OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Manzanita Community Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Manzanita Community Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

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 2012-2013 Community Strategic Site Plan application for Manzanita Community Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Manzanita Community School

6002042

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students* . In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

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 EFFFECTIVE 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

Manzanita Community School is a school that was redesigned seven years ago on the Manzanita Campus. Our design process was a year long one involving teachers, parents, and community members as part of OUSD small schools incubator. Many of the teachers and families that helped to design the school or joined our first year are still with us today. MCS is located in the Fruitvale and has a very diverse student population, 30% of our students are African American, 20% are Asian (Our students are mostly Mien, Chinese, Cambodian, Vietnamese, and Burmese) and 45% Latino. Almost 85% of our students qualify for free and reduced lunch. The focus of our redesign was not just on the academics but also in the climate and culture. There were few bilingual staff and little support for parents. Parents and staff on the design team selected teachers and staff who were a mix of experienced and newer teachers who represented many different ethnic and racial backgrounds. The first two years we focused on the climate and culture believing that students needed to feel safe and cared for by the adults at the school in order to do their best work. The last four years we have focused on our academics and our teaching. MCS believes in shared leadership and most decisions are made with the principal and instructional leadership team which is made up of five teachers from the staff of eighteen. The five teachers are a K teacher, a Bilingual first teacher, a third grade teacher, a primary SDC teacher, and a fourth grade teacher. In some cases decisions are also brought to the whole staff for a vote. We have low teacher and staff turn over which makes it easier to build on work from the previous year. The past two years we have focused as a staff on guided reading and a book called "Strategies that Work" to help us build student engagement and reading comprehension. As a site we do learning walks twice a year to observe teaching practice across the whole school. Every teacher is observed by 4-5 teachers and is given feedback and then also goes and observes 4-5 teachers and gives feedback. The instructional lead team reviews all the feedbacks and presents to the staff a summary of trends and outliers which then help the entire staff make instructional focuses and agreements. Next year we will continue our same work with guided reading and implementing strategies that work as well as take up science note booking K-5 and systematic ELD for all students at a common time. All staff were trained in systematic ELD by LCI this spring in two groups.

VISION

At MCS we believe students must feel safe and cared for not only by the adults that work at the site but also by their fellow classmates. We start most days with a Morning Meeting (from Responsive Classroom) where students greet each other by name, play a quick energizing (often academic game) together, listen to 3-4 students share and answer follow up questions, and lastly receive a letter from their teacher with highlights of the upcoming day and an interactive question (often an academic one). This allows the class as a whole to work together and get to know each other a little better each day. As a school we use scripted I messages which all students are taught and that are modeled by staff to resolve conflicts. Students are often asked to do apologies of action (often community service) and write apology letters to students or staff they had conflicts with. We have twice a month assemblies which are hosted each time by a different class and the principal. These assemblies give us time to honor students academic achievements (not just students who score Benchmark or higher but also students who make gains of 10% or more on District Benchmark Exams) but also to highlight students for their attendance or going above and beyond for a classmate or the school. Students also are asked to speak at these assemblies when they have broken an important rule. We also believe students need to be fully engaged in order to achieve at high levels which is why we focus on small class sizes of 20 students or less in primary grades and 25 students or less in upper grades. Each classroom has at least one guided reading time a day to provide more individualized reading instruction daily to students. Teachers are asked to give students frequent opportunities to share their thinking with partners and the class during a lesson. This can be observed through both formal and informal observations of lessons. Students are held accountable through both class and individual goal setting which is done at the beginning of the year and then checked back in on after Benchmark exams. Students who are in need of more academic support are asked to join our EBAYC run After school program. Which included intervention with classroom teachers and enrichment. All parents are invited to monthly academic parent meetings presented by teachers and after school program staff with dinner and child care provided. We also believe students need to be healthy both physically and emotionally in order to do their best work. We have a school nurse four days a week, a school social worker three days a week, along with an intern from Asian Mental Health one-two days who week who see students one on one and also in groups, a full time PE teacher, and a Playworks Coach. Both the PE teacher and Playworks Coach encourage students to be active and eat healthy. As a school we enforce the OUSD wellness policy, have a daily salad bar, and a weekly farmers market.

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

As the principal most of the monitoring falls to me and my Instructional Lead Team which is made up of four to five teachers across the school. We have meetings twice a month and after benchmarks we always review school wide data (goals 1, 2, 3, 4, and 5). We also organize learning walks across the school twice a year involving all of teachers to look closely at one aspect of our classroom instruction. This upcoming year in the spring we will focus on Guided Reading and in the fall possibly Stratigies that Work (Goals 1, 5, 6, 7, 10, and 11). We have a School Social Worker who I meet with at least three times a month and who runs our SST's. (Goal 9) We also have a PE teacher who does 60 minute classes each week. During that time he covers both nutrition and diet as well as then leading students in fun physical activities and exercises (Goal 8 and 9). We also have Playworks for 30 minutes a week for each class. Our SPED students are mainstreamed into PE and Playworks sessions (Goal 7). We meet with the Coaches at least every two months along with the other yard staff for check in meetings. We also do data reviews with our SSC and send home updates after benchmarks with our weekly homeschool letter so that parents and community members can see how students and our school is doing. There are also posters of the benchmark student results in the hallway. Students who are not on grade level get progress letters sent home.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Manzanita Community School **Principal:** EYANA SPENCER

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

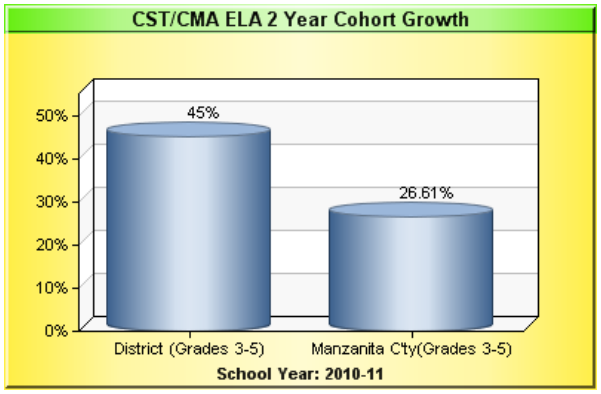
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

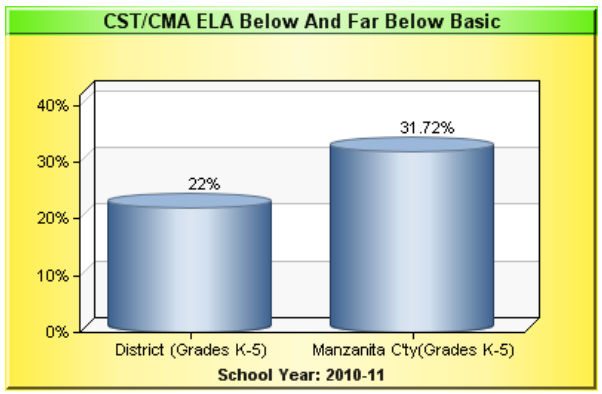
District-level Goals

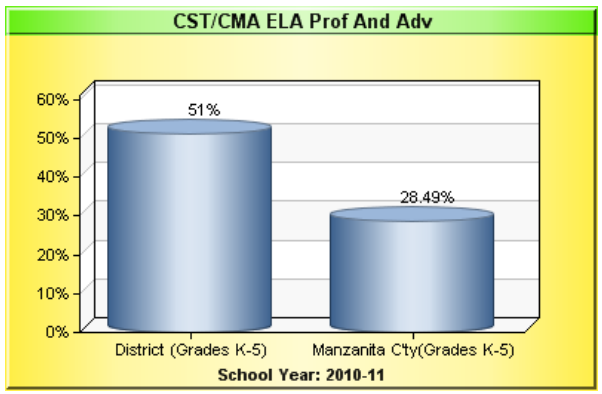
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels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

School Federal and State Academic Achievement Goals:

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







School Data

- We have been doing Guided Reading for the past two years. Last year we read as a staff a book about Guided Reading and had several PD sessions on assessing and grouping students.
- We have also been focused on Science and having students read more non ficition text during guided reading time. Next year we will be doing Science Notebooking School wide.

Data Analysis

- MCS has a high EL population and high chronic absence rate & we have struggled with ELA specifically comprehension. We have increased how much science we are teaching which will support students to become stronger in non fiction reading.
- 48% percent of our students scored P or A on the second ELA Benchmark exam. 52 % of our girls scored P or A compared to 45% of our boys.
- There is an achievement gap between our different ethnic groups of stu. 40% of African American stu., 42% of Asian, stu., and 54% of Latino stu. scored P or A.
- There is a gender gap amongst our ethnic groups. Only 39% of AA girls and 42% of AA boys scored P or A. While 48% of Asian girls and 41% of Asian boys scored P or A and 58% of L girls and 48% of L boys scored P or A.

Theory Action

- We believe that by ensuring students are reading at their instructional level in small groups with targeted lessons we can improve especially our lowest students reading scores as well as push our high students.
- We believe that by pairing more non fiction text with OCR and other ficiton texts we can better prepare our students for the common core assessments.
- As a QEIA school we believe that having smaller class sizes of 25 students or fewer students will get more additional small group and whole group support from thier teacher.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Guided Reading across the school. Each teacher will do guided reading at least four days a week.	As observed through Classroom observations, peer observations, and grade level meetings.	All Students	Sept-June	ES/Teachers	5/17/2012	179SQI1A3908	Focus on Guided Reading 4 days a week in class.	N/A			0	$0.00

Have teachers pair non fiction texts with fiction OCR text to increase the amount of non fiction students are reading.	Classroom observations and grade level planning meetings. More students scoring P or A as well as increases in other students scores each benchmark and on CST.	All Students	Sept-June	ES/Teachers	5/17/2012	179SQI1A3907	Increase the amount of non fiction students are reading	N/A			0	$0.00
As a school we will do Science Notebooking in all grade levels next year. The notebooks have aleady been ordered using 2011-2012 money.	Classroom obs. and grade level meetings. Should see an increase on CST 5th grade science scores from years past.	All Students	September-June	ES/Teachers	5/17/2012	179SQI1A3905	District Science PD	N/A			0	$0.00
Students who score FBB or BB on the CST in 2nd-5th will be asked first to enroll in the ASP program afterschool. If there is funding teachers will be paid to do small group intervention.	Increases in those students Benchmark scores over the year.	FBB, BB	September-June	ES/Jason Guinto	5/17/2012	179SQI1A3904	After School Support	N/A			0	$0.00
Students who score FBB or BB on the CST in 2nd-5th will be asked first to enroll in the ASP program afterschool. If there is funding teachers will be paid to do small group intervention.	Increases in those students Benchmark scores over the year.	FBB, BB	September-June	ES/Jason Guinto	5/17/2012	179SQI1A3906		N/A			0	$0.00
We will use our QEIA money to hire additional teachers to reduce class sizes in 4th and 5th grade.	ELA benchmark results	All Students	September-June	ES	5/17/2012	179SQI1A3909	Teacher to reduce class size	7400-QEIA		K12TCH0756	1	$96,838.51
We will use our QEIA money to hire additional teachers to reduce class sizes in 4th and 5th grade.	ELA benchmark results	All Students	September-June	ES	5/17/2012	179SQI1A3910	Teacher to reduce class size	7400-QEIA		K12TCH0541	0.02	$1,183.11
We will use our QEIA money to hire additional teachers to reduce class sizes in 4th and 5th grade.	ELA benchmark results	All Students	September-June	ES	5/17/2012	179SQI1A3911	Teacher to reduce Class Size	7400-QEIA		K12TCH0825	1	$54,854.07
We will use our QEIA money to hire additional teachers to reduce class sizes in 4th and 5th grade.	ELA benchmark results	All Students	September-June	ES	5/17/2012	179SQI1A3912	Teacher to reduce class size	7400-QEIA		TCHBIL0003	0.54	$35,455.71
We will pay for an addtional copy machine so that teachers can make copies of non fiction		All Students	August-June	ES	5/17/2012	179SQI1A3928	Paying for a second copy machines	3010-Title I	5610-EQUIP MAINTENANCE AGREEMT		0	$6,000.00

texts and other materials for teaching.												
We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc.	Based on teacher need or principal need	All Students	September-June	ES	5/17/2012	179SQI1A3929	Money for additonal materials like guided reading books or science notebooks	3010-Title I	4310-SUPPLIES		0	$10,000.00
We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc.	Based on teacher need or principal need	All Students	September-June	ES	5/17/2012	179SQI1A3930	Money for additonal materials	7090-EIA - SCE	4310-SUPPLIES		0	$21,192.00
We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc.	Based on teacher need or principal need	All Students	September-June	ES	5/17/2012	179SQI1A3932	Money for additonal professional reading books and materials for teachers	7400-QEIA	4310-SUPPLIES		0	$2,618.60
We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc.	Based on teacher need or principal need	English Learners	August-June	ES	5/17/2012	179SQI1A4576	Money for additonal professional reading books and materials for teachers	7091-EIA - LEP	4310-SUPPLIES		0	$670.91

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Manzanita Community School **Principal:** EYANA SPENCER

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

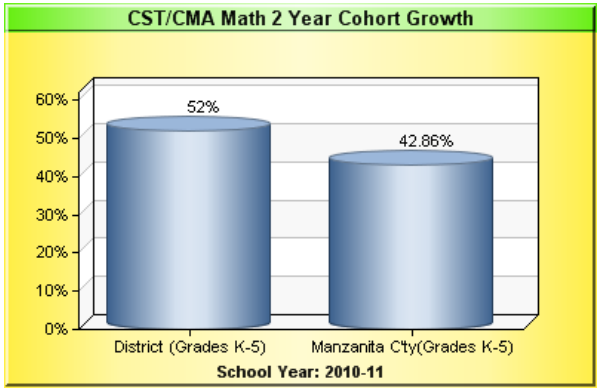
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

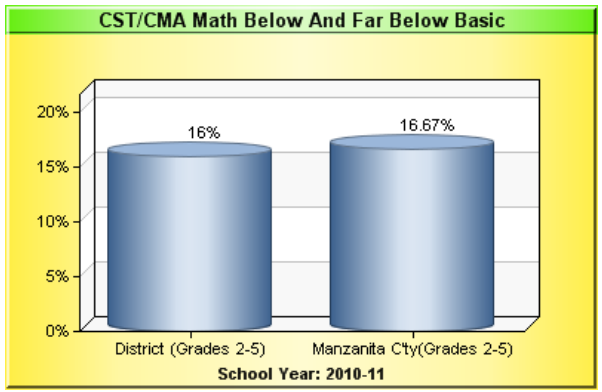
District-level Goals

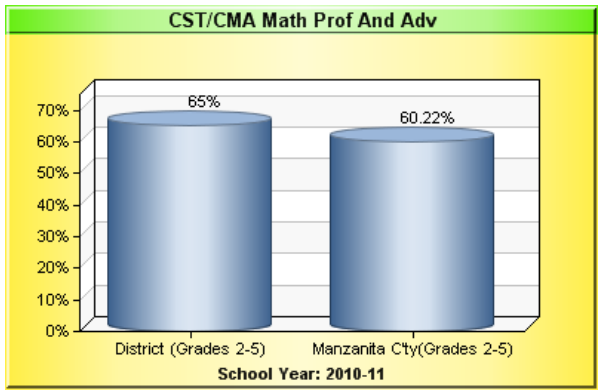
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science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

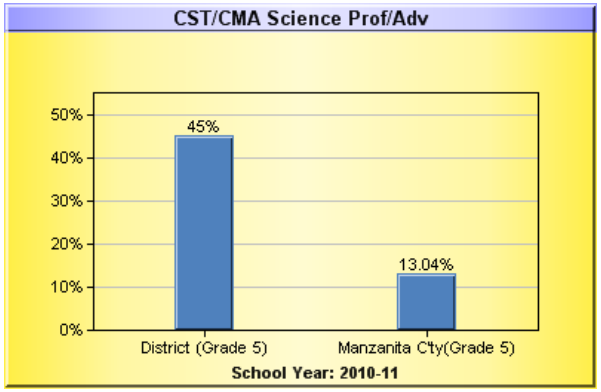
School Federal and State Academic Achievement Goals:

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









School Data

- We are not to far behind the district average in the number of students scoring P and A and also FBB and BB. But we know we need to continue to improve.

Data Analysis

- Our CST fifth grade science scores are not strong. We have been more focused this year and moving forward on Science. Several upper grade teachers have attended the CAL Blast trainings, college age science students have come into our classroo
- Next year we will continue to build up the rigior of our Science Program. We will start doing Science Notebooking K-5 with some teachers already doing so this year.

Theory Action

- We are restructuring our math instruction after seeing several years of strong gains using the Si Swun method which is no longer supported by OUSD.
- We are now preparing for the Common Core by focusing on doing more MARS type tasks with students over the school year as well as increase the amont of Science and Non Ficition Reading students are doing.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We have money to buy additional computers for classrooms.	As needed	All Students	September-June	ES	4/25/2012	179SQI1B3935	purchasing additional computers	3010-Title I	4315-COMPUTER SUPPLIES		0	$5,930.65

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Manzanita Community School **Principal:** EYANA SPENCER

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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

School Data

- We have been working closer with our CDC to build a more direct pipeline for the pre-K students into our school. We hold a K parent night in the spring and also have the CDC students come down and see the school.
- As a school we have been working to make sure our lessons and curriculum is more engaging and meaningful for students. Through the use of Guided Reading and also Stratigies that Work we want to make student's learning meaningful and applicable.

Data Analysis

- There isn't much access for elementary schools to see what happens to thier students after they have graduated. It would be nice to see our graduation rates for our students.

Theory Action

- We hope by being in better connection with our CDC's as well where our students go for middle school we can create more of a safety net for students.
- By having a career day in the fall where each class has between 4-5 community members talking to them about thier career and the type of education they had to do we will encourge students to think about thier future and what they want to pursue.
- We are focused on real world field trips to places like the Muir woods, Marine Headlands, and the Aquarium to have students have more experinces outside of Oakland.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Manzanita Community School **Principal:** EYANA SPENCER

School Quality Standards relevant to this Strategic Priority

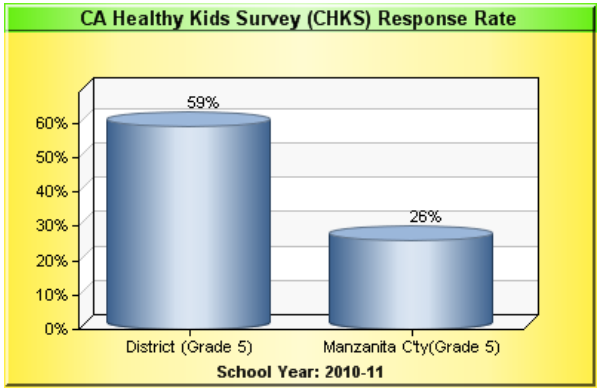
A quality school...

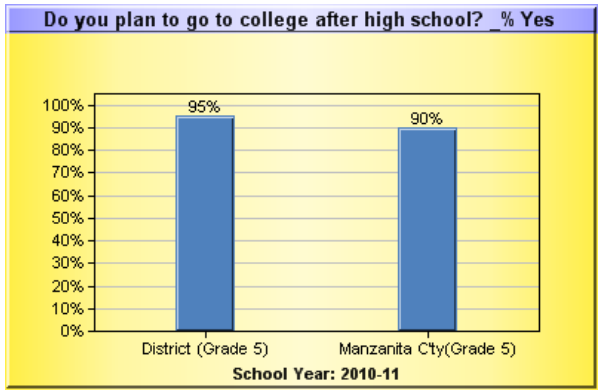
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

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





School Data

- 90% of MCS students say they plan to go to college. We have very small 5th grade classes so it's a smaller sample then the OUSD sample.
-

Data Analysis

- We have college age mentors in our afterschool program who share their experinces as College students with our students. We also try to take as many field trips as we can to expose students to wider range of experiences and careers.
- In classrooms teachers talk about thier own college experinces. We have a career day across all grade levels where students see between 4-5 speakers who share what type of schooling or training they had to have.

Theory Action

- We encourge students to think about college and thier future. During the year we have a career day and also take students to the black college fair.

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: Manzanita Community School **Principal:** EYANA SPENCER

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 Data

- Currently our AA male students do not score as high as even our AA female students.

Theory Action

- All FBB and BB students will be asked to enroll in the after school program to give these students additional support
- Teachers will provide additonal ASP support three days a week for 50-60 minutes if we get additional funds

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students who score FBB and BB on the CST are asked to join the After School Program to give them additional academic support and enrichment.	Benchmark exams and following years CST	FBB, BB	September-June	ES	5/18/2012	179SQI1E4643		N/A			0	$0.00
We will offer summer school to a small number of students in the 2013 who are scoring FBB or BB or working below grade level in grades 2 and 3.	CST and benchmark results	FBB, BB	Summer 2013	ES	5/18/2012	179SQI1E3927	Summer School 2013	3010-Title I	4395-SUMMER INTERVENTION - TITLE I SETASIDE		0	$5,000.00
Our prep teacher supports low 4th and 5th grade students with inclass academic intervention.	Benchmark scores	FBB, BB and BAS	September-June	ES	5/18/2012	179SQI1E3937	small group intervention for low 4th and 5th grade students	3010-Title I		TCEEIP0092	0.4	$24,691.64

Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program.	CSTs	GATE	ongoing	Principal and Teachers	5/18/2012	179SQI1E4644		N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Manzanita Community School **Principal:** EYANA SPENCER

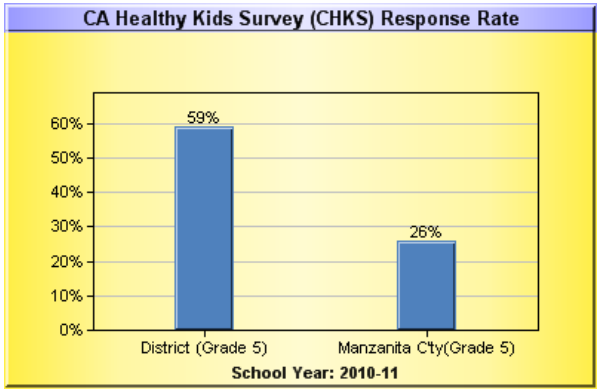
School Quality Standards relevant to this Strategic Priority

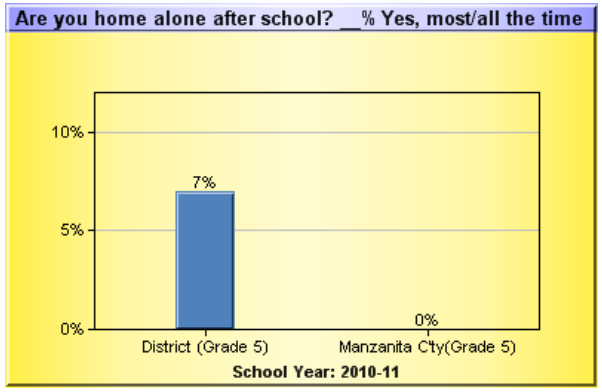
A quality school...

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

From OUSD Strategic Plan:

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





School Data

- Because of budet cuts we have had to reduce the number of students we can take into our After School Program. We can currently only serve 100 students which is a 1/3 of our school.
- We also pay out of our school budget for 5 teachers to work with FBB/BB students two to three days after school.

Theory Action

- Students who score FBB and BB on the CST will be asked to enroll in the ASP program.
- If there are funds teachers will be paid to provide afterschool intervention through ASP for 2nd-5th or in thier own classrooms for K-1.

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

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

School: Manzanita Community School **Principal:** EYANA SPENCER

School Quality Standards relevant to this Strategic Priority

A quality school...

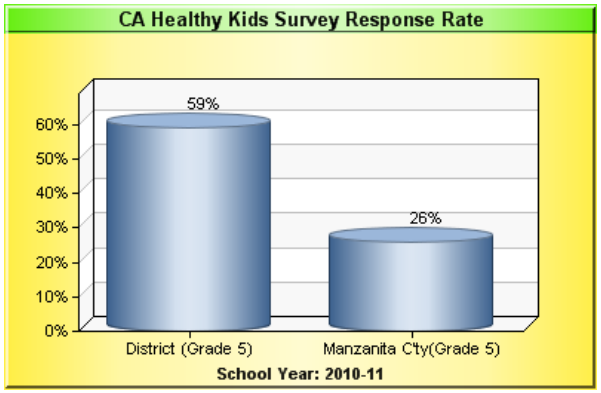
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

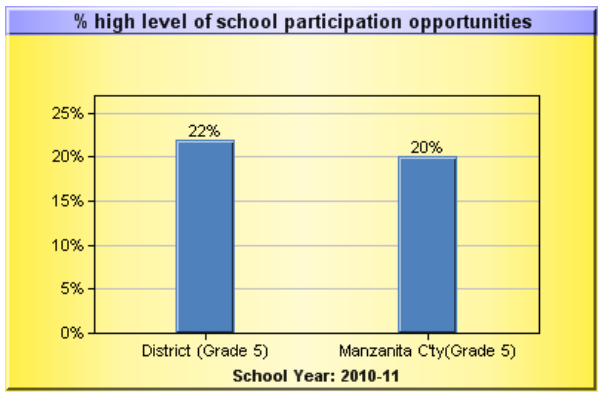
From OUSD Strategic Plan:

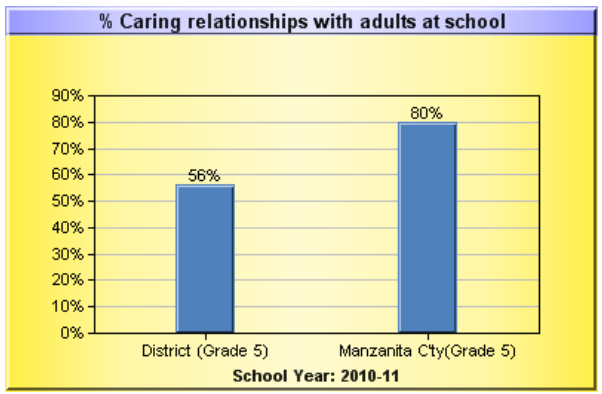
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include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

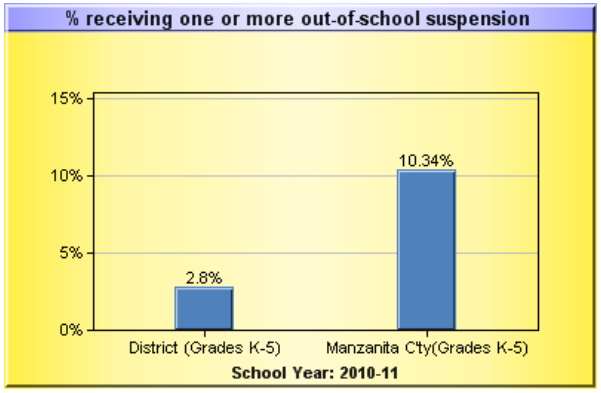
District-level Goals

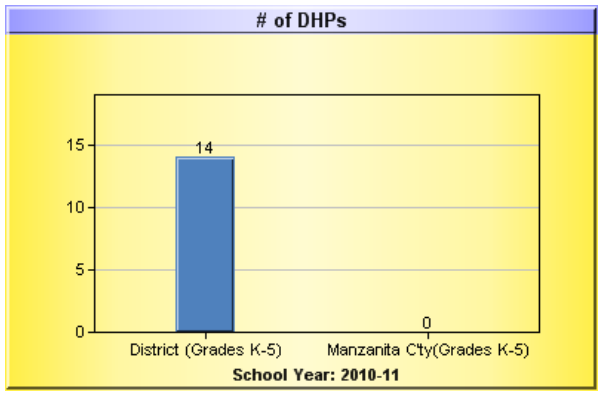
- Reduce Disciplinary Hearing Process referrals by 20%

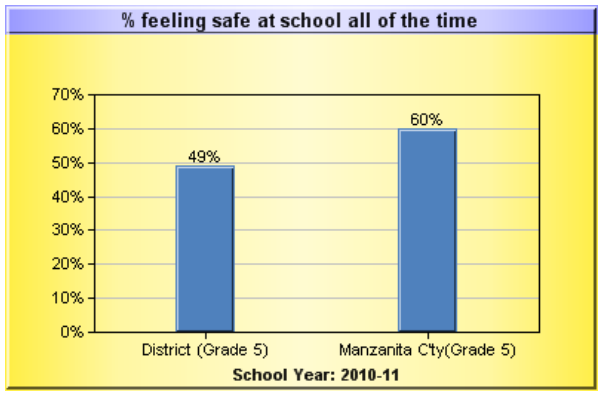












School Data

- Our goal is to continue to reduce the number of suspensions as well as the incidents of bullying or putdowns. Last year we started doing 2x a month school wide assemblies focused on academics and climate and culture.
- Last year we also introduced a school wide month of caring for the month of March. Where students are asked daily to "fill each other's buckets" by giving compliments or doing nice things.

Data Analysis

- According to the survey data our students feel safe at school about 60% of the time which is 11% more then the across all of OUSD. Also 80% of the students feel they have caring relationships at school compared to the only 60% of OUSD students.
- We do have a higher suspension rate but this could partly because of our school rule that both students who fight are suspended. This year we are trying to do more in house suspensions to keep students at school and learning.
- Students seem to be enjoying our twice a month assemblies and students who break major school rules (fighting, stealing, etc.) are asked to speak to the school at assemblies to share with other students what not to do.
- We are very public about our data and also share results from recent assessments at assemblies. We also aknowledge students who make growth and not just students who score P and A.
- We do have a school social worker who can meet with students 1-1 or in groups. If they need mental health support.

Theory Action

- At MCS we believe if students are given oppurtnities to practice postive interactions on a daily basis as well as how to model conflicts our climate will continue to improve.
- At MCS teachers are focused on high teacher engagement. We do learning walks twice a year to measure how student engagement looks across the school.
- Students are given leadership oppurtunities both formally and informally. These include being Jr. Coaches, Safety Patrol members, Reading Buddies, and Tour Guides on passport day.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We have a bilingual school social worker 3 days a week.	Healthy Kids Survey and student discipline records.	English Learners	September-June	ES	5/17/2012	179SQI2A3901	School Social Worker	7091-EIA - LEP		SOCWKR0015	0.1	$8,281.87

We have a bilingual school social worker 3 days a week.	Healthy Kids Survey and student discipline records.	English Learners	September-June	ES	5/17/2012	179SQI2A3902	School Social Worker	7090-EIA - SCE		SOCWKR0015	0.35	$28,986.54
We have a bilingual school social worker 3 days a week.	Healthy Kids Survey and student discipline records.	English Learners	September-June	ES	5/17/2012	179SQI2A3903	School Social Worker	3010-Title I		SOCWKR0015	0.15	$12,422.80

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

Strategic Priority B. Health & Wellness

School: Manzanita Community School **Principal:** EYANA SPENCER

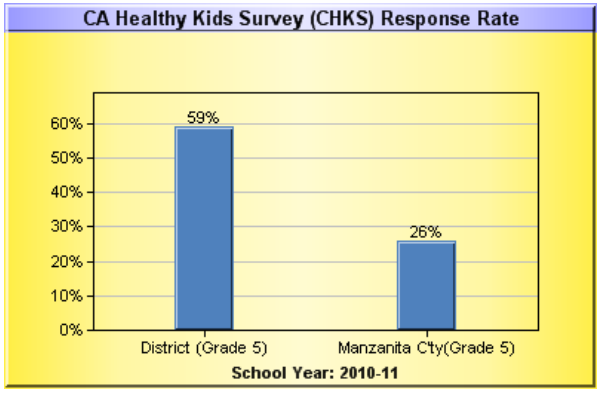
School Quality Standards relevant to this Strategic Priority

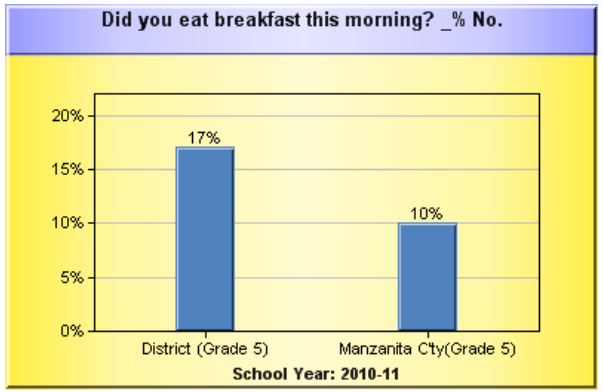
A quality school...

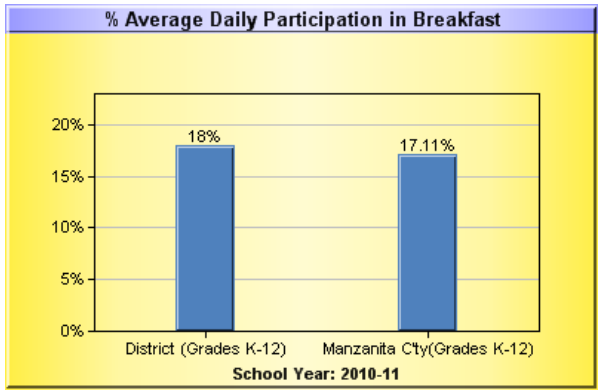
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

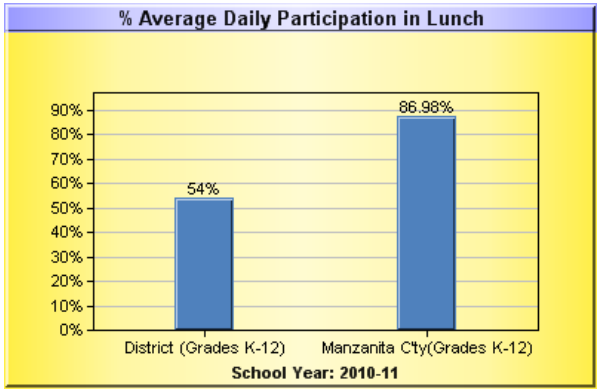
From OUSD Strategic Plan:

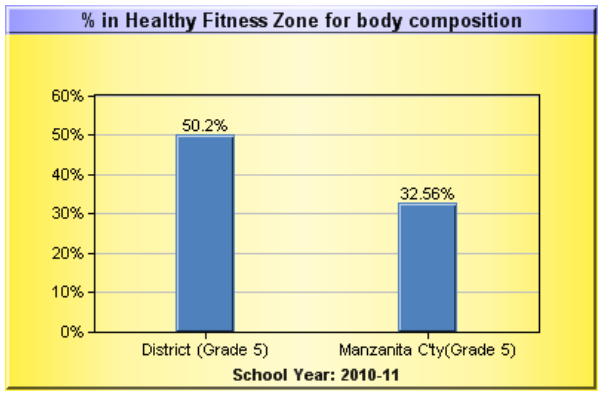
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

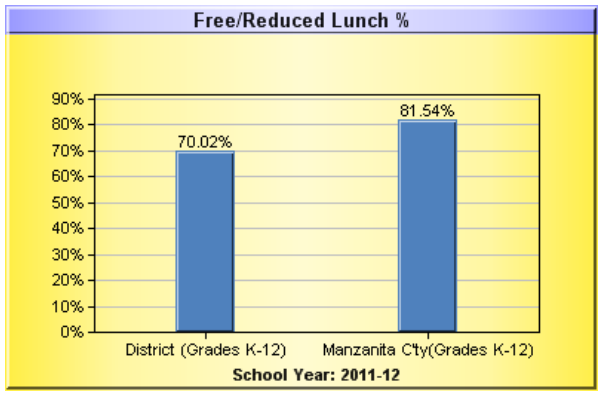


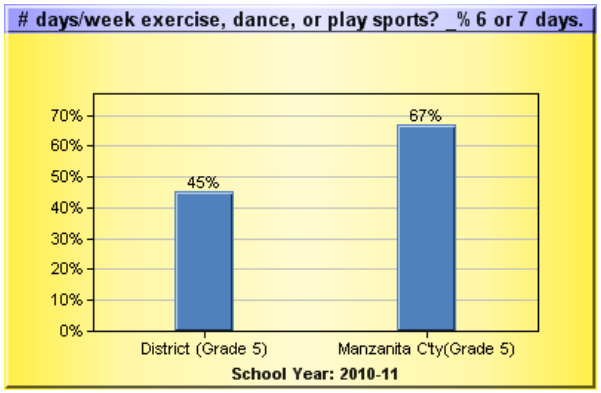


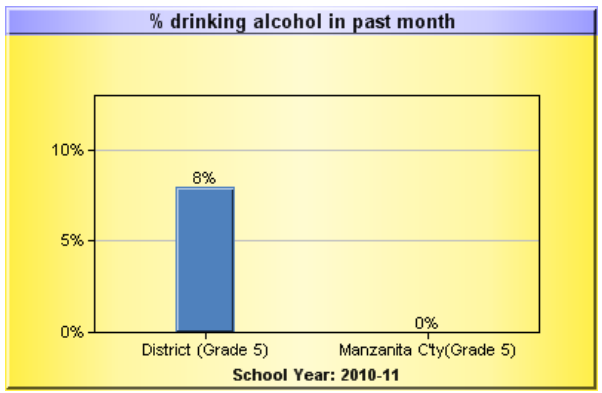












School Data

- As a school we encourage all students to be healthy and active both in and out of school. Students are asked to be engaged in some type of play at all recesses.
- Our students seem to be benefiting from our health and wellness programs as well as our nurse, school social worker, and coaches.

Data Analysis

- To support our student's health and wellness we have a school nurse four days a week. She has been very helpful in supporting students with Asthma and Diabetes. As well as students with glasses or hearing aids.
- We also have Playworks and a PE prep teacher who are out at every recess leading fun and active games to keep students moving. Both Playworks provides a 30 minute classroom game time. The PE teacher provides PE prep to each class for 50 minute
- We have a weekly Farmer's Market for students and famlies once a week with mostly organic produce.

Theory Action

- By providing students with information and good modeling about how to take care of thier health we hope to see more of our students being active both in school and out of school.
- On Wednesdays and Fridays each week we have workout Wednesday and Fittness Friday where students have to participate in track and field type events.

- Our PE teacher in preparation for the mile starts working with all students after the winter break to get ready for the 5th grade mile.

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Manzanita Community School **Principal:** EYANA SPENCER

School Quality Standards relevant to this Strategic Priority

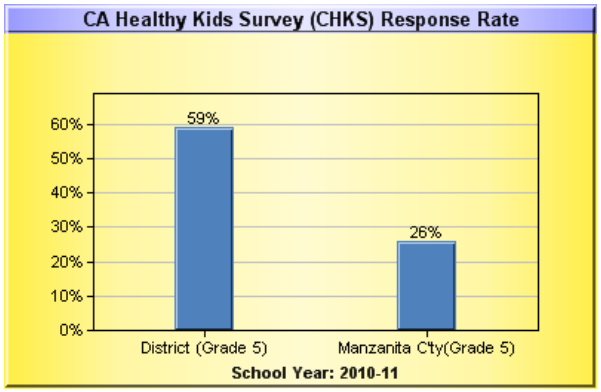
A quality school...

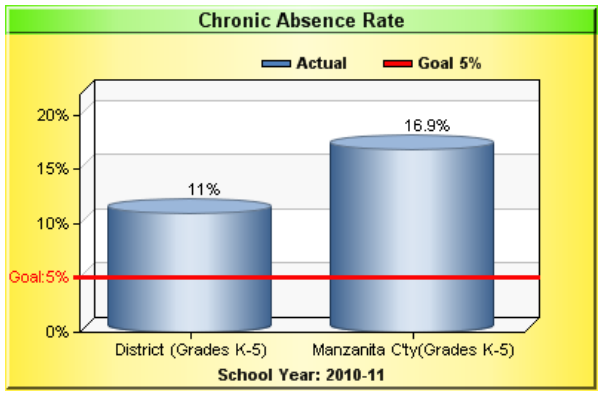
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

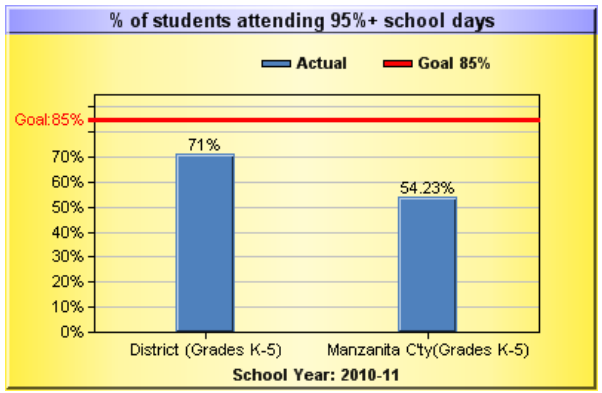
From OUSD Strategic Plan:

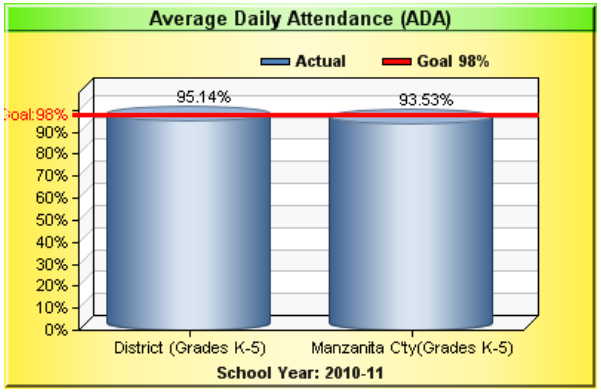
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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









School Data

- While we have managed to pull our attendance up from last year we still are not hitting the district goal. We have stepped up our efforts to have SARTS and also send students to SARB the parents of chronically abse

Data Analysis

- Last year and this year we have been having more SART meetings as well as talking parents informally regarding thier child's attendance. We have also informed parents in our weekly newsletters where grade levels are versus the district goal.

Theory Action

- Students must be in school in order to learn and do thier best. We have this in our school compact, it is mentioned frequently in our weekly newsletter, and during conversations with families.
- We have been trying to work with families of chronically absent students through 1-1 conversations, using the District SART/SARB process, SST's, and report card conferences.
- We have our bilingual Admin supporting our attendance clerk with phone calls, reminder letters, and SART/SARB translation to support our Spanish Speaking Families and students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We have our bilingual admin supporting our Attendance Clerk with making phone calls, translating at SART/SARB meetings, and translating absent notes. She also supports translation at IEP's and Report Card Conferences to inform parents regarding thier child's academics.	Chronically Absent Report, Monthly Statistical	English Learners	September-June	ES	4/26/2012	179SQI2C3938	Bilingual Admin supporting our Attendance Clerk by translating for Spanish Speaking Families. She also supports families with translation at IEP meetings and Report Card meetings to support families understanding thier child's acadmics.	3010-Title I		20AAIB0001	0.199	$12,804.26

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Manzanita Community School **Principal:** EYANA SPENCER

School Quality Standards relevant to this Strategic Priority

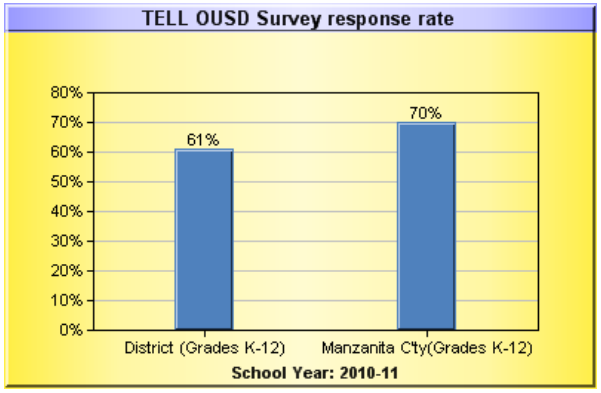
A quality school...

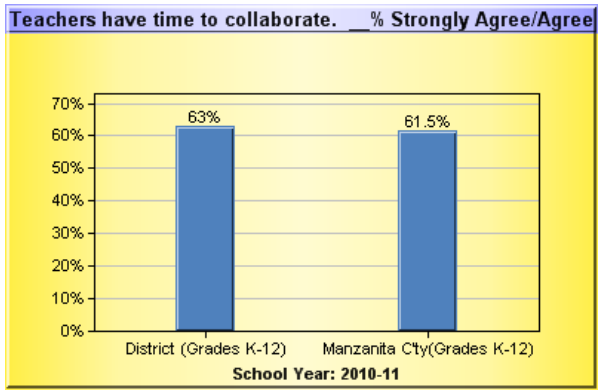
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

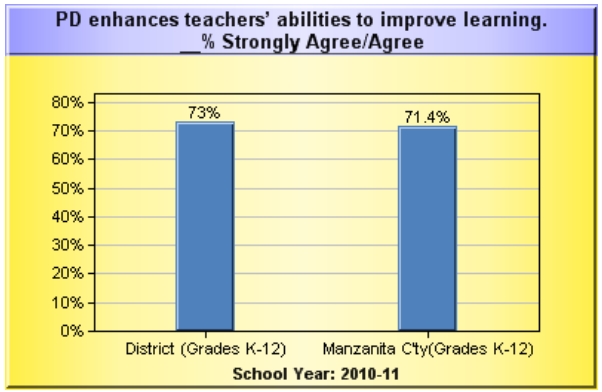
From OUSD Strategic Plan:

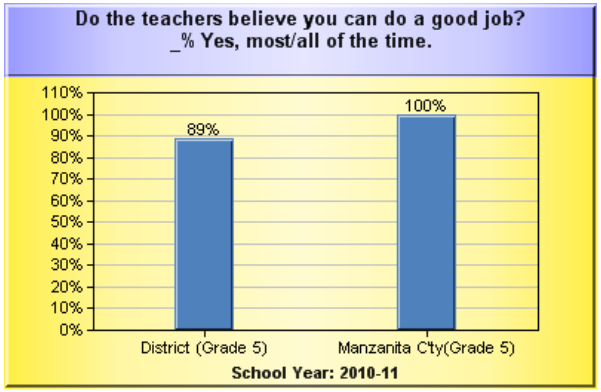
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues,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

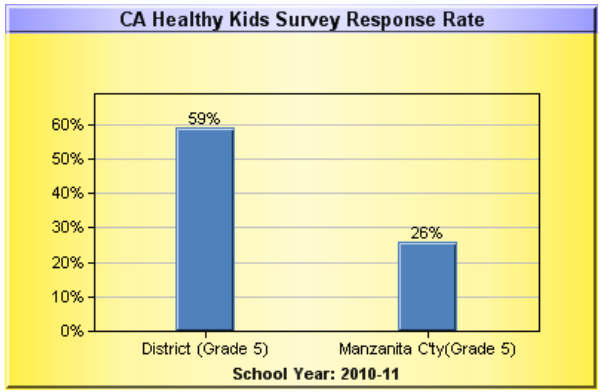
1. Improve the conditions in schools to retain 80% of effective teachers











School Data

- We have very low turnover of teachers at MCS. We have never had a teacher leave to go to another OUSD school since we opened. Most teachers have left to change careers or to move out of state.
- One of the ways we retain teachers is by allowing teachers to take on leadership roles. These include being on ILT, Science Lead, Math Leads, ASP Liason, Health and Wellness Rep, and Famlie Liason teacher.

Data Analysis

- Teachers overall seem to be happy with the amount of collaboration we have. Next year we will be doing more collaboration in order to lesson plan for Systematic ELD lessons which the whole school is being trained in currently.
- We haven't had a TSA in three years so our ILT is crucial to planning and leading the PD. We have had the same teachers on ILT for the past two years and will keep some of the same people next year.

Theory Action

- By giving teachers time to work together as well as take on leadership roles they will feel more effective both in the classroom and at the school site.
- Whenever possible we pay teachers for thier collaboration as well as thier taking on leadership roles. Sometimes however this just isn't possible.
- We also match new teachers with more senior staff (usually thier grade level partner) in order to get more day to day support.
- Teachers and staff also participate in the hiring of new staff members which includes a demo lesson and a panel interview to ensure new hires are a good fit for the school.

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

Strategic Priority A. Family & Community Engagement

School: Manzanita Community School **Principal:** EYANA SPENCER

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

From OUSD Strategic Plan:

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

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

School Data

- In the past we had a fully functioning Adult Ed program which offered ESL for 30+ parents four days a week along with a computer class.
- The Adult Ed program was cut last year and so it has affected our ablity to support our parents. We still hold monthly PAC meetings for parents and three times a year academic parent meetings.

Data Analysis

- We have seen our parent participation drop this year and we will be changing how we sign parents up for roles at the start of the year. We are also considering surveying parents to find out why they aren't showing up in such high numbers.

Theory Action

- We have a FRC staff person who is bilingual whose job it is to connect with parents and organize workshops for the parents as well as conenct with them resources.
- She also puts out a weekly homeschool letter and monthly calendar to let parents know about upcoming events.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We have a bilingual Family Caseworker who supports all families by connecting them to district and city resources, putting on workshops, and publishing the weekly	Healthy Kids Survey and Exti tickets from meetings and workshops.	All Students	September-June	ES	5/17/2012	179SQI4A3898	Caseworker	7091-EIA - LEP		CSWRKI0007	0.65	$34,306.86

school newsletter in English and Spanish.												
Three times a year we have Academic Parent Meetings by grade level.	Sign In Sheets and exit tickets	All Students	September-June	ES	5/17/2012	179SQI4A3913	Food for parents at Academic Parent Meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$800.00
We have three cultural events each year to highlight our main three ethnic groups (African American, Asian, and Latino)	Parent Participation	All Students	Spring	ES	5/17/2012	179SQI4A3914	Three Cultural Events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,288.08
As part of our Afterschool program we have parent meetings once a month on academic topics. The teachers, principal, and ASP staff all take turns presenting at different meetings.	Sign in Sheets and Exit Tickets	All Students	September-June	ES/JG	5/17/2012	179SQI4A3915	ASP Meetings once a month	N/A			0	$0.00
We have a bilingual Family Caseworker who supports all families by connecting them to district and city resources, putting on workshops, and publishing the weekly school newsletter in English and Spanish.	Healthy Kids Survey, CST, CELDT, Parent Participation rates	All Students	September - June	ES	5/17/2012	179SQI4A4577	Caseworker	3010-Title I		CSWRKI0007	0.3	$15,833.94
We have a bilingual Family Caseworker who supports all families by connecting them to district and city resources, putting on workshops, and publishing the weekly school newsletter in English and Spanish.	Healthy Kids Survey, CST, CELDT, Parent Participation rates	All Students	September - June	ES	5/17/2012	179SQI4A4578	Caseworker	7090-EIA - SCE		CSWRKI0007	0.05	$2,638.99

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Manzanita Community School **Principal:** EYANA SPENCER

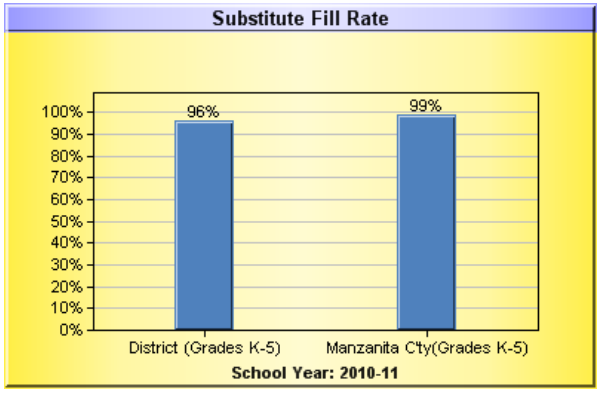
School Quality Standards relevant to this Strategic Priority

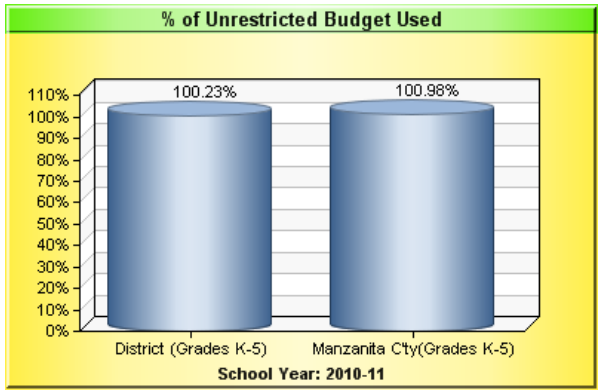
A quality school...

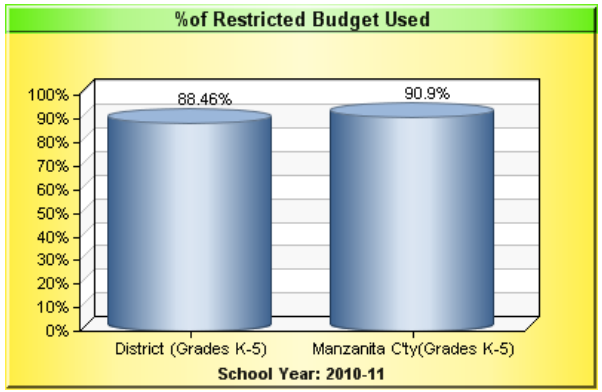
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems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

From OUSD Strategic Plan:

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







School Data

- I have a strong Admin who is a great asset that helps get the bulk of the operational work done. We meet every week or so about the budget and make decisions with staff on what to purchase or spend.

Data Analysis

- In reviewing the data we do a good job of spending all of our money and using our resources well.
- Teachers for the most part have good communication with myself and the office around thier absences and the need for subs. We try to use the same subs over and over so they are familier with the students and the expectations.

Theory Action

- We involve the SSC, parents, and staff in making decisions about how and where money should be spent. In the past we have surveyed parents to find out what thier priorities are for spending the school's money.

Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: 179
Site Number: Manzanita Community School

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 2012-2013 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 4/25/12.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/30/12.

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	Patricia de la Torre SSC Chairperson's Name (printed)	4-30-12 Date
ELAC Chairperson's Signature	Maria Cruz ELAC Chairperson's Name (printed)	4-30-12 Date
Principal Signature	Eyana Spencer Principal's Name (printed)	4/30/12 Date
Executive Officer's Signature	Janette Hernandez Executive Officer's Name (printed)	05/15/2012 Date
Director, State & Federal Compliance Signature	Suszne Ramirez Director, State & Federal's Name (printed)	6/8/12 Date

School Site Council Membership Roster – Elementary School

School Name: Manzanita Community **School Year** 2011-2012

Chairperson: Patricia de la Torre	**Vice Chairperson:** Mariah Morris
Secretary: Monica Foster	**DAC Representative:** Maria Cruz

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Eyana Spencer	2409 E 27th St. Oak. CA 9460	✓			
Sharon Rodrigues	2409 E 27th St. " " "		✓		
Rosa Aguirre	2409 E 27th St. " " "		✓		
Acienita Lucero	2409 E 27th St. " " "		✓		
Leshia Morones	2409 E 27th St. " " "			✓	
Patricia de la Torre	2409 E. 27th st. " " "				✓
Mariah Morris	2409 E. 27th st. " " "				✓
Monica Foster	2409 E. 27th St " " "				✓
Georgina Chavez	2409 E. 27th St. " " "				✓
*Maria Cruz	2409 E. 27th St. " " "	✓			✓
DAC Representative	*Maria Cruz				✓
	2409 E. 27th St. " " "	CA	94601		
Home Ph (415) 716-2860	Email:				

Meeting Schedule	1st Mondays of each month 3:30 PM

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

Title I School Parental Involvement Policy 2012 - 2013

(*italics indicate an area that needs to be completed*)

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

Manzanita Community School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan.

    We conduct this meeting at the start of the year at our Back to School Night to make sure we are informing the greatest number of parents possible. We then invite any interested parents to join our SSC as that is the groups that makes decisions about Title One funding.

- Offer a flexible number of meetings for parents.
- We give regular updates to parents at our SSC meetings and our monthly After School Meetings.

- 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.

- This happens through monthly SSC meetings and our Monthly After School Meetings.

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

- Please see above.

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

- We do this update at our After School Program parent meetings and at our three times a year parent academic meetings we give updates about curriculum, assessments and proficiency levels. We also send home data updates and progress reports after every benchmark exam K-5.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- We have not had any parents ask for additional meetings beyond the ones mentioned above. But we would try to meet a parents request if that is what they asked for.

School-Parent Compact

Manzanita Community School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress

    Much of this is covered at the beginning of the year Back To School night in the teacher's individual classroom, then is followed up at report card conferences and Parent Academic Meetings with 1st-5th grade parents that happend three times during the school year.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *This takes place at report card conference times and at Parent Academic Meetings as well as some After School Program monthly parent meetings.*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. We talk to parent all the time about being partners with the school and have multiple volunteer and partner opportunities for them to take part in for example volunteering at the Salad Bar, Farmer's Market, in the classroom, and the Family Resource Center. We also invite parents to help plan school events, present at meetings, join the SSC and ELAC.

- 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. We hold regular Parent meetings and workshops for both Title One parents and non Title One Parents.

- 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. We send home a weekly home school letter in English and Spanish which is also posted on every teacher's board and a monthly calendar to inform parents of all school events. We also use the Auto Dialer to inform parents of upcoming meetings or events.

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

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. We translate at all meetings in English and Spanish. For report cards and other important meetings we bring in outside translators to support Families that speak Karen or other languages.

Adoption

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

This policy was adopted by the MCS School Site Council at our April Meeting and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The MCS 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.

Eyana Spencer 3/26/12

(Principal's Signature) (Date)

Manzanita Community School Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

_____
Student

_____
Teacher

_____
Parent/Guardian

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”</td><td>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 current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.
• At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
• All SBE-adopted programs have 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) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
• Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>1.1</td><td>4
100%
X</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional program materials</u>
All students are _X__ assessed, __X_placed, and _X__provided appropriate SBE-adopted instructional program materials.

Number of Students:
__310__ All Students.
____ ELs.
____ SWDs.

<u>Appropriate Use</u>
Identify all that apply:
___x_ Core materials are used daily as designed.
____ Ancillary materials are used daily as designed.
</td></tr>
</table>

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 core materials.

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”</td><td>Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.
• 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 as described in the full implementation statement with students identified for ELD on an English proficiency assessment.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.2</td><td>4
100%
X</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All EL students are appropriately X___assessed, _X__placed, and _X__ provided appropriate SBE-adopted or SBE-approved instructional program materials.

If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:

<u>Appropriate Use</u>
___X__ Materials/ELD components are used daily as designed.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Reading/Language Arts/ELD</td></tr>
<tr><td>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
</table>
</td><td colspan="2"></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom core materials.</td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”</td><td>Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students’ assessed level of need. These materials are implemented daily as designed.
• 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.
• Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>1.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 4__ Gr. 5__Gr. 6__
All Intensive ELs: Gr. 4__ Gr. 5__Gr. 6__
All Intensive SWD’s: Gr. 4__ Gr. 5__Gr. 6__

<table>
<tr><th colspan="4">Number/% Provided SBE-Intensive Intervention</th></tr>
<tr><th></th><th>Grade 4</th><th>Grade 5</th><th>Grade 6</th></tr>
<tr><td>Total Intensive Students</td><td></td><td></td><td></td></tr>
<tr><td>Intensive ELs</td><td></td><td></td><td></td></tr>
<tr><td>Intensive SWDs</td><td></td><td></td><td></td></tr>
</table>
<u>Appropriate Use</u>
_____ Materials are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”</td><td>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.
• At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
• All SBE-adopted programs have been designed with additional ancillary materials that are to 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.
• 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.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>1.4</td><td>4
100%
X</td><td>3
At least
75%</td><td>2
At least
50%</td><td>1
Less than
50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are __X__ assessed, _X__placed, and _X__provided appropriate SBE-adopted instructional program materials.

Number of Students:
__X___All Students.
_____ELs.
_____SWDs.

<u>Appropriate Use</u>
Identify all that apply:
___X__ Core materials are used daily as designed.
_____ Ancillary materials are used daily as designed.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Mathematics</td></tr>
<tr><td>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
</table>
</td><td colspan="2"></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom core materials.</td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program 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 SBE adoptions: 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 adopted program.</td><td>Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted 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.
• For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.5</td><td>4
100%
X</td><td>3
At least
75%</td><td>2
At least
50%</td><td>1
Less than
50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are __X_assessed, _X__placed, and __X_provided appropriate SBE-adopted instructional program materials. Students served:

Number of Intensive Intervention Students:
All Intensive learners: Gr. 4 __8_ Gr. 5 _4__ Gr. 6 ___
All Intensive ELs: Gr. 4 __8_ Gr. 5 __8_ Gr. 6 ___
All Intensive SWDs: Gr. 4 _10__ Gr. 5 _10__ Gr. 6 ___

<u>Appropriate Us</u>
____X_ Materials are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.

Districts using the 2001 SBE adoptions: 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 adopted program.</td><td>Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.
• The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.
• Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>1.6</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 8 ___
All Intensive ELs: Gr. 8 ___
All Intensive SWDs: Gr. 8 ___

<table>
<tr><th colspan="2">Number Provided SBE-Algebra Readiness</th></tr>
<tr><td></td><th>Grade 8</th></tr>
<tr><td>Total Students</td><td></td></tr>
<tr><td>ELs</td><td></td></tr>
<tr><td>SWDs</td><td></td></tr>
</table>
<u>Appropriate Use</u>
_____ Materials are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions:

• Kindergarten: 60 minutes
• Grades one through three: 2.5 hours
• Grades four through six: 2.0 hours
• Grades six through eight: 2.0 hours (or up to two periods)</td><td>Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.
• This time is given priority and protected from interruptions.

** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>2.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____Time is given priority and protected from interruptions.

Identify the number of instructional minutes (length of periods) offered at each grade level.
<table>
<tr><th colspan="10">Number of Instructional Minutes at each grade level</th></tr>
<tr><th></th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>All Students</td><td>60</td><td>2.5</td><td>2.5</td><td>2.5</td><td>2.0</td><td>2.0</td><td></td><td></td><td></td></tr>
<tr><td>ELs</td><td>60</td><td>2.5</td><td>2.5</td><td>2.5</td><td>2.0</td><td>2.0</td><td></td><td></td><td></td></tr>
<tr><td>SWDs</td><td>60</td><td>2.5</td><td>2.5</td><td>2.5</td><td>2.0</td><td>2.0</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District Instructional Regulations:</td><td></td></tr>
<tr><td>School Instructional Regulations:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents</td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.2 The school/district complies with and monitors daily implementation of additional instructional time	Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning	Objective	Fully	Substantially	Partially	Minimally
			2.2	4 100% ~~X~~	3 At least 75%	2 At least 50%	1 Less than 50%

	within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials. • Kindergarten through grade six: 30 minutes • Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.	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. • This time is given priority and protected from interruptions • Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs. • This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency. • For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core. – For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course. – Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional	**Key Components** <u>Appropriate Allocation of Daily Instructional Time</u> ____X_ Time is given priority and protected from interruptions. Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level. **Number of Students at each grade level** **K** / **1** / **2** / **3** / **4** / **5** / **6** / **7** / **8** All Strategic: 30 / 30 / 30 / 30 / 30 / 30 / / / All HP Strategic: / / / / / / / / All HP Strategic provided 30-45 additional minutes or a support period: / / / / / / / /

targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.

- The SBE-basic core adopted 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.

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students

	K	1	2	3	4	5	6	7	8
Additional time provided all HP Strategic students									
Additional time provided all HP Strategic ELs									
Additional time provided all HP Strategic SWDs									

Describe assessment and placement criteria for high-priority strategic students.

Describe differentiated support for students not needing an additional strategic period:

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

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.
• Kindergarten through grade six: 30-60 minutes
• Grades six through eight: 30-60 minutes (or up to one period)</td><td>Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.
• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures.
• Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists.
• Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists.
• ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>2.3</td><td>4
100%
X</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
Identify all that apply:
____X_ Time is given priority and protected from Interruptions.
___X__ ELD instruction is additional time in the schedule.

Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.
<table>
<tr><th>Proficiency Levels</th><th>Levels 1-2</th><th>Level 3</th><th>Level 4-5</th></tr>
<tr><td># of Students</td><td>30</td><td>17</td><td>15</td></tr>
<tr><td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td><td>30 min</td><td>30</td><td>30</td></tr>
</table>
</td></tr>
</table>

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

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.

• Grades four through six: 2.5-3.0 hours
• Grades six through eight: 2.5-3.0 hours (or up to three periods)</td><td>Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs.
• This time is given priority and protected from interruption.
• Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.
• The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers.
• The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.4</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____Time is given priority and protected from interruptions.

Indicate total length (minutes) designated for intensive intervention:
<table>
<tr><th colspan="6">Number of Instructional Minutes at each grade level</th></tr>
<tr><th></th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>All Intensive learners</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Intensive Els</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Intensive SWDs</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

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

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions.
• Kindergarten: 30 minutes
• Grades one through six: 60 minutes
• Grades six through eight: 50-60 minutes (or one period)</td><td>Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.
• This time is given priority and is protected from interruptions.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>2.5</td><td>4
100%
X</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____Time is given priority and protected from interruptions.

Identify Number (#) of Instructional Minutes offered at each grade level:

<table>
<tr><th colspan="10"># of Instructional Minutes @ each grade level</th></tr>
<tr><th></th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>All Students</td><td>50</td><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td><td></td><td></td><td></td></tr>
<tr><td>ELs</td><td>50</td><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td><td></td><td></td><td></td></tr>
<tr><td>SWDs</td><td>50</td><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
For Algebra Readiness see 2.7</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District Instructional Regulations:</td><td></td></tr>
<tr><td>School Instructional Regulations:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents</td></tr>
</table>

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Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>2. Instructional Time</td>
<td>2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials.
• Kindergarten through grade six: 15-30 minutes
• Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.
• Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course.</td>
<td>Full implementation means that the school schedule allocates sufficient 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.
• For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.
• For grades six and seven, strategic students are assessed and need additional instructional time beyond the core.
– For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course.
– Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.
• For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.
• For grade eight, strategic learners are assessed and need additional instructional time beyond the core.
– For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.
– Some grade eight strategic students may have</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>2.6</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_____ Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.
<table>
<tr><th colspan="10"># of Students at each grade level</th></tr>
<tr><th></th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>All Strategic</td><td>8</td><td>6</td><td>8</td><td>10</td><td>10</td><td>10</td><td></td><td></td><td></td></tr>
<tr><td>All HP Strategic</td><td>30</td><td>30</td><td>30</td><td>30</td><td>30</td><td>30</td><td></td><td></td><td></td></tr>
<tr><td>All HP ELs</td><td>30</td><td>30</td><td>30</td><td>30</td><td>30</td><td>30</td><td></td><td></td><td></td></tr>
<tr><td>All HP SWDs</td><td>15</td><td>15</td><td>15</td><td>15</td><td>15</td><td>15</td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.

- For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.

	K	1	2	3	4	5	6	7	8
Additional time provided to all HP strategic students									
Additional time provided to HP El strategic students									
Additional time provided to all HP SWD strategic students									

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

Manzanita Community School

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-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. • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. For districts using the 2007 SBE-adoption: • Grade eight: One period of Algebra Readiness daily for identified intervention students.	Full implementation means that the school's schedule allocates sufficient 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. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. **For districts using the 2008 SBE-adoption**: • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. **For districts using the 2001 SBE adoptions:** • 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 adopted program.	Objective: 2.7 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** _____ Time is given priority and protected from interruptions. **Indicate total number of additional minutes:** **# of Instructional Minutes at each grade level** All Intensive Learners All Intenisve ELs All Intensive SWDs **4 5 6 7 Algebra Readiness**

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

Additional Comments

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.</td><td>Full implementation means that the annual district instructional/assessment pacing guides are in dally use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).
• 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 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 RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.1</td><td>4
100%
~~X~~</td><td>3
At least
75%</td><td>2
At least
50%</td><td>1
Less than
50%</td></tr>
</table>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
___X___ Distributed to each grade level.
____X__ Used daily at every grade level.

<u>Pacing Guide Use Monitored</u>
___X___ Principal monitors daily use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>District/School Pacing Plan by Grade Level:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.</td><td>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).
• 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 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 adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.2</td><td>4
100%
X</td><td>3
At least
75%</td><td>2
At least
50%</td><td>1
Less than
50%</td></tr>
</table>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
____X__ Distributed to each grade level.
_____X_ Used daily at every grade level.

<u>Pacing Guide Use Monitored</u>
___X___ Principal monitors daily use.
</td></tr>
</table>

Documentation	Additional Comments
Mathematics	
School Plan for Assistance and Support to Teachers:	
Attach appropriate documents.	

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>4. School Administrator Instructional Leadership Training</td>
<td>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).

This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</td>
<td>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:
• The current RLA/ELD core or intensive reading intervention materials.
• 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; and
• The use of the instructional/assessment pacing guide.

The remaining eight hours focus on the following:
• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based 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;</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.1</td><td>4
100%
~~X~~</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>
Principal
___X___ Training in RLA/ELD.
___X___ Structured Practicum.*

Vice Principal
__N/A____ Training in RLA/ELD.
____N/A__ Structured Practicum.*

* Refer to suggested practicum activities in EPC 3.3.
</td>
</tr>
</table>

	Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Assembly Bill (AB) 430 Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents		

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>4. School Administrator Instructional Leadership Training</td><td>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</td><td>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.

The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:
• The current SBE adopted mathematics materials used in the school;
• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;
• Curriculum Framework language and the academic content standards addressed in the materials; and
• The use of the instructional/assessment pacing guide.

The remaining eight-hours focus on the following:
• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based 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;</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.2</td><td>4
100%
~~X~~</td><td>3
At least 75%</td><td>2
At least 59%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>
Principal
____X__ Training in Mathematics.
___X___ Structured Practicum.*

Vice Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

* Refer to suggested targeted professional development and support list.
</td></tr>
</table>

	*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	

Documentation		Additional Comments
	Mathematics	
District AB 430 Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents		

Manzanita Community School

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. School Administrator Instructional Leadership	4.3 The district provides and monitors on-going targeted professional development and support	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.	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%

Training	beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Targeted professional development and support may include: • Development, use, and monitoring of classroom observation protocols to include: – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training Program. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention; and implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training 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.	**Key Components** **<u>Principal's Professional Development</u>** ____X_ Completed. **Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)** **-Data Conferences with Teachers 8 hours** **-Difficult Conversations with Teachers and Staff 10 hours (Also counting work done through the Leadership Task Force)** **- Attended the Systematic ELD Training with my staff put on by LCI 2 days total of 7.5 hours per day = 15 hours** **-Observation Protocols 4 hours** **-Use of pacing guide 2 hours**

<table>
<tr><td></td><td></td><td colspan="2">• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.</td><td></td></tr>
<tr><td colspan="3">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td>Mathematics</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District AB 430 Completion Records:</td><td></td><td></td></tr>
<tr><td>Approved Provider Information:</td><td></td><td></td></tr>
<tr><td>Date of Offerings:</td><td></td><td></td></tr>
<tr><td colspan="3">Attach appropriate documents</td><td colspan="2"></td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th colspan="5">Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td rowspan="3">5. Credentialed Teachers and Professional Development Opportunity</td><td rowspan="3">5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).</td><td rowspan="3">Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.</td><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.1</td><td>4
100%</td><td>3
At least 75%
X</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
<tr><td colspan="5">Key Components

__90%____ Percentage of fully credentialed, highly-qualified teachers.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="4">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td>Mathematics</td><td colspan="4" rowspan="4"></td></tr>
<tr><td>District Senate Bill (SB) 472, Completion Records:</td><td></td><td></td></tr>
<tr><td>Approved Provider Information:</td><td></td><td></td></tr>
<tr><td>Date of Offerings:</td><td></td><td></td></tr>
<tr><td colspan="3">Attach appropriate documents.</td><td colspan="4"></td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs,	Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%

<table>
<tr>
<td>Opportunity</td>
<td>including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/ district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</td>
<td>program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing 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 variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.
Some practicum activities might include:
• 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 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 adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.
• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content</td>
<td>Key Components

<u>Training and Practicum Completed</u>:
The District no longer offers OCR for returning teachers only for new. My senior teachers have taken it 2-5 times in the past. I only have one new teacher this year.

Indicate number of teachers at each grade level and number completing training and practicum.

<table>
<tr><th></th><th># of Teachers</th><th>40-hour Training</th><th>80-hours of Structured Practicum</th></tr>
<tr><td>Grade 1</td><td>1</td><td>yes</td><td></td></tr>
<tr><td>Grade 2</td><td></td><td></td><td></td></tr>
<tr><td>Grade 3</td><td></td><td></td><td></td></tr>
<tr><td>Grade 4</td><td></td><td></td><td></td></tr>
<tr><td>Grade 5</td><td></td><td></td><td></td></tr>
<tr><td>Grade 6</td><td></td><td></td><td></td></tr>
<tr><td>Grade 7</td><td></td><td></td><td></td></tr>
<tr><td>Grade 8</td><td></td><td></td><td></td></tr>
</table>
* Refer to suggested practicum activities.</td>
</tr>
</table>

		standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District SB 472, Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents.		

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers and Professional Development Opportunity</td>
<td>5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the</td>
<td>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing 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 variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.

Some practicum activities might include:
• Use of the SBE adopted four through seven 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 adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>5.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>

Indicate number of teachers at each grade level and number completing training and practicum.

<table>
<tr><th></th><th># of Teachers</th><th>40-hour Training</th><th>80-hours of Structured Practicum</th></tr>
<tr><td>Grade 1</td><td>2</td><td></td><td>yes</td></tr>
<tr><td>Grade 2</td><td>3</td><td></td><td>yes</td></tr>
<tr><td>Grade 3</td><td>3</td><td></td><td>yes</td></tr>
<tr><td>Grade 4</td><td>2</td><td></td><td>yes</td></tr>
<tr><td>Grade 5</td><td>2</td><td></td><td>yes</td></tr>
<tr><td>Grade 6</td><td></td><td></td><td></td></tr>
<tr><td>Grade 7</td><td></td><td></td><td></td></tr>
<tr><td>Algebra 1</td><td></td><td></td><td></td></tr>
<tr><td>Algebra Readiness</td><td></td><td></td><td></td></tr>
</table>
* Refer to suggested practicum activities.
</td>
</tr>
</table>

	adopted program and the goals of school/district professional development plan.	• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute 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 adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

Documentation		Additional Comments
	Mathematics	
District SB 472, Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents.		

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>6. Ongoing Instructional Assistance and Support for Teachers</td><td>6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</td><td>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 current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.
• The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.
• Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners.
• The coaches/content experts are trained in and knowledgeable about the current adopted program 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.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>6.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%
X</td></tr>
</table>
Key Components

<u>Coaches/content experts/specialists</u>
__0____ Type of instructional assistance.
__0____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

<u>Monitoring Coaching System</u>
_____ Principal structures/monitors instructional assistance services.

<u>Trained Coaches/ Content Experts/Specialists</u>
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed English Learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	We no longer have a ELA Coach at our site and we did not work with the ELA coach for our region this year.
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>6. Ongoing Instructional Assistance and Support for Teachers</td><td>6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</td><td>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 SBE-adopted instructional programs in mathematics to improve student achievement.
• The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.
• Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners.
• The coaches/content experts are trained in and knowledgeable about the current adopted program 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.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>6.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Coaches/content experts/specialists</u>:
__0____ Type of instructional assistance.
__0____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

<u>Monitoring Coaching System</u>
__X____ Principal structures/monitors instructional assistance services.

<u>Trained Coaches/ Content Experts/Specialists</u>
____0___ Completed SBE-adopted materials-based training (identify which program[s]).
____0___ Completed ELPD.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:
-I have two lead math teachers who attended the district math trainings and then came back and did three trainings with the rest of my staff.
-As a staff we do goal setting at the beginning of the year that is updated after each benchmark
-Teachers complete reteaching plans and data goal setting forms after each math benchmark.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from	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-	7.1	4 100% ~~X~~	3 At least 75%	2 At least 50%	1 Less than 50%

	common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. 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 on student placement, diagnosis, progress, and effectiveness of instruction.	level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based 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 adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Key Components** **<u>Ongoing Assessment and Monitoring System</u>** _____X_ District supported electronic data management system. ____X__ District-wide reporting and analysis of assessment results. ___X___ School-wide reporting and analysis of assessment results. __X____ Timely data from assessments available to and easily accessible by administrators and teachers. ___X___ Common curriculum embedded/formative assessments in use school-wide. **<u>Training on Accessing and Using Electronic Data System</u>** ____**X**__ Staff trained on using and accessing data from the electronic data system. **Using Formative Assessment Results**

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><td colspan="2"></td><td colspan="2"></td><td>___X__ Common curriculum embedded/formative assessments administered frequently.
___X__ School-wide assessment calendar developed and used.
___X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</td></tr>
<tr><td colspan="3">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td colspan="2">Reading/Language Arts/ELD</td><td colspan="2" rowspan="5"></td></tr>
<tr><td>Example of Curriculum Embedded Assessments:</td><td colspan="2"></td></tr>
<tr><td colspan="3">Sample report of assessment at the following levels</td></tr>
<tr><td>Classroom:</td><td colspan="2"></td></tr>
<tr><td>District:</td><td colspan="2"></td></tr>
<tr><td colspan="3">Attach appropriate documents.</td><td colspan="2"></td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

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Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>7. Student Achievement Monitoring System</td>
<td>7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.
.</td>
<td>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.
• The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based 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 adopted programs.
• For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>7.2</td><td>4
100%
X</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Ongoing Assessment and Monitoring System</u>
___X__ District supported electronic data management system.
__X___ District-wide reporting and analysis of assessment results.
__X___ School-wide reporting and analysis of assessment results.
__X___ Timely data from assessments available to and easily accessible by administrators and teachers.
___X__ Common curriculum embedded/formative assessments in use school-wide.

<u>Training on Accessing and Using Electronic Data System</u>
___X__Staff trained on using and accessing data from the electronic data system.
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Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><td colspan="2"></td><td></td><td><u>Using Formative Assessments Results</u>
___X__ Curriculum embedded/formative assessments administered frequently.
____X_ School-wide assessment calendar developed and used.
___X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="5"></td></tr>
<tr><td>Example of Curriculum Embedded Assessments:</td><td></td></tr>
<tr><td colspan="2">Sample report of assessment at the following levels -</td></tr>
<tr><td>Classroom:</td><td></td></tr>
<tr><td>District</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td><td colspan="2"></td></tr>
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Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</td><td>8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.</td><td>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.
• Teachers are trained in collaboration meeting protocols.
• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
– Entry-level placement and/or diagnostic;
– Progress monitoring, including frequent formative and curriculum-embedded; and
– Summative benchmark assessments.
• Collaborative discussions are centered on strengthening the implementation of the 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>8.1</td><td>4
100%
~~X~~</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Scheduled Structured Collaboration Meetings</u>
__1-2____ Number per month.
__X____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
___X___ Meetings are structured; protocols/tools are developed and used.
___X___ Training for collaboration meeting protocols provided to teachers.
__X____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__X____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

<u>Collaborative Meeting Discussion Content</u>
___X__ Using and analyzing timely student common assessment results from all students.
___X__ Strengthening program implementation.
___X__ Designing and improving lessons and instruction.
___X__ Identifying research-based strategies to support specific skill needs of all students.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2"><table><tr><td></td><td>Reading/Language Arts/ELD</td></tr><tr><td>School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:</td><td></td></tr></table>Attach appropriate documents.</td><td colspan="2"></td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
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Circle the most appropriate rating.</th></tr>
<tr><td>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</td><td>8.2 The school/district facilitates and supports 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 assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.</td><td>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.
• Teachers are trained in collaboration meeting protocols.
• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
– Entry-level placement and/or diagnostic;
– Progress monitoring, including frequent formative and curriculum-embedded assessments; and
– Summative benchmark assessments.
• Collaborative discussions are centered on strengthening the implementation of the 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.</td><td>
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Key Components
<u>Scheduled Structured Collaboration Meetings:</u>
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<u>Collaborative Meeting Discussion Content</u>
___X__ Using and analyzing timely student common assessment results from all students.
___X__ Strengthening program implementation.
___X__ Designing and improving lessons and instruction.
__X___ Identifying research-based strategies to support specific skill needs of all students.
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Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

Manzanita Community School

Academic Program Survey—Elementary School Level

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<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
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Circle the most appropriate rating.</th></tr>
<tr><td>9. Fiscal Support</td><td>9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).</td><td>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.
• The SPSA is aligned with the goals and activities in the LEA Plan.
• The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
• The district requires that SPSA expenditures detail EPC alignment.
• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</td><td>
<table>
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X</td><td>3
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75%</td><td>2
At least
50%</td><td>1
Less than
50%</td></tr>
</table>
Key Components

<u>Allocation of Funds</u>
____X__ District and site categorical and general funding are aligned to support EPC implementation.

<u>Coordination of Funds</u>
_X_____ The SPSA aligns to the goals and activities in the LEA Plan.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>Plan uses all revenues appropriately.</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

Manzanita Community School

Academic Program Survey—Elementary School Level

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<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
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<tr><td>9. Fiscal Support</td><td>9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.</td><td>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.
• 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.
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<u>Allocation of Funds</u>
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