-aligned materials are used as designed. ___ Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
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.	<p>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.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
2.1			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																			
<p align="center">Key Components</p> <p>Allocation of Instructional Time ____ Time is given priority and protected from interruptions.</p> <p>Identify the number of instructional minutes (length of periods) offered at each grade level.</p> <table border="1" data-bbox="1392 737 2007 867"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students										ELs										SWDs									
Number of instructional minutes at each grade level																																																									
	K	1	2	3	4	5	6	7	8																																																
All Students																																																									
ELs																																																									
SWDs																																																									
Documentation		Additional Comments																																																							
	Reading/Language Arts/ELD																																																								
District Instructional Regulations:																																																									
School Instructional Regulations:																																																									
Attach appropriate documents																																																									

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
2. Instructional Time	2.2 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%																																					
			Key Components																																									
			Allocation of Instructional Time _____ Time is given priority and protected from interruptions.																																									
Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided identified Strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Additional time provided identified Strategic ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Additional time provided identified Strategic SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						K	1	2	3	4	5	6	7	8	Additional time provided identified Strategic students										Additional time provided identified Strategic ELs										Additional time provided identified Strategic SWDs									
	K	1	2	3	4	5	6	7	8																																			
Additional time provided identified Strategic students																																												
Additional time provided identified Strategic ELs																																												
Additional time provided identified Strategic SWDs																																												
Documentation		Additional Comments																																										
Readina/Lanauage Arts/ELD																																												
District Instructional Regulations:																																												
School Instructional Regulations:																																												
Attach appropriate documents																																												

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	<p>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.</p> <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: _____ Time is given priority and protected from interruptions. _____ 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" data-bbox="1394 857 2032 1084" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Proficiency Levels</th> <th style="text-align: center;">Levels 1–2</th> <th style="text-align: center;">Level 3</th> <th style="text-align: center;">Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students				Number of Instructional minutes in ELD (beyond 2.1 and 2.2)			
Proficiency Levels	Levels 1–2	Level 3	Level 4–5																
Number of Students																			
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)																			
Documentation		Additional Comments																	
	Reading/Language Arts/ELD																		
District Instructional Regulations:																			
School Instructional Regulations:																			
Attach appropriate documents																			

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
2.5			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																			
<p align="center">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes offered at each grade level:</p> <table border="1" data-bbox="1392 735 2032 865"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students										ELs										SWDs									
Number of instructional minutes at each grade level																																																									
	K	1	2	3	4	5	6	7	8																																																
All Students																																																									
ELs																																																									
SWDs																																																									
Documentation		Additional Comments																																																							
		Mathematics																																																							
District Instructional Regulations:																																																									
School Instructional Regulations:																																																									
Attach appropriate documents																																																									

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																																																																					
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																																																																																	
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																																																																	
			<p align="center">Key Components</p> <p>Appropriate Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p> <table border="1" data-bbox="1417 771 2026 974"> <thead> <tr> <th colspan="10">Number of students at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All Strategic ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All Strategic SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <table border="1" data-bbox="1417 998 2005 1404"> <thead> <tr> <th colspan="10">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>					Number of students at each grade level											K	1	2	3	4	5	6	7	8	All Strategic										All Strategic ELs										All Strategic SWDs										Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided to strategic students										Additional time provided to identified EL strategic students										Additional time provided to identified SWD strategic students						
Number of students at each grade level																																																																																																								
	K	1	2	3	4	5	6	7	8																																																																																															
All Strategic																																																																																																								
All Strategic ELs																																																																																																								
All Strategic SWDs																																																																																																								
Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students																																																																																																								
	K	1	2	3	4	5	6	7	8																																																																																															
Additional time provided to strategic students																																																																																																								
Additional time provided to identified EL strategic students																																																																																																								
Additional time provided to identified SWD strategic students																																																																																																								

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	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																															
Allocation of Instructional Time																																		
_____ Time is given priority and protected from interruptions.																																		
Indicate total number of additional minutes:																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: center;">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes at each grade level							4	5	6	7	Pre-algebra/Algebra Readiness	All Intensive Learners						All Intensive ELs						All Intensive SWDs					
Number of additional instructional minutes at each grade level																																		
	4	5	6	7	Pre-algebra/Algebra Readiness																													
All Intensive Learners																																		
All Intensive ELs																																		
All Intensive SWDs																																		
Documentation		Additional Comments																																
Mathematics																																		
District Instructional Regulations:																																		
School Instructional Regulations:																																		
Attach appropriate documents																																		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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%
			<p align="center">Key Components</p> <p>Instructional/Assessment Pacing Guides _____ Distributed to each grade level. _____ In use at every grade level.</p> <p>Pacing Guide Use Monitored _____ Principal monitors use.</p>				
Documentation		Additional Comments					
District/School Pacing Plan by Grade Level:	Reading/Language Arts/ELD						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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				
			_____ 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							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p align="center">Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" data-bbox="1394 643 2030 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></td><td></td><td></td></tr> <tr><td>Grade 2</td><td></td><td></td><td></td></tr> <tr><td>Grade 3</td><td></td><td></td><td></td></tr> <tr><td>Grade 4</td><td></td><td></td><td></td></tr> <tr><td>Grade 5</td><td></td><td></td><td></td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td></tr> <tr><td>Grade 7</td><td></td><td></td><td></td></tr> <tr><td>Algebra 1</td><td></td><td></td><td></td></tr> <tr><td>Pre-algebra/Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table>						Number of Teachers	Training	Classroom Support	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Algebra 1				Pre-algebra/Algebra Readiness
	Number of Teachers	Training	Classroom Support																																									
Grade 1																																												
Grade 2																																												
Grade 3																																												
Grade 4																																												
Grade 5																																												
Grade 6																																												
Grade 7																																												
Algebra 1																																												
Pre-algebra/Algebra Readiness																																												

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.				
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%
			<p align="center">Key Components</p> <p>Coaches/content experts/specialists _____ Type of instructional assistance. _____ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System _____ Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists _____ Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. <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 style="text-align: center;">Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p>_____ Number per month.</p> <p>_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p>_____ Meetings are structured; protocols/tools are developed and used.</p> <p>_____ Training for collaboration meeting protocols provided to teachers.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p>_____ 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>_____ Using and analyzing timely student common assessment results from all students.</p> <p>_____ Strengthening program implementation.</p> <p>_____ Designing and improving lessons and instruction.</p> <p>_____ Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
School Plan for Assistance and Support to Teachers:	Mathematics						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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%	
<p align="center">Key Components</p> <p>Allocation of Funds _____ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds _____ The SPSA aligns to the goals and activities in the LEA Plan.</p>							
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							