

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 International Community 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 International Community Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: International Comm. Elementary

6118616

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

History: Opened in September of 2001, International Community School (ICS) was designed by parents, teachers, and community members from Hawthorne Year-Round Elementary School in East Oakland. The impetus in coming together to redesign their students' education stemmed from a desire to address the social inequities experienced at their overcrowded, multi-track school of over 1300 students and to create a school where students' potential would be realized through rigorous and personalized academics. The school was one of the first five 'new small autonomous' schools opened in the Oakland school district. International Community School remains guided by its mission to improve opportunities for students in Kindergarten through 5th grades through academically challenging and culturally responsive learning. The school was designed to support students and families in an embracing community where strong relationships are essential. Children's talents are nurtured and celebrated; the community feels a sense of ownership of the school; and parents are encouraged, in a variety of ways to actively participate in their child's education and assume leadership roles within the school.

VISION

At ICS we believe that high levels of learning are achieved by providing every child with rigorous academic instruction in the context of an embracing community where parents are allies. We are committed to developing students who are engaged, creative, critical thinkers and empathetic leaders willing to take action to impact positive change in their school, community, and the world.

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

For Academic Development, the Instructional Leadership Team reviews - CST - District benchmarks: ELA, Math, SRI, PWA 4-5. - Local measurements: DRA, ADEPT, PWA K-3. - Attendance - Academic partnerships The Culture, Climate and Events Committee reviews: - CHKS survey - Parent anecdotal feedback. - Custodial feedback forms. - Attendance - Community Partnerships The Faculty Council reviews working conditions in anecdotal observations and staff surveying. The Staff, the SSC, the ELAC and the Classroom Parent Leader Network review: - Academic data - Attendance - CHKS survey. - Language Census

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: International Comm. Elementary

Principal: MONICA GUZMAN

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.

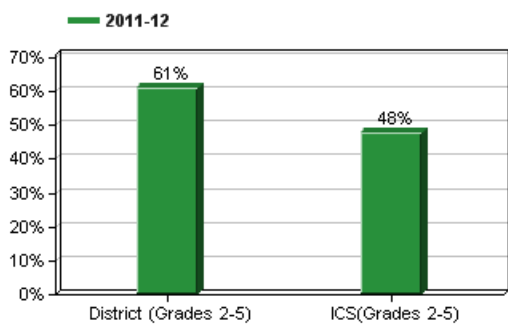
School Quality Standards relevant to this Strategic Priority

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

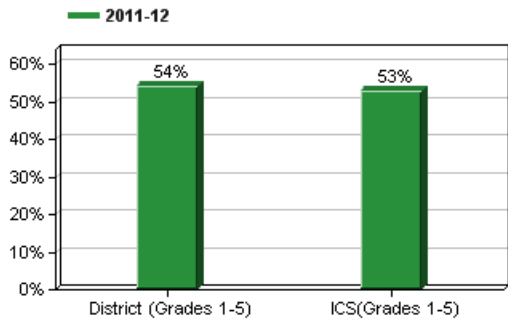
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



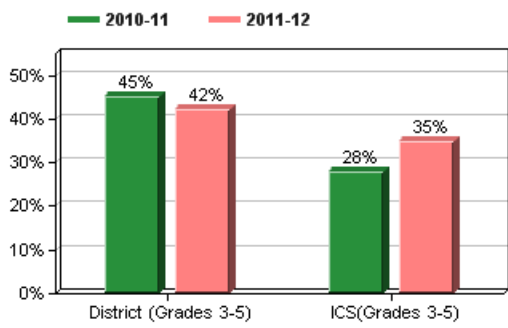
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

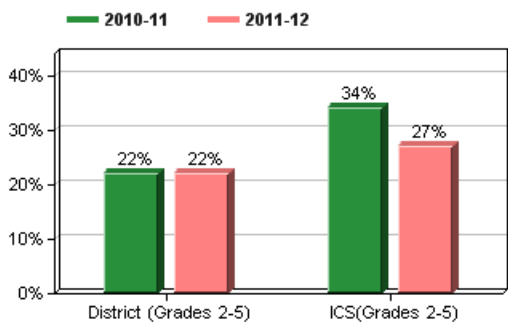


CST

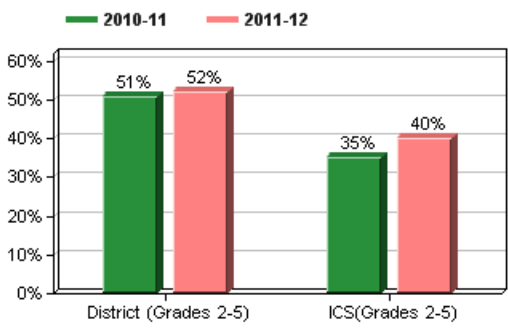
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



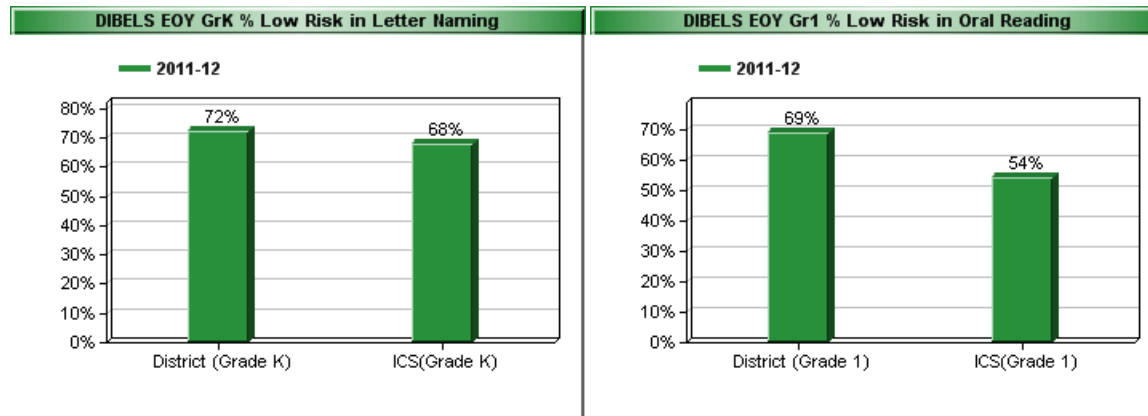
CST/CMA ELA % BB/FBB



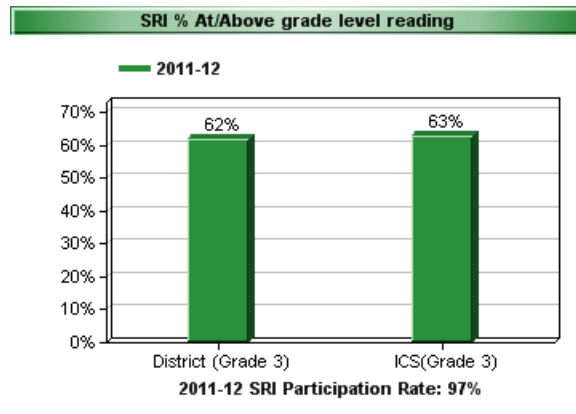
CST/CMA ELA % Prof/Adv



DIBELS



SRI



School Data

- 2012-2013 ELA Benchmark Data Percent of Students AT or Above Proficient as a Difference from Benchmark 1 to Benchmark 2 by Grade: Grade 2, From 4 to 15 (+ 11%) Grade 3, From 8 to 46 (+ 38%) Grade 4, From 22 to 20 (- 2%) Grade 5, From 49 to 48 (- 1%) 2012 STS Reading and Language Arts Scores Grade 2- 72.44% Grade 3- 68.76% Grade 4- 58.53%
- API in 2011 was 743. API in 2012 was 745. Growth made was +2 points. Similar schools rank 2:1

Data Analysis

- Our school's API data has fluctuated over the years showing a lack of consistency in school systems and areas of focus.
- Overall/School growth has been demonstrated on ELA CST.
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Theory of Action

- By building a strong literacy foundation in L1 in a literacy rich bilingual classroom, then we will see continued growth on the Spanish Reading/Language Arts. Some evidence would be a 5% increase in our STS average scores in reading/language arts.
- If there is a scheduled daily reading intervention block for all, then teachers will be able to conduct small group instruction and intervention. This will result in a 10% reduction in FBB/BB and a 5% increase in in Prof/Adv on the ELA CST.
- If ICS Teachers implement agreed upon Best Teaching Practices/Strategies in Literacy then at least 80% of students in the class will make at least one year's growth on the DRA. Those students who don't make progress will be referred for an SST.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide intervention to upper elementary ELLs	Other (OCR, etc)	Far Below Basic	Every Marking Period	Leadership Team	4/4/2013	186SQI1A5501	Hire Reading Partners as consultants for upper grade students who are at risk in reading.	7090-EIA - SCE	5825-CONSULTANTS		0	\$12,500.00
Provide materials for EL students	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/4/2013	186SQI1A5500	Purchase materials for guided student practice in Reading and Math.	7091-EIA - LEP	4310-SUPPLIES		0	\$1,585.01
Provide small group Reading instruction at individual reading levels.	Other (OCR, etc)	All Students	Every Marking Period	Principal	4/4/2013	186SQI1A5510	Hire a STIP sub to work with students at their individual reading levels.	7090-EIA - SCE		TCSTIP9999	1	\$34,157.57
Provide primary language intervention in lower grades.	Other (OCR, etc)	FBB, BB	Every Other Week	Grade level team	4/4/2013	186SQI1A5504	Consultant for small group and one on one tutoring	7090-EIA - SCE	5825-CONSULTANTS		0	\$3,131.11
Provide primary language intervention in lower grades.	Other (OCR, etc)	FBB, BB	Every Other Week	Grade level team	4/4/2013	186SQI1A5512	Consultant for small group and one on one tutoring	3010-Title I	5825-CONSULTANTS		0	\$6,748.26
Collaboration with feeder Pre-K schools to build and maintain a bridge for transitioning Pre-K students into ICS.	Other (OCR, etc)	Pre-Kindergarten	End of Year	Other	5/5/2013	186SQI1A6030	ICS Principal and Kindergarten Teachers will meet and collaborate with Pre-K feeder school teachers and leaders to plan meetings and tours for transitioning Pre-K parents and students in the spring and fall.	N/A			0	\$0.00
Provide high interest and challenging academic opportunities for all GATE identified students.	State tests (CST/STAR, PFT)	GATE	End of Year	Leadership Team	5/5/2013	186SQI1A6032	The Instructional Leadership Team will seek for and provide high interest and challenging academic opportunities to engage and inspire GATE students to continue to reach higher.	N/A			0	\$0.00

Provide intervention to students who are reading below grade level.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/5/2013	186SQI1A2092	4th Grade Teacher	3010-Title I		TCSHLT0364	0.1	\$8,682.32
Provide intervention to students who are reading below grade level.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/5/2013	186SQI1A5514	3rd Grade Teacher	3010-Title I		TCHBIL0021	0.1	\$9,879.30
Provide professional development opportunities to all teachers in the area of English Language Arts and English Language Development.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	5/17/2013	186SQI1A6029	20% of the Reading Specialist assignment will be to plan and provide professional development sessions to teachers and other adults. The professional development themes will mainly be English Language Arts, English Language Development, and Academic Language Development.	3010-Title I		R11TSA9999	0.2	\$18,409.08
Counseling services for students who are in need of social and emotional support in order to focus on academic achievement.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/17/2013	186SQI1A2120	Hire a consultant to work with students whose mental health issues are preventing them from fully participating in the classroom academic setting.	7090-EIA - SCE	5825-CONSULTANTS		0	\$12,500.00
Provide small group reading instruction to all students.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	5/5/2013	186SQI1A5498	Hire a Reading Specialist	7091-EIA - LEP		R11TSA9999	0.7	\$64,431.77
Provide small group reading instruction to all students.	Other (OCR, etc)	English Learners	Every Marking Period	Principal	5/5/2013	186SQI1A5499	Hire a STIP Sub to lead classes in whole group reading lessons while teachers are providing guided reading instruction to small groups	7091-EIA - LEP		TCSTIP9999	0.3	\$10,247.27
Provide small group reading instruction to all students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/5/2013	186SQI1A5516	Hire a Reading Specialist	3010-Title I		R11TSA9999	0.1	\$9,204.54
Provide small group reading instruction to all students.	Other (OCR, etc)	FBB, BB and BAS	Every Marking Period	Principal	5/5/2013	186SQI1A5518	Hire a STIP Sub to lead classes in whole group reading lessons while teachers are providing guided reading	3010-Title I		TCSTIP9999	0.699	\$23,876.14

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: International Comm. Elementary

Principal: MONICA GUZMAN

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:

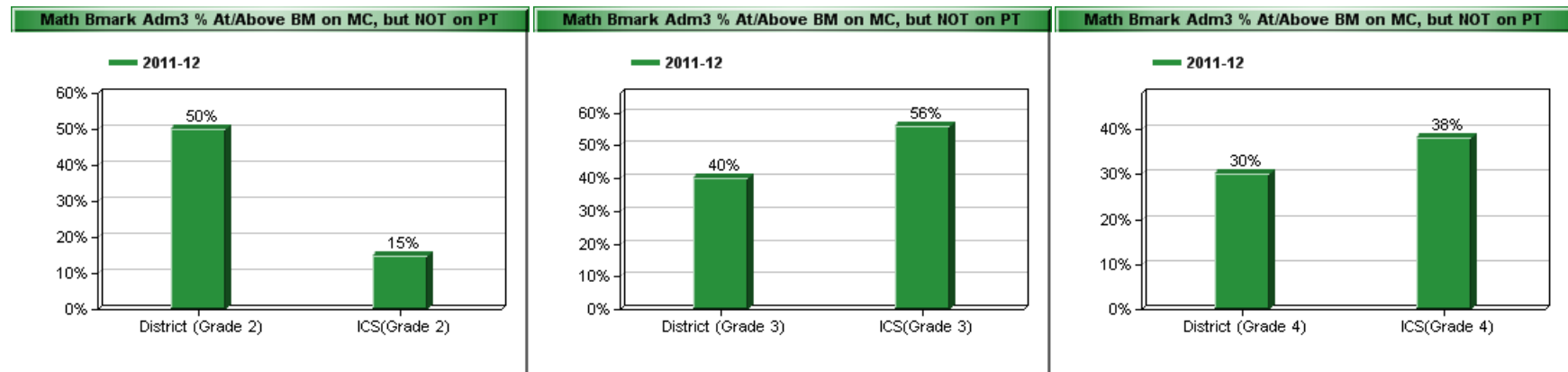
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

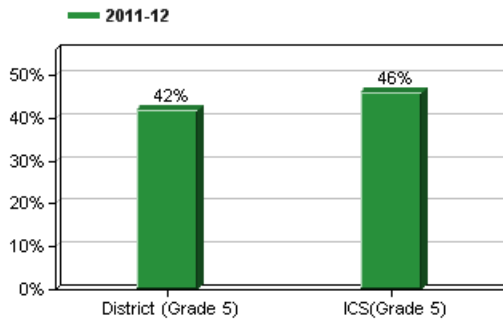
A quality school...

- 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

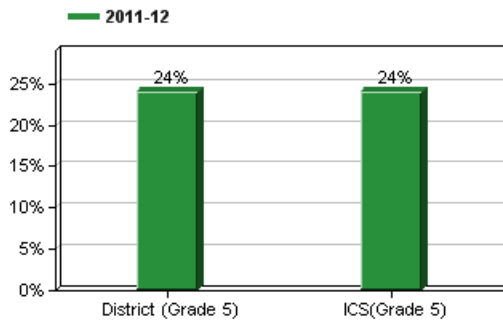


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

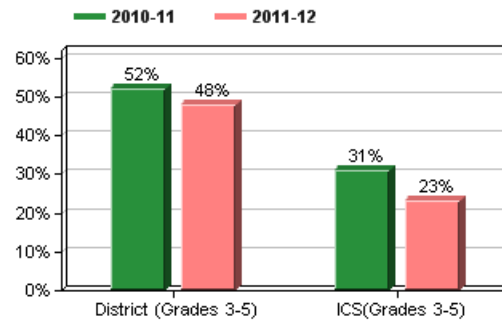


CST

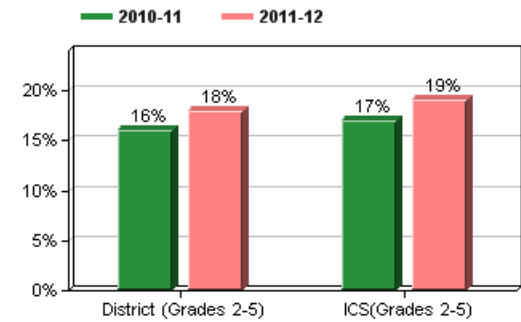
CST/CMA Gr5/Gr8 Science % BB/FBB



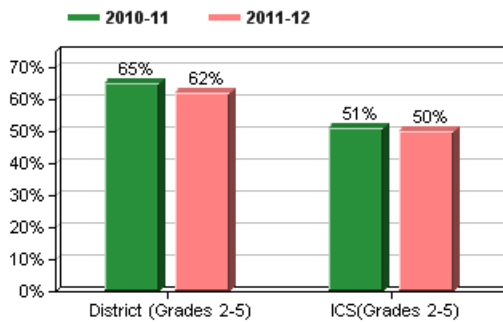
% Growth in CST/CMA Math 2 Year Cohort Growth Report



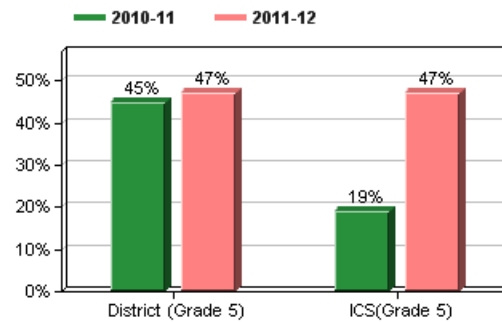
CST/CMA Math % BB/FBB



CST/CMA Math % Prof/Adv



CST/CMA Gr5/Gr8 Science % Prof/Adv



School Data

- 2012-2013 Benchmark assessment overall average percent correct for all grades is 74%.
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Data Analysis

- Science Writing Task Average scores for Earth Science. 3rd Grade- 2.6 4th Grade- 2.1 5th Grade- 1.9
- CST Science assessment results from Spring 2012 demonstrate a jump in students scoring at Proficient or Advanced levels from 19% - 47%. This jump was caused by a focus on Science by all teachers last year.

Theory of Action

- IF we focus on math by having more professional development opportunities in math instruction then we will have more consistent practice and see a 10% increase in benchmark and CST scores.
- As a Science focus school, we will continue to integrate science and literacy therefore providing more instructional minutes than required in science. This will result in a 5% increase in the CST Science assessment.
- As a Science focus school, we will continue to integrate science and writing. We will begin to focus on process writing with an emphasis on claims and evidence and opinion writing, resulting in a 15% increase on SWT by the 2nd administration.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide materials for EL students	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/4/2013	186SQ1B5500	Purchase materials for guided student practice in Reading and Math.	7091-EIA - LEP	4310-SUPPLIES		0	\$1,585.01
Provide small group Reading instruction at individual reading levels.	Other (OCR, etc)	All Students	Every Marking Period	Principal	4/4/2013	186SQ1B5510	Hire a STIP sub to work with students at their individual reading levels.	7090-EIA - SCE		TCSTIP9999	1	\$34,157.57
Provide primary language intervention in lower grades.	Other (OCR, etc)	FBB, BB	Every Other Week	Grade level team	4/4/2013	186SQ1B5504	Consultant for small group and one on one tutoring	7090-EIA - SCE	5825-CONSULTANTS		0	\$3,131.11
Provide primary			Every	Grade level			Consultant for small		5825-			

language intervention in lower grades.	Other (OCR, etc)	FBB, BB	Other Week	team	4/4/2013	186SQ1B5512	group and one on one tutoring	3010-Title I	CONSULTANTS		0	\$6,748.26
Collaboration with feeder Pre-K schools to build and maintain a bridge for transitioning Pre-K students into ICS.	Other (OCR, etc)	Pre-Kindergarten	End of Year	Other	5/5/2013	186SQ1B6030	ICS Principal and Kindergarten Teachers will meet and collaborate with Pre-K feeder school teachers and leaders to plan meetings and tours for transitioning Pre-K parents and students in the spring and fall.	N/A			0	\$0.00
Provide high interest and challenging academic opportunities for all GATE identified students.	State tests (CST/STAR, PFT)	GATE	End of Year	Leadership Team	5/5/2013	186SQ1B6032	The Instructional Leadership Team will seek for and provide high interest and challenging academic opportunities to engage and inspire GATE students to continue to reach higher.	N/A			0	\$0.00
Provide intervention to students who are reading below grade level.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/5/2013	186SQ1B2092	4th Grade Teacher	3010-Title I		TCSHLT0364	0.1	\$8,682.32
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Provide professional development opportunities to all teachers in the area of English Language Arts and English Language Development.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	5/17/2013	186SQ1B6029	20% of the Reading Specialist' assignment will be to plan and provide professional development sessions to teachers and other adults. The professional development themes will mainly be English Language Arts, English Language Development, and Academic Language Development.	3010-Title I		R11TSA9999	0.2	\$18,409.08
Counseling services for students who are in need of social and emotional support in order to focus on academic achievement.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/17/2013	186SQ1B2120	Hire a consultant to work with students whose mental health issues are preventing them from fully participating in the classroom academic setting.	7090-EIA - SCE	5825-CONSULTANTS		0	\$12,500.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: International Comm. Elementary

Principal: MONICA GUZMAN

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

Data Analysis

- About 80% of our K students have experienced previous formal-semiformal preschooling.
- There is a clear gap between students who attended Pre-K and those who did not in terms of overall school readiness (social and academic preparedness).
- Teachers conducted a kinder orientation with parents and new K students, which has proven to be an essential element in the transition process to Kinder.

Theory of Action

- If the Principal and Kinder Teachers at ICS collaborate with feeder Pre-K Teachers and Leaders, then the students entering ICS from these schools will demonstrate improvement in Kinder readiness as indicated on the beginning of year assessment.
- If we have a unified pedagogical approach and mutual enrichment between all grade levels, then we will see a positive impact on learning throughout the grades.
- If we have a collaborative transitional Pre-K through grade 6 structure created in collaboration with feeder schools, our students will come to us and continue on to middle school better prepared both academically and socially.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide primary language intervention in lower grades.	Other (OCR, etc)	FBB, BB	Every Other Week	Grade level team	4/4/2013	186SQ11C5504	Consultant for small group and one on one tutoring	7090-EIA-SCE	5825-CONSULTANTS		0	\$3,131.11
Provide primary language intervention in lower grades.	Other (OCR, etc)	FBB, BB	Every Other Week	Grade level team	4/4/2013	186SQ11C5512	Consultant for small group and one on one tutoring	3010-Title I	5825-CONSULTANTS		0	\$6,748.26

Collaboration with feeder Pre-K schools to build and maintain a bridge for transitioning Pre-K students into ICS.	Other (OCR, etc)	Pre-Kindergarten	End of Year	Other	5/5/2013	186SQ11C6030	ICS Principal and Kindergarten Teachers will meet and collaborate with Pre-K feeder school teachers and leaders to plan meetings and tours for transitioning Pre-K parents and students in the spring and fall.	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: International Comm. Elementary

Principal: MONICA GUZMAN

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.

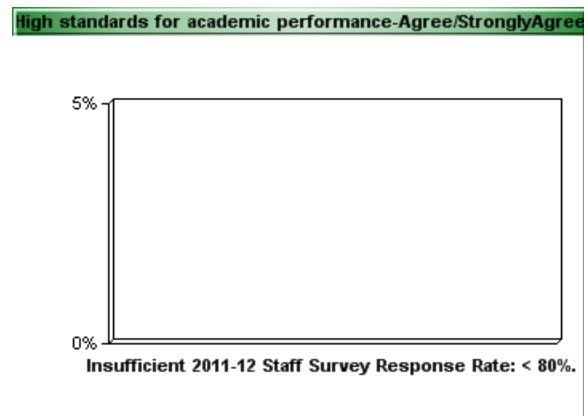
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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



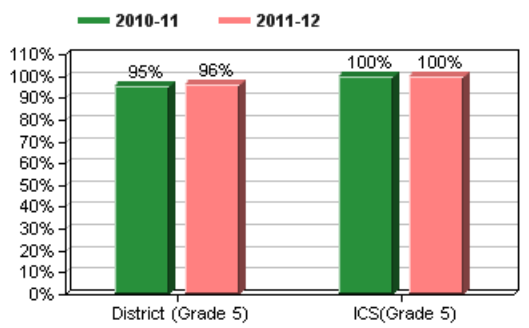
Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



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

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



2010-11 CHKS Survey Response Rate: 50%
2011-12 CHKS Survey Response Rate: 42%

Data Analysis

- Our students have a clear determination to go to college as shown by survey.
- Our bilingual students and families commit to bilingualism with a clear vision of the advantages in their careers.

Theory of Action

- ICS develops a rigorous curriculum with a view to satisfy the increasing demands placed by society on our students.
- ICS commitment to developing Academic language and science skills is rooted in our vision for our students prospects and careers.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide high interest and challenging academic opportunities for all GATE identified students.	State tests (CST/STAR, PFT)	GATE	End of Year	Leadership Team	5/5/2013	186SQ11D6032	The Instructional Leadership Team will seek for and provide high interest and challenging academic opportunities to engage and inspire GATE students to continue to reach higher.	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: International Comm. Elementary

Principal: MONICA GUZMAN

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- Our EL group is the most numerous and our AYP reflects the need for support, particularly in ELA.

Data Analysis

- Our EL group is the largest percentage of our student population.
- Our AYP reflects the need for targeted support, particularly in the area of ELA.
- % of our students are EL; % RFEP

Theory of Action

- If intervention needs can be identified and implemented early on, then we will see far less students moving through the grades that are below grade level.
- If we improve the SST intake process and have necessary supports in place, then we will be able to identify students' needs sooner and will be able to meet those needs before students fall too far behind.
- If we hold whole class COST meetings with the principal that are consistent throughout the year, then we will be able to track ALL students' progress and ensure that ALL students are receiving needed supports and interventions.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide high interest and challenging academic opportunities	State tests (CST/STAR, PFT)	GATE	End of Year	Leadership Team	5/5/2013	186SQ1E6032	The Instructional Leadership Team will seek for and provide high interest and challenging academic	N/A			0	\$0.00

for all GATE identified students.							opportunities to engage and inspire GATE students to continue to reach higher.					
Provide intervention to students who are reading below grade level.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/5/2013	186SQ1E2092	4th Grade Teacher	3010-Title I		TCSHLT0364	0.1	\$8,682.32
Provide intervention to students who are reading below grade level.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/5/2013	186SQ1E5514	3rd Grade Teacher	3010-Title I		TCHBIL0021	0.1	\$9,879.30
Provide professional development opportunities to all teachers in the area of English Language Arts and English Language Development.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	5/17/2013	186SQ1E6029	20% of the Reading Specialist' assignment will be to plan and provide professional development sessions to teachers and other adults. The professional development themes will mainly be English Language Arts, English Language Development, and Academic Language Development.	3010-Title I		R11TSA9999	0.2	\$18,409.08
Provide small group reading instruction to all students.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	5/5/2013	186SQ1E5498	Hire a Reading Specialist	7091-EIA-LEP		R11TSA9999	0.7	\$64,431.77
Provide small group reading instruction to all students.	Other (OCR, etc)	English Learners	Every Marking Period	Principal	5/5/2013	186SQ1E5499	Hire a STIP Sub to lead classes in whole group reading lessons while teachers are providing guided reading instruction to small groups	7091-EIA-LEP		TCSTIP9999	0.3	\$10,247.27
Provide small group reading instruction to all students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/5/2013	186SQ1E5516	Hire a Reading Specialist	3010-Title I		R11TSA9999	0.1	\$9,204.54
Provide small group reading instruction to all students.	Other (OCR, etc)	FBB, BB and BAS	Every Marking Period	Principal	5/5/2013	186SQ1E5518	Hire a STIP Sub to lead classes in whole group reading lessons while teachers are providing guided reading	3010-Title I		TCSTIP9999	0.699	\$23,876.14

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: International Comm. Elementary

Principal: MONICA GUZMAN

From OUSD Strategic Plan:

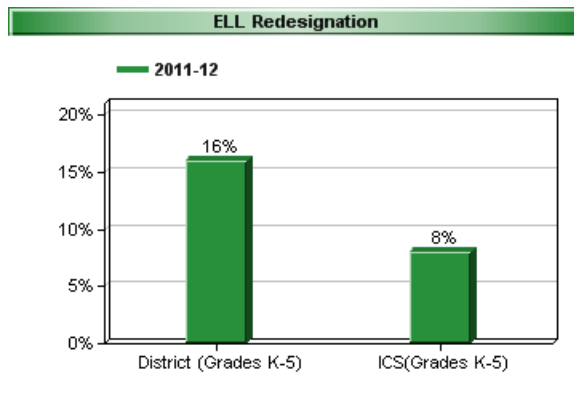
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

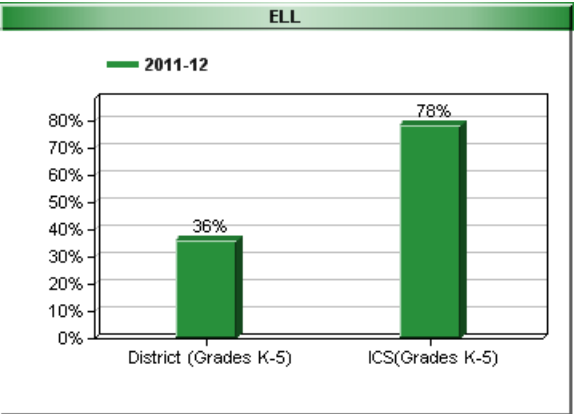
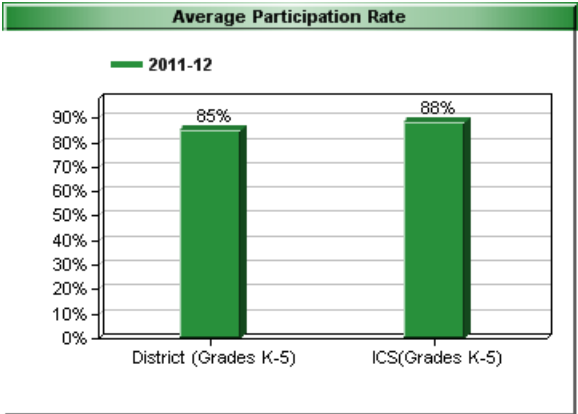
A quality school...

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

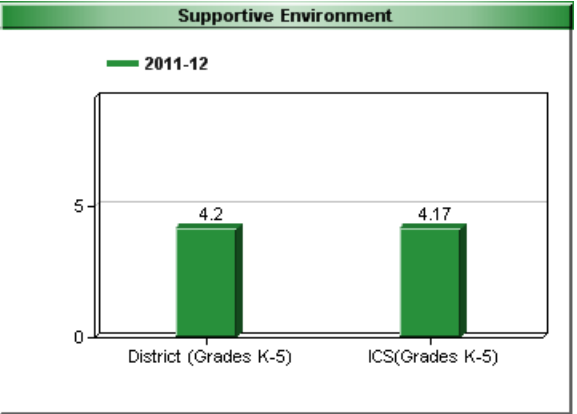
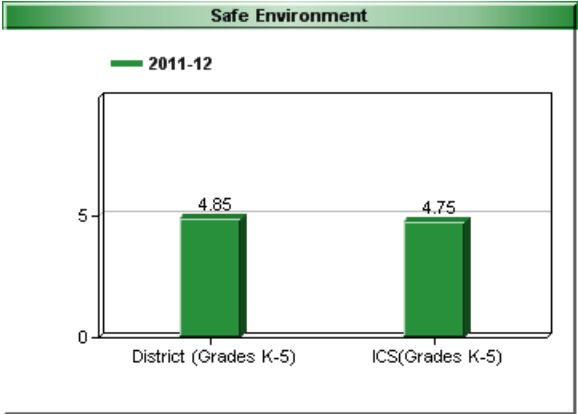
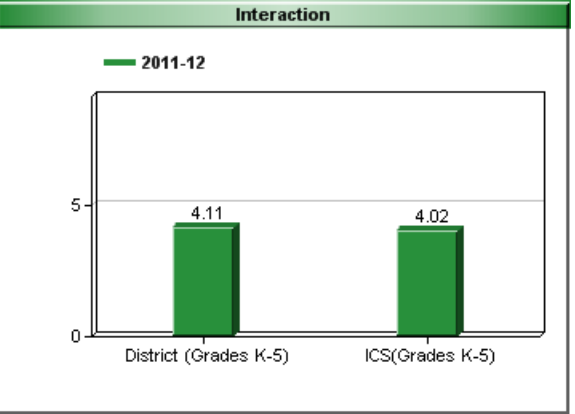
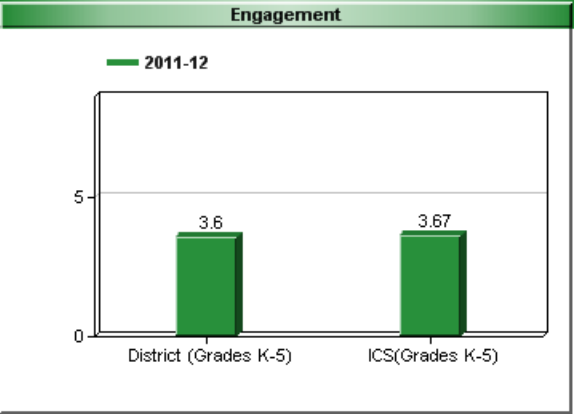
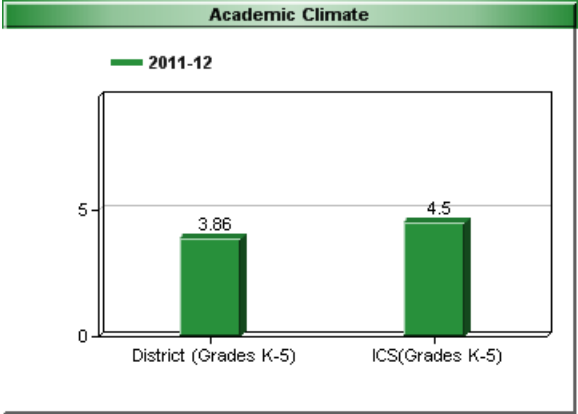
After School Program- Student Impact



After School Program- Participation



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



School Data

- 110 students have been served in the After School Program in 2011-2012.
- Our population grew from 305 to 342, without ASP spots increase.

Data Analysis

- The ASP has started to develop structures for more rigorous academic components during its service hours.
- The administration has developed an Academic Liaison Model that has increased opportunities for professional development.
- There needs to be more alignment between regular day activities and ASP, with a common literacy and science lens.
- Discipline levels and program suspension levels have been maintained as compared to previous years and it is similar to day school levels.
- The ASP needs to work on a consistent data and discipline system across programs, providers and connected to school-wide policies.

Theory of Action

- ICS' ASP has as a priority the service to students who are struggling academically.
- ICS' ASP participates in the school's mission and educates the whole child with multiple learning experiences.
- ICS' ASP is committed to increasing learning opportunities and academic rigor.
- ICS' ASP is a coalition of providers under a lead agency sharing common values and clear organizational processes to ensure efficiency across the board.

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

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

School: International Comm. Elementary

Principal: MONICA GUZMAN

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: To reduce discipline problems including physical altercations on the playground during morning and lunch recess in order maximize instructional minutes in the classrooms.

- Strategy 1.1: Refer students in conflict to mediation and conflict resolution sessions with yard supervisors (noon supervisors and teachers on yard duty) and the Playworks Coach.
- Strategy 1.2: Train students in grades 2-5 to serve as Junior Coaches during recess time.

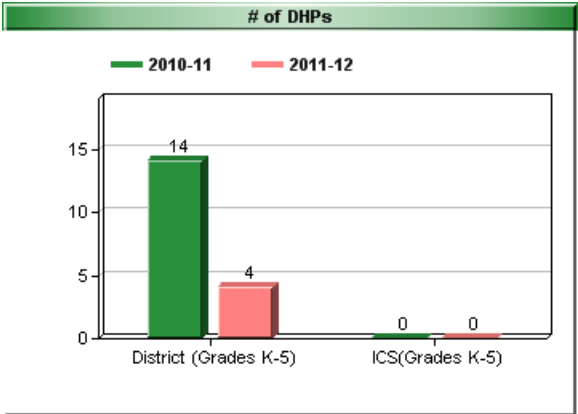
Goal 2: Increase student engagement and daily attendance.

- Strategy 2.1: Attendance clerk and administrator will monitor attendance and will contact families individually when an attendance issue arises in order to offer support.
- Strategy 2.2: Develop a school culture improvement plan to build relationships between staff, adults on campus, families and school, and between students, as well as improve safety and increase community participation.

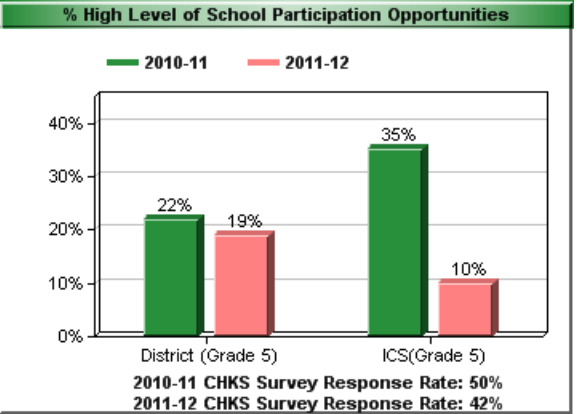
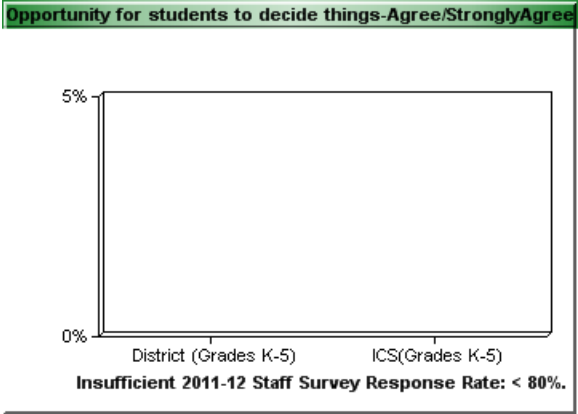
School Quality Standards relevant to this Strategic Priority

A quality school...

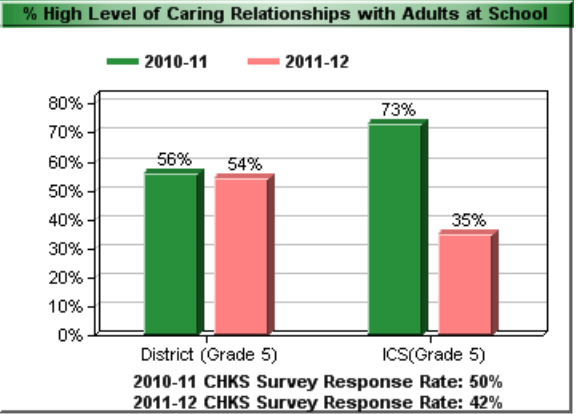
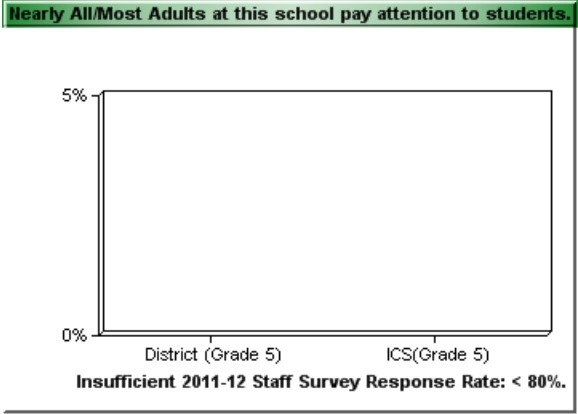
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and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



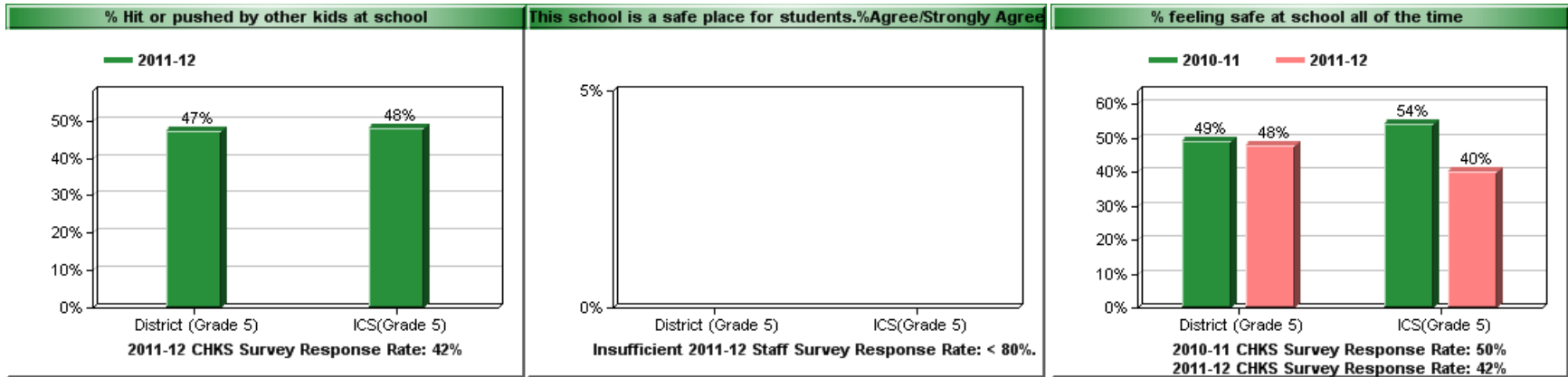
Survey - Engagement



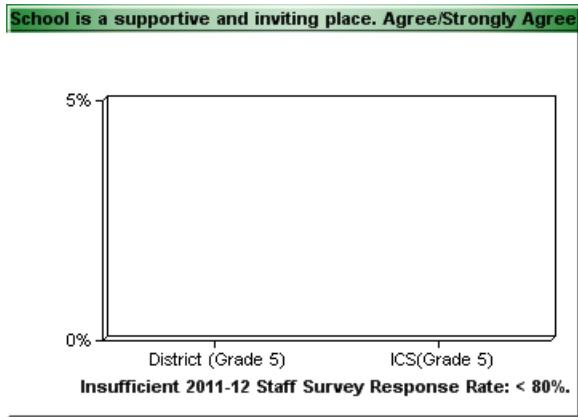
Survey - Relationships



Survey - Safety

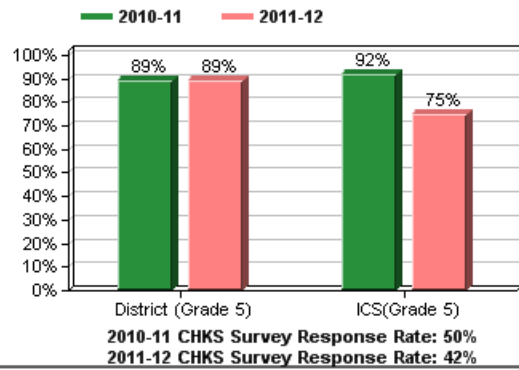


Survey - Welcoming



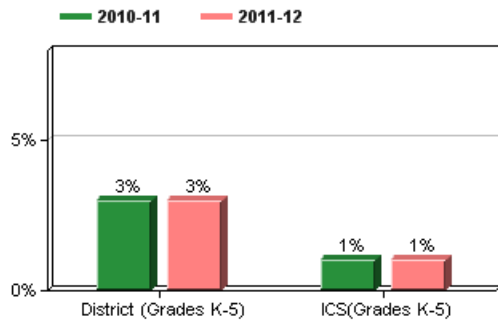
Survey- Beliefs

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



Suspensions

% receiving one or more out-of-school suspension



School Data

- we have had 3 suspensions in 2011-2012 so far, with one student receiving two.
- Office referrals have decreased over the course of 2011-2012 to an average of 6 weekly.

Data Analysis

- Our school needs to develop a comprehensive discipline that codifies existing habits to refer students to the office (Restorative justice).

- The students sent to the office are often the same, so we need to develop further strategies to address this.
- Student engagement is also shown by increase in attendance percentage.
- The number of SSTs for behavior referrals is 1/3 of the total number of referrals.

Theory of Action

- Our school is committed

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Collaboration with feeder Pre-K schools to build and maintain a bridge for transitioning Pre-K students into ICS.	Other (OCR, etc)	Pre-Kindergarten	End of Year	Other	5/5/2013	186SQI2A6030	ICS Principal and Kindergarten Teachers will meet and collaborate with Pre-K feeder school teachers and leaders to plan meetings and tours for transitioning Pre-K parents and students in the spring and fall.	N/A			0	\$0.00
Provide professional development opportunities to all teachers in the area of English Language Arts and English Language Development.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	5/17/2013	186SQI2A6029	20% of the Reading Specialist' assignment will be to plan and provide professional development sessions to teachers and other adults. The professional development themes will mainly be English Language Arts, English Language Development, and Academic Language Development.	3010-Title I		R11TSA9999	0.2	\$18,409.08

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

Strategic Priority B. Health & Wellness

School: International Comm. Elementary

Principal: MONICA GUZMAN

From OUSD Strategic Plan:

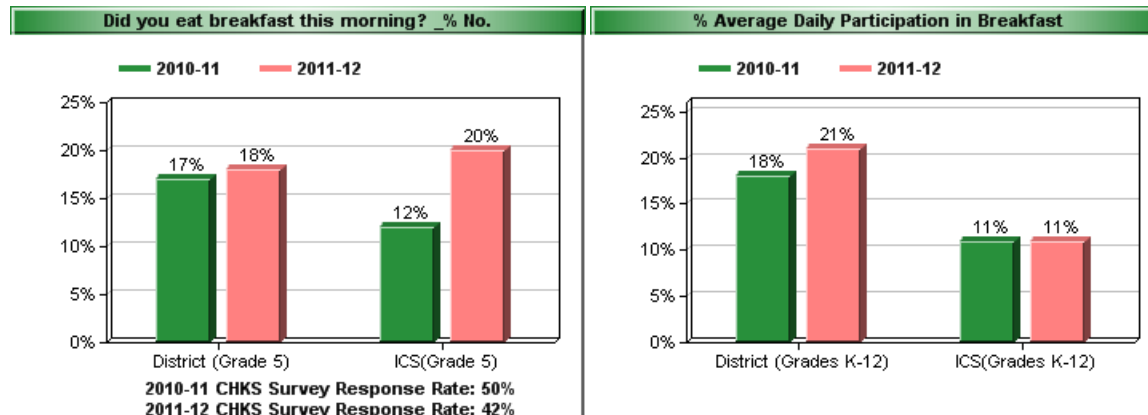
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

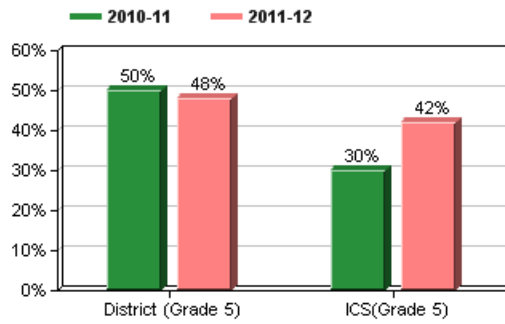
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast



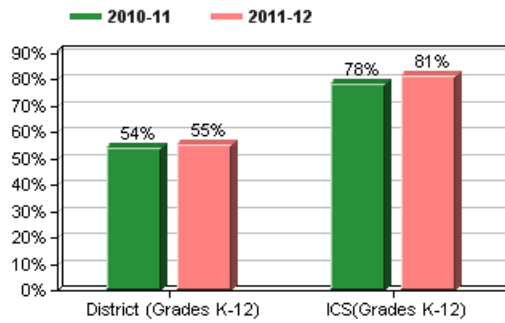
Fitness

% in Healthy Fitness Zone for Body Composition



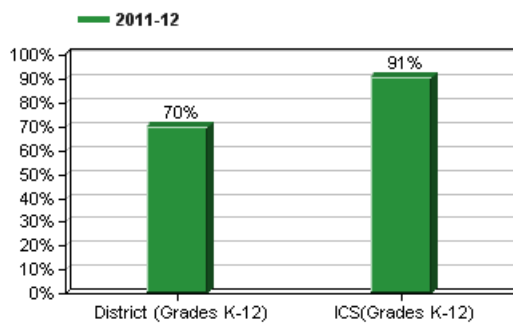
Lunch

% Average Daily Participation in Lunch



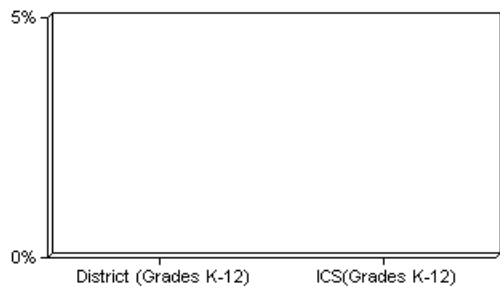
Socio Economics

Free/Reduced Lunch %



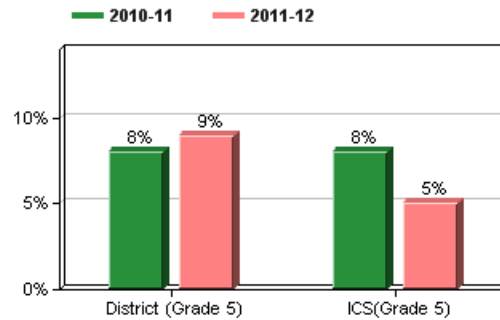
Survey - Drugs / Alcohol

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



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

% drinking alcohol in past month



2010-11 CHKS Survey Response Rate: 50%
2011-12 CHKS Survey Response Rate: 42%

School Data

- School provides counselling program one day a week with counselling interns coordinated by a social worker.
- In 2011-2012 teachers have specified the number of minutes devoted to PE in their schedules.

Data Analysis

- The percentage of students with healthy-body composition is lower than the district.
- A higher percentage of students eat the school lunches, but informal observations of students in cafeteria and conversations with parents demonstrate their dissatisfaction with food served in the cafeteria.
- We contracted Girls Inc. for mental health services in late December and services for students didn't start until the end of January.

Theory of Action

- If teachers and parents wipe down tables, chairs, and pencils during cold and flu season then we anticipate less germs being spread and less overall sickness.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Counseling services for students who are in need of social and emotional support in order to focus on academic achievement.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/17/2013	186SQI2B2120	Hire a consultant to work with students whose mental health issues are preventing them from fully participating in the classroom academic setting.	7090-EIA - SCE	5825-CONSULTANTS		0	\$12,500.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: International Comm. Elementary

Principal: MONICA GUZMAN

From OUSD Strategic Plan:

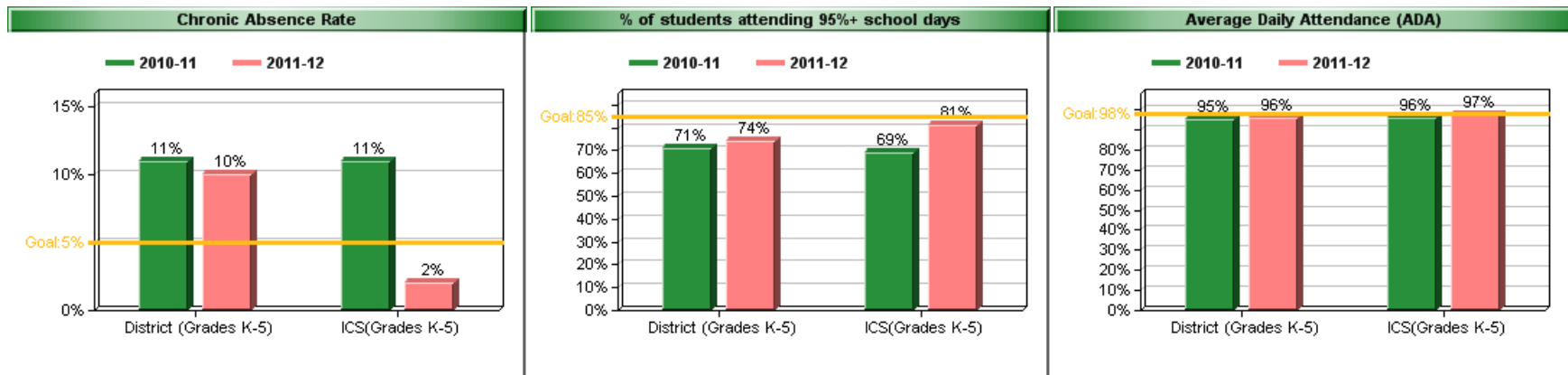
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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



School Data

- Our average daily attendance for 2012-2013 school year is 96.29%.

Data Analysis

- Last year we had a 2% chronic absence rate.
- Our average daily attendance was 97%
- 81% of our students attended 95% of the school year for 2011-12
- Kindergarten has the highest rate of chronically absent students (22%).

Theory of Action

- If we continue to hand out awards (certificates and parties) for perfect attendance (monthly and quarterly) then students and parents will continue to be motivated to attend school every day.
- If we provide a health orientation for Kindergarten parents in the beginning of the school year, parents will be provided the information and tools to keep their children healthy and able to attend school daily.
- If we provide a health workshop for chronically absent families parents will be provided the information and tools to keep their children healthy and able to attend school daily.
- If we continue to send home notifications of excessive absences and monitor those students' attendance weekly, then parents will understand the SART process and be provided support to improve attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase parent involvement in workshops and trainings.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/4/2013	186SQI2C3257	Purchase supplies for parent outreach and engagement.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$324.80
Increase parent involvement in workshops and trainings.	Survey data (CHKS, etc.)	All Students	Monthly	Assistant Principal	4/4/2013	186SQI2C5511	Purchase meeting refreshments for meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,500.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: International Comm. Elementary

Principal: MONICA GUZMAN

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.

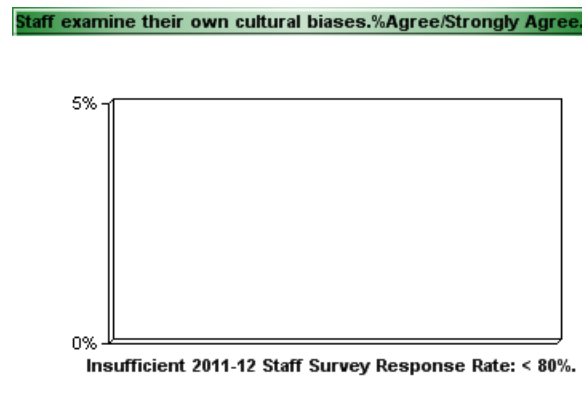
1. Improve the conditions in schools to retain 80% of effective teachers

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



School Data

- ICS provides during 2011-2012 for extra opportunities to collaborate: monthly release days, weekly collaboration, extended contract for collaboration.
- Every teacher at ICS is engaged in one or more of our comprehensive shared-leadership structure, comprising ILT, Faculty Council, and Culture and Climate Team.
- Every teacher at ICS is engaged in one or more of our comprehensive shared-leadership structure, comprising ILT, Faculty Council, and Culture and Climate Team.

Data Analysis

- PD calendar should continue to be the product of consensus of all professionals, voiced in the ILT.
- Collaboration is a priority and it should be privileged when allocating resources and designing calendars and schedules.
- A next step in capacity building would be to develop peer-observation strategies.

Theory of Action

- ICS is committed to active involvement of all community stakeholders in decision-making.
- Transparency and accountability in instruction and organization are a priority, with special emphasis on budget design.
- Teachers at ICS work as whole, by grades and by programs to respond to the diverse needs of the various contexts in the school.
- New talents and veteran talents complement each other and have a voice in all committees and staff events.
- The leadership of non-teaching staff is also an equity priority, under the belief that all adults have children as the focus.

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

Strategic Priority A. Family & Community Engagement

School: International Comm. Elementary

Principal: MONICA GUZMAN

From OUSD Strategic Plan:

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

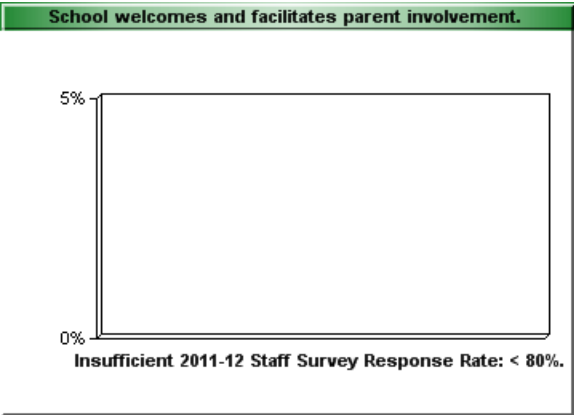
- 1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- Budget survey respondents has increased from 20 in 2010-11 to 50 in 2011-2012.
- Participation in district wide survey has set a new record for the school.

Data Analysis

- The attendance of families has increased in the school events by about 25% on average (see SSC and ELAC attendance)
- The parent resource center has remained open for parents on a daily basis, following protocols to harmonize different parent groups.
- The number of workshops has been maintained, with an increase in traditional attendance.

Theory of Action

- ICS is a meeting point for parents of different backgrounds with a common focus: children.
- Parents are essential parts in the community and they have to be involved actively in school decisions, with rights and duties.
- Parents enrich our community and provide their vision and expertise in developing community partnerships.
- Active parent and community involvement directly correlates to student achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Collaboration with feeder Pre-K schools to build and maintain a bridge for transitioning Pre-K students into ICS.	Other (OCR, etc)	Pre-Kindergarten	End of Year	Other	5/5/2013	186SQI4A6030	ICS Principal and Kindergarten Teachers will meet and collaborate with Pre-K feeder school teachers and leaders to plan meetings and tours for transitioning Pre-K parents and students in the spring and fall.	N/A			0	\$0.00
Provide high interest and challenging academic opportunities for all GATE identified students.	State tests (CST/STAR, PFT)	GATE	End of Year	Leadership Team	5/5/2013	186SQI4A6032	The Instructional Leadership Team will seek for and provide high interest and challenging academic opportunities to engage and inspire GATE students to continue to reach	N/A			0	\$0.00

							higher.					
Provide professional development opportunities to all teachers in the area of English Language Arts and English Language Development.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	5/17/2013	186SQI4A6029	20% of the Reading Specialist' assignment will be to plan and provide professional development sessions to teachers and other adults. The professional development themes will mainly be English Language Arts, English Language Development, and Academic Language Development.	3010-Title I		R11TSA9999	0.2	\$18,409.08
Increase parent involvement in workshops and trainings.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/4/2013	186SQI4A3257	Purchase supplies for parent outreach and engagement.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$324.80
Increase parent involvement in workshops and trainings.	Survey data (CHKS, etc.)	All Students	Monthly	Assistant Principal	4/4/2013	186SQI4A5511	Purchase meeting refreshments for meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,500.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: International Comm. Elementary

Principal: MONICA GUZMAN

From OUSD Strategic Plan:

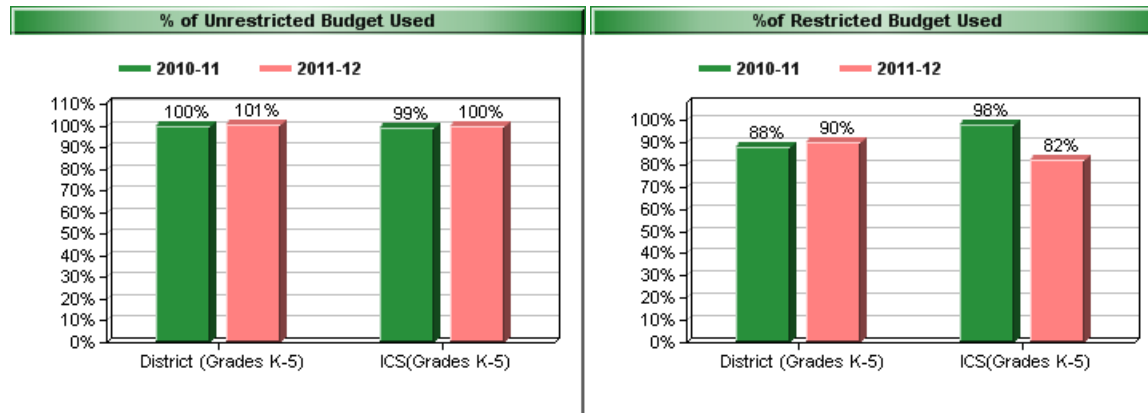
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

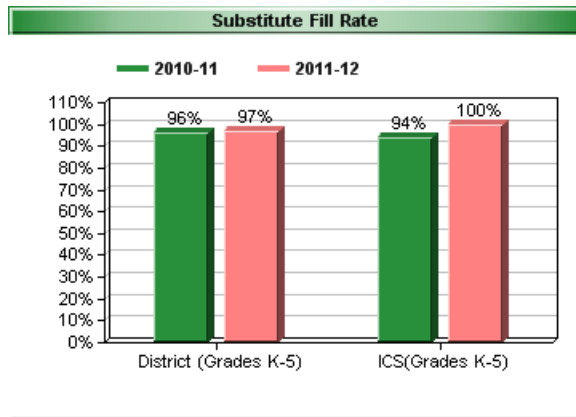
A quality school...

- 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



Data Analysis

- The budget and services conditions are improving with the enrollment increase.
- We need to align the After School Program with the day expectations and consider budget contributions.
- a number of strategies (intervention, extended contract) have been developed to ensure funds are aligned to classroom needs.
- Budget process is tied to categorical process and distributed leadership practices.

Theory of Action





- Money should follow the children and be spent in the ways that impact achievement the most.
- Budget expenditure needs to consider the preferences of all stakeholders, and be data-aligned.

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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$62,288.68	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$76,264.05	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$138,552.73	
Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$76,833.79	
 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	\$1,824.80	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$78,658.59	

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: International Community School
Site Number: 186

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 April 15, 2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 17, 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:

MMZ
SSC Chairperson's Signature

Maricela Moctezuma
SSC Chairperson's Name (printed)

May 6, 2013
Date

Carmen Rodriguez
ELAC Chairperson's Signature

Carmen Rodriguez
ELAC Chairperson's Name (printed)

May 6, 2013
Date

[Signature]
Principal Signature

Monica Guzman
Principal's Name (printed)

May 6, 2013
Date

[Signature]
Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

5/7/13
Date

[Signature]
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: International Community Scho **School Year** 2012 – 2013

Chairperson: Maricela Moctezuma	Vice Chairperson: Martha Lorena Vega
Secretary: Alejandra Cruz	<u>DAC Representative:</u> Micaela Morse

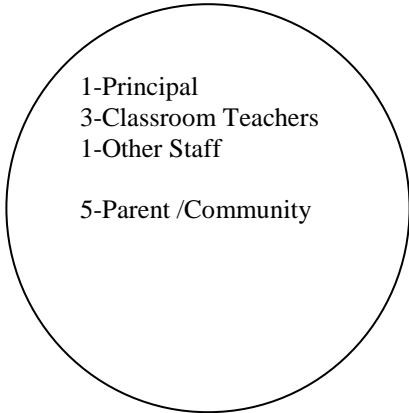
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Monica Guzman		X			
Carolina Equihua			X		
Pamela Long			X		
Micaela Morse			X		
Valerie Nicolas				X	
Maricela Moctezuma					X
Martha Lorena Vega					X
Alejandra Cruz					X
Mayra Ramirez					X
Veronica Cortes					X
DAC Representative Micaela Morse					
Home Ph.	Email: micaela.morse@ousd.k12.ca.us				

Meeting Schedule	3rd Wednesday of each month 4 PM
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2013 - 2014

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

Involvement of Parents in the Title I Program

International Community School 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.
We will meet at the beginning of the school year at Back to School Night and provide the parents will all of the required information. We will allow time for parents to talk among themselves and to ask questions.
- Offer a flexible number of meetings for parents. We will meet with parents during SSC, ELAC, Back to School Night and two Community Meetings to discuss current and subsequent year's budgets and academic plans.
- 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. We will allow time for discussion at the Back to School Night for parents. We will ask the parent coordinator to prioritize the parents need to review the Title 1 programs and parent involvement policy each trimester. This will allow for time for parents to discuss areas of improvement and areas of need.
- Provides parents of Title I students with timely information about Title I programs. We ask the SSC to keep abreast of all timelines and discuss the best forms of communication to all parents.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. We meet with parents at Back to School Night and throughout the year to ensure parents know the curriculum, assessments, and proficiency levels of their own students and of the overall student population. The individualized discussions happen at parent conferences after the 1st and 2nd report cards have been distributed and as needed throughout the year (eg. SST meetings).
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents are encouraged to meet with the parent coordinator and the principal to discuss their child's education. This could happen one on one or in small groups (Community Meetings) or at whole group workshops and Principal meetings with parents.

School-Parent Compact

International Community School 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

International Community School 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

We will meet at the beginning of the school year at Back to School Night and provide the parents with all of the required information of the standards at their child's grade level and the overall testing results of ICS and OUSD. We will allow time for parents to talk among themselves and to ask questions. Parents will be asked to return for SST or other teacher/parent meetings to ensure they are both monitoring each child's progress.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. We provide parents with materials in the weekly Tuesday folder and when we meet with them individually at parent conferences and SST meetings to ensure the information is relevant to their child's specific needs.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. All staff are provided a chance to plan with parents in mind at the beginning of the year and throughout the year. Teachers are encouraged to include parent needs in their planning of office hours, conferences, SST meetings, parent letters, parent involvement in the classroom, and field trip experiences.
- 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. Since we are a school-wide Title 1 school, all parent activities include time to provide parents with ways to communicate their needs. We sometimes offer smaller group sizes to encourage all parents to speak up.
- 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. Information is sent in the Tuesday folder and also available at the main office counter.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Parents are always encouraged to ask questions and share their needs for support during any meeting at ICS including but not limited to SSC, ELAC, Principal meetings, and teacher/parent conferences.

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.*)

Adoption

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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. **International Community School**'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)



Title I Home and School Compact

It is our belief that we need everyone to be actively involved in our school. Our goal is to provide **high quality instruction of the California State Standards** and encourage responsibility, teamwork, praise and respect. This commitment to education is made by staff members, family members and students.

Principal: Ms. Monica Guzman

As a staff member, we will...

- *be an advocate for everyone at ICS
- *communicate with families about child's progress
- *encourage students to be independent readers and writers
- *ensure positive behavior instructional support is embedded into all aspects of the learning environment
- *provide instruction for learners supporting their individual needs
- *provide resources to parents and teachers that will assist in the improvement of student achievement
- *schedule parent/teacher conferences
- *support and encourage family involvement by offering family activities
- *provide a safe learning environment
- *21st Century skills will be utilized as a focus of student instruction

Principal's Signature _____ Date_____

Staff Signature _____ Date_____

As a parent or family member, I will...

- *ensure that my child attends school on time every day and gets adequate sleep (8-10 hrs.)
- *listen and discuss with my child events of the school day
- *make an effort to attend school activities and volunteer at school
- *make positive use of extracurricular time
- *participate, as appropriate, in decisions related to the education of our children
- *provide a quiet place to learn at home
- *remember that I am my child's first and most important teacher
- *spend 15-20 minutes a day reading to my child or listening to my child read
- *support the school in its efforts to help my child learn to resolve conflicts in a positive way and understand the consequences of their actions

Parent's Signature _____ Date_____

As a student, I will...

- *allow all those around me the right to learn
- *always do my personal best and use active listening
- *come to school rested, on time and ready to learn
- *follow all behavior expectations; be safe, respectful, responsible, and caring
- *know and follow school and class rules
- *work independently

Student's Signature _____ Date_____



Título 1 Acuerdo entre Hogar y Escuela

Es nuestra creencia es necesario que todos participan activamente en nuestra escuela. Nuestro objetivo es proveer **la instrucción de alta calidad de los Estándares Académicos de California** fomentar la responsabilidad, el trabar en grupo, el elogio y el respeto. Este compromiso a la educación se hace por los miembros del personal, miembros de la familia, y los estudiantes.

Directora: Srta. Guzman

Como un miembro del personal de la programa de Título 1, yo...

- * será defensor/a para todos en la Escuela ICS
- * voy a comunicar con las familias sobre los progresos de su hijo
- * voy a animar a los estudiantes a ser lectores y escritores independientes
- * garantizaré un ambiente positivo en el salón que está integrado en todos los aspectos del aprendizaje
- * proporcionaré instrucción para apoyar a los estudiantes en sus necesidades individuales
- * voy a programar conferencias de padres y maestros
- * voy a apoyar y fomentar la participación de la familia por ofrecer actividades de la familia
- * voy a ofrecer un ambiente de aprendizaje seguro
- * aseguraré que las habilidades del siglo 21 serán utilizadas como centro de enseñanza en los estudiantes

Firma de la Directora _____ Fecha _____

Firma del Maestro _____ Fecha _____

Como un padre o miembro de la familia, yo...

- * recordaré que soy el primer maestro de mi hijo y el más importante
- * aseguraré de que mi hijo asiste a la escuela todos los días a tiempo y que duerma lo suficiente (de 8 a 10 hrs.)
- * le proporcionaré un lugar tranquilo en casa en donde pueda estudiar mi hijo o hija
- * haré un gran esfuerzo para que asista a las actividades de la escuela y sea voluntario en su escuela
- * leo 15 a 20 minutos cada día con mi hijo o escucharlo leer
- * apoyaré a la escuela en su esfuerzo por mantener la disciplina adecuada ayudando a mi hijo.
- * aprenderé a resolver los conflictos de una manera positiva.
- * participaré, apropiadamente, en las decisiones relacionadas con la educación de nuestros hijos
- * utilizaré positivamente el tiempo extracurricular
- * escucharé y platicaré con mi hijo las actividades que realizó en la escuela durante el día
- * voy a apoyar a la escuela en sus esfuerzos por ayudar a mi hijo en aprender a resolver conflictos de una manera positiva y entender las consecuencias de sus acciones

Firma del Padre/Tutor _____ Fecha _____

Como un estudiante, yo...

- * siempre voy a hacer lo mejor que puedo y siempre voy a poner atención
- * voy a asistir a la escuela puntualmente y listo para aprender
- * voy a trabajar independiente
- * voy a seguir todas las expectativas del comportamiento de ser cuidadoso, respetuoso, responsable, y bondadoso
- * se y sigo los reglas de la escuela y del salón
- * voy a permitir a los que están alrededor de mi que aprendan



Firma del Estudiante _____ Fecha _____

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: 360___ All Students. 270___ ELs. ___ SWDs.</p> <p>Use Identify all that apply: <u> x </u> Basic core and/or CCSS-aligned materials are used as designed. <u> x </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			Key Components																								
			Appropriate Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided appropriate intervention program materials.																								
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
1.4			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
<p align="center">Key Components</p> <p>Instructional Program Materials All students are ___x___ assessed, ___x___ placed, and ___x___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: 360___ All Students. 270___ ELs. ___ SWDs.</p> <p>Appropriate Use Identify all that apply: ___x___ 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:							
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	<p>1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.</p>	<p>Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantial y	Partially	Minimally																				
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California Department of Education
Academic Program Survey—Elementary School Level

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2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
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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/rlaf_w.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																																															
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Academic Program Survey—Elementary School Level

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			Objective	Fully	Substantially	Partially	Minimally									
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction. 	2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
			Allocation of Instructional Time Identify all that apply: ___x___ Time is given priority and protected from interruptions. ___x___ ELD instruction is additional time in the schedule. Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level. <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1–2</th> <th>Level 3</th> <th>Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td align="center">136</td> <td align="center">89</td> <td align="center">26</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">35</td> <td align="center">35</td> <td align="center">35</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students	136	89	26	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)
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Number of Students	136	89	26													
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Documentation		Additional Comments														
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																			
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																															
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components									
			Objective	Fully	Substantially	Partially	Minimally					
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally					
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			Identify number of instructional minutes offered at each grade level:									
			Number of instructional minutes at each grade level									
				K	1	2	3	4	5	6	7	8
			All Students	6 0	6 0	6 0	6 0	6 0	6 0			
			ELs	6 0	6 0	6 0	6 0	6 0	6 0			
			SWDs	6 0	6 0	6 0	6 0	6 0	6 0			
Documentation		Additional Comments										
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2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																															
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			<p>Appropriate Allocation of Instructional Time ___x___ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p>																																																			
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to strategic students</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided to strategic students	0	0	0	0	0	0				Additional time provided to identified EL strategic students	0	0	0	0	0	0				Additional time provided to identified SWD strategic students	0	0	0	0	0	0			
Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students																																																						
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Additional time provided to identified EL strategic students	0	0	0	0	0	0																																																
Additional time provided to identified SWD strategic students	0	0	0	0	0	0																																																

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" data-bbox="1434 704 2011 992"> <thead> <tr> <th colspan="6">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>3 0</td> <td>3 0</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	0	0				All Intensive ELs	0	0				All Intensive SWDs	3 0	3 0
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
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. 		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 ___x___ Distributed to each grade level. ___x___ In use at every grade level.</p> <p>Pacing Guide Use Monitored ___x___ Principal monitors use.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	<p>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:</p> <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. 	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Principal <input checked="" type="checkbox"/> Training in RLA/ELD. <input type="checkbox"/> Coaching, as resources permit.</p> <p>Vice Principal(s) <input type="checkbox"/> Training in RLA/ELD. <input type="checkbox"/> Coaching, as resources permit.</p>				
Suggested Documentation		Additional Comments					
	RLA/ELD						

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			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 checked="" 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.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)</p> <p>During monthly Regional meetings the principal receives professional development on topics such as conducting formal and informal observations, Special Education, providing feedback, looking at data, English Language Arts, Science, Math, and other relevant student data, e.g. attendance data.</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				
			___87%___ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education
Academic Program Survey—Elementary School Level

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

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

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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 2028 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>3</td><td>3</td><td>0</td></tr> <tr><td>Grade 2</td><td>3</td><td>3</td><td>0</td></tr> <tr><td>Grade 3</td><td>2</td><td>2</td><td>0</td></tr> <tr><td>Grade 4</td><td>2</td><td>2</td><td>0</td></tr> <tr><td>Grade 5</td><td>2</td><td>2</td><td>0</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	3	3	0	Grade 2	3	3	0	Grade 3	2	2	0	Grade 4	2	2	0	Grade 5	2	2	0	Grade 6				Grade 7				Algebra 1				Pre-algebra/Algebra Readiness
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		<p>weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>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.</p> <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: All teachers were trained in Results: Academic Language and Literacy Instruction in the fall of 2012. The teachers received ongoing support from the district’s Leadership Curriculum and Instruction department.</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System ___x___ Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists _____ 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.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	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%
			Key Components				
			Coaches/content experts/specialists: _____ Type of instructional assistance. _____ Works primarily in classrooms.				
			Describe type of classroom/teacher assistance regularly provided to teachers: Teachers have received training from the district’s Leadership Curriculum and Instruction department.				
			Describe criteria used for identifying and providing coaching support:				
			Monitoring Coaching System ___x___ Principal structures/monitors instructional assistance services.				
			Trained Coaches/ Content Experts/Specialists _____ Provided with materials-based training.				
			Describe type of training/ support planned and/or provided for coaches/content experts/specialists:				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. <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%
<p align="center">Key Components</p> <p>Ongoing Assessment and Monitoring System <input checked="" type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p>Training on Accessing and Using Electronic Data System <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p>Using Formative Assessment Results <input checked="" 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.</p>							
Documentation			Additional Comments				
Reading/Language Arts/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:		District					
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level