

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 East Oakland Pride 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 East Oakland Pride Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: East Oakland PRIDE

0115600

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

At East Oakland PRIDE, Staff, teachers, parents, administration, students, and community members work together to create a caring community school with competent, compassionate, and confident young scholars. Our diverse community consists of approximately 66% Latino, 23% African American, and 11% Asian and white students. 86% qualify for Free/Reduced lunch. Students and staff come from a complex and interesting group of diverse countries, ethnicities, and backgrounds. We are committed to developing scholars who love to read, write, and discuss their knowledge. They need these skills in order to access opportunities that will be available (or they will create) as they develop into competent and caring adults. They also need to be able to advocate for a just and successful community for all. Our curriculum includes balanced literacy, technology in our computer lab and classrooms, mathematics, science inquiry, field trips, gardening in our outdoor classroom garden, caring school curriculum, English Language development, bilingual classes, African American Achievement, mentoring, tutoring, art, and our engaging after school program. We are working together to create an oasis of learning in the heart of East Oakland. We envision the school as a center of the community for resources and learning for children and adults. We invite all to learn, work, and grow with us.

VISION

At East Oakland PRIDE: We are Proud! of our cultures, community and education. We are Respectful! of ourselves and others. We are Intelligent! in our personal and academic choices. We are Determined! to set and reach goals for ourselves. We are Empowered! to make a difference in our communities! All are welcomed to be in the PRIDE of Oakland! Our scholars are caring, competent, committed, and passionate about learning. Students, staff and families greet each other with love and respect. Students walk the halls with books and read voraciously without prompting. Students see themselves as learners, thinkers, and contributors of knowledge and respect. Families, staff and students work together to advocate for safety, equity, and justice for their school and community.

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 School Site Council(SSC), Instructional Leadership Team(ILT), Caring School Culture Committee(CSC), and Coordination of Service Team (COST) consist of administrators, teachers from each professional learning grade level team, support staff, and parents. The ILT and CSC meet at least twice a month and SSC meets monthly. They will monitor the progress of the CSSSP plan. School Site Council meets monthly and reviews the progress of the entire plan. The data from the appropriate teams will be presented and input will be gathered. The data for ELs and African American students will be monitored for progress in the focal area goals. Every 6-8 week assessment cycle PLC's will analyze data in data teams. ILT will analyze the benchmark and formative assessment data to monitor the response to interventions, the instructional goals and outcomes of their PLCs, and the notes from PLC Instructional Rounds/classroom observations to inform professional development and site plans. The Administration and TSA (Instructional Support Team) will meet weekly to monitor instructional practices, interventions, PD, and focal students' progress through data conferences. Every 8-10 weeks, teachers will meet with the Instructional Support Team to present the instructional plan for success that includes the goals for focal student analysis, necessary support, and subsequent plans. Every month, CSC will monitor school cultural events, student, staff, and parent surveys, referrals, etc. The COST will meet twice a month to monitor the support services provided to students and families. The Family Resource Center and After School Program Coordinators will meet with the Principal weekly to review attendance, parent/community involvement, culture and climate, etc. Each team will prepare an action plan and calendar of meetings and events, which is updated by the facilitator/coordinator and will be reported to the Administrative team. These will inform the master calendar and site plan.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

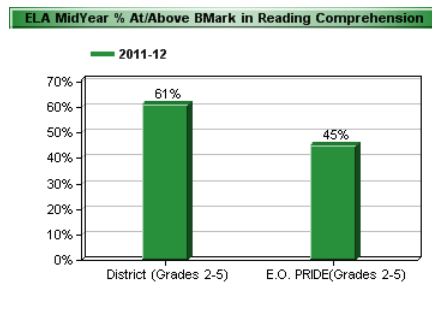
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

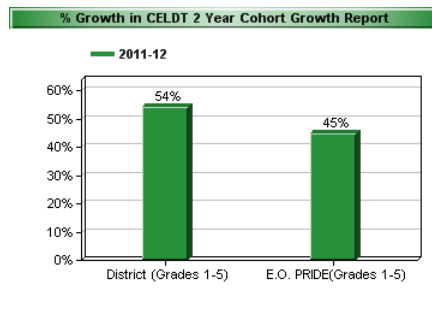
A quality school...

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

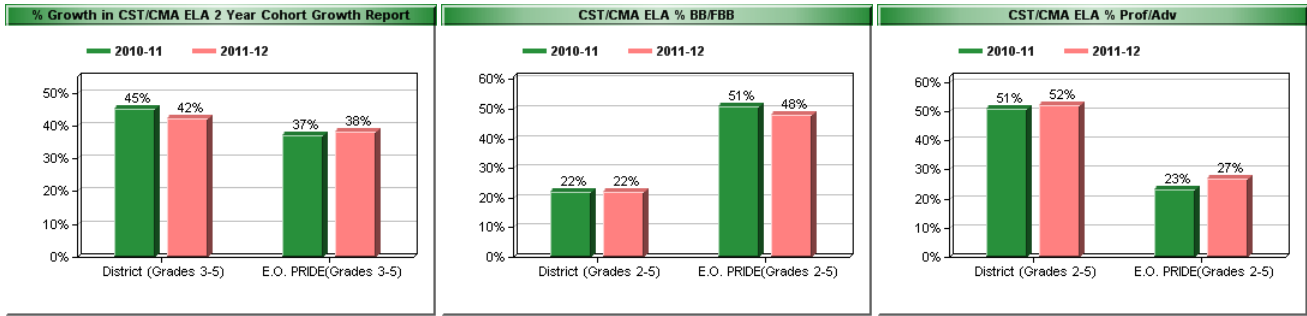
Benchmark



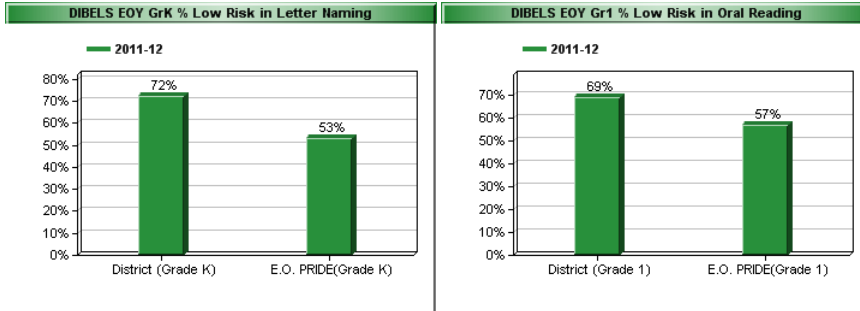
CELDT



CST



DIBELS



Data Analysis

- 27% of the students at EO PRIDE demonstrated proficiency on the CST in 2011. 48% of students tested below basic which is a decline of 3% from 2010's 51%. The greatest needs are in Reading Comprehension and Writing Strategies.
- Students who performed in the FBB and BB levels have fewer difficulties with word recognition and decoding and more with comprehension and figurative meanings in comprehension.
- More ELL students were reclassified to English fluency than in 2011. The cohort 2 year report shows 45% ELL's improved by at least one level in CELDT. The reclassified students continue to score in the proficient and advanced bands.
- African American students did not improve. They slid backwards significantly and are still performing below proficient overall. This subgroup had seen notable growth in 2010.

Theory of Action

- Several programs have been initiated at EOP to support teachers in the development of Reading Comprehension and writing.
- If we provide time, books, materials, and training for for teachers to provide students daily and mandatrly opportunities to read and apply the strategies they have learned, then we will develop a schoolwide reading culture.
- When students develop internalized motivation to read, are well informed of reading levels and how to select books for information and reading pleasure, they will develop proficiency in Reading Comprehension and actively engage the joy of learnin

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
TSA will provide teachers instructional support in best instructional practices for students performing below proficient in ELA/AED/ELD to significantly increase achievement in the Common Core Standards in Reading Comprehension, Phonics/Fluency, and Writing through a lens of cultural relevance. TSA will organize the intervention program for students in need of additional intensive intervention.	Local assessments (benchmarks, PWA)	English Learners	Monthly		5/14/2013	107SQ1A1985	TSA will facilitate and provide instructional support and intervention for English Learners.	7091-EIA - LEP		C10TSA0017	0.5	\$28,943.56
Develop a schoolwide culture of reading. Provide all students with wide reading opportunities and interventions that develop motivated, voracious, independent readers who know their reading levels, set goals, and apply a wide range of comprehension strategies and skills.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/4/2013	107SQ1A2000	Senior Library Clerk provides intervention support through extending library access and support to extend instruction with culturally relevant, theme connected, non-fiction, and leveled reading/research materials	7090-EIA - SCE		20LBCS0003	0.3	\$15,378.85
Develop a schoolwide culture of reading. Provide all students with wide reading opportunities and interventions that develop motivated, voracious, independent readers who know their reading levels, set goals, and apply a wide range of comprehension strategies and skills.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/4/2013	107SQ1A2003	Computer Intervention Teacher provides Intervention Technology program for students performing at FBB and Basic at least 30 minutes a day, four days a week.	3010-Title I		TCEEIP0082	0.2	\$18,022.78
Develop a schoolwide culture of reading. Provide all students with wide reading opportunities and interventions that develop motivated, voracious, independent readers who know their reading levels, set goals, and apply a wide range of comprehension strategies and skills.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/4/2013	107SQ1A2036	Senior Library Clerk organizes and orders library books and provides library time for classes.	Non-SSC approved			0	\$0.00
Establish the structures and routines for developing proficient writers who can utilize writing skills to write descriptive narratives, research and informative reports, edit and respond to literature, and advocate in compelling ways.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/4/2013	107SQ1A2004	Use pd, rubrics, and exemplars from Step Up to Writing pd, Oaklandwrites.org, and PWA with the Common Core Standards to teach, assess, and collaboratively score, analyze, and plan instructional best practices.	N/A			0	\$0.00
Establish the structures and routines for developing proficient writers who can utilize writing skills to write descriptive narratives, research and informative reports, edit and respond to literature, and advocate in compelling ways.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Leadership Team	4/4/2013	107SQ1A2006	Provide ILT stipends to develop, the literacy framework and professional development support in PLCs	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$8,000.00
Establish the structures and routines for developing proficient writers who can utilize writing skills to write descriptive narratives, research and informative reports, edit and respond to literature, and advocate in compelling ways.	Other (OCR, etc)	All Students	Every Marking Period		4/4/2013	107SQ1A5362	Provide extended Contracts for teachers to provide goal setting conferences with parents and students.	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$7,000.00
Provide instruction that develops mastery in Standard and Academic English.	CELDT	English Learners		Other	5/14/2013	107SQ1A2027	Provide materials and supplies for enhanced intervention for English Learners.	7091-EIA - LEP	4310-SUPPLIES		0	\$21,796.79
Provide instruction that develops mastery in Standard and Academic English.	Local assessments (benchmarks, PWA)	All Students		Other	5/14/2013	107SQ1A5363	Assess all students using the ADEPT and group students according to academic language needs for ELD and AED	N/A			0	\$0.00
Provide instruction that develops mastery in Standard and Academic English.	CELDT	English Learners		Leadership Team	5/14/2013	107SQ1A5474	Provide enhanced tutoring intervention support for English Learners in Literacy.	7091-EIA - LEP	5825-CONSULTANTS		0	\$20,000.00
TSA will provide teachers instructional support in best instructional practices for students performing below proficient in ELA/AED/ELD to significantly increase achievement in the Common Core Standards	Local						TSA will provide instructional support and					

in Reading Comprehension, Phonics/Fluency, and Writing through a lens of cultural relevance. TSA will organize the intervention program for students in need of additional intensive inter	assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	4/4/2013	107SQ11A4519	intervention in ELA and AED to increase students' performing at grade level.	7090-EIA - SCE		C10TSA0017	0.5	\$28,943.56
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School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

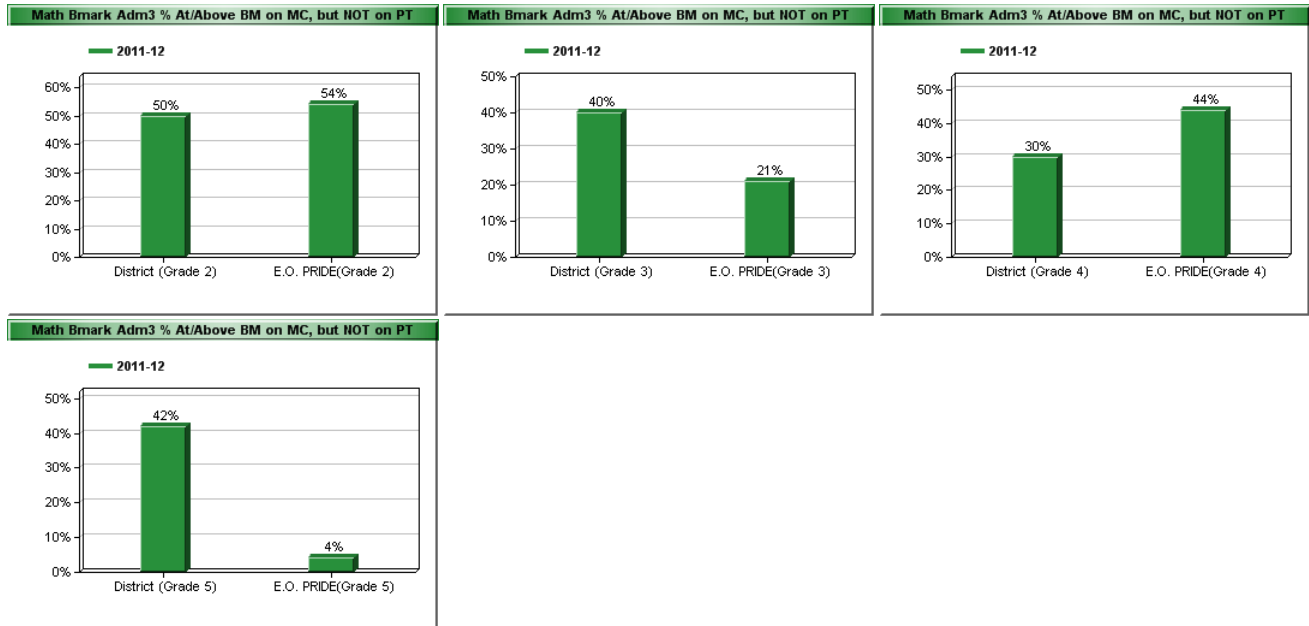
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

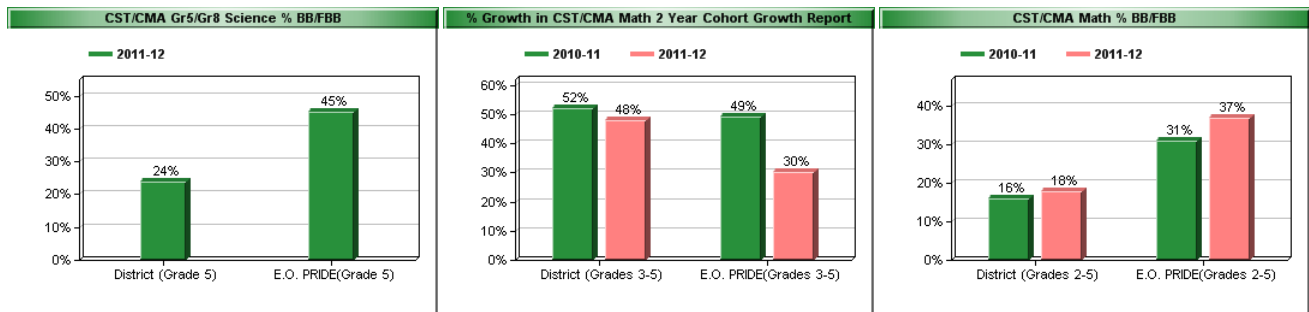
A quality school...

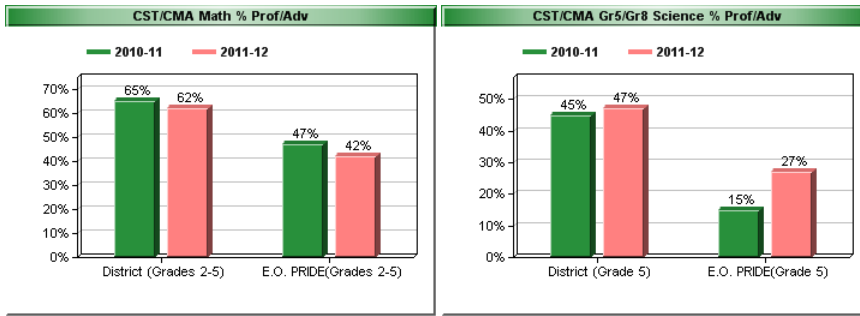
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





School Data

- The 2012 Math Benchmark3 54% of 2nd graders at/above benchmark, 21% for 3rd graders, 44% for 4th and only 4% of 5th graders were proficient in the multiple choice. However, the 2year matched cohort shows a decline Of 18% from 48% of students scoring in BB/FBB in Math. But in general there is a rise from 31% to 37% in BB/FBB. The prof/adv band also declined from 47% to 42%.
- There was a 12% increase in students scoring Prof/Adv in Science on the CST. 45% of 5th graders are scoring in the BB/FBB bands on the 2012 CST Science

Data Analysis

- The 2012 Math Benchmark3 54% of 2nd graders at/above benchmark, 21% for 3rd graders, 44% for 4th and only 4% of 5th graders were proficient in the multiple choice, however they did not pass the performance task.
- CST Science data 2012 shows a 12% increase for the 5th grade EOP class. In Math there is a 5% gain in the proficient/advanced bands.
- Teachers and staff require in-depth training and support in effectively teaching according to the Common Core Standards.
- Teachers have recieved four trainings in Science this year, and will engage in PD to increase students' comprehension and writing expository/non-fiction text
- Students require more access to STEM through interaction with scientists, inquiry, and application.

Theory of Action

- If we provide consistent, rigorous, and engaging math instruction that aligns with common core standards, includes student inquiry and dialogue, and application of the basics, then students will demonstrate greater mastery of mathematical concepts,
- If we provide materials, PLC planning time, PD, and rotate classes through science inquiry, reading, research, writing, and active discussion, then students will deepen scientific thinking and mastery of common core standards shown on the SWT.
- If we provide academic intervention mentoring in STEM literacy, and Fast Forward technology intervention, then student achievement will increase significantly.
- If we teach Academic language and vocabulary ELD/AED with STEM content, then students will develop Academic Language and apply it in reading, writing, listening, and speaking
- If students engage in the STEM program during the Bectel Summer Institute at EOP, and the lessons are continued throughout the year with STEM mentors, then students will master science concepts and continue interest in career paths.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Engage focused planning, preparation, and instruction in STEM Common Core Standards through Swun Math, FOSS, and multiple modalities.	Local assessments (benchmarks, PWA)	All Students		Leadership Team	4/22/2013	107SQ1B3007	Provide supplies to enhance instructional intervention and mentoring in literacy and STEM to students performing below grade level proficiency.	7090-EIA - SCE	4310-SUPPLIES		0	\$14,241.06
Engage focused planning, preparation, and instruction in STEM Common Core Standards through Swun Math, FOSS, and multiple modalities.	Local assessments (benchmarks, PWA)	All Students		Leadership Team	4/22/2013	107SQ1B4523	Provide enhancing instructional intervention and mentoring in literacy and STEM to students performing below grade level proficiency.	3010-Title I	5825-CONSULTANTS		0	\$13,408.20

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Pre-K transitional support is provide by holding parent cafes for families of children aged 0-8. Our Coordination of Services Team is partnered with counseling services and First 5 grant resources to support healthy transition of the CDC students and families to Kindergarten.		Pre-Kindergarten			5/14/2013	107SQ11C4641	Provide opportunities for families of pre-K students to meet school staff and tour the campus.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: East Oakland PRIDE

Principal: CAROL JOHNSON

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 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.

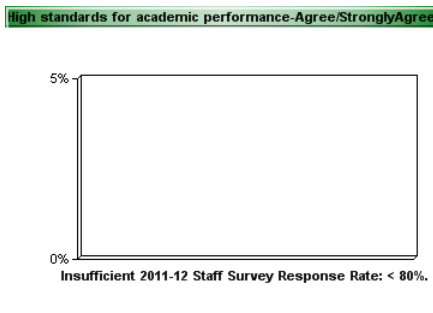
1. Combined 4- & 5- year graduation rate will increase by 10% - with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

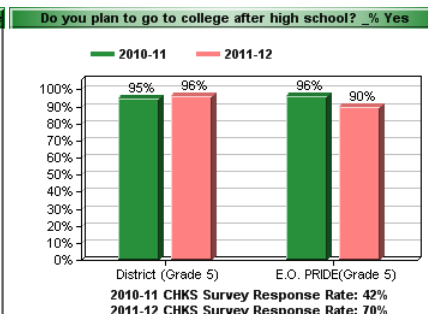
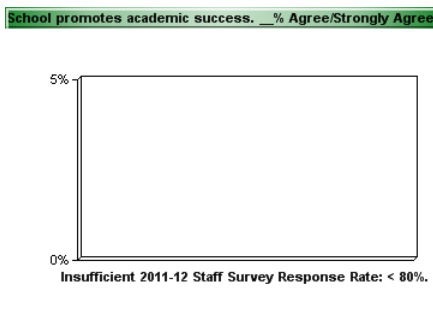
A quality school...

- 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 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: East Oakland PRIDE

Principal: CAROL JOHNSON

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

- More students especially African Americans were referred to COST and some are receiving services from counseling, shelter, transport and extended day tutoring. Some students were found eligible to receive services through special education.
- Teachers have had data conferences one to one or as a PLC to study the data and collaborate on strategies to service the focal groups.

Data Analysis

- 100% staff have undertaken both RALLI lesson design and delivery. ADEPT data was analyzed schoolwide culminating with regrouping of students in both ELD and AED to reflect functional levels approaching fluency in expressive and receptive tasks.

Theory of Action

- If we provide targeted and consistent interventions and mentoring for focal students who have been performing below grade level, then we will increase student achievement and decrease behavioral referrals.
- If we provide academic and life skill mentors for focal students, they will access literacy skills, study habits, and successful outcomes.
- If we engage in the AAMA cohort, then the gap in achievement for AA students will close.
- If we develop our balanced literacy practices and ELD/AED curriculum, methodology, and implementation, and engage in regular walkthroughs and feedback cycles, we will increase student achievement overall.
- If we analyze and plan Response to Intervention according to data-driven implementation cycles, student will demonstrate significant gains in ELA, math, and science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the classroom instructional program.		GATE			4/15/2013	107SQI1E4642		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

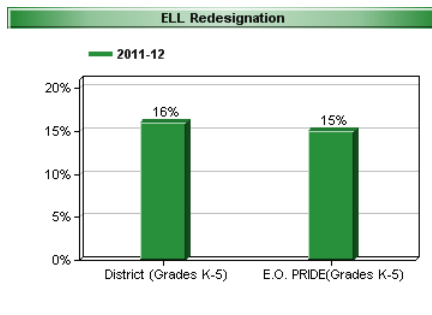
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes resources within the community. We need to build extended learning opportunities whereby the school and community work together to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

School Quality Standards relevant to this Strategic Priority

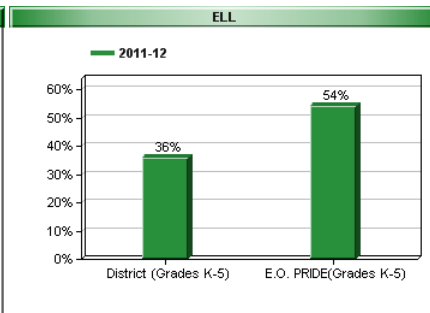
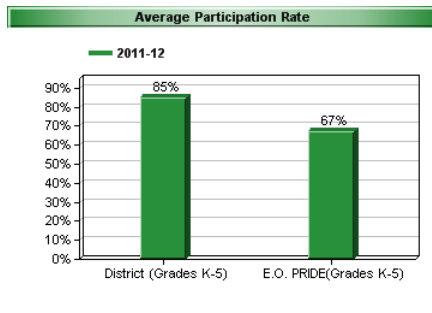
A quality school...

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

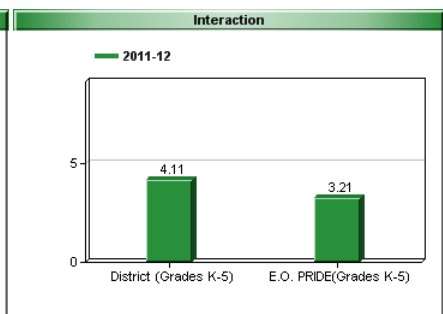
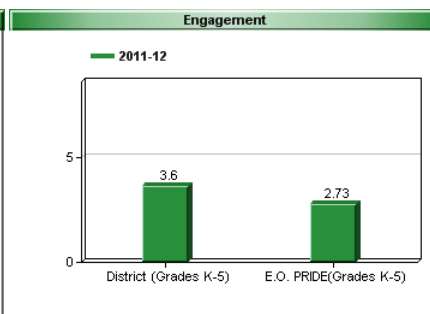
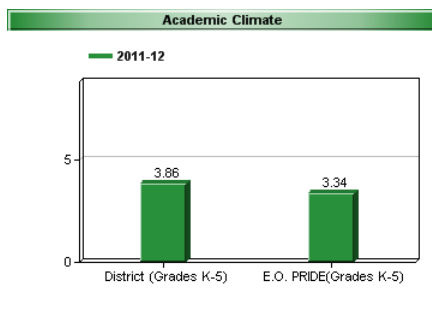
After School Program- Student Impact

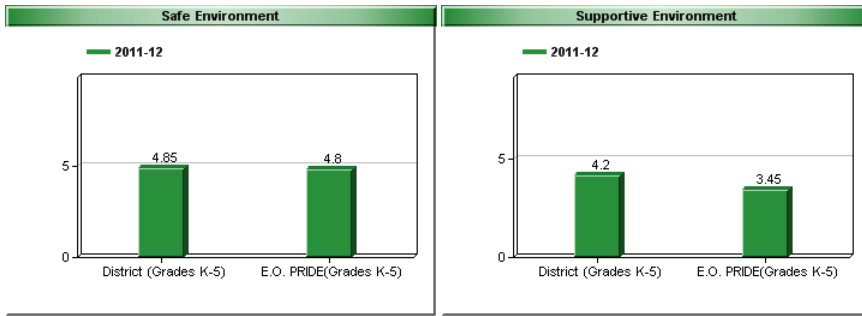


After School Program- Participation



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





Data Analysis

- Close to OUSD redesignation rate of 16%, EOP redesignation rate is 15% of the ELL population participating in the ASP. The school has seen an increase of 18% in the afterschool program participation rate by ELL's.
- On a scale of 1-5 the students feel safe with a 4.8 indicator mark and 3.5 score the ASP as a supportive learning environment.

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

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To reduce the number of behavior referrals by 25%

- Strategy 1.1: Monthly Faculty and Professional Development to address teacher proficiency and fluency with implementing consistent and progressive discipline school-wide including active Anti-Bullying Campaign
- Strategy 1.2: consistent use of Caring Schools Community program across the school and practical demos between faculty and staff and student to students . Morning meetings that consistently address implementation of CSC

Goal 2: To increase school attendance and reduce chronic absenteeism

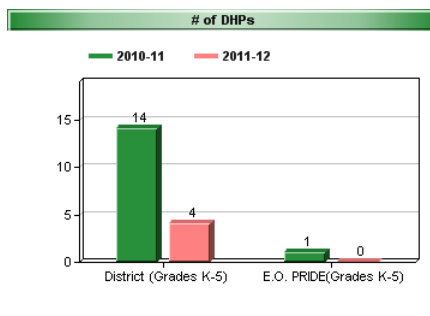
- Strategy 2.1: referrals to COST so the team can connect students with real and relevant solutions that will positively impact attendance
- Strategy 2.2: mass and individual meetings of families that are chronically absent to address their issues, find solutions and involve them in the school community events where they can serve as role models for their children and others.

School Quality Standards relevant to this Strategic Priority

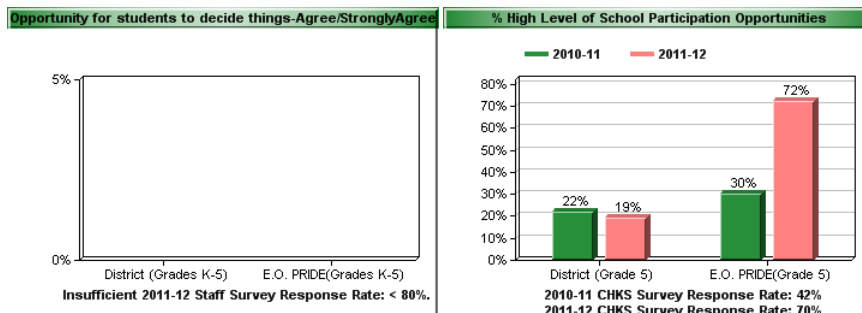
A quality school...

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

DHP

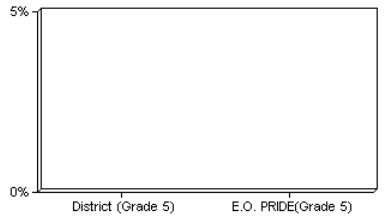


Survey - Engagement



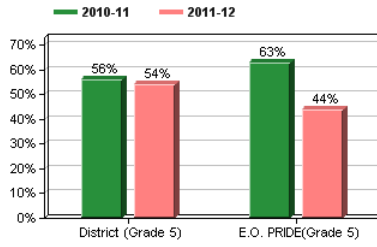
Survey - Relationships

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



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

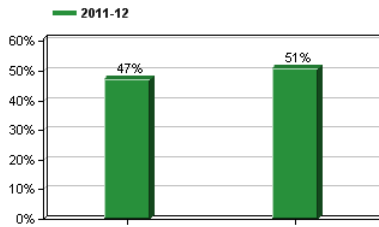
% High Level of Caring Relationships with Adults at School



2010-11 CHKS Survey Response Rate: 42%
2011-12 CHKS Survey Response Rate: 70%

Survey - Safety

% Hit or pushed by other kids at school



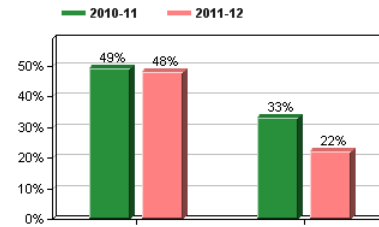
2011-12 CHKS Survey Response Rate: 70%

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



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

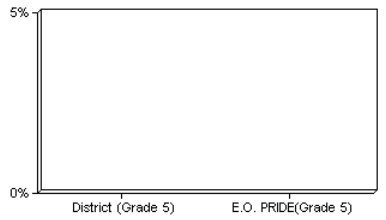
% feeling safe at school all of the time



2010-11 CHKS Survey Response Rate: 42%
2011-12 CHKS Survey Response Rate: 70%

Survey - Welcoming

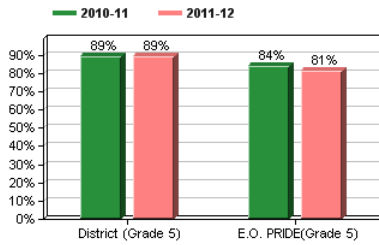
School is a supportive and inviting place. Agree/Strongly Agree



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

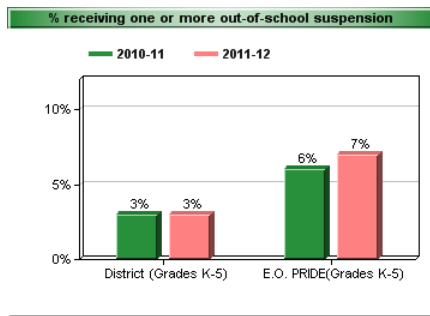
Survey- Beliefs

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



2010-11 CHKS Survey Response Rate: 42%
2011-12 CHKS Survey Response Rate: 70%

Suspensions



School Data

- The CHKS survey shows EOP at 72% opportunities of participation in school activities, but there is a 19% decline in the 5th graders who feel support and caring relationships with adults. In general students need to feel more safe as 11% decrease in safety indicates this. 51% have been hit or pushed by another student.

Data Analysis

- While there was a higher level of school participation activities and caring adults at EOP, there are still many challenges to community and school safety.
- There were too many suspensions (twice the district avg.), particularly for African American students, especially the boys.
- Staff and teachers need more culturally competent methods and strategies for engaging African American students and families
- The teachers and staff need more support, training, and resources for effectively teaching and engaging students who have suffered from repetitive trauma.
- The school community has begun to create a caring school climate and culture to create emotional safety and aesthetic beauty for learning. Programs that explicitly celebrate cultural and ethnic diversity are needed.

Theory of Action

- If we teach using the Caring School Community curriculum and Mindfulness programs, our students will learn to advocate for themselves, resolve conflicts peacefully, and engage in learning with more focus.
- If we partner with African American Male Achievement Task Force Cohort to positively engage our students and families, we will see improvement in all success indicators.
- If we celebrate the incremental improvements toward our vision and goals, we will see more success to improve upon.
- If we engage more parents to support academic and safety initiatives in the community and at school, our students will report feeling more physically safe and emotionally secure at school.
- If we intentionally become a caring school community and consistently expect and celebrate improvement, attendance will increase, students will feel safe, and achievement will improve.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Mental Health Counselors support students and families to deal with crises and focus on academic achievement.					5/7/2012	107SQI2A4313	Provide mental health services	N/A			0	\$0.00
Caring School Culture Committee guides and supports the activities that decrease negative behaviors and improve climate					4/4/2013	107SQI2A4316	CSC Curriculum Cohort participation and implementation	N/A			0	\$0.00
Caring School Culture Committee guides and supports the activities that decrease negative behaviors and improve climate					4/4/2013	107SQI2A4317	Assemblies and activities that celebrate improvement and achievement for students, staff, and families	N/A			0	\$0.00
Partner with the AAMA Cohort to transform outcomes for African American students.					5/7/2012	107SQI2A4322	AAMA Task Force will develop, provide and monitor high leverage strategies for an elementary model of transform the educational experience for AA students.	N/A			0	\$0.00
Organize the school community and partner with community, district, and city partners to implement the school beautification plan to create an beautiful, nurturing, and inspiring place for scholarship.					4/4/2013	107SQI2A4324	Implement the school beautification plan.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

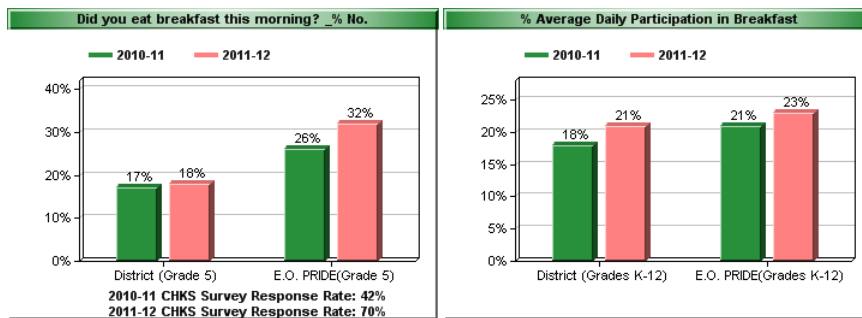
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

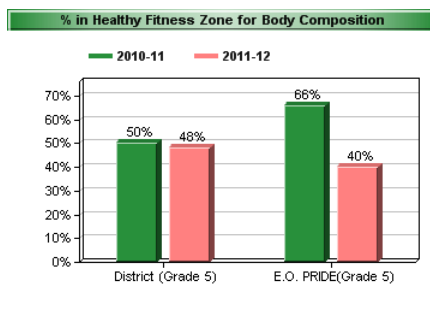
A quality school...

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

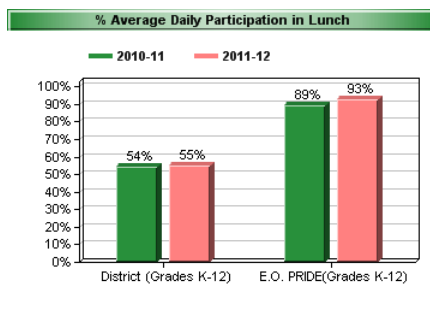
Breakfast



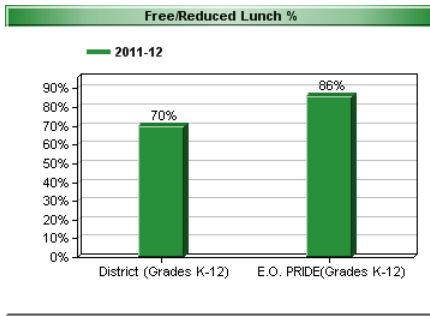
Fitness



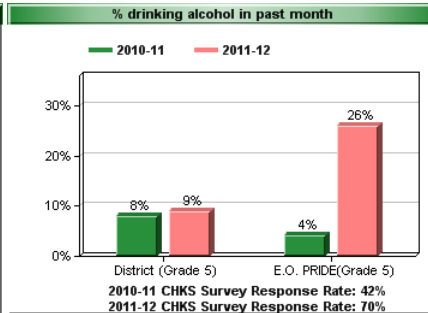
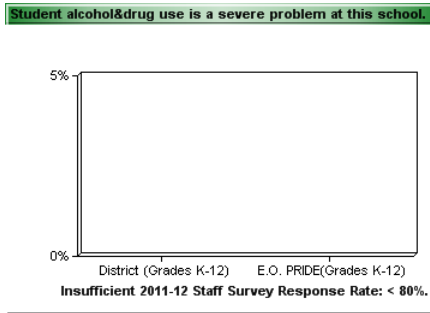
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- Through the school staff and parents initiative, EOP has a thriving salad bar at least 3 days a week with a healthy choice of fruits and vegetables. The school also boasts of a volunteer manned garden where science lessons are conducted and balanced nutrition is taught.
- Our school enlists the help of Kaiser Permanente and other groups to put up assemblies on nutrition and exercise.

Data Analysis

- EOP has high incidents of emotional trauma, physical illness, asthma, and poor nutrition.
- It is important that our students have consistent access to health education, exercise, and nutritious foods.
- 32% of surveyed students report not eating breakfast. However there is a 2% increase from 2011 of the number of students eating breakfast at EOP and up to 93% eating lunch.
- 22% increase from 4% reported in 2011 of the number of 5th graders who have consumed alcohol.

Theory of Action

- If we provide students and families with health services, resources, and information to mitigate the education gap, students will be able to focus more time on learning and demonstrate growth in the health and wellness indicators.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide health services on site to provide wellness education and resources to students and families. Provide workshops for teachers to identify areas of need and effectively refer students for sustained well-being. Increase attendance for those with chronic health concerns. Participate in the COST to ensure student access to wrap around supports.	Health data	FBB, BB and BAS	Every Semester	Other	4/8/2013	107SQI2B2037	Hire nurse to provide health education	3010-Title I	5735-INTERPGM - HEALTH SERVICES		0	\$16,987.40
Promote healthy nutritional habits among all students.	Survey data (CHKS, etc.)	All Students		Other	4/4/2013	107SQI2B2038	Provide healthy breakfast, morning snacks, farmer's market, salad bar, horticultural lessons in the garden classroom, and nutritional lessons.	N/A			0	\$0.00
Psychologist to provide mental health and COST/SST support two days a week to enhance and improve academic outcomes.	Survey data (CHKS, etc.)	FBB, BB and BAS	Weekly	Other	4/4/2013	107SQI2B2921	Psychologist to provide mental health support two days a week.	3010-Title I		PSYCHL0010	0.4	\$33,889.26

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

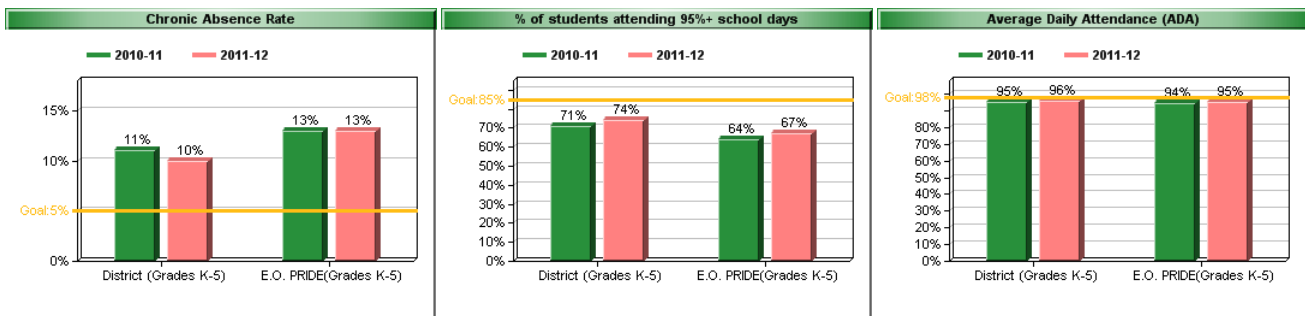
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

- 33 students were chronically absent by January 2012. There is a decrease in the number of truancies in 2013. Attendance has significantly improved by March 2013 with every class over 95% positive attendance. The monthly celebrations and incentives, home visits, phone calls more targeted help for families in need seem to help.
- Attendance for April 2013 is over our target set at 95% with K average at 97.41%, 1st at 97.44%, 2nd 98.74%, 3rd at 97.27%, 4th at 97.88% and 5th grade at 96.56%

Data Analysis

- Several families take long vacations with no prior notice to teachers, which reduces academic achievement. 13% chronic attendance still indicated but a 3% increase to a total of 67% of students attending 95% or more school days.
- Tardiness turns into absences and truancy, particularly in grades K-1.
- Grades K-2 have the most chronic absences/truancy

Theory of Action

1. Create more welcoming practices that are inclusive of students and families to reduce tardiness and absences.
- Focus on K-1 students and families to increase awareness of the impact of chronic absences on short and long-term educational outcomes.
- Use survey for students and parents to see the impact of culture, climate, and safety on attendance.
- If we involve more parents with positive attendance to interface with and educate/mentor other parents, chronic truancy and mid-year vacations will decrease significantly.
- If parents are aware of the educational and financial impact of positive attendance, and have access to information to help overcome challenges, we will interrupt chronic absence patterns positive attendance will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Create a caring and welcoming environment to encourage and motivate all students to attend school every day on time. Focus on k/1 families of students on the chronic absentee list and all students on the current list. Reach out through surveys, parent workshops, calls home, home visits, and school events, such as quarterly recognition for good and improved attendance.	Attendance	All Students	Weekly	Attendance Team	4/4/2013	107SQI2C3020	Attendance Clerk contacts families daily and supports SARTS	Non-SSC approved			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

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

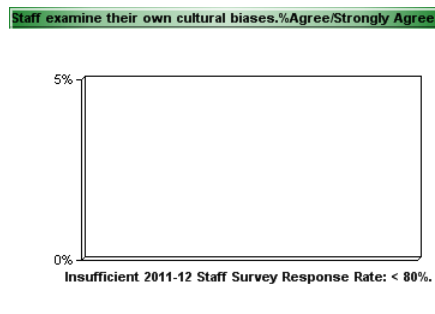
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



School Data

- through the input of the entire staff, the school has a new schedule which allocates PLC meeting time 3 days a week for collaboration. The PLC's use data to conduct inquiry and plan more focused lessons. Use of data also to select target groups for differentiation.
- The school leadership team also meets biweekly to plan PD's and discuss essential topics that impact instruction and school culture. Walkthroughs are conducted periodically to check on classroom instruction, culture and content knowledge.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide professional development for teachers in a professional learning community structure, so they may effectively engage a data planning cycle and develop as facilitative instructors/practitioners of the Common Core Standards across the curriculum.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/22/2013	107SQI3A5938	Provide substitutes to release teachers for PLC professional development.	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$10,000.00

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

Strategic Priority A. Family & Community Engagement

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

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

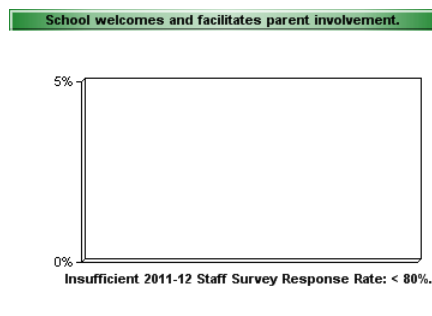
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- Through Parent Leaders Collaborative, SSC and ELAC the school is making a concerted effort to attract all parents and to use the family center resources as well as PLAN to collaborate with staff and administration to make the school a pleasant place to work and grow.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Develop the Family-Community resource Center to provide wrap-around services and education for students and families.	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/4/2013	107SQI4A523	Family Coordinator will coordinate and facilitate volunteers, family education, and community events that promote literacy and well-being.	7090-EIA - SCE		CMRAIB0011	0.3	\$18,486.34
Develop the Family-Community resource Center to provide wrap-around services and education for students and families.	Survey data (CHKS, etc.)	English Learners	Every Marking Period	Principal	4/4/2013	107SQI4A2894	Family Coordinator supports families and students who are English Learners, through translations and resources to increase access to educational priorities.	7091-EIA - LEP		CMRAIB0011	0.7	\$43,134.79
Provide opportunities for parents to meet, learn, and advocate for student achievement in partnership with the school staff and community.	Survey data (CHKS, etc.)	FBB, BB and BAS		Assistant Principal	4/4/2013	107SQI4A2971	Food for meetings with parents	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,731.73
Provide opportunities for parents to meet, learn, and advocate for student achievement in partnership with the school staff and community.	Survey data (CHKS, etc.)	FBB, BB and BAS		Assistant Principal	4/4/2013	107SQI4A2972	Provide childcare for families while the participate in meetings at school	9901-Title I - Parent Participation	4399-SURPLUS		0	\$500.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: East Oakland PRIDE

Principal: CAROL JOHNSON

From OUSD Strategic Plan:

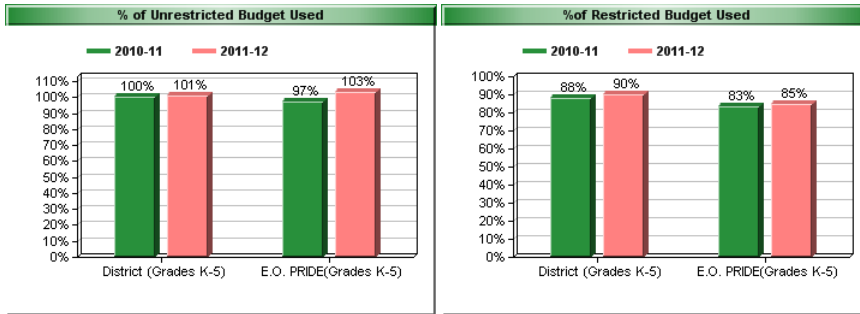
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage opera effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community memb Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, 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

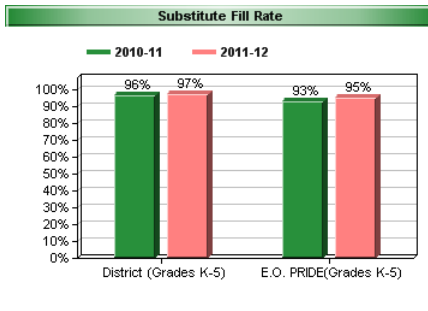
A quality school...

- 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





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	\$94,539.36	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$113,875.14	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$208,414.50	

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	\$93,967.38	
 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	\$2,231.73	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$96,199.11	

Appendices

- Parent Involvement Policy
- School-Parent Compact

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: East Oakland PRIDE
Site Number: 107

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 11/5/12, 12/3/12, 1/11/13, 2/4/13, 3/4/13, 4/22/13.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 1/15/13, 2/25/13, 3/18/13, 4/22/13, 2/25/13
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

Mark Danforth

 SSC Chairperson's Name (printed)


5/10/13

 Date

 ELAC Chairperson's Signature

 ELAC Chairperson's Name (printed)

 Date



 Principal Signature

Carol Johnson

 Principal's Name (printed)

5/9/13

 Date



 Executive Officer's Signature

Kimi Kean

 Executive Officer's Name (printed)

5/13/13

 Date



 Director, State & Federal Compliance Signature

Susana Ramirez

 Director, State & Federal's Name (printed)

6/5/13

 Date



East Oakland
PRIDE
Elementary

SSC ROSTER 2012-2013

Carol Johnson	Principal	8000 Birch St Oakland
Mark Danforth	President, Teacher	8000 Birch st Oakland
Vila Wade	Teacher	8000 Birch st Oakland
Elizabeth Torres	Staff, Other	2500 77 th ave Oakland
Raul Nunez	Teacher	8000 Birch st Oakland
Edith Torres	Community member	2500 77 th ave Oakland
Ozell Witworth	Parent	1234 Shattuck ave Berkeley
Beatriz Gallegos	Parent	3122 82 nd ave, oakland
Uriel Guzman	Vice chair, Parent	1921 81st Ave, Oakland
Alex Tyson	Parent	7106 Halliday Ave , Oakland

Title I School Parental Involvement Policy 2012 - 2013

East Oakland PRIDE has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive]. 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

To involve parents in the Title I program at EOP the following practices have been established:

- The school convenes 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. Inform parents of their right to participate in the development of the District's Title 1 Plan through participation in the District Advisory Council (DAC).
- Offer a flexible number of meetings for parents which may include assistance with transportation, child care, and home visits to ensure parental involvement.
- 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.
- Provides parents of Title I students with timely information about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

School-Parent Compact

EOP as 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

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 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.
- 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. This is done on Back to School Night and during the Schoolwide Title 1 meeting as well as the SSC and ELAC.
- Provides support, during regularly called meetings, for parental activities requested by Title I Program parents.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. EOP translates the parent involvement policy and compacts into Spanish.

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

(list meetings, presentations, workshops, etc.)

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

East Oakland PRIDE Elementary School
SCHOOL-PARENT COMPACT

EOP and the parents of the students participating in activities, services, and programs funded by Title I, agree that this

compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student

academic achievement and the means by which the school and parents will build and develop a partnership that will help

children achieve the State's high standards.

This school-parent compact is in effect during school year 2012-2013.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

EOP will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children**

to meet the State's student academic achievement standards.

- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their children's progress.**
- **Provide parents reasonable access to staff**
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**

Principal's
signature_____

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom/ school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups
- Volunteering 10 hours a year to assist our children and the school in the education process



Parent Name _____ Child's
Name _____

Teacher's Name _____ Phone
Number _____

California Department of Education
Academic Program Survey—Elementary School Level

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 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students. <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. 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

		<p>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.</p> <ul style="list-style-type: none"> 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. 					
2		<ul style="list-style-type: none"> 	1.1	<p>4 100% X</p>	3 At least 75%	2 At least 50%	1 Less than 50%
3		<ul style="list-style-type: none"> 	<p>Key Components</p> <p>Instructional Program Materials</p> <p>All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided locally-adopted, standards-aligned, instructional program materials. This</p>				

California Department of Education
Academic Program Survey—Elementary School Level

			<p>may include CCSS-aligned materials.</p> <p>Number of Students:</p> <p>___ All Students.</p> <p>___ ELs.</p> <p>___ SWDs.</p> <p>Use</p> <p>Identify all that apply:</p> <p>__X__ Basic core and/or CCSS-aligned materials are used as designed.</p> <p>__X__ Ancillary materials are used as designed.</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

			Review and identify which key components apply. Circle the most appropriate rating.					
1. Instructional Program	4 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	<p>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.</p> <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	
	5	•	1.2	4 100% x	3 At least 75%	2 At least 50%	1 Less than 50%	

California Department of Education
Academic Program Survey—Elementary School Level

	6	•	<p>Key Components</p> <p>Appropriate Instructional Program Materials</p> <p>All EL students are appropriately ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned, instructional program materials.</p> <p>Appropriate Use</p> <p>_____ Materials/ELD components are used as designed.</p>				
Documentation	Additional Comments						

California Department of Education
Academic Program Survey—Elementary School Level

	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	7 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
	8	<ul style="list-style-type: none"> ● 	1.3	4 100%	3 At least	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

					75% X							
	9	•	<p>Key Components</p> <p>Appropriate Instructional Program Materials</p> <p>All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials.</p>									
			<table border="1"> <tr> <td>Number of Intensive Intervention Students</td> </tr> <tr> <td> </td> </tr> <tr> <td>All Intensive learners</td> </tr> <tr> <td>All Intensive Els</td> </tr> <tr> <td>All Intensive SWDs</td> </tr> </table>	Number of Intensive Intervention Students		All Intensive learners	All Intensive Els	All Intensive SWDs				
Number of Intensive Intervention Students												
All Intensive learners												
All Intensive Els												
All Intensive SWDs												

California Department of Education
Academic Program Survey—Elementary School Level

			Number/Percentage Provided Intensive Intervention				
			Total Intensive Students				
			Intensive ELs				
			Intensive SWDs				
			Appropriate Use _____ Materials are used as designed.				
Documentation	Additional Comments						
	Reading/Language Arts/ELD						

California Department of Education
Academic Program Survey—Elementary School Level

District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	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. <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. 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

		<ul style="list-style-type: none"> • 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. 					
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		1.4	<p style="text-align: center;">4 100% X</p>	<p style="text-align: center;">3 At least 75%</p>	<p style="text-align: center;">2 At least 50%</p>	<p style="text-align: center;">1 Less than 50%</p>

California Department of Education
Academic Program Survey—Elementary School Level

	•	•	<p>Key Components</p> <p>Instructional Program Materials</p> <p>All students are _____ assessed, _____ placed, and _____ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			<p>Number of Students :</p> <p>_____ All Students.</p> <p>_____ ELs.</p> <p>_____ SWDs.</p> <p>Appropriate Use</p> <p>Identify all that apply:</p> <p><input checked="" type="checkbox"/> Basic core and/or CCSS-aligned materials</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			are used as designed.				
			<input checked="" type="checkbox"/> Ancillary materials are used as designed.				
Documentation	Additional Comments						
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of							

California Department of Education
Academic Program Survey—Elementary School Level

classroom basic core materials.							
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California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

1. Instructional Program	1 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% X	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

	•	•	<p>Key Components</p> <p>Appropriate Instructional Program Materials</p> <p>All students are ____ assessed, ____ placed, and ____ provided appropriate locally-adopted, standards-aligned instructional program materials.</p> <p>Students served:</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			Number of Intensive Intervention Students							
			All Intensive learners	Gr. 4	Gr. 5			Gr. 6		
				All Intensive Els						
					All Intensive SWDs					
			Appropriate Use _____ Materials are used as designed .							
Documentation	Additional Comments									
	Mathematics									
District Purchase Date:										
School Distribution Date:										

California Department of Education
Academic Program Survey—Elementary School Level

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				
2. Instructional Time	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

California Department of Education
Academic Program Survey—Elementary School Level

	2	•	2.1	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%
	3	•	Key Components Allocation of Instructional Time <hr/> Time is given priority and protected from interruptions.				

California Department of Education
Academic Program Survey—Elementary School Level

			<p>Identify the number of instructional minutes (length of periods) offered at each grade level.</p> <table border="1" data-bbox="1402 847 1530 1380"> <tr> <td data-bbox="1402 847 1530 1021">Number of instructional minutes each grade level</td> </tr> <tr> <td data-bbox="1402 1021 1530 1114"></td> </tr> <tr> <td data-bbox="1402 1114 1530 1198">All Students</td> </tr> <tr> <td data-bbox="1402 1198 1530 1287">ELs</td> </tr> <tr> <td data-bbox="1402 1287 1530 1380">SWDs</td> </tr> </table>	Number of instructional minutes each grade level		All Students	ELs	SWDs				
Number of instructional minutes each grade level												
All Students												
ELs												
SWDs												
Documentation	Additional Comments											

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
2. Instructional Time	4 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.	<p>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.</p> <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 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

		<p>student’s need will be better met by additional time with targeted instruction.</p> <ul style="list-style-type: none"> 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. 					
	5	<ul style="list-style-type: none"> 	2.2	4 100%	<p>3</p> <p>At least</p> <p>75%</p> <p>X</p>	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

	6	•	<p>Key Components</p> <p>Allocation of Instructional Time</p> <p>_____ Time is given priority and protected from interruptions.</p> <p>Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			Additional time provided identified Strategic students										
			Additional time provided identified Strategic ELs										
			Additional time provided identified Strategic SWDs										
Documentation	Additional Comments												
	Reading/Language Arts/ELD												
District Instructional Regulations:													
School Instructional Regulations:													

California Department of Education
Academic Program Survey—Elementary School Level

Attach appropriate documents							
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
2. Instructional Time	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
7		●	2.3	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

	8	•	<p>Key Components</p> <p>Allocation of Instructional Time</p> <p>Identify all that apply:</p> <p>_____ Time is given priority and protected from interruptions.</p> <p>_____ ELD instruction is additional time in the schedule.</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.				
			Proficiency Levels				
			Number of Students				
			Number of Instructional minutes in ELD (beyond 2.1 and 2.2)				
Documentation	Additional Comments						
	Reading/Language Arts/ELD						

California Department of Education
Academic Program Survey—Elementary School Level

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				
2. Instructional Time	4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students. <ul style="list-style-type: none"> ● This time is given priority and protected from interruption. ● Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. 	Objective	Fully	Substantially	Partially	Minimally

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		<ul style="list-style-type: none"> 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. 					
	9	<ul style="list-style-type: none"> 	2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
	10	<ul style="list-style-type: none"> 	Key Components Allocation of Instructional Time _____ T i m e i s				

California Department of Education
Academic Program Survey—Elementary School Level

			g i v e n p r i o r i t y a n d p r o t e c t e d f r o m i n t e r				
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California Department of Education
Academic Program Survey—Elementary School Level

			<p>u p t i o n s .</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1"> <tr> <td>Number minutes</td> </tr> <tr> <td></td> </tr> <tr> <td>All Intens</td> </tr> <tr> <td>Intensive</td> </tr> </table>	Number minutes		All Intens	Intensive				
Number minutes											
All Intens											
Intensive											

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
2. Instructional Time	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
	3	●	2.5	4 100%	3 At least	2 At least 50%	1 Less than 50%

California Department of Education
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					75%		
	4	•	<p>Key Components</p> <p>Allocation of Instructional Time</p> <p>Time is given priority and protected from interruption</p>				

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Academic Program Survey—Elementary School Level

			<p>on s.</p> <p>Identify number of instructional minutes offered at each grade level:</p> <table border="1"> <tr> <td>Number instructional minutes at grade level</td> </tr> <tr> <td></td> </tr> <tr> <td>All Students</td> </tr> <tr> <td>ELs</td> </tr> <tr> <td>SWDs</td> </tr> <tr> <td></td> </tr> </table>	Number instructional minutes at grade level		All Students	ELs	SWDs					
Number instructional minutes at grade level													
All Students													
ELs													
SWDs													

California Department of Education
Academic Program Survey—Elementary School Level

Documentation	Additional Comments						
	Mathematics						
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				
2. Instructional Time	<p>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.</p>	<p>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.</p> <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 	Objective	Fully	Substantially	Partially	Minimally

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		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.					
	3	•	2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

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Academic Program Survey—Elementary School Level

	4	•	<p>Key Components</p> <p>Appropriate Allocation of Instructional Time</p> <p>Time is given priority and protected for</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			<p>m in te rr u pt io n s.</p> <p>Identify Number of Strategi c student s served and the amount of strategi c instructi onal time offered at each grade level.</p>				
			<p>Number of students each grade level</p>				

California Department of Education
Academic Program Survey—Elementary School Level

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	7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> ● For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. ● For grade eight, mathematics intensive intervention students are defined as those who are achieving below 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

		<p>seventh-grade mathematics standards.</p> <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. 					
	3	<ul style="list-style-type: none"> 	2.7	4 100%	3 At least 75% X	2 At least 50%	1 Less than 50%
	4	<ul style="list-style-type: none"> 	<p>Key Components</p> <p>Allocation of Instructional Time</p> <p>_____ T i</p>				

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Academic Program Survey—Elementary School Level

			m e i s g i v e n p r i o r i t y a n d p r o t e c t e d f r o m				
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			i n t e r r u p t i o n s .				
			Indicate total number of additional minutes:				
				Number additional instructional minutes grade			

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			All Intensive Learners					
			All Intensive ELs					
			All Intensive SWDs					
Documentation	Additional Comments							
	Mathematics							
District Instructional Regulations:								
School Instructional Regulations:								
Attach appropriate documents								

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
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California Department of Education
Academic Program Survey—Elementary School Level

			Review and identify which key components apply. Circle the most appropriate rating.					
3. Lesson Pacing Guide	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.	<p>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).</p> <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally	
	1	•	3.1	4 100%	3 At least 75% X	2 At least 50%	1 Less than 50%	

California Department of Education
Academic Program Survey—Elementary School Level

	2	•	<p>Key Components</p> <p>Instructional/Assessment Pacing Guides</p> <hr/> <p>Distributed to each grade level.</p> <hr/> <p>In use at every grade level.</p> <p>Pacing Guide Use Monitored</p> <hr/> <p>Principal monitors use.</p>				
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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				
3. Lesson Pacing Guide	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.	<p>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).</p> <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; 	Objective	Fully	Substantially	Partially	Minimally

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		3) time for pre/re-teaching; and 4) time to address specific skill needs of students.					
	4	•	3.2	4 100%	3 At least 75% X	2 At least 50%	1 Less than 50%
	5	•	Key Components Instructional/Assessment Pacing Guides ____ Distributed to each grade level. ____ In use at every grade level. Pacing Guide				

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			Use Monitor ed _____ Principal monitors use.				
Documentation	Additional Comments						
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate							

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Academic Program Survey—Elementary School Level

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.				
4. Professional Development for School Administrators	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 	Objective	Fully	Substantially	Partially	Minimally

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Academic Program Survey—Elementary School Level

		<p>and struggling strategic learners;</p> <ul style="list-style-type: none"> ● 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. 					
	1	<ul style="list-style-type: none"> ● 	4.1	4 100%	3 At least 75% X	2 At least 50%	1 Less than 50%

California Department of Education
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	2	•	<p>Key Components</p> <p>Principal</p> <hr/> <p>Training in RLA/ELD.</p> <hr/> <p>Coaching, as resources permit.</p> <p>Vice Principal(s)</p> <hr/> <p>Training in RLA/ELD.</p> <hr/> <p>Coaching, as resources</p>				
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			es permit.				
Suggested Documentation	Additional Comments						
	RLA/ELD						

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	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; 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
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		<ul style="list-style-type: none"> ● 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. 					
	5	<ul style="list-style-type: none"> ● 	4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%

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	6	•	<p>Key Components</p> <p>Principal</p> <hr/> <p>Training in Mathematics.</p> <hr/> <p>Coaching, as resources permit.</p> <p>Vice Principal(s)</p> <hr/> <p>Training in Mathematics.</p> <hr/> <p>Coaching, as resources</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			es 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	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. 	Objective	Fully	Substantially	Partially	Minimally

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		<ul style="list-style-type: none"> ● 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. 					
	5	<ul style="list-style-type: none"> ● 	4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

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	6	•	<p>Key Components</p> <p>Identify type of professional development/support. (Refer to the suggested targeted professional development and support list.)</p>				
Suggested Documentation	Additional Comments						
	RLA/ELD	Mathematics					

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

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	2	•	Key Comp onents				
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			Highly-qualified teachers.				
Documentation	Additional Comments						
	RLA/ELD	Mathematics					

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	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</p>	Objective	Fully	Substantially	Partially	Minimally

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		<p>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 progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. ● Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. ● Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. ● Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. ● Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. 					
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		<ul style="list-style-type: none"> • 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. 					
	6	<ul style="list-style-type: none"> • 	5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

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	7	•	<p>Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" data-bbox="1409 967 1530 1414"> <tr> <td data-bbox="1409 967 1530 1097"></td> </tr> <tr> <td data-bbox="1409 1097 1530 1203">Grade 1</td> </tr> <tr> <td data-bbox="1409 1203 1530 1308">Grade 2</td> </tr> <tr> <td data-bbox="1409 1308 1530 1414">Grade 3</td> </tr> </table>		Grade 1	Grade 2	Grade 3				
Grade 1											
Grade 2											
Grade 3											

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			Grade 4					
			Grade 5					
			Grade 6					
			Grade 7					
			Grade 8					

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	8	•					
Documentation	Additional Comments						
	RLA/ELD						

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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.				
5. Credentialed Teachers and Professional Development Opportunity	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</p>	Objective	Fully	Substantially	Partially	Minimally

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		<p>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: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. ● Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. ● Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. ● Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. ● Curriculum-Embedded Technology Support: use of 					
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California Department of Education
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		<p>technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation.</p> <ul style="list-style-type: none"> • 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. 					
	6	<ul style="list-style-type: none"> • 	5.3	4 100%	3 At least 75% X	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

	7	•	<p>Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" data-bbox="1411 1024 1530 1469"> <tr> <td data-bbox="1411 1024 1530 1154"></td> </tr> <tr> <td data-bbox="1411 1154 1530 1260">Grade 1</td> </tr> <tr> <td data-bbox="1411 1260 1530 1365">Grade 2</td> </tr> <tr> <td data-bbox="1411 1365 1530 1469">Grade 3</td> </tr> </table>		Grade 1	Grade 2	Grade 3				
Grade 1											
Grade 2											
Grade 3											

California Department of Education
Academic Program Survey—Elementary School Level

			Grade 4						
			Grade 5						
			Grade 6						
			Grade 7						
			Algebra 1						
			Pre-algebra/Algebra Readiness						
	8	•							

California Department of Education
Academic Program Survey—Elementary School Level

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				
6. Ongoing Instructional Assistance and Support for Teachers	<p>1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p>	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> ● The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. ● Support includes assisting teachers with planning and 	<p>Objective</p>	<p>Fully</p>	<p>Substantially</p>	<p>Partially</p>	<p>Minimally</p>

California Department of Education
Academic Program Survey—Elementary School Level

		<p>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.</p> <ul style="list-style-type: none"> • 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. 					
	2	<ul style="list-style-type: none"> • 	6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

	3	•	<p>Key Components</p> <p>Coaches/content experts/specialists</p> <hr/> <p>Type of instructional assistance.</p> <hr/> <p>Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			<p>provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System</p> <hr/>	<p>Principals</p>			
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California Department of Education
Academic Program Survey—Elementary School Level

			<p>Describe type of training/support planned and/or provide</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			d for coaches /content experts/ speciali sts:				
Documentation	Additional Comments						
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate							

California Department of Education
Academic Program Survey—Elementary School Level

documents.							
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
6. Ongoing Instructional Assistance and Support for Teachers	<p>4 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p>	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> ● The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. ● Support includes assisting teachers with planning and 	<p>Objective</p>	<p>Fully</p>	<p>Substantially</p>	<p>Partially</p>	<p>Minimally</p>

California Department of Education
Academic Program Survey—Elementary School Level

		<p>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.</p> <ul style="list-style-type: none"> • 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. 					
	5	<ul style="list-style-type: none"> • 	6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Elementary School Level

	6	•	<p>Key Components</p> <p>Coaches /content experts/ specialists:</p> <p>_____</p> <p>Type of instructional assistance.</p> <p>_____</p> <p>Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

			:				
			Describe criteria used for identifying and providing coaching support:				
			Monitoring Coaching System				
			_____	P r i n c i p a l s t r u c t u r e			

California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

			Trained Coaches / Content Experts/ Specialists				
			_____	P r o v i d e d w i t h m a t e r i a l s - b a s e d t r a i n i n			

California Department of Education
Academic Program Survey—Elementary School Level

			g .				
			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	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	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 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

	<p>school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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. 					
<p align="center">1</p>		<ul style="list-style-type: none"> ● 	<p align="center">7.1</p>	<p align="center">4 100%</p>	<p align="center">3 At least 75%</p>	<p align="center">2 At least 50%</p>	<p align="center">1 Less than 50%</p>

California Department of Education
Academic Program Survey—Elementary School Level

	2	•	Key Com pone nts				
			Ong oing Asse ssm ent and Moni torin g Syst em				

California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

			Training on Accessing and Using Electronic Data System				
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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

			Using Formative Assessment Results <hr/>				
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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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Documentation	Additional Comments						
Reading/Language Arts/ELD							
Example of Curriculum Embedded							

California Department of Education
Academic Program Survey—Elementary School Level

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	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;	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. 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

	and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	<ul style="list-style-type: none"> 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. 					
8		•	7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
9		•	Key Components Ongoing Assessment and Monitoring System _____ District support				

California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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			Co m m o n c u r r i c u l u m e m b e d d e d/ f o r m a t i v e a s s e s s m e n t s i n				

California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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			Pro fes sio nal de vel op me nt pro vid ed				

California Department of Education
Academic Program Survey—Elementary School Level

			for administrators and teachers on data analysis and data-informed instruction.				
	10	•					
Documentation	Additional Comments						

California Department of Education
Academic Program Survey—Elementary School Level

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	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 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

		<ul style="list-style-type: none"> • 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. 					
	1	•	8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
	2	•	<p>Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p>_____ Number per month.</p> <p>_____ All teachers including</p>				

California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

			as sr oo m le ve ls.				
			Collaborat ive Meeting Discussio n Content				
			Us in g an d an al yzi ng ti m el y st ud en t co m m on as se ss m en				

California Department of Education
Academic Program Survey—Elementary School Level

			Results from all students.				
			Strengthening program implementation.				
			Designing and improving lessons and instruction.				
			Identifying research-based strategies.				

California Department of Education
Academic Program Survey—Elementary School Level

			ies to su pp ort sp ec ific ski ll ne ed s of all st ud en ts.				
Documentation	Additional Comments						
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	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	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> ● Teachers are trained in collaboration meeting protocols. ● Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> ● Entry-level placement and/or diagnostic; ● Progress monitoring, including frequent formative and curriculum-embedded assessments; and 	Objective	Fully	Substantially	Partially	Minimally

California Department of Education
Academic Program Survey—Elementary School Level

	monitoring.	<ul style="list-style-type: none"> • 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. 					
	9	•	8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
	10	•	Key Components Scheduled Structured Collaboration Meetings _____ N u m b e r p e r m o				

California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

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California Department of Education
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			<p style="text-align: center;">n d c l a s s r o o m l e v e l s .</p> <p>Collaborative Meeting Discussion Content</p> <p>_____ U s i n g a n d a n</p>				
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California Department of Education
Academic Program Survey—Elementary School Level

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Academic Program Survey—Elementary School Level

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Academic Program Survey—Elementary School Level

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Academic Program Survey—Elementary School Level

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California Department of Education
Academic Program Survey—Elementary School Level

			I s t u d e n t s .				
Documentation	Additional Comments						
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

		for EPC-related school reform.					
	2	•	9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
	3	•	Key Compo nents				
			Allocati on of Funds				
			_____ D i s t r i c t a n d s i t e c a t				

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			e g o r i c a l a n d g e n e r a l f u n d i n g a r e a l i g n e d t o				
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			P S A a l i g n s t o t h e g o a l s a n d a c t i v i t i e s i n				
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			t h e L E A P l a n .				
Documentation	Additional Comments						
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	4 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.	<p>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.</p> <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 	Objective	Fully	Substantially	Partially	Minimally

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		for EPC-related school reform.					
	5	•	9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
	6	•	Key Compo nents Allocati on of Funds _____ D i s t r i c t a n d s i t e c a t				

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			e g o r i c a l a n d g e n e r a l f u n d i n g a r e a l i g n e d t o				
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			<p style="text-align: center;"> s u p p o r t E P C i m p l e m e n t a t i o n . Coordin ation of Funds _____ T h e S </p>				
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			P S A a l i g n s t o t h e g o a l s a n d a c t i v i t i e s i n				
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			t h e L E A P l a n .				
Documentation	Additional Comments						
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate							

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documents.							
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