

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 Grass Valley 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 Grass Valley Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Grass Valley Elementary

6001879

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

Grass Valley Elementary School is located in the lovely Grass Valley neighborhood of the Oakland Hills. This quiet neighborhood school sits on the corner of Golf Links Rd. and Dunkirk Ave. We are a short drive from the Oakland Zoo and the Lake Chabot Golf Course. Once on campus, students can enjoy our large outdoor play area which includes: 3 play structures, outdoor classroom space, garden beds, basketball courts, and four square. We also have an upper field with an area to run track, play basketball, and grass that is great for soccer, football, or just being a kid! Grass Valley is one of the few Oakland schools that has a large African American demographic (i.e. approximately 95%). 75% of our GV families commute daily and 25% are neighborhood families. For the 2013-2014 school year, GV has been identified as an emerging Full Service Community School. As an emerging Full Service Community School, we look to partner with local business and community members to make our school a place for community events and beautification projects. Academic Program Our wonderful teaching staff is committed to academic excellence. Teachers meet weekly to collaborate about instruction. We offer: ? Math ? English Language Arts ? Writing ? Science ? Social Studies In addition to a standards based core curriculum, we offer enrichment curriculum. Each child participates in: ? Reading intervention: Small group and computer based ? Art ? Music ? Physical Education ? Social skills curriculum We also offer K-5 Language Enrichment and Resource program through Programs For Exceptional Children. All of our General Education and Special Education students receive access to the same curriculum and enrichment activities. On Site Resources ? Technology: computer lab, interactive smart boards ? Library ? Counselors ? Speech Therapist ? Occupational Health Therapist After school Program We offer After School programming 5 days per week. We partner with BACR to lead the program until 6pm. After school programming includes: ? Academic classes ? Homework club ? Sign Language ? Dance ? Science ? Cooking ? Arts and Craft GV's uniqueness: -Supporting students with public speaking (i.e. student

led morning pledges daily) -Counselors Our counselors provide the GV community members with deescalation strategies as well as take the time to understand the needs of the whole child to provide families, students and staff with strategies to support them. They also facilitate class meetings to discuss appropriate social skills when students have conflicts, disagreements or reflection. -Functioning School Library Thanks to the help of the volunteers, GV has a newly renovated library. Although we do not have a permanent librarian, we have committed parents and volunteers who ensure that all students experience the joy of selecting books weekly. -ART Culture Each class at GV has an opportunity to have 50 minutes of art weekly. Student art work is frequently displayed throughout the school in the hallways and on bulletin boards. The art teacher collaborates with teachers to align art projects to classroom instruction. As of 2011-2012, the existing 5th graders will complete an art project that will be added to by the following 5th graders. This year, our 5th graders are creating wood art to place alongside the school garden to support school beautification. -PTA The GV PTA works throughout the year to provide teacher, students and families with trainings/workshops to develop the home-school relationship. Their efforts have led toward many successful fundraisers for GV. Some of the events they sponsor are parent educational workshops, harvest festival, winter bazaar and dance-a-thon. -Dad's Club Our GV Dad's Club rallies together to fundraise, ass

VISION

The mission at Grass Valley Elementary is ensure high levels of learning for all students. The vision for GV is to create a caring, safe school environment for students to thrive socially, academically and physically. GV staff will work in collaborative teams to focus on learning and use a results based orientation model to meet the academic needs of students. Grass Valley teachers believe that student literacy is the key to academic success. We also believe that a focus on literacy across the content areas will help us with our transition to Common Core. Teachers are committed to increasing their knowledge around the common core standards; and ensuring that Grass Valley students reach the Depth of Knowledge outlined in the Common Core. Everyday students and staff start their day with our school pledge, which demonstrates our high expectations and commitment to excellence: I pledge a positive promise to myself, classmates, teachers, family, and my community. I will attend school, be on time, and come prepared to learn everyday. I came to school today by choice not chance because my presence is a present. I pledge to make the most of this marvelous gift of learning. I pledge to respect the rights of everyone to learn and the right of the teacher to teach. I pledge to be a peaceful warrior and use my voice over violence. I know the school community cares about my well-being, so I will follow directions the first time they are given. I will use appropriate language that makes others feel good about them and me. I have the power to make my people proud. I am dedicated to making a difference in myself, my community, and my world. I am an intelligent, serious, soulful scholar. I show respect, responsibility, and tolerance for our differences. Listen to this, I am a reader, a writer, and a student scientist! I am a scholar. I am a teacher. I may be a child, but I am your future leader. I can be as free as an eagle? and yes, I believe I can soar!

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

- The schools Instructional leadership team meets bi- weekly. This team of teachers is responsible for monitoring the academic program and goals. - School site counsel meets monthly to monitor school level data and school budget. Ensures compliance with the state mandates. - Teachers meet in grade level collaborative to discuss CST, Benchmark, and Performance task data. - Principal meets with main office staff and attendance clerk weekly to monitor attendance data.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

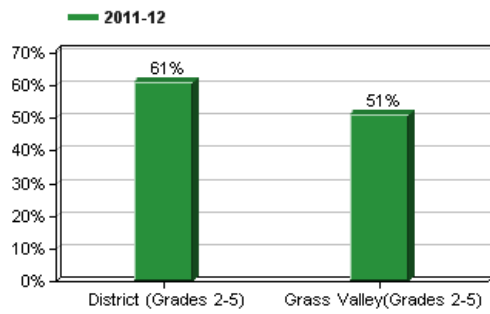
School Quality Standards relevant to this Strategic Priority

A quality school...

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

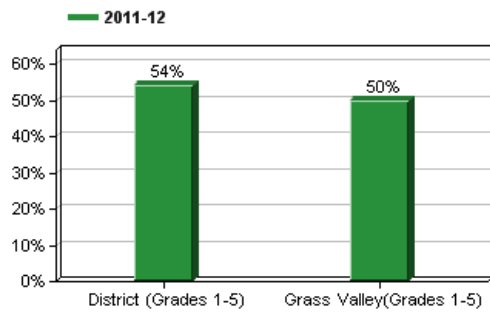
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



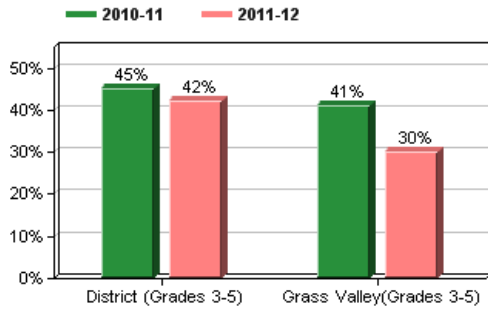
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

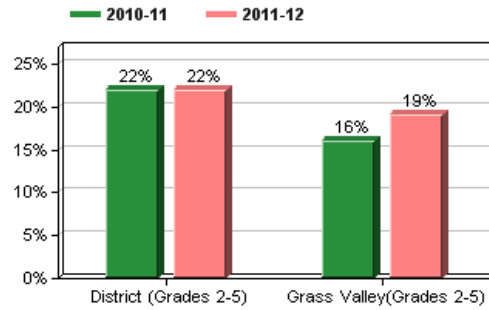


CST

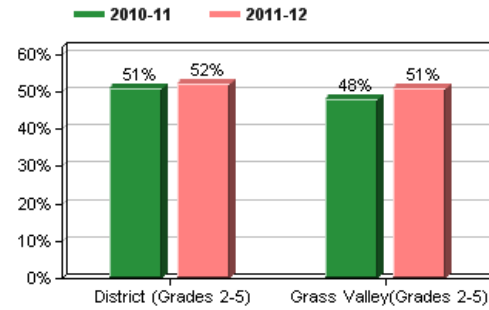
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

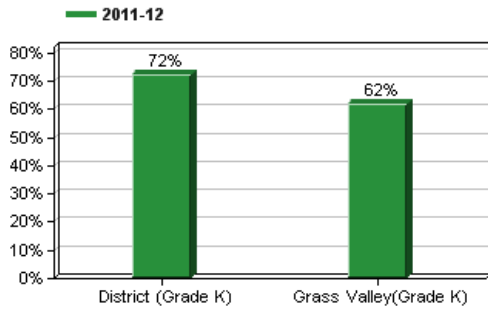


CST/CMA ELA % Prof/Adv

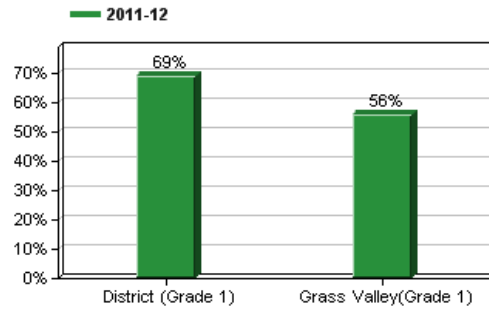


DIBELS

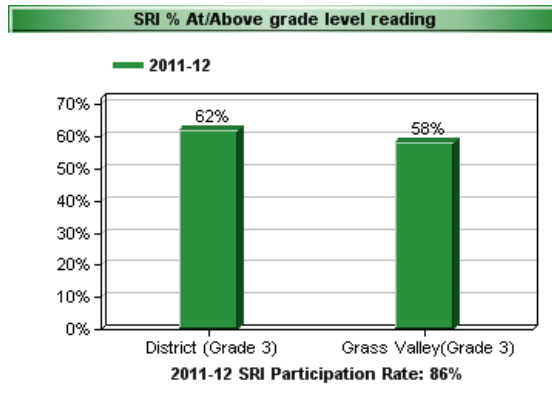
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- The Participation rate for SRI in 2011 -2012 was 80%. This year we are at 100% participation

Data Analysis

- Grass Valley is in PI 2. The CST scores have dropped over the last two years. Every grade showed growth between the Fall ELA benchmark and the Mid-year. (Except 4th)
- In the SRI between fall and Midyear the group(s) with the greatest gains are: Grade 3: 70% Grade 4: 80% Grade 5: 72% However, Only 45% of 2nd grade showed growth.

Theory of Action

- Teachers will implement a Balanced Literacy approach. We will focus implementing the following strategies: word study, Read alouds with accountable talk, Shared reading, leveled independent reading time, and mini lessons.
- We will also implement the interactive read alouds and shared reading in math, science, and history to increase the time students read and improve their fluency and comprehension with non-fiction text.
- If teachers, students and parents collaborate to set goals based on fluency tests, benchmark tests, and the SRI; regularly track and monitor progress, and adjust instruction and support to meet students ongoing needs then students will improve thei
- For our professional development we will focus on learning and implementing a balanced literacy approach. We hope to become a part of the Balanced Literacy cohort. This would provide us with targeted professional learning.
- During Wed. Professional development teachers will engage in a cycle of inquiry around implementing a balanced literacy approach. We will focus on the three areas of reading: Read Alouds, shared reading, reading workshop.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Supplies and materials needed to support Balanced Literacy implementation. Leveled readers, running records materials, non fiction books for read alouds.	Grades/GPA	All Students	Weekly	Clerical staff	5/6/2013	122SQ11A5360		3010-Title I	4310-SUPPLIES		0	\$10,431.00
Supplies and materials needed to support Balanced Literacy implementation. Leveled readers, running records materials, non fiction books for read alouds.	State tests (CST/STAR, PFT)	All Students	Weekly	Clerical staff	5/6/2013	122SQ11A5379		7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$43,907.16
Provide substitutes so teachers can have monthly grade level collaborative planning.	Grades/GPA	All Students	Monthly	Leadership Team	5/6/2013	122SQ11A5355		3010-Title I	1154-TEACHERS SUBS FOR RELEASETIME		0	\$7,314.00
Weekly Teacher Professional Development.	Grades/GPA	All Students	Weekly	Leadership Team	4/4/2013	122SQ11A5385		N/A			0	\$0.00
Teacher Professional Development	Local assessments (benchmarks, PWA)	All Students	Monthly		5/6/2013	122SQ11A6042	Teachers will engage in professional development to increase their understanding of balanced Literacy.	3010-Title I	5220-CONFERENCE EXPENSE		0	\$4,065.00
Teacher Professional Development	Local assessments (benchmarks, PWA)	All Students			5/6/2013	122SQ11A6043	Teachers will engage in professional development to implement literacy strategies in Math, Science.	N/A			0	\$0.00
Teacher Professional Development	Local assessments (benchmarks, PWA)	All Students			5/6/2013	122SQ11A6044	Teachers will engage in Professional development to meaningfully integrate technology into the classroom in preparation for the Smarter Balance test.	N/A			0	\$0.00
Instructional Leadership Team common core/ academic planning.	Grades/GPA	All Students	Monthly	Leadership Team	4/4/2013	122SQ11A5353		3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$5,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Grass Valley Elementary

Principal: BRANDEE STEWART

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:

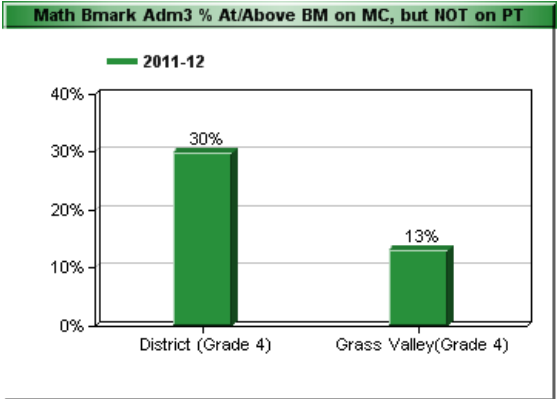
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

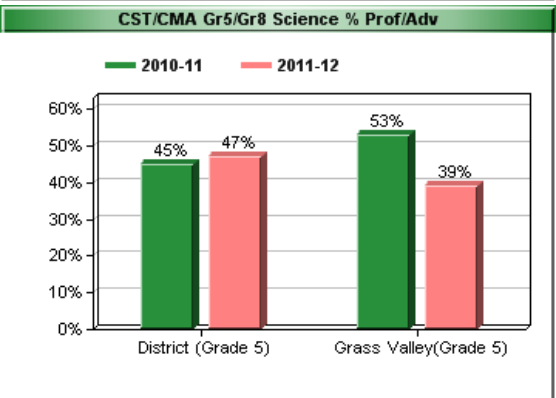
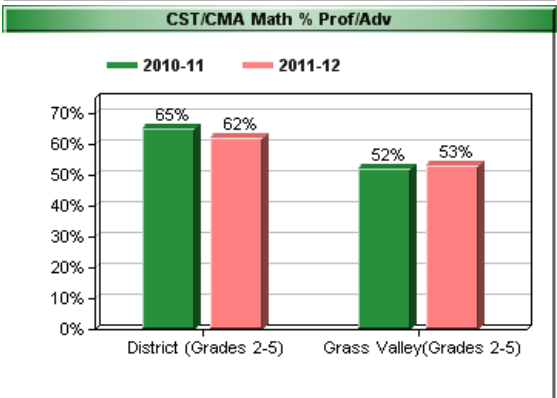
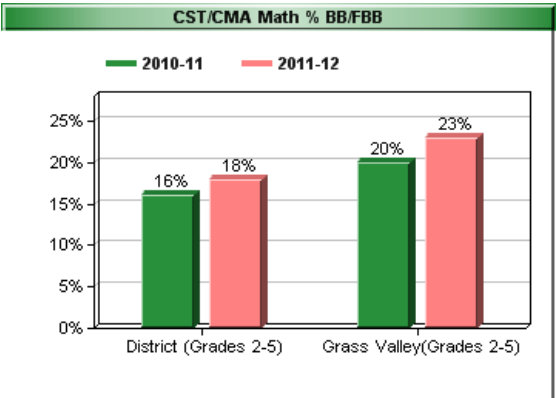
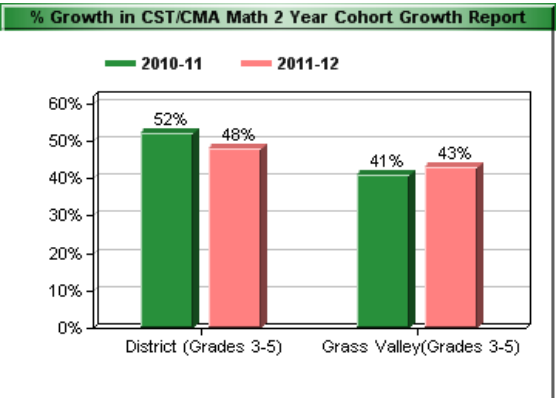
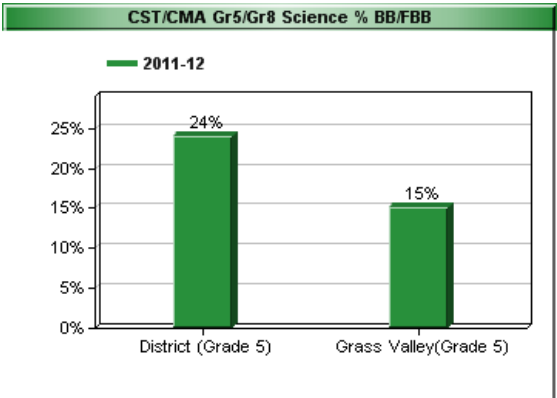
A quality school...

- 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



CST



School Data

- 30% of students scored proficient on the physical science Science Writing Task. 9% of students scored above benchmark. 38% scored approaching and 24% scored below.
- Between the 2012-2013 fall and mid year math bench mark 2nd grade saw a growth in the number of proficient and advanced students. African American boys and Latino boys also showed growth in the percent prof. and advanced. However, grades 3-5 showed slippage. The majority of students scored app/below on the math performance task.

Data Analysis

- Grass Valley saw a decrease in the number of students proficient and advanced in Math. Grass Valley had seven African American students that received perfect scores on the math section of the test. Based on the first benchmark students in the low

Theory of Action

- Teachers will implement Math performance tasks (Mars) weekly. All classes will use an a structured approach scaffolds students thinking in the task and requires listening, speaking, reading and writing.
- Student will engage in interactive read alouds, and shared reading with accountable talk using non fiction reading in Math and Science
- All students will engage in the required number science instructional minutes. During this time teachers will use interactive read alouds using science content and students will engage in science note booking
- Part of the 53K in supplies will help support use of technology in preparation for smarter balance. The goal is to conduct an needs assessment and bring our school up to par.
- We want to purchase licenses or software that is aligned with the common core/ smarter balanced curriculum so students can be exposed now and be prepared for the contact and technological demands of the smarter balance test.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Supplies and materials needed to support Balanced Literacy implementation. Leveled readers, running records materials, non fiction books for read alouds.	Grades/GPA	All Students	Weekly	Clerical staff	5/6/2013	122SQ11B5360		3010-Title I	4310-SUPPLIES		0	\$10,431.00
Supplies and materials needed to support Balanced Literacy implementation. Leveled readers, running records materials, non fiction books for read alouds.	State tests (CST/STAR, PFT)	All Students	Weekly	Clerical staff	5/6/2013	122SQ11B5379		7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$43,907.16
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- 73% of 5th graders are reading at or above grade level.
- School hosted 3 different events that brought African American professionals to speak to students about college and careers readiness. The African American read in - Various professionals came and read books to every class then spoke about their career to the entire school. We partnered with the LINKS organization to hold have African American engineers and scientist come present to classes and the school.

Theory of Action

- Teacher will use a balanced literacy approach to support students growth in their independent reading levels.
- TK and Kinder teachers will provide instruction and use instructional strategies aligned to the common core
- Teachers will increase the amount of listening, speaking, reading and writing during class. And teacher students to navigate more complex text.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Transitional Kindergarten	Other (OCR, etc)	Pre-Kindergarten		Principal	4/5/2013	122SQI1C5606		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

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

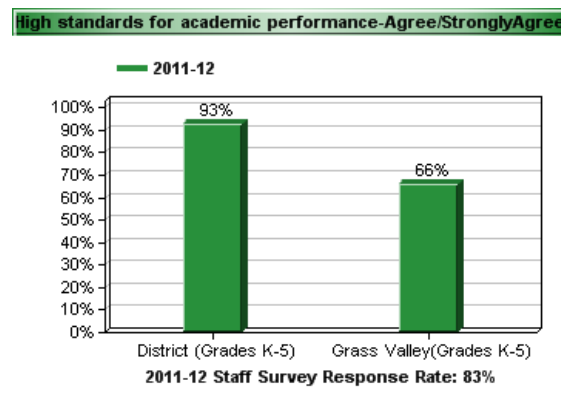
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

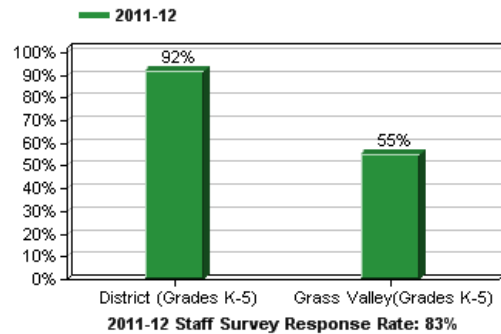
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

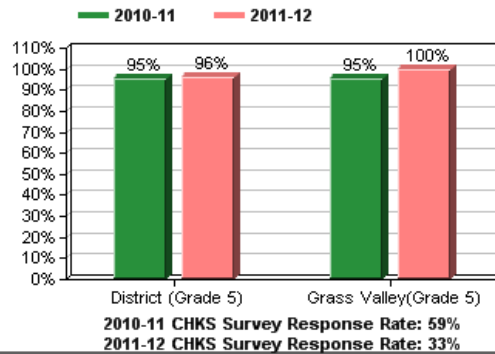


Survey - Success

School promotes academic success. __% Agree/Strongly Agree



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



Data Analysis

- In the 2012-2013 school year Grass Valley and Thurgood Marshall merged. In the merger many Grass Valley teachers and students from the 2011-2012 school year left the school So some of the data may not accurately reflect this year.
- During the 2011-2012 school year only 55-65 % of staff thought the school promoted academic success.

Theory of Action

- To promote college and career readiness we have had a variety of speakers bureaus. In these events a variety of African American professionals have come to speak to classes and the entire school about their careers and college experience.
- High expectations are communicated through our daily pledge. Every morning we recite a pledge which includes language about being a successful scholar and being a future leader. We refer to the values in the pledge on a regular basis.
- Students that are struggling academically or behaviorally have a Student Success Team meeting. The SST is facilitated by a SPED teacher and the school psychologist. We work with the parent and teacher to identify strategies to support the child.

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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: Grass Valley Elementary

Principal: BRANDEE STEWART

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

- API score for 2010-2011 is 788. Grass Valley is in it's first year of program improvement.

Data Analysis

- Analysis of the ELA data indicates students in 3rd and 5th grade are experiencing a decrease in proficiency levels.
- Analysis of Math data indicates 4th and 5th graders are decreasing in proficiency levels.

Theory of Action

- We will use Achieve 3000 to support students reading growth. All students will use the Achieve 3000 at least 30 mins daily.
- Teachers will purpose choose non fiction, science and math text to increase students practice understanding of complex text.
- Students will read text at their reading level daily.
- teachers will use readers workshop to teacher mini lessons that target students specific needs.
- If teachers, students, and parents work together to track and monitory students IEP goals, then students will meet their annual goals.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Supplies and materials needed to support Balanced Literacy implementation. Leveled readers, running records materials, non fiction books for read alouds.	Grades/GPA	All Students	Weekly	Clerical staff	5/6/2013	122SQI1E5360		3010-Title I	4310-SUPPLIES		0	\$10,431.00
Supplies and materials needed to support Balanced Literacy implementation. Leveled readers, running records materials, non fiction books for read alouds.	State tests (CST/STAR, PFT)	All Students	Weekly	Clerical staff	5/6/2013	122SQI1E5379		7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$43,907.16
Develop leveled reading groups based on SRI scores to support student reading comprehension using the reciprocal teaching model					5/18/2012	122SQI1E1118	teacher groups students in groups of 3-5 students; provide classrooms with leveled library to support groups	N/A			0	\$0.00
Teacher analysis of informal/formal assessment data to understand student needs					5/18/2012	122SQI1E1123	provide teacher collaboration time during the school day with the assistance of substitutes	N/A			0	\$0.00
Implement differentiated instruction for GATE students.		GATE			4/15/2013	122SQI1E4779	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00
Use of computer based programs to support students differing academic levels. It will also help prepare students for Smarter Balance Common Core testing	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/4/2013	122SQI1E5358		3010-Title I	4300-MATERIALS & SUPPLIES		0	\$6,000.00
Curriculum to support EL students.	CELDT	English Learners	Weekly	Principal	4/4/2013	122SQI1E5367		7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$2,300.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

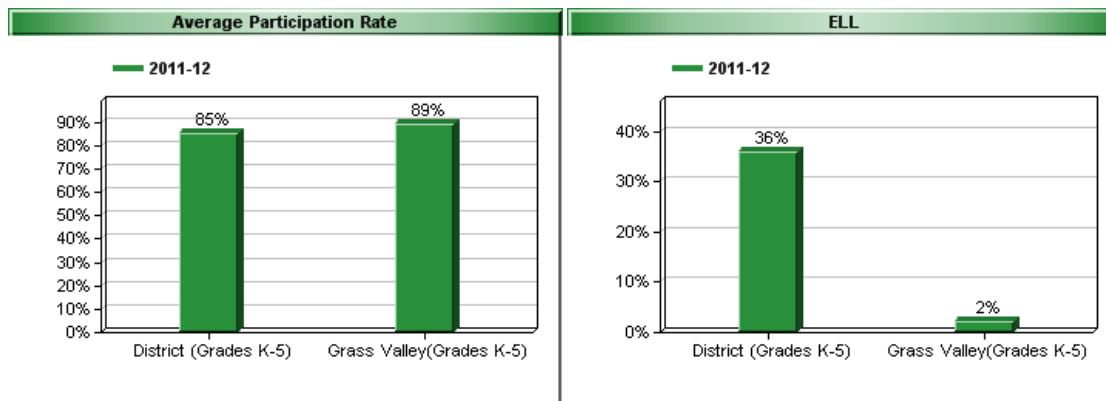
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

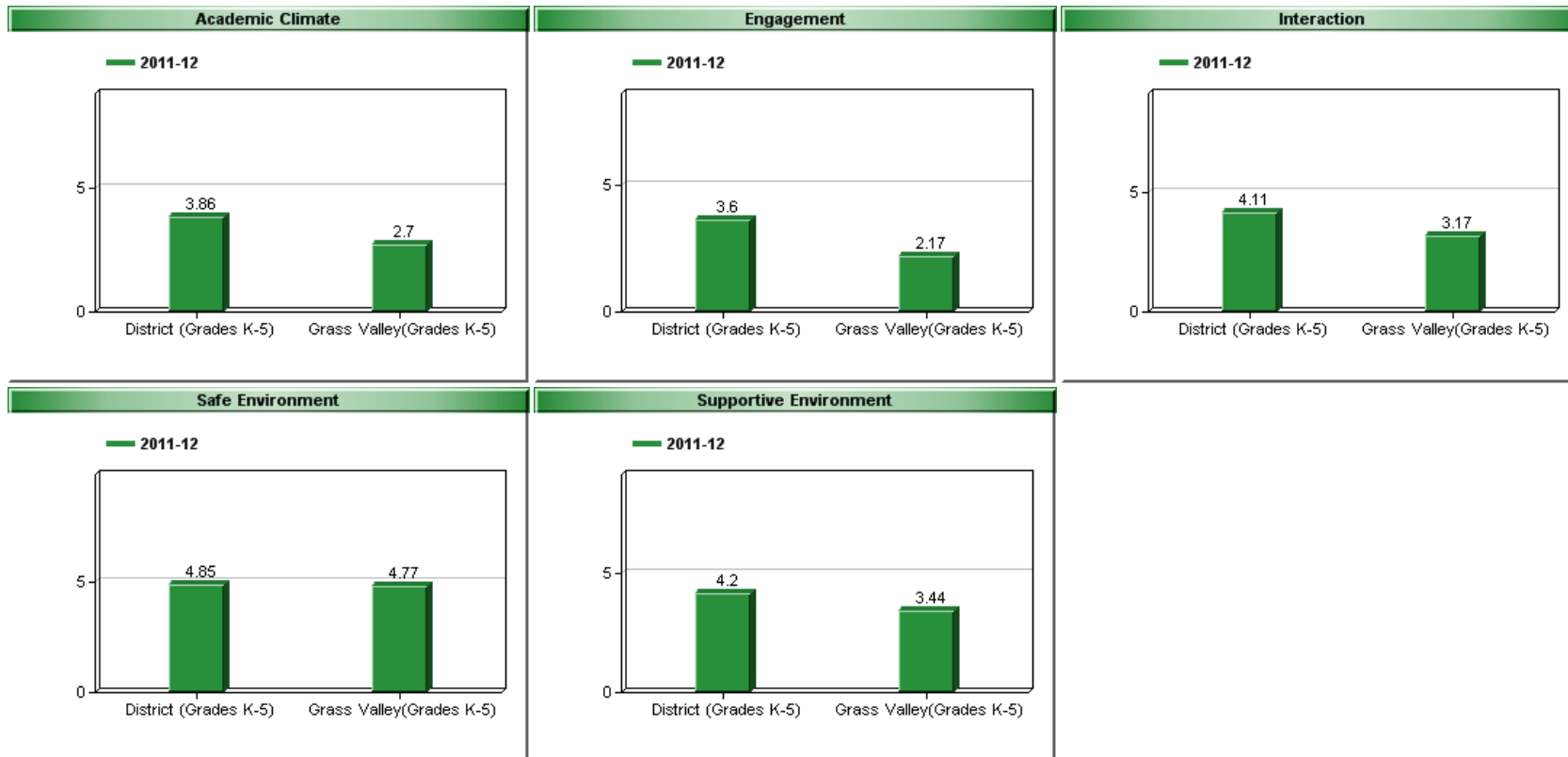
A quality school...

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

After School Program- Participation



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



School Data

- The After School Program provides services for a maximum of 100 students. Twenty students are enrolled from each K-5 grade level. Families sign-up for the program wait list once maximum capacity is reached.

Data Analysis

- The after school program score 2.7 and 2.17 out of 5 on academic environment and engagement.
- The After school program received the highest score 4.17 on safe environment.

Theory of Action

- The after school program will take on a performing arts focus. Our plan is to align the school day literacy program with ASP. Through performing arts students will practice listening, speaking, reading, and writing.
- Planning time has been incorporated into the ASP staff schedule. They will work directly with the academic Liaison to ensure their lessons have elements of listening, speaking, reading, and writing.

- We will partner with other organizations to provide academic content; Including foreign language.
- Students will participate in monthly showcases in which they will have to present what they have learned in front of a group of students and parents.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Collaboration between After School Program staff and teachers					4/4/2013	122SQ11F1102	develop a communication template to identify ELA/Math standard with a teacher example provided; after school staff receive copy of homework	N/A			0	\$0.00
Collaboration between After School Program staff and teachers	Survey data (CHKS, etc.)	All Students	Every Other Week	After school program coordinator	4/4/2013	122SQ11F5372	Academic Liaison to support instruction in the After school program	Funded by Community Partner			0	\$0.00
Supplemental materials will be purchased to support students performing below grade level					4/25/2012	122SQ11F3924	support student learning with supplemental materials	N/A			0	\$0.00
Supplemental materials will be purchased to support students performing below grade level					4/25/2012	122SQ11F3925	support student learning with supplemental materials	N/A			0	\$0.00

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

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

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce physical altercations by 10%

- Strategy 1.1: Develop a school wide discipline plan. Implement with fidelity. Make students and families aware of the plan. Students complete a daily behavior log/reflection. Parents sign the log daily.
- Strategy 1.2: Implement caring schools communities curriculum to teach social skills and problem solving. Work with Counseling interns to provide one on one and group counseling.

Goal 2: Increase parent involvement in school activities and decision making. Increase parent satisfaction rating on CHKS.

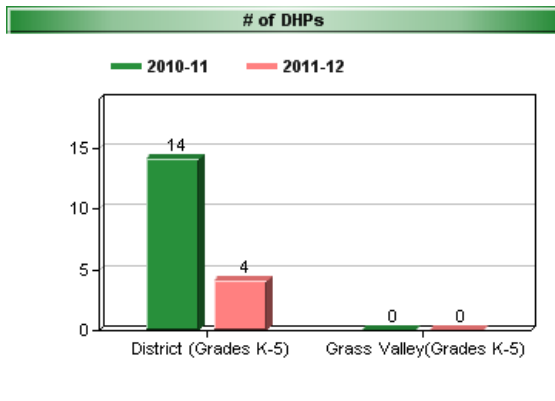
- Strategy 2.1: Work with SSC and PTA to improve relationships for parents. Develop an action plan with the groups.
- Strategy 2.2: Work with region 3 parent coordinator to develop a plan for parent and community involvement.

School Quality Standards relevant to this Strategic Priority

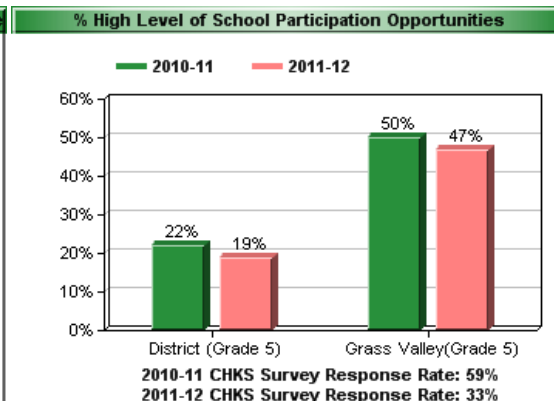
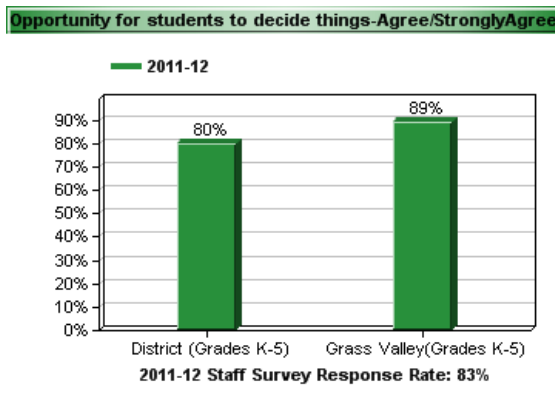
A quality school...

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

DHP

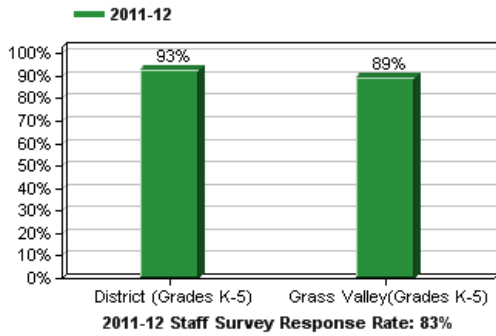


Survey - Engagement

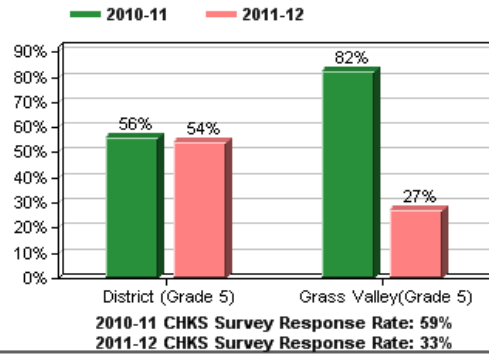


Survey - Relationships

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

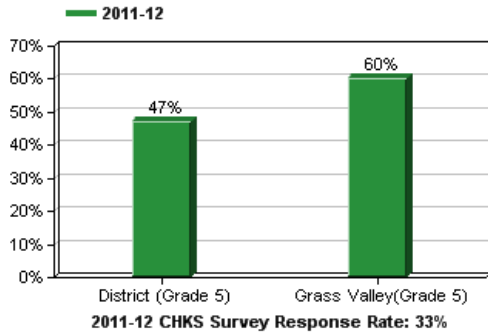


% High Level of Caring Relationships with Adults at School

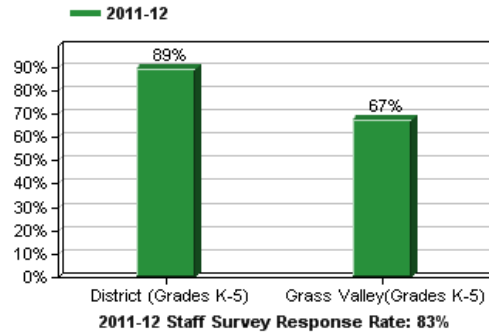


Survey - Safety

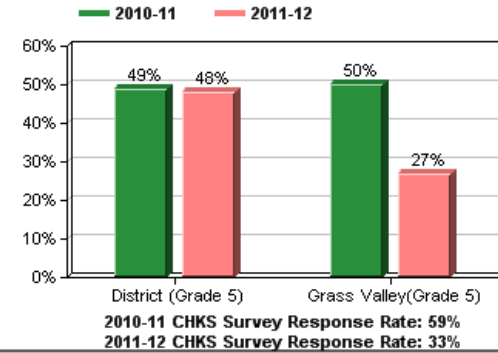
% Hit or pushed by other kids at school



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

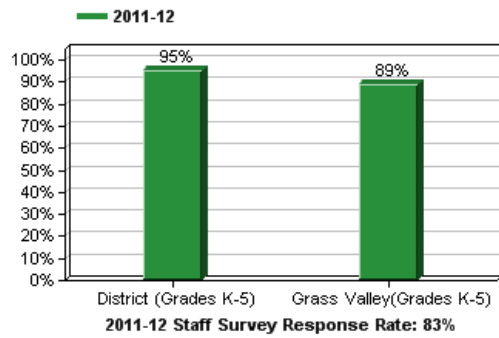


% feeling safe at school all of the time

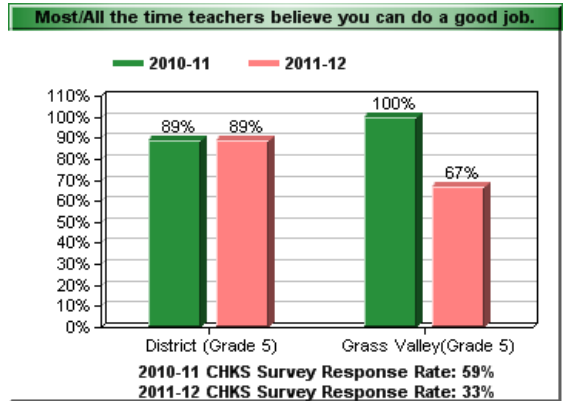


Survey - Welcoming

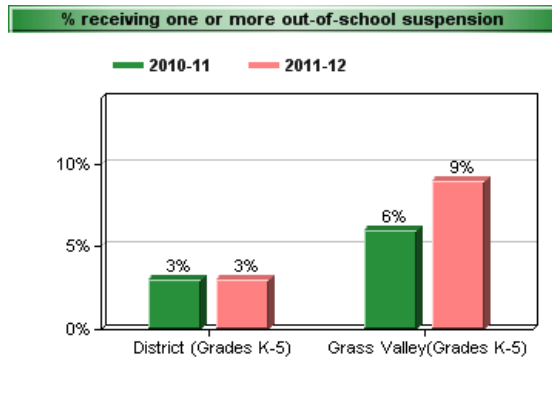
School is a supportive and inviting place. Agree/Strongly Agree



Survey- Beliefs



Suspensions



School Data

- Last year was a rough year for Grass Valley. There was a transition in leadership and recapturing happening at the school. As a result, factions formed. This year we have spent a tremendous amount of time on school culture. We have developed a very positive school culture and climate. We worked actively to collect the 2012-2013 CHKS data from as many stakeholders as possible. We hope this year's data will reflect the positive changes.
- 2011-2012 suspension data reflects a concern about physical altercations. In the 2012-2013 school year we have decreased the suspensions. We have a total of 3 suspensions for the school year.

Data Analysis

- There was a turn over in leadership. As a result some systems and routines were unclear. This lack of clarity made the school seem unorganized and unsafe.
- Students were adapting to some practices that were unsafe which led to physical altercations or minor offenses
- There was no clear discipline system. The response to students' behaviors was inconsistent.

Theory of Action

- School wide behavior system that was created by the teachers. We also have the same behavior chart in every class. Students can move up or down the behavior chart at any time. This allows students to monitor their own behavior.
- At the end of every day every child completes a behavior log. It requires them to reflect on both their positive and poor behavior. This log is sent to parents daily.
- Every morning we meet as a whole school on the yard. We say our school pledge. Our pledge describes our expectations and hopes for the students' future. Each month we hold a student of the month award based on the values in the pledge.
- We hold Weekly SST meetings. They are facilitated by a SPED teacher and the School Psychologist. We also have on site counselors.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Monthly staff meetings to discuss school culture plan and discipline policies.	Discipline/CSC	All Students	Monthly	Grade level team	4/4/2013	122SQI2A5381		N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

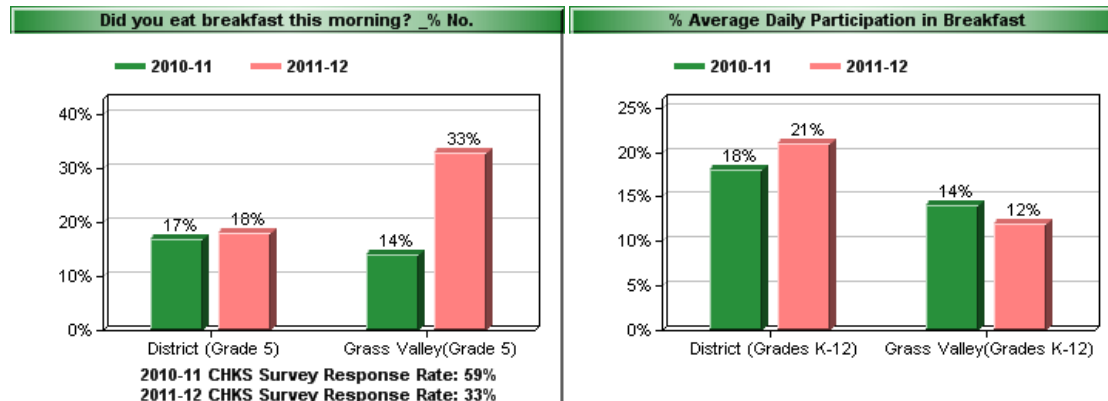
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

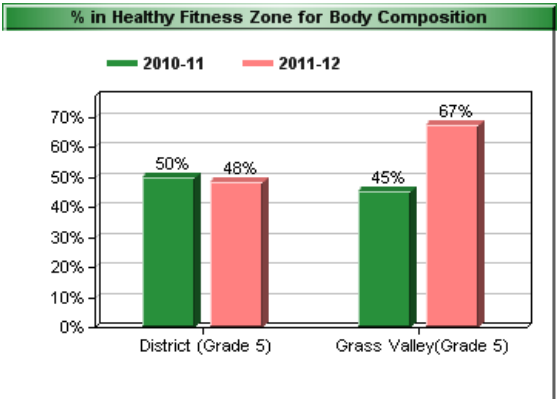
A quality school...

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

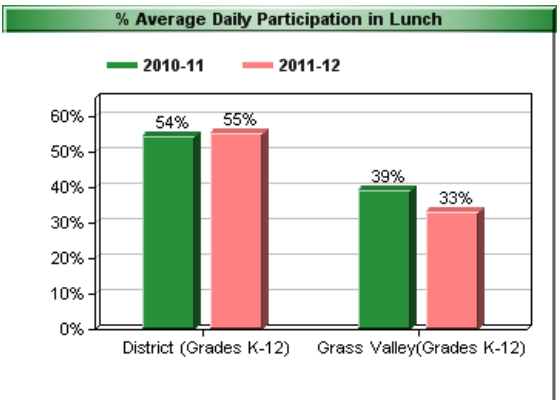
Breakfast



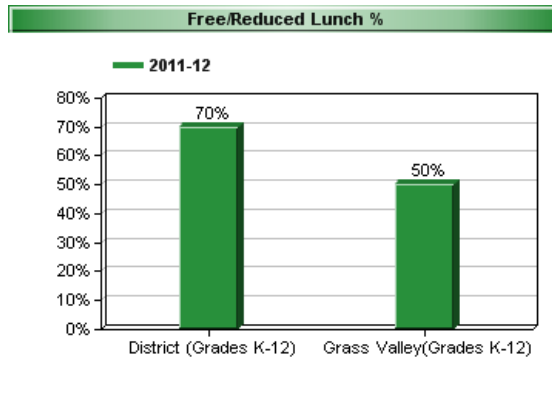
Fitness



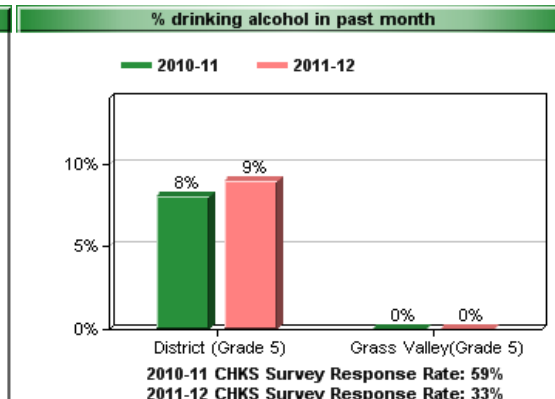
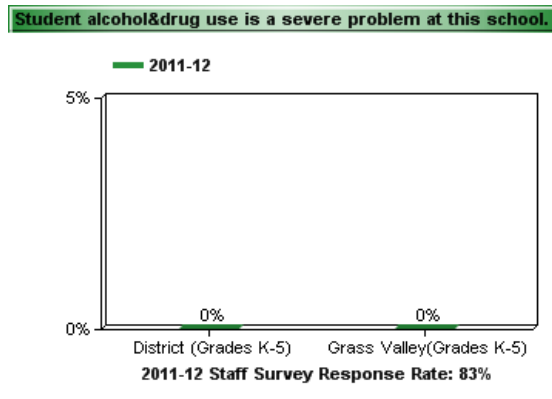
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- Teachers met created a Grass Valley school culture and discipline plan. Students were explicitly taught the policies during the beginning of school.
- Two mental health Interns were assigned to the school.

Data Analysis

- Based on the physical education data, students need to complete the 200 required PE minutes
- Publicize the free breakfast program and invite families to participate to support healthy eating

Theory of Action

- If students are explicitly taught how to interact with others and resolve conflict, then they will make good decisions.
- If students engage in structured physical education activities, they will improve their physical and emotional health.

- If teachers model appropriate conflict resolution and problem solving, then students will learn skills for resolving their own problems.
- If students receive individual and/or group counseling, they will improve their mental health.
- Continue the breakfast program so that students have access to a healthy morning meal to start their day.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Promote breakfast program offered by nutrition services					4/25/2012	122SQI2B947	Monitor daily student participation rate in breakfast program	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

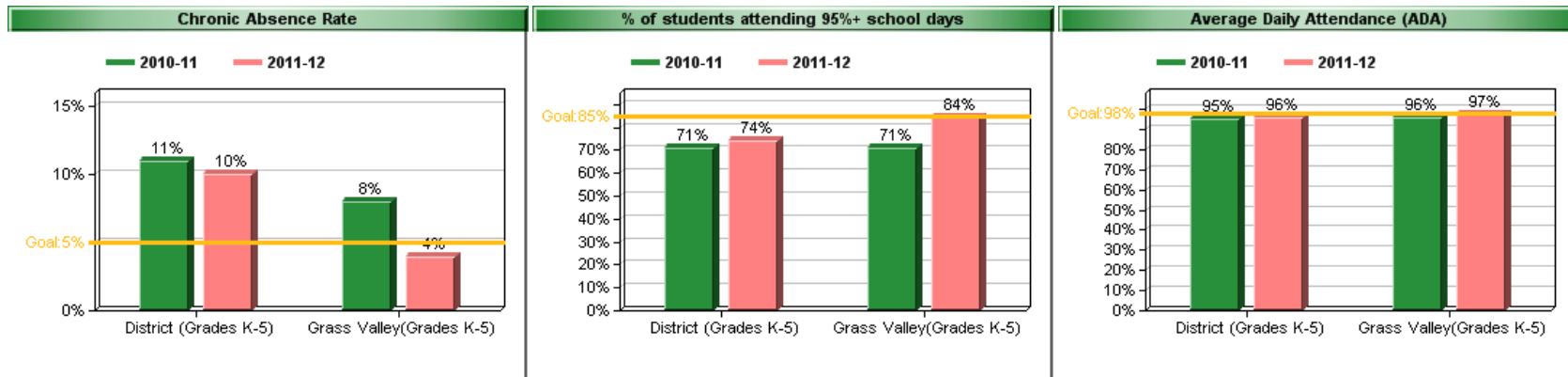
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

- This year our chronic absence rate has increased by more than 5%

Data Analysis

- Last year's data reflects that we have approximately 10 families who are chronically absent. This year we have approximately 30 students on the list.

- From 2011-2012 to 2012-2013 we have seen an increase in our chronic absence. We went from 4% to 9%. 3rd grade and fifth grade is where we have the most students chronically absent.
- Second grade currently has the best daily attendance rate
- Students with disabilities are the group with the largest rate of chronic absence.

Theory of Action

- Attendance clerk makes outreach calls to families to identify area of need impacting student attendance.
- If attendance clerk discusses the importance of attendance and provides parents resources, students attendance will improve.
- If the attendance clerk provides check ins and incentives to student with chronic absence, then students attendance will improve.
- If the school tracks monthly attendance rates and celebrate students with excellent attendance, then student attendance will improve.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Recognize Student attendance, academic achievement, and behavior at monthly student of the month assembly.	Attendance			Attendance Team	4/4/2013	122SQI2C942	Create attendance certificate and honor students at a student assembly on the last Friday of every month.	N/A			0	\$0.00
Recognize Student attendance, academic achievement, and behavior at monthly student of the month assembly.	Survey data (CHKS, etc.)			Attendance Team	4/4/2013	122SQI2C5376	Assembly on the last Friday of every month. Students receive medal and certificate.	N/A			0	\$0.00
Recognize Student attendance, academic achievement, and behavior at monthly student of the month assembly.	Attendance			Attendance Team	4/4/2013	122SQI2C5377	Create a bulletin board to honor students with improved attendance. Add Monthly attendance rate to the board.	N/A			0	\$0.00
Utilize Grass Valley Room Parents to organize a "calling tree" or a "carpool list" for each classroom					4/18/2012	122SQI2C943	Provide families will an information card to forward to assigned Room Parent	N/A			0	\$0.00
Attendance/ SART conference with families demonstrating a pattern of chronic absence.	Attendance	Pre-Kindergarten	Monthly	Attendance Team	4/4/2013	122SQI2C3749	parent contacted via phone call or mail	N/A			0	\$0.00
Attendance/ SART conference with families demonstrating a pattern of chronic absence.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	122SQI2C5374	Meet with Attendance Clerk to monitor attendance and chronic absences.	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Grass Valley Elementary

Principal: BRANDEE STEWART

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.

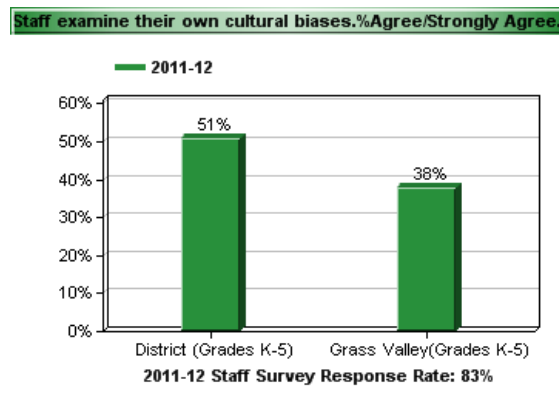
1. Improve the conditions in schools to retain 80% of effective teachers

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

- Teaching experience: 1% more than 20 years 20% 15 -20 years 27% 10-15 years 20% 5-10 years 27% 3-5 years 4 of 15 teachers are SPED teachers.

Theory of Action

- ILT will study balanced literacy and lead the transition to implementing common core standards through a balanced literacy approach.
- The Wed. Professional development will be an inquiry cycle. Teachers will receive input around implementing the components of a balanced literacy approach then observe, give feedback, analyze data and refine their practice.
- The principal will Bi weekly classroom observations with scheduled feedback conferences. The focus of the feedback will be implementing strategies from balanced literacy.
- Develop common core aligned academic units. Ensure that units include content, readings, student discourse, and strategies that are aligned to the rigor of the common core.
- Principal will conduct daily walk throughs of classrooms with written feedback aligned with the balanced literacy strategies in all content areas. (i.e. interactive read alouds, shared reading, mini lessons, student to student discourse)

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide substitutes so teachers can have monthly grade level collaborative planning.	Grades/GPA	All Students	Monthly	Leadership Team	5/6/2013	122SQI3A5355		3010-Title I	1154-TEACHERS SUBS FOR RELEASETIME		0	\$7,314.00
Weekly Teacher Professional Development.	Grades/GPA	All Students	Weekly	Leadership Team	4/4/2013	122SQI3A5385		N/A			0	\$0.00
Teacher Professional Development	Local assessments (benchmarks, PWA)	All Students	Monthly		5/6/2013	122SQI3A6042	Teachers will engage in professional development to increase their understanding of balanced Literacy.	3010-Title I	5220-CONFERENCE EXPENSE		0	\$4,065.00
Teacher Professional Development	Local assessments (benchmarks, PWA)	All Students			5/6/2013	122SQI3A6043	Teachers will engage in professional development to implement literacy strategies in Math, Science.	N/A			0	\$0.00
Teacher Professional Development	Local assessments (benchmarks, PWA)	All Students			5/6/2013	122SQI3A6044	Teachers will engage in Professional development to meaningfully integrate technology into the classroom in preparation for the Smarter Balance test.	N/A			0	\$0.00
Instructional Leadership Team common core/ academic planning.	Grades/GPA	All Students	Monthly	Leadership Team	4/4/2013	122SQI3A5353		3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$5,000.00

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

Strategic Priority A. Family & Community Engagement

School: Grass Valley Elementary

Principal: BRANDEE STEWART

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.

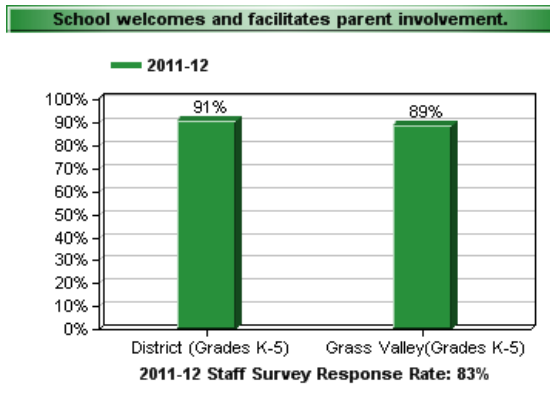
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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



Data Analysis

- PTA organizes school events to support academic & enrichment needs for students and teachers
- After school program serves 90-100 students daily.

Theory of Action

- Each year the PTA meets at the beginning of the year to discuss their goals for the year. These goals include increasing parent engagement. For 2013-2014 the push will be to identify specific practices for increasing engagement
- The focus of the After school program will be increasing literacy through performing arts. Each class will focus on reading, writing, listening and speaking through the arts. The ASP will also include homework support for other academic areas
- In conjunction with BACR we received a grant to start a parent center. We have also budgeted for a parent liaison in our after school budget. This person can help us develop our center and serve as the connection between ASP,PTA, School & parents

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Transitional Kindergarten	Other (OCR, etc)	Pre-Kindergarten		Principal	4/5/2013	122SQI4A5606		N/A			0	\$0.00
Room parents organize classroom events, assist with volunteer outreach for school events					2/27/2012	122SQI4A1011	Provide Room Parents with family contact information (i.e. phone/email); survey of parent interest/skills;list updated every trimester	N/A			0	\$0.00
Provide parent workshops to support academic literacy	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/4/2013	122SQI4A1012	Train families how to understand CST, benchmark and CHKS data	9901-Title I - Parent Participation	5825-CONSULTANTS		0	\$400.00
Provide parent workshops to support academic literacy	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/4/2013	122SQI4A5361	Refreshments for parent meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$427.78
Monthly newsletter with information for parents and academic strategies parents can use at home.	Survey data (CHKS, etc.)	All Students	Monthly	Clerical staff	4/4/2013	122SQI4A5383		N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Grass Valley Elementary

Principal: BRANDEE STEWART

From OUSD Strategic Plan:

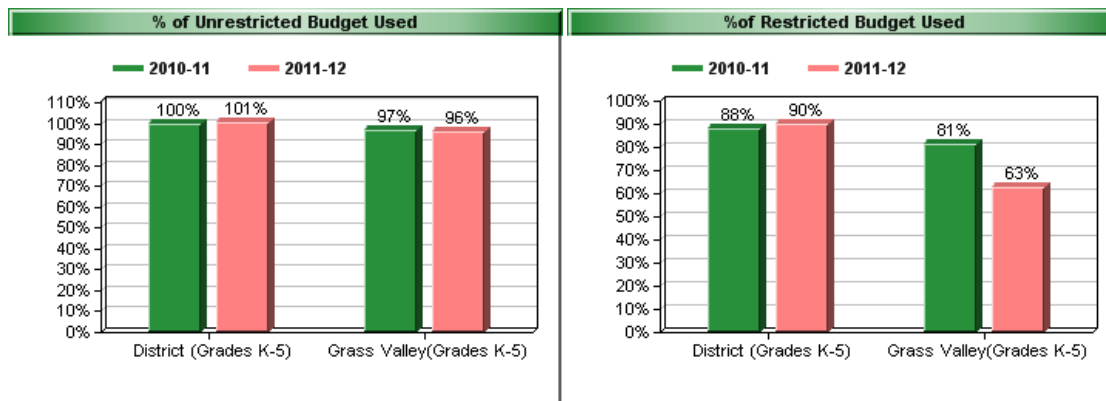
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

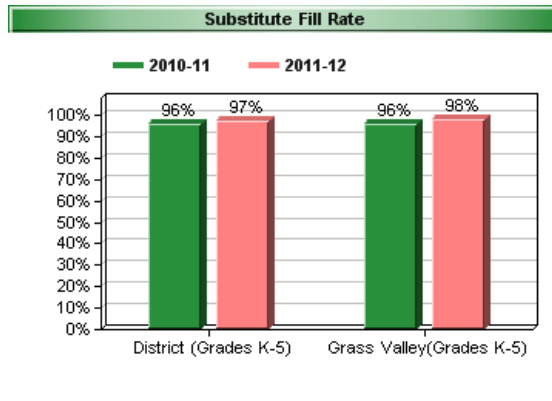
A quality school...

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

Budget



Sub Fill Rate



School Data

-

Data Analysis

- We are currently over budget. Our teachers salaries and benefits impact the general purpose budget. We are approximately 200,000 in the red. As a result we have had to go to the district balancing pool to get support with our budget.
- In the previous year GV spent down all the majority of its general purpose money. However, they only spent about 80% of their restricted funds.

Theory of Action



- Align resources to support student needs and support the implementation of a balanced literacy program. Use substitutes strategically to support teacher curriculum planning.
- curriculum - Use the lesson common core aligned lesson plans created by LCI as exemplars for planning and implementing balanced literacy, math and science lessons.
- Assessment- Create a calendar of assessments and align wed. professional development and sub release time with data analysis by teachers and data team meetings.
- Develop a school schedule that ensures the appropriate instructional minutes for each subject. That also allows for daily use of the Achieve 3000 reading intervention, and still offers students enrichment opportunities.
- Instruction - Implement a balanced literacy approach. Restructure class time to implement word study, read alouds, shared reading, and reading workshop. Implement strategies to increase students listening, speaking, reading, and writing.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Attendance/ SART conference with families demonstrating a pattern of chronic absence.	Attendance	Pre-Kindergarten	Monthly	Attendance Team	4/4/2013	122SQI5A3749	parent contacted via phone call or mail	N/A			0	\$0.00
Attendance/ SART conference with families demonstrating a pattern of chronic absence.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	122SQI5A5374	Meet with Attendance Clerk to monitor attendance and chronic absences.	N/A			0	\$0.00
Monthly newsletter with information for parents and academic strategies parents can use at home.	Survey data (CHKS, etc.)	All Students	Monthly	Clerical staff	4/4/2013	122SQI5A5383		N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$43,907.16	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$2,304.41	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$46,211.57	

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	\$34,853.76	
 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	\$827.78	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$35,681.54	

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: Grass Valley
Site Number: 122

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 4/16/13
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 1/15/13 and 4/16/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Irene Stanley

SSC Chairperson's Name (printed)

5/6/13

Date



ELAC Chairperson's Signature

Diana Culmer

ELAC Chairperson's Name (printed)

5/3/13

Date




Principal Signature

Brandee Stewart

Principal's Name (printed)

5/3/13

Date



Executive Officer's Signature

Kimi Kean

Executive Officer's Name (printed)

5-15-13

Date



Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/5/13

Date

School Site Council Membership Roster – Elementary School

School Name: Grass Valley Elementary

School Year 2012-2013

Chairperson: Irene Stanley	Vice Chairperson: Ashley Rockett
Secretary: Diana Culmer	DAC Representative: Louise Oatis

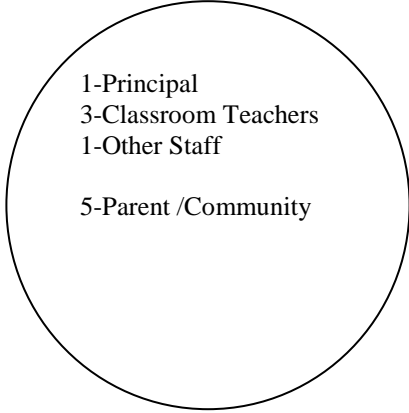
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Irene Stanley	14370 Skyline Blvd., Oakland CA 94619				x
Louse Oatis	5906 HolwaySt., Oakland CA 94621				X
Kristen Dixon	4014 Malcolm Ave., Oakland 94605				X
Kamesha Fields	10901 Cotter St. Oakland, CA				X
Travis Stanley	14370 Skyline Blvd., Oakland CA 94619				X
Brandee Stewart	136 Cardoza St., Hercules, Ca 94547	x			
Diana Culmer	8380 Lucania st. , Dublin Ca 94568		x		
Tahira Hodge	4720 Dunkirk Ave, Oakalnd Ca 94605			x	
Tammy Coleman	4720 Dunkirk Ave., Oakland CA 94605		x		
Ashley Rockett	4720 Dunkirk Ave. Oakland CA 94605		x		
DAC Representative	Louise Oatis				
Home Ph. 510-258-3026	Email:				

Meeting Schedule	2nd Tuesday of each month
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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

Grass Valley 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. (

This happens at Grass Valley in conjunction with the back to school night. Parents are informed of the meeting in writing and through phone call. Then at the beginning of Back to School night we hold a Title I meeting.

- Offer a flexible number of meetings for parents.

There are multiple meetings for parents to learn about our school program

- SSC
- ELAC
- PTA

- 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.

- SSC meeting
- Monthly newsletter

- Provides parents of Title I students with timely information about Title I programs.

- Monthly newsletter
- Phone calls/ emails

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

- - Presentation at Back to school night
 - SSC
 - presentation PTA meeting
 - classroom newsletters
 - school monthly newsletter

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

- *Monthly SSC meeting*
- *Bi-weekly PTA meeting*

School-Parent Compact

Grass Valley 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

Grass Valley 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 host a series of parent education workshops in conjunction with outside organizations.*
 - *Discussed during SSC meetings*
 - *Discussions in PTA meetings*

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

- *We host a series of parent education workshops in conjunction with outside organizations.*
- *Discussed during SSC meetings*
- *Discussions in PTA meetings*

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

- *PTA presents at a faculty meeting.*

- 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.
 - *Harvest Festival*
 - *Health Fair*
 - *Science night*
 - *PTA sponsored events*

- 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.

- *Newsletters*
- *Phone calls*

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

- *SSC and PTA have a public input section. This information is used to inform the agendas for upcoming meetings.*

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.

- *Translation available*

Adoption

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

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

Grass Valley Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

I pledge a positive promise to myself, classmates, teachers, family, and my community.

I will attend school, be on time, and come prepared to learn everyday.

I came to school today by choice not chance because my presence is a present.

I pledge to make the most of this marvelous gift of learning.

I pledge to respect the rights of everyone to learn and the right of the teacher to teach.

I pledge to be a peaceful warrior and use my voice over violence.

I know the school community cares about my well-being, so I will follow directions the first time they are given.

I will use appropriate language that makes others feel good about them and me.

I have the power to make my people proud.

I am dedicated to making a difference in myself, my community, and my world.

I am an intelligent, serious, soulful scholar.

I show respect, responsibility, and tolerance for our differences.

Listen to this, I am a reader, a writer, and a student scientist!

I am a scholar. I am a teacher.

I may be a child, but I am your future leader.

I can be as free as an eagle... and yes, I believe I can soar!

Family/Parent Pledge:

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

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

Student

Teacher

Parent/Guardian

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u> 273 </u> All Students. <u> 29 </u> ELs. <u> 43 </u> SWDs.</p> <p>Use Identify all that apply: <u> x </u> Basic core and/or CCSS-aligned materials are used as designed. <u> x </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners			
All Intensive ELs	8	4	
All Intensive SWDs	18	12	

Number/Percentage Provided Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	100%	100%	
Intensive ELs	100%	100%	
Intensive SWDs	100%	100%	

Appropriate Use
 _____ Materials are used as designed.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
1.4				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p>Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: ___273___ All Students. ___29___ ELs. ___43___ SWDs.</p> <p>Appropriate Use Identify all that apply: ___x___ Basic core and/or CCSS-aligned materials are used as designed. ___x___ Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally																	
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___x_ assessed, ___x_ placed, and x___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 706 2003 836"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>20</td> <td>15</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>8</td> <td>3</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td>15</td> <td>10</td> <td></td> </tr> </tbody> </table> <p>Appropriate Use _____ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	20	15		All Intensive ELs	8	3		All Intensive SWDs
Number of Intensive Intervention Students																								
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All Intensive learners	20	15																						
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All Intensive SWDs	15	10																						
Documentation		Additional Comments																						
		Mathematics																						
District Purchase Date:																								
School Distribution Date:																								
Classroom Distribution Date:																								
Attach publisher PO documentation for sets of classroom basic core materials.																								

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
			Objective	Fully	Substantially	Partially	Minimally																																																		
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
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			Allocation of Instructional Time ____ Time is given priority and protected from interruptions.																																																						
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			<table border="1"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	2	2	2	2	2	2				ELs	2	2	2	2	2	2				SWDs	2	2	2	2	2	2			
Number of instructional minutes at each grade level																																																									
	K	1	2	3	4	5	6	7	8																																																
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SWDs	2	2	2	2	2	2																																																			
Documentation		Additional Comments																																																							
	Reading/Language Arts/ELD	All students are given 2 hours of ELA daily. 600 minutes daily.																																																							
District Instructional Regulations:																																																									
School Instructional Regulations:																																																									
Attach appropriate documents																																																									

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																															
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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 identified Strategic students</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td></td> <td></td> </tr> <tr> <td>Additional time provided identified Strategic ELs</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td></td> <td></td> </tr> <tr> <td>Additional time provided identified Strategic SWDs</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</td> <td>1 2 0 m in</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 identified Strategic students	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in			Additional time provided identified Strategic ELs	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in			Additional time provided identified Strategic SWDs	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in		
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Additional time provided identified Strategic SWDs	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in	1 2 0 m in																																															
Documentation		Additional Comments																																																				
District Instructional Regulations: School Instructional Regulations: Attach appropriate documents		All students are given 120 minutes of intervention weekly.																																																				

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
			Objective	Fully	Substantially	Partially	Minimally												
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			Allocation of Instructional Time Identify all that apply: _____ Time is given priority and protected from interruptions. _____ ELD instruction is additional time in the schedule.																
			Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.																
			<table border="1"> <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">13</td> <td align="center">7</td> <td align="center">5</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">120 mins</td> <td align="center">120 mins</td> <td align="center">120 mins</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students	13	7	5	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	120 mins	120 mins	120 mins
Proficiency Levels	Levels 1–2	Level 3	Level 4–5																
Number of Students	13	7	5																
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	120 mins	120 mins	120 mins																
Documentation		Additional Comments																	
	Reading/Language Arts/ELD	Students attend 2 hours per week of intervention. This is a regularly scheduled time when students are provided instruction based on specific needs including CELDT and Reading levels.																	
District Instructional Regulations:																			
School Instructional Regulations:																			
Attach appropriate documents																			

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2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																														
2.4			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																															
<p align="center">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" data-bbox="1417 735 2032 914"> <thead> <tr> <th colspan="6">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> </tr> <tr> <td>Intensive Els</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> </tr> <tr> <td>Intensive SWDs</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level							4	5	6	7	8	All Intensive learners	120	120	120	120	120	Intensive Els	120	120	120	120	120	Intensive SWDs	120	120	120	120	120
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			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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Documentation		Additional Comments																																																							
	Mathematics	Students receive 90 mins of math instruction daily. 4500 weekly																																																							
District Instructional Regulations:																																																									
School Instructional Regulations:																																																									
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Academic Program Survey—Elementary School Level

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

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.7 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.	<p>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.</p> <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. <p>For districts using the 2007 SBE-adoption:</p> <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. <p>For districts using the 2001 and 2005 SBE-adoptions:</p> <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%																														
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			<p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p>																																		
			<p>Indicate total number of additional minutes:</p>																																		
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: center;">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of additional instructional minutes at each grade level							4	5	6	7	Pre-algebra/Algebra Readiness	All Intensive Learners						All Intensive ELs						All Intensive SWDs					
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All Intensive ELs																																					
All Intensive SWDs																																					
Documentation		Additional Comments																																			
Mathematics		The focus of our intervention has been reading and ELA																																			
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				
			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 ___x___ Distributed to each grade level. ___x___ In use at every grade level. Pacing Guide Use Monitored ___x___ Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support may include: <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)</p> <p>Regional professional development facilitated by experts from the Leadership and curriculum department.</p> <p>Principal inquiry groups and data teams. Small group of principals who engage in problem solving consultancies to support each others growth.</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				
			___93%___ 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				
		Grade 2	2				
		Grade 3	3				
		Grade 4	3				
		Grade 5	3				
		Grade 6					
		Grade 7					
		Grade 8					

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p style="text-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 2024 1213"> <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></td><td></td></tr> <tr><td>Grade 2</td><td>2</td><td></td><td></td></tr> <tr><td>Grade 3</td><td>3</td><td></td><td></td></tr> <tr><td>Grade 4</td><td>3</td><td></td><td></td></tr> <tr><td>Grade 5</td><td>3</td><td></td><td></td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td></tr> <tr><td>Grade 7</td><td></td><td></td><td></td></tr> <tr><td>Algebra 1</td><td></td><td></td><td></td></tr> <tr><td>Pre-algebra/Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table>						Number of Teachers	Training	Classroom Support	Grade 1	3			Grade 2	2			Grade 3	3			Grade 4	3			Grade 5	3			Grade 6				Grade 7				Algebra 1				Pre-algebra/Algebra Readiness
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California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p><input type="checkbox"/> 4 Number per month.</p> <p><input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><input type="checkbox"/> Meetings are structured; protocols/tools are developed and used.</p> <p><input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers.</p> <p><input 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 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	Grade level teams meet weekly to collaborate. They follow a structured protocol to discuss ELA, Math and Science. They examine student work, data and discuss focal students.					
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.				
9. Fiscal Support	9.2 The school/district’s general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<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					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							