

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

August 14, 2013

**To:** Board of Education

**From:** *Gary Lee EdD, Acting*  
Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action  
Vernon Hal, Deputy Superintendent Business & Operations  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

**Action Requested:**

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Street Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Street Academy.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Street Academy**

**0130179**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

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

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

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

#### SCHOOL SITE CONTEXT

Since 1973, the Oakland Emiliano Zapata Street Academy (OEZSA), known simply as Street Academy, has been a small, alternative high school committed to preventing students of color from dropping out or being pushed out of the education system, while providing them access to academic success. Street Academy exists to resist race, class, and other inequalities in our public schools, in our society, and in our world. Here each student is challenged, nurtured, and supported with tough love and high expectations. Students enter the Street Academy with academic deficiencies as a result of inconsistent schooling and a variety of other social determinants. Less than 10% of our students enter at grade level and all are at high risk of dropping out of school and the resulting serious problems. Street Academy was designed as a small school where at-risk students can have a "second chance" at succeeding. Students come to Street Academy for many reasons. Some enter as beginning 9th graders; others transfer as 10th or 11th graders. Some prefer an alternative to Oakland's traditional and large high schools. Some have fallen behind in earning their credits and want to catch up. Others have dropped out of school for personal reasons and now want to resume their studies in a more personalized environment. Others are referred by counselors, friends, or family members after not thriving in "mainstream" schools. Some have had chronic truancy and disciplinary issues. Some attend Street Academy to get away from gangs and violence in other schools. Street Academy's goal is to provide students with a college preparatory education through a curriculum that is designed to support, nurture, and move them toward receiving a diploma. All students are enrolled in A-G required courses and have access to our Independent Study program (to help students earn extra credits) and support courses for credits and academic enrichment. Street Academy has been described as safe, personal, transformative and different. Originally a collaboration between the Bay Area Urban League and Oakland Unified School District, the school now functions with its own nonprofit organization, the Street Academy Foundation,

with a Memorandum of Understanding with OUSD. The Street Academy Foundation continues to hold on to the original policies and bylaws established by the Bay Area Urban League while updating and creating new policies that address the current students' needs. The governing board recruits dedicated community members to serve on the board who have the ability to use data and available resources to make the necessary adjustments to support students' academic achievement.

## **VISION**

**ACADEMIC ACHIEVEMENT:** Students who would have otherwise dropped out of high school become college eligible and are prepared for a career after graduation. **CIVIC ENGAGEMENT:** Students are taught to take responsibility for themselves, others, and the improvement of society by actively engaging in struggles against oppression in all its forms. **RESPECT:** Students learn to respect themselves and others while the Counselor/Teacher/ Mentor (CTM) establishes genuine relationships with youth built on high expectations and mutual respect. **RESPONSIBILITY:** Students are inspired by curriculum that is culturally relevant and that emphasizes social justice. **UNITY:** Since 1973 the Street Academy community has remained united in the struggle to provide exceptional education for all students. We celebrate our diversity through our unity as Street Academy family.

## **Accountable for Quality: Ensuring Thriving Students and Healthy Communities**

### **Strategic Priority: The Accountability Plan**

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### **The School Accountability Plan**

The Oakland Emiliano Zapata Street Academy functions through a shared decision making model. This requires teachers and staff to provide input and monitoring of the strategic site plan in conjunction with our School Site Council and student leadership council. English and Math department heads - in conjunction with the Principal - take on the additional role of monitoring through weekly PLC's the implementation and support piece of the Community Schools Strategic Site Plan as it relates to our focus on literacy, math.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

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

#### District-level Goals

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

#### School Federal and State Academic Achievement Goals:

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

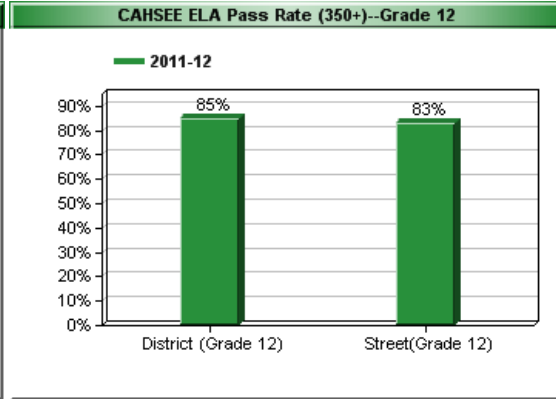
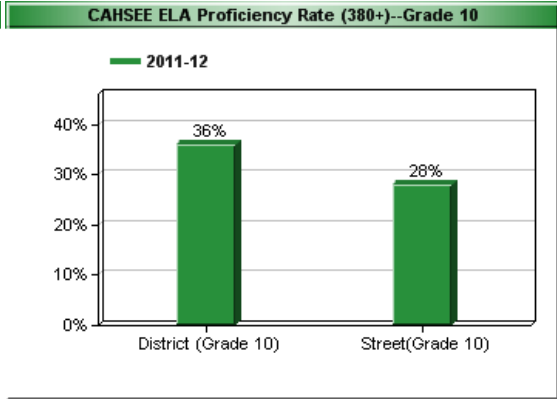
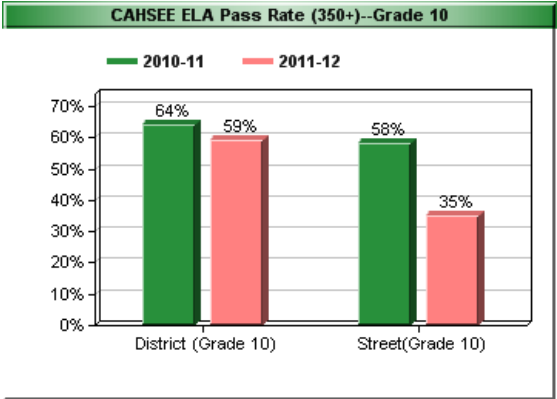
#### School Quality Standards relevant to this Strategic Priority

A quality school...

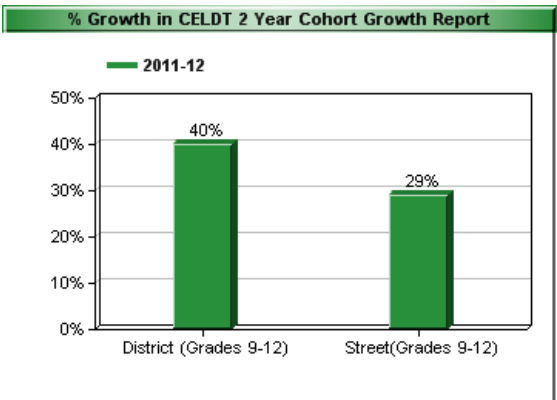
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

CAHSEE

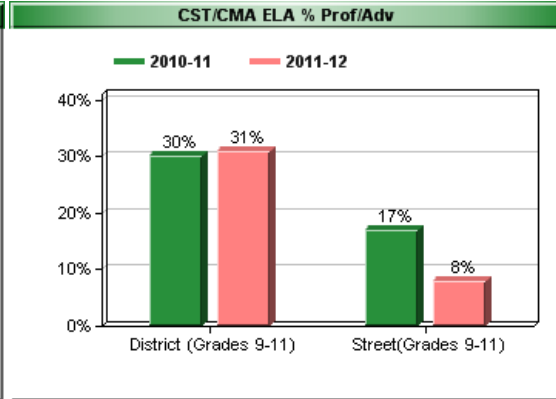
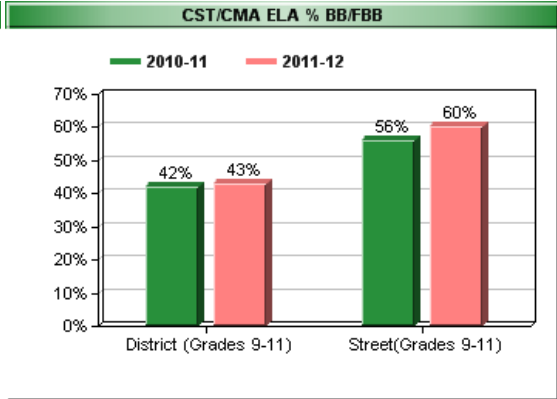
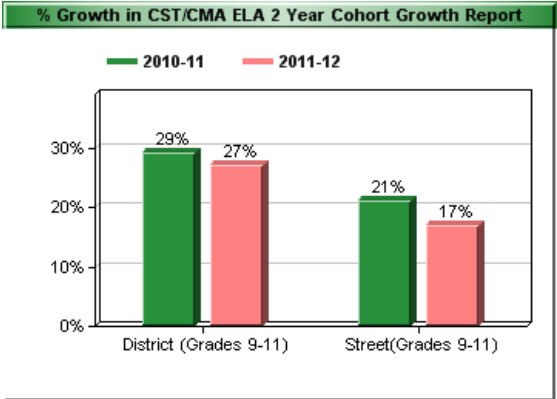




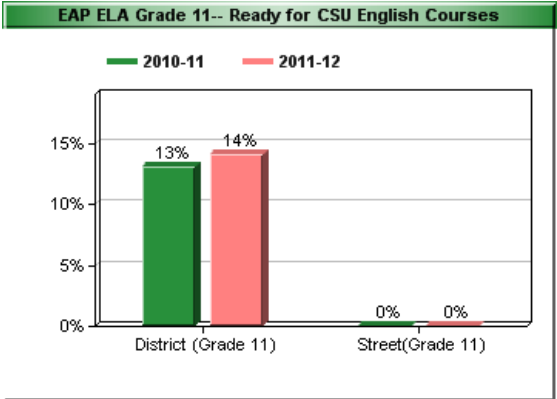
**CELDT**



**CST**



**EAP**



**Data Analysis**

- ELA CAHSEE pass rates for 10th graders decreased by 23%. However, by 12th grade the pass rates are greater with 83% of seniors passing ELA CAHSEE.
- Of course, students entering Street Academy who may be 10th grade eligible by age are not eligible by credits. Due to gaps in their education prior to coming to Street Academy, it is not surprising that 10th grade pass rates are low.
- The longer students stay at Street Academy the better they do which is evidenced by the increase in CAHSEE pass rates for seniors
- There is an increase in students scoring below and far below basic in ELA across grade levels. The percentages are higher than the district average.

**Theory of Action**

- If SA assesses all students' reading levels with SRI, then this data can be used by teachers to plan lessons and differentiate instruction across content areas in weekly PLC's
- If SA provides students with access to Achieve 3K, culturally relevant literacy materials, engagement in reading increases, lexile levels increase by 3

additional grade levels & CAHSEE pass rates will rise.

- If SA continues weekly PLC's focused on SIMS-Strategic Instructional Model's unit planning structure, coupled with a social justice focus , then the literacy vision will be developed to support transition to Common Core.
- If all teachers are coached in SIMs and focused on quality instruction through frequent observation and feedback by, CST scores will increase resulting in double digit growth over 2 years
- If after school program trains its teachers in reading acceleration using Achieve 3K , and test prep for Saturday school (Weekend Wakeup) then students will see their lexile levels rise and movement from FBB to Basic over 2 years

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide differentiated English intervention for all students scoring low on CST and/or SRI by providing detailed feedback and tracking student literacy growth through those assessments.	SRI	FBB, BB and BAS	Weekly	Leadership Team	5/6/2013	313SQI1A4782	Intervention and extended learning time in ELA to increase literacy for students scoring low on CST or SRI.	N/A			0	\$0.00
Identify and purchase appropriate materials to support students scoring low on SRI and CST.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	5/6/2013	313SQI1A4783	Allocation of resources to buy curriculum for intervention class.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,000.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)	All Students	Monthly	Principal	6/1/2013	313SQI1A6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	3010-Title I	5220-CONFERENCE EXPENSE		0	\$3,000.00
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	5/6/2013	313SQI1A6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	7090-EIA - SCE	5825-CONSULTANTS		0	\$2,000.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance	All Students	Monthly	Community Partner	5/6/2013	313SQI1A6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$132.67
CTM's develop, implement and monitor Individualized Student Success Plans	Attendance	Ethnicity	Every Other Week	Community Partner	5/6/2013	313SQI1A6118	CTM training, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00
Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	State tests (CST/STAR, PFT)	Below Basic	Monthly	After school program coordinator	6/6/2013	313SQI1A6159	Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	7090-EIA - SCE	5825-CONSULTANTS		0	\$402.51
Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	State tests (CST/STAR, PFT)	Basic	Monthly	After school program coordinator	6/6/2013	313SQI1A6160	Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	3010-Title I	5825-CONSULTANTS		0	\$586.23
Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	CELDT	English Learners	Monthly	After school program coordinator	6/1/2013	313SQI1A6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	7091-EIA - LEP	5825-CONSULTANTS		0	\$2,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work	State tests (CST/STAR, PFT)	All Students	Every Semester		6/1/2013	313SQI1A6157	Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,000.00

contract.							contract.					
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.					6/1/2013	313SQI1A6158		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

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

#### District-level Goals

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

#### School Federal and State Academic Achievement Goals:

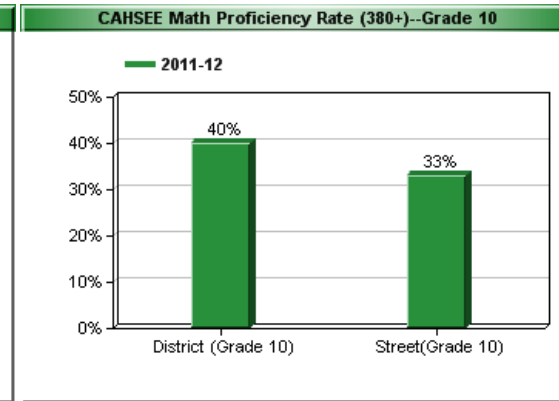
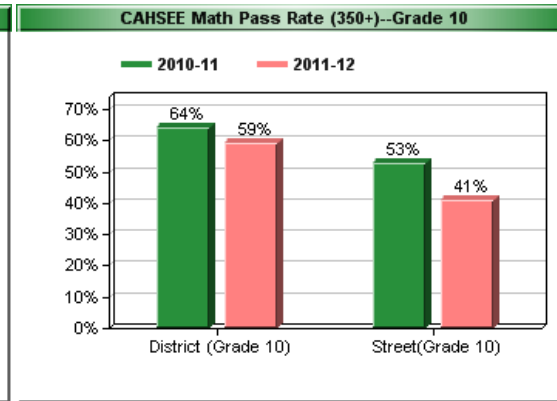
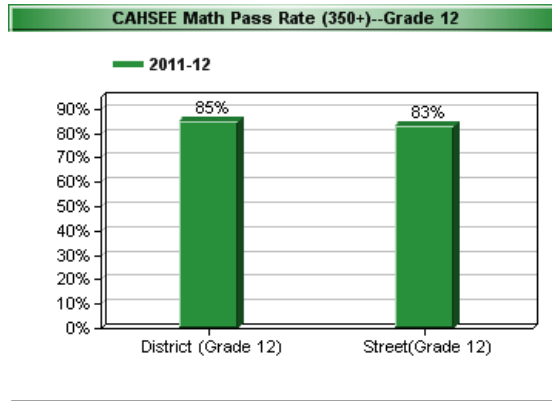
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

#### School Quality Standards relevant to this Strategic Priority

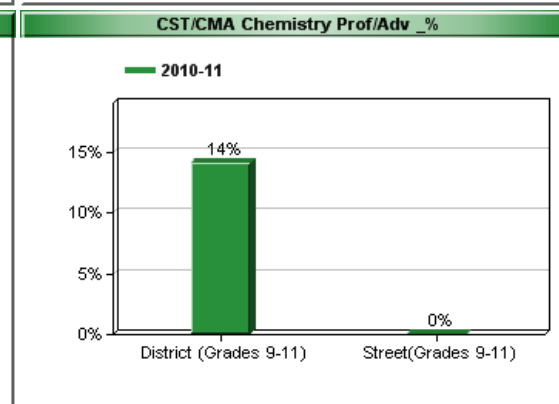
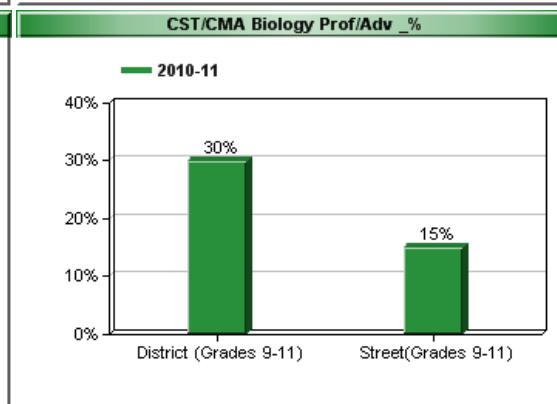
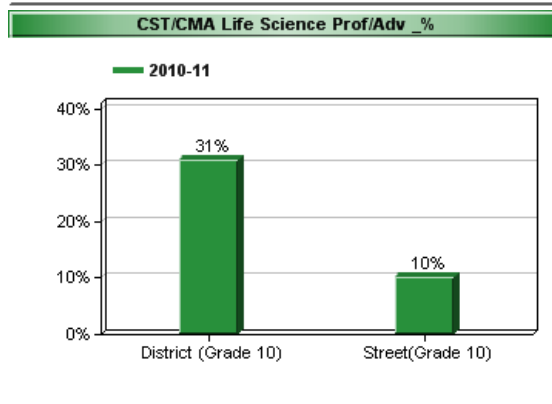
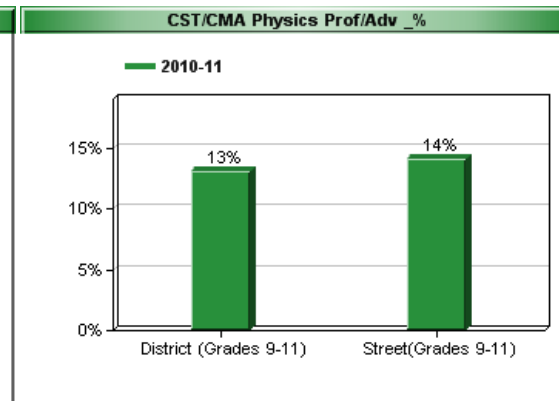
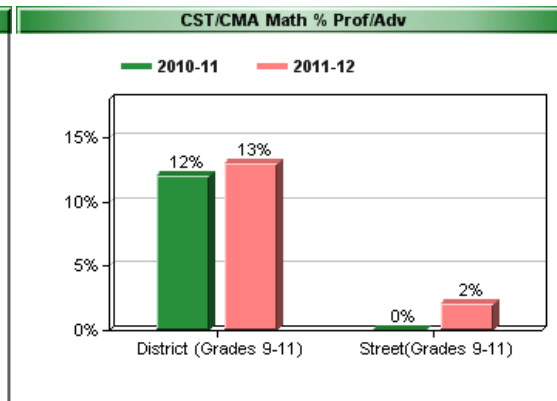
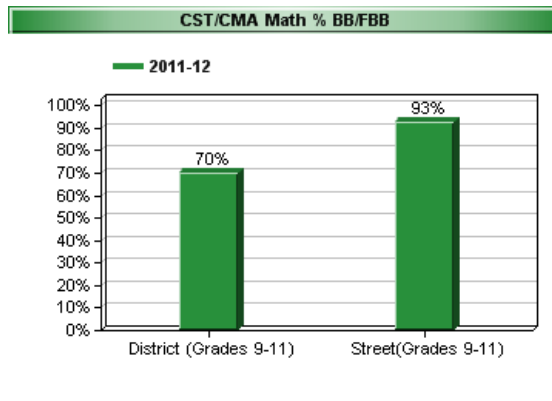
A quality school...

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

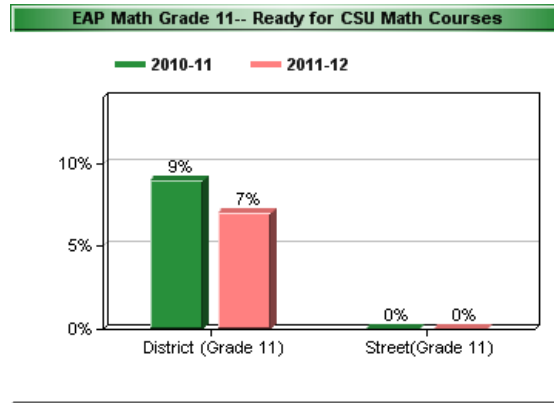
CAHSEE



**CST**



## EAP



### Data Analysis

- Almost all students scored below or far below basic on the Math CST
- There was a 2% increase in the number of students scoring proficient and advanced in Math last year.
- Few students in Biology and Life Science are scoring proficient or advanced.
- CAHSEE pass rates for 10th graders in Math decreased by several percentage points.

### Theory of Action

- If teachers implement Strategic Instructional Model - SIM's unit organizers aligned to state standards, Math CAHSEE pass rates will increase by 7-12% each year and there will be double digit growth on CSTs over 2 years
- If Math/Science curriculum aligned to Common Core, social justice and cultural relevance, there will be mastery of essential math, science and technology concepts for double digit CST growth over 2 years.
- If SIM coach and Math/Science coach collaborate with Principal to provide ongoing cycle of observation and feedback to teachers, students will move from FBB to BASIC over 2 years.
- If after school program trains in Kahn Academy and strategic test prep for afternoon classes and Saturday School (Weekend Wakeup) there will be double digit growth in CST scores over 2 years
- If all teachers provide students with entry/exit Math diagnostic and consistently assessed using Kahn Academy, then more students will move to Proficient on the CST.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	State tests (CST/STAR, PFT)	Basic	Monthly	After school program coordinator	6/6/2013	313SQI1B6160	Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	3010-Title I	5825-CONSULTANTS		0	\$586.23
Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	CELDT	English Learners	Monthly	After school program coordinator	6/1/2013	313SQI1B6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	7091-EIA - LEP	5825-CONSULTANTS		0	\$2,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	State tests (CST/STAR, PFT)	All Students	Every Semester		6/1/2013	313SQI1B6157	Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.					6/1/2013	313SQI1B6158		N/A			0	\$0.00
Provide Science/Math coaching to teachers and support staff coupled	State tests	All		Department			Provide Science/Math coaching to teachers and support staff coupled	7090-EIA -	5825-			

with strategic observation and feedback cycles	(CST/STAR, PFT)	Students	Monthly	Head	6/1/2013	313SQ11B6155	with strategic observation and feedback cycles	SCE	CONSULTANTS		0	\$1,000.00
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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Street Academy

Principal: GINA HILL

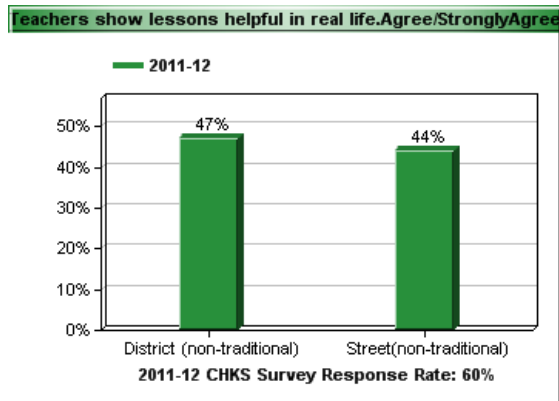
#### From OUSD Strategic Plan:

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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



#### Theory of Action

- If there is more consistent implementation of SIMS by all teachers, then Street Academy should see an increase in the amount of students stating that lessons are applicable to real life.
- If Metamorphosis class is codified and teachers follow curriculum guide to fidelity then students will feel motivated to access curriculum and college prep courses
- If SA maintains and enhances relationships with CBO's (NAHC, CYO, BAY Peace, Niroga, Holy Names, CES, etc) students will gain real life experiences that provide job skills and promote college readiness through political action units and service
- If SA maintains and enhances relationship with Holy Names and Peralta Colleges, students will participate in pipeline project to the teaching profession

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)	All Students	Monthly	Principal	6/1/2013	313SQ11C6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	3010-Title I	5220-CONFERENCE EXPENSE		0	\$3,000.00
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	5/6/2013	313SQ11C6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	7090-EIA - SCE	5825-CONSULTANTS		0	\$2,000.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance	All Students	Monthly	Community Partner	5/6/2013	313SQ11C6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$132.67
CTM's develop, implement and monitor Individualized Student Success Plans	Attendance	Ethnicity	Every Other Week	Community Partner	5/6/2013	313SQ11C6118	CTM training, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

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

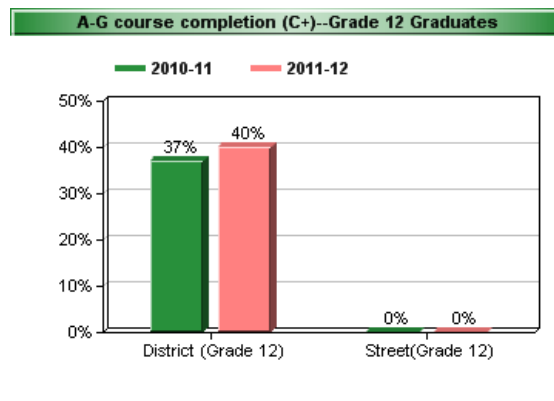
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

#### School Quality Standards relevant to this Strategic Priority

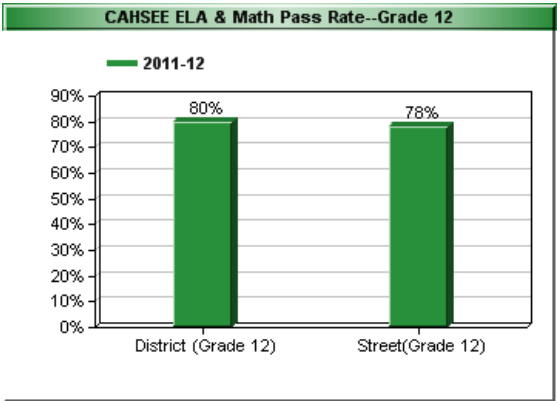
A quality school...

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

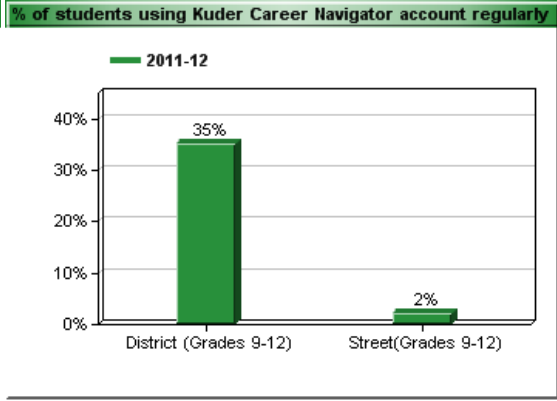
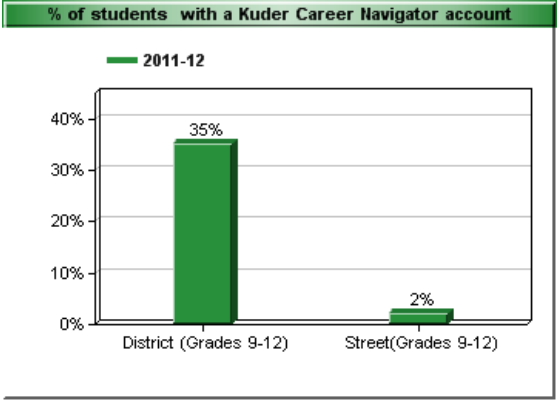
#### A-G



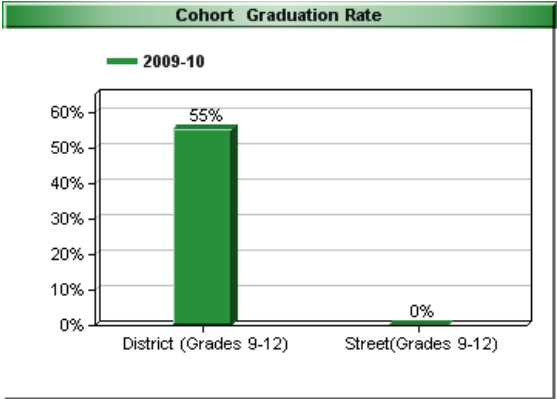
#### CAHSEE



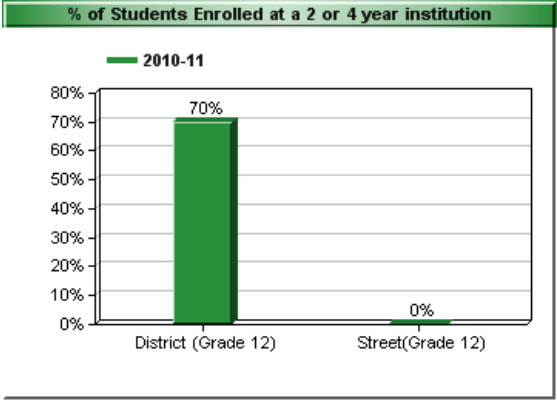
**Career Planning**



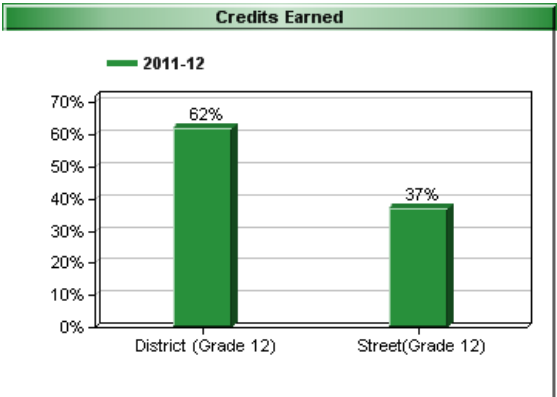
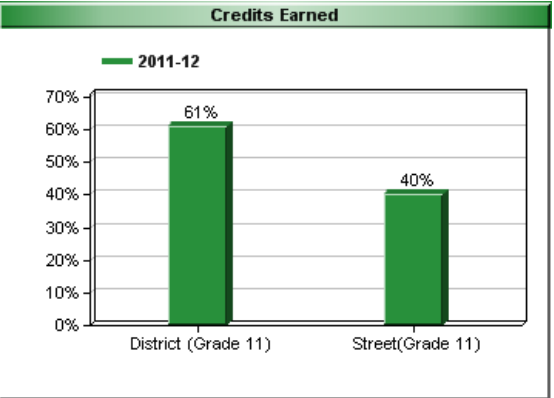
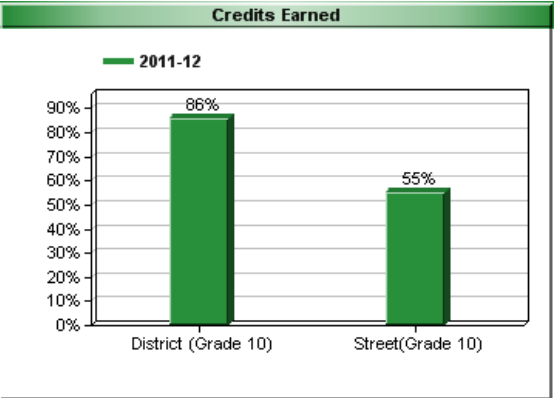
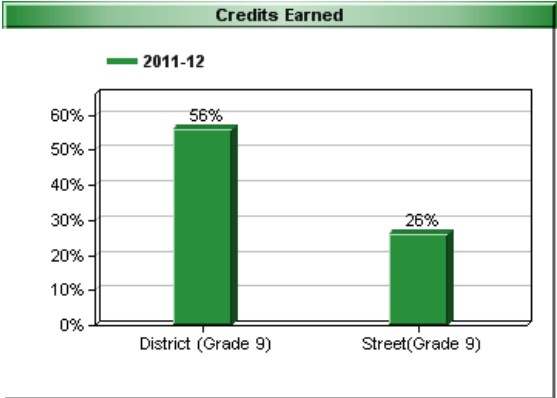
**Graduation Rate**



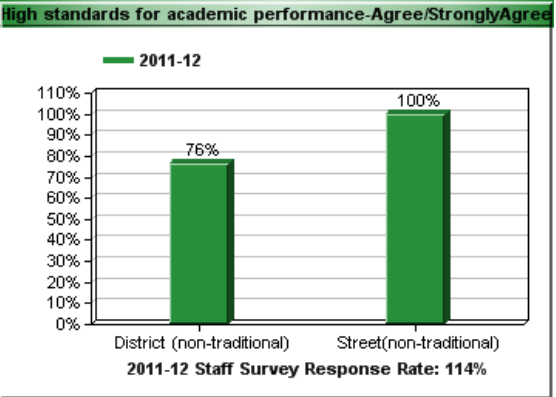
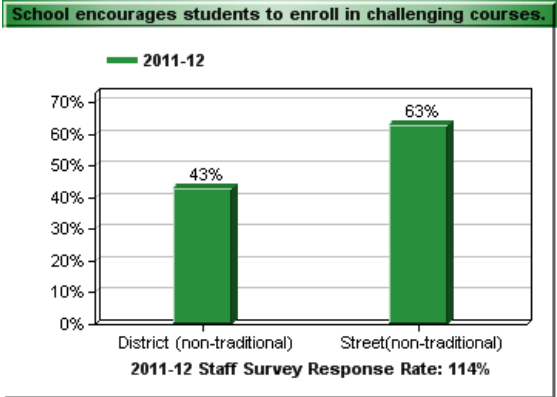
**Higher Education**



**Progress toward Graduation**

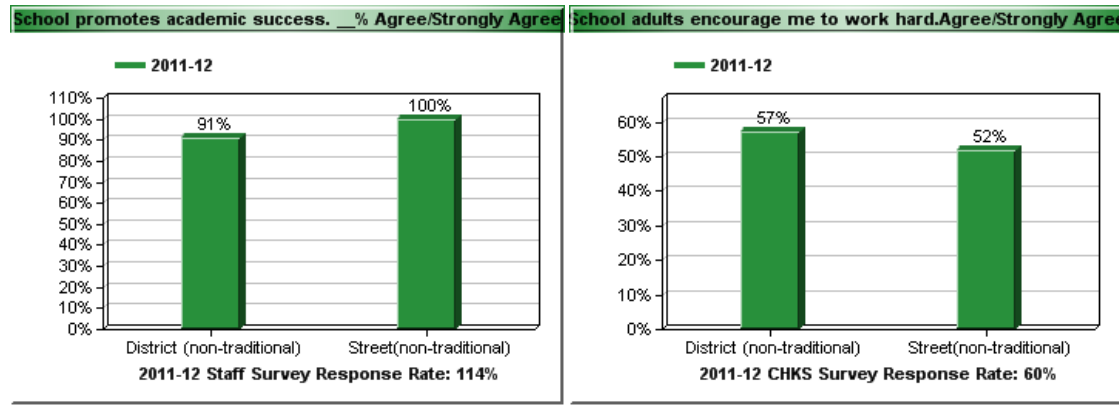


Survey - High Standards





## Survey - Success



## Data Analysis

- There is an inconsistency in student perception versus adult perception. 100% of staff believe that they encourage academic success and standards while only 52% of students feel the adults encourage them to work hard.

## Theory of Action

- If SA maintains and enhances relationship with Holy Names and Peralta Colleges, students will participate in pipeline project to the teaching profession as a potential career thus making school more relevant.
- If Street Academy continues to require political action units & community service associated with Action Research Projects, then students will see the skills they are learning in school as relevant for social change and college
- If CTM and asp time is allotted for students to use Kuder Career Navigator, then use will increase as well as knowledge of career and workforce options thus motivating students to succeed in school.
-

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide all 9th graders and new students with training to learn the A-G requirements and other requirements to graduate from Street Academy.					10/12/2012	313SQ11D4784	Kids First Organization with collaborate with school to train students to be leaders and provide all incoming students with workshops about the A-G requirements and other requirements to graduate high school and go to college.	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

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

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### Theory of Action

- If there is more consistent implementation of SIMS by all teachers, then Street Academy should see an increase in the amount of African American students (male & female) stating that lessons are engaging and interesting.
- If student attendance is monitored and followed up on daily basis by teachers and admin then there will be a 5-7% decrease in chronic absences annually.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)	All Students	Monthly	Principal	6/1/2013	313SQI1E6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	3010-Title I	5220-CONFERENCE EXPENSE		0	\$3,000.00
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	5/6/2013	313SQI1E6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	7090-EIA - SCE	5825-CONSULTANTS		0	\$2,000.00
Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	State tests (CST/STAR, PFT)	Below Basic	Monthly	After school program coordinator	6/6/2013	313SQI1E6159	Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	7090-EIA - SCE	5825-CONSULTANTS		0	\$402.51
Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	State tests (CST/STAR, PFT)	Basic	Monthly	After school program coordinator	6/6/2013	313SQI1E6160	Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	3010-Title I	5825-CONSULTANTS		0	\$586.23
Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	CELDT	English Learners	Monthly	After school program coordinator	6/1/2013	313SQI1E6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	7091-EIA - LEP	5825-CONSULTANTS		0	\$2,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	State tests (CST/STAR, PFT)	All Students	Every Semester		6/1/2013	313SQI1E6157	Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.					6/1/2013	313SQI1E6158		N/A			0	\$0.00
Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	State tests (CST/STAR, PFT)	All Students	Monthly	Department Head	6/1/2013	313SQI1E6155	Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	7090-EIA - SCE	5825-CONSULTANTS		0	\$1,000.00
Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	Survey data (CHKS, etc.)	English Learners	Every Semester	Principal	6/1/2013	313SQI1E6162	Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	7091-EIA - LEP	5825-CONSULTANTS		0	\$460.99

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

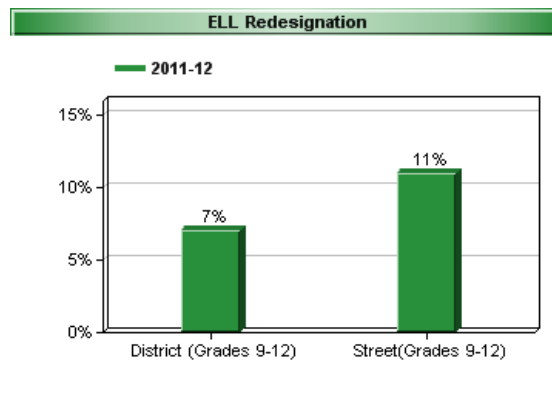
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

#### School Quality Standards relevant to this Strategic Priority

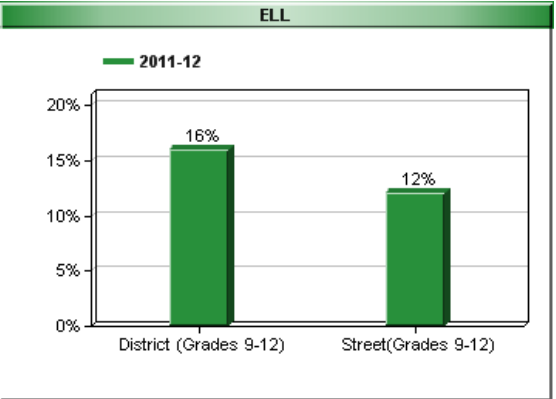
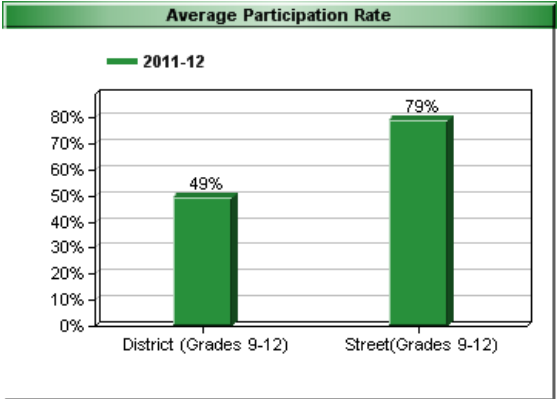
A quality school...

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

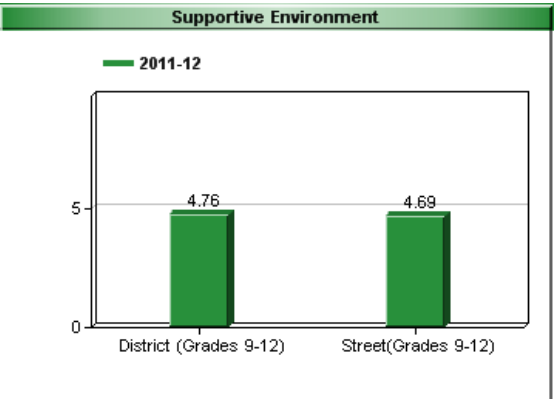
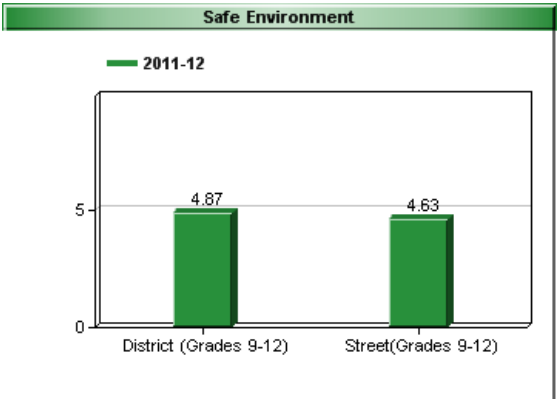
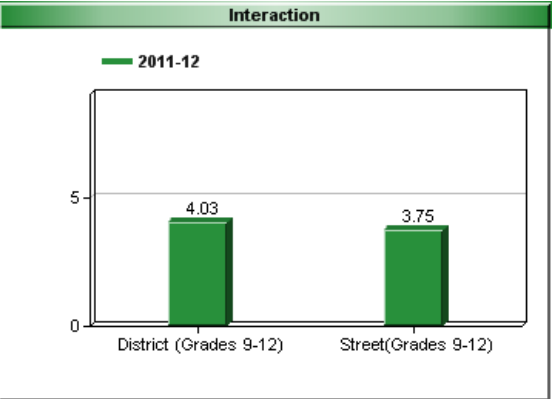
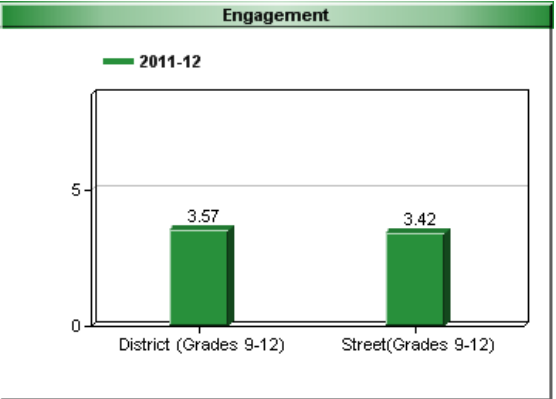
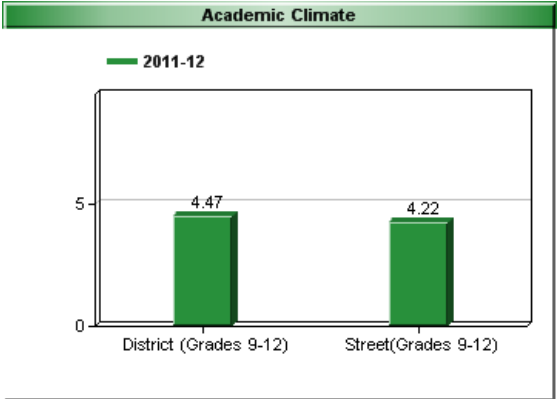
#### After School Program- Student Impact



#### After School Program- Participation



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



### Data Analysis

- Street Academy's asp participation rates are far above the district average yet in all other areas is below

### Theory of Action

- If asp coordinator collaborates with CTMs to gather student feedback on programs and applies this feedback to program improvements, ratings will improve
- If SA obtains a bilingual parent liaison then communication with, participation and engagement of Spanish speaking families will increase thus positively impacting academic performance and participation in asp for all ELs.
- If students are strategically placed in Weekend Wake Up CST prep classes and quality teachers/providers are trained to lead, then those students will move from FBB to BASIC and to PROFICIENT
- If asp supports Weekend Wake Up then attendance rates will be positively impacted

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	State tests (CST/STAR, PFT)	Below Basic	Monthly	After school program coordinator	6/6/2013	313SQI1F6159	Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	7090-EIA - SCE	5825-CONSULTANTS		0	\$402.51
Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	State tests (CST/STAR, PFT)	Basic	Monthly	After school program coordinator	6/6/2013	313SQI1F6160	Provide training and materials for teachers/providers to lead Weekend Wake Up CST test prep	3010-Title I	5825-CONSULTANTS		0	\$586.23
Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	CELDT	English Learners	Monthly	After school program coordinator	6/1/2013	313SQI1F6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	7091-EIA - LEP	5825-CONSULTANTS		0	\$2,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	State tests (CST/STAR, PFT)	All Students	Every Semester		6/1/2013	313SQI1F6157	Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.					6/1/2013	313SQI1F6158		N/A			0	\$0.00
Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	State tests (CST/STAR, PFT)	All Students	Monthly	Department Head	6/1/2013	313SQI1F6155	Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	7090-EIA - SCE	5825-CONSULTANTS		0	\$1,000.00



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

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

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

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

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: Reduce Drug and Alcohol abuse by 100%.

- Strategy 1.1: Each staff member will be trained to identify the signs of alcohol and drug abuse.
- Strategy 1.2: Staff will canvas the halls and grounds during lunch and afterschool. Strategy 1.3: Seneca will be used to communicate with students about stress factors that may lead to depression where self medication may be used. Strategy 1.4: TUPE drug and tobacco abuse prevention will be utilized to treat identified students suspected of coming to school intoxicated.

Goal 2: Increase attendance and reduce tardies

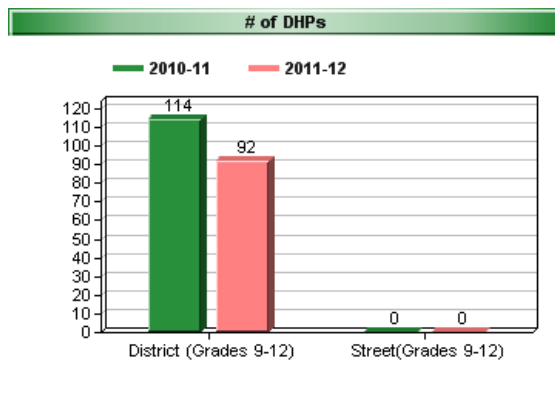
- Strategy 2.1: Continue to communicate with parents and guardians, and help to support families to insure 100% attendance.
- Strategy 2.2: Develop theme based parent meetings and seminars for parenting training to insure 100% reduction in tardies.

#### School Quality Standards relevant to this Strategic Priority

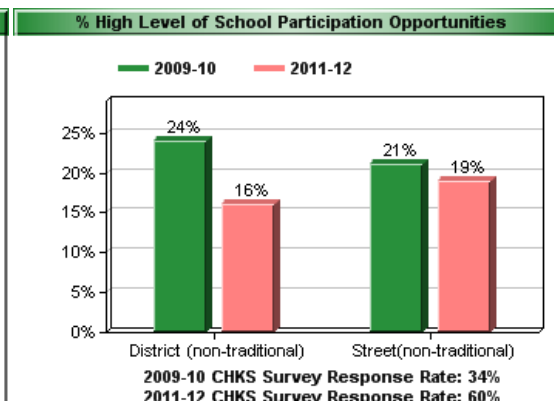
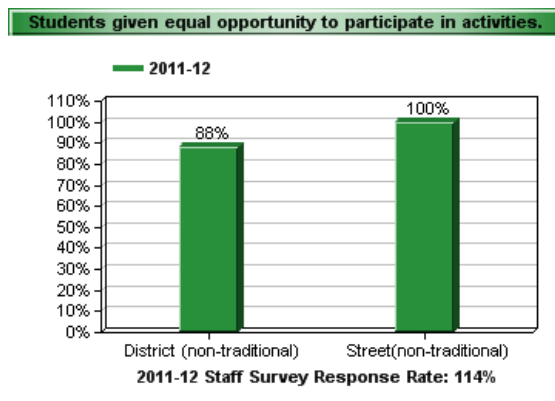
A quality school...

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

DHP

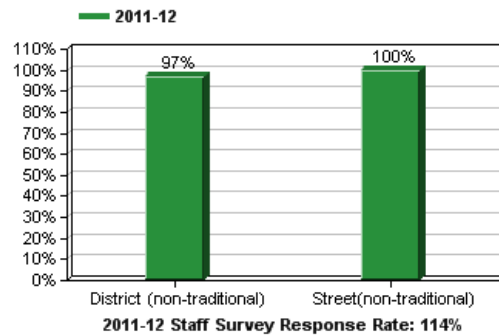


**Survey - Engagement**

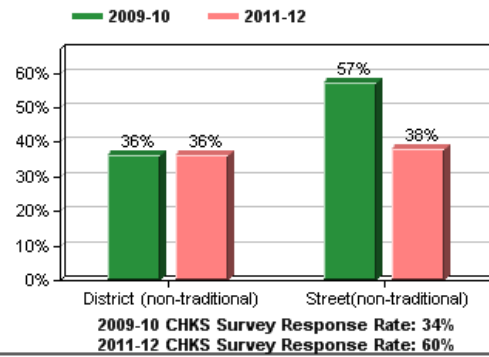


**Survey - Relationships**

**% Nearly All/Most Adults at school care about every student.**

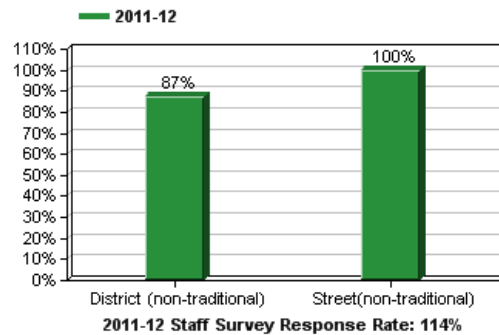


**% High Level of Caring Relationships with Adults at School**

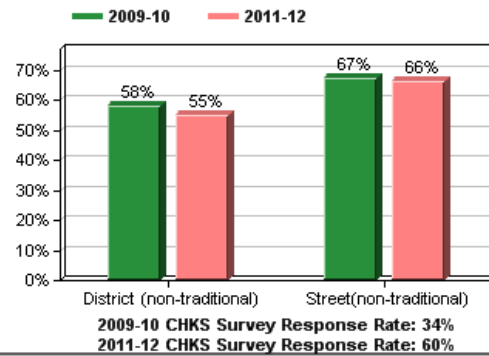


**Survey - Safety**

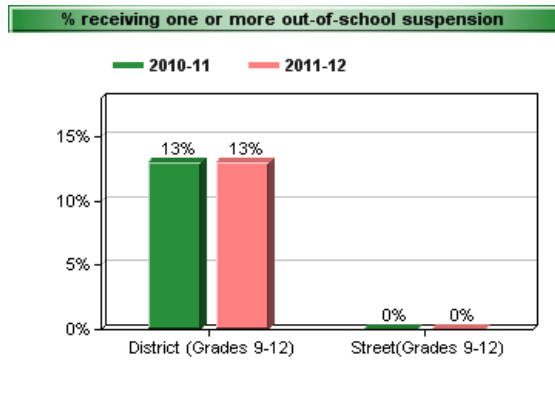
**This school is a safe place for students.%Agree/Strongly Agree**



**% Feeling Safe/Very Safe at School**



**Suspensions**



#### Data Analysis

- There is inconsistency between adult and student perceptions of safety and access. 100% of staff believe there are caring relationships while there was a significant decrease in students reporting that they had a caring relationship with an adult.

#### Theory of Action

- If all staff and families are trained in Restorative Justice at the school site, circles are consistently used for community building, celebration & re-entry, then caring relationships between adults and students will increase
- If all staff are trained by California Youth Outreach in cultural competency and how it relates to effectively working with gang impacted youth, then students' will have more positive experiences in school thus decreasing chronic absences

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)	All Students	Monthly	Principal	6/1/2013	313SQI2A6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	3010-Title I	5220-CONFERENCE EXPENSE		0	\$3,000.00
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	5/6/2013	313SQI2A6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	7090-EIA - SCE	5825-CONSULTANTS		0	\$2,000.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance	All Students	Monthly	Community Partner	5/6/2013	313SQI2A6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$132.67
CTM's develop, implement and monitor Individualized Student Success Plans	Attendance	Ethnicity	Every Other Week	Community Partner	5/6/2013	313SQI2A6118	CTM training, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	State tests (CST/STAR, PFT)	All Students	Every Semester		6/1/2013	313SQI2A6157	Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.					6/1/2013	313SQI2A6158		N/A			0	\$0.00
Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	Survey data (CHKS, etc.)	English Learners	Every Semester	Principal	6/1/2013	313SQI2A6162	Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	7091-EIA - LEP	5825-CONSULTANTS		0	\$460.99

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

### Strategic Priority B. Health & Wellness

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

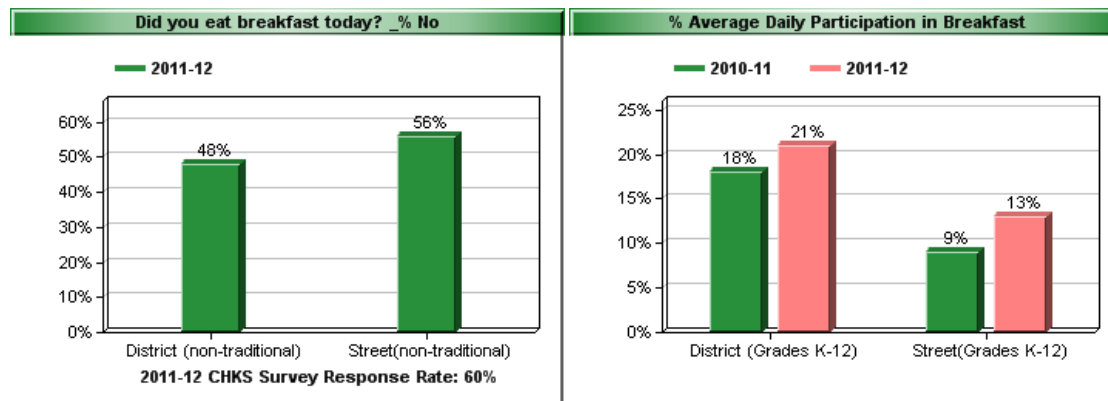
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

#### School Quality Standards relevant to this Strategic Priority

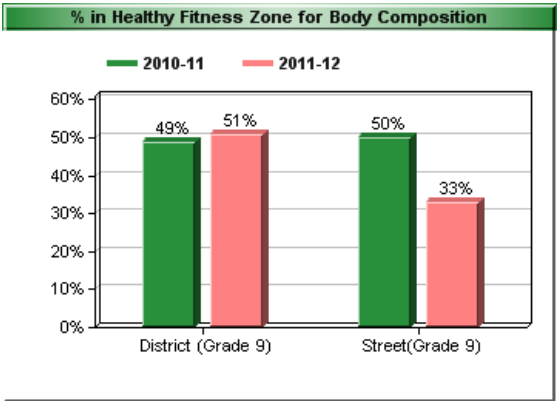
A quality school...

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

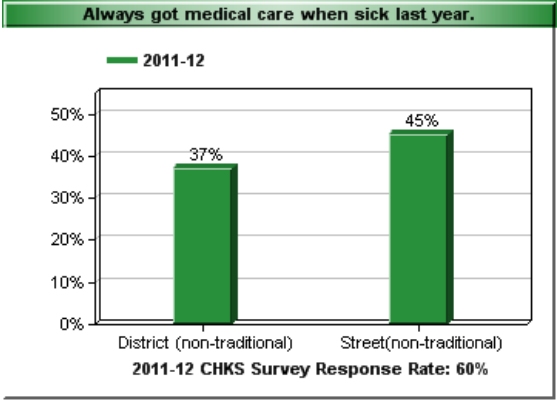
#### Breakfast



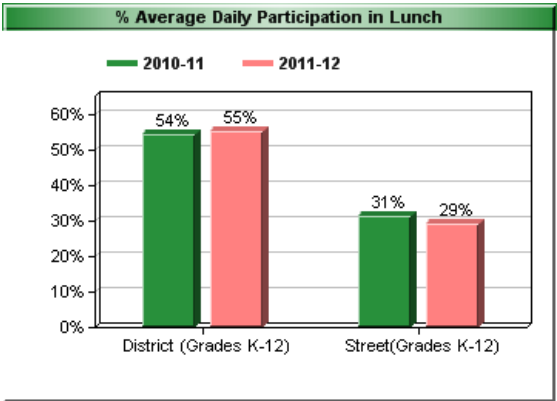
#### Fitness



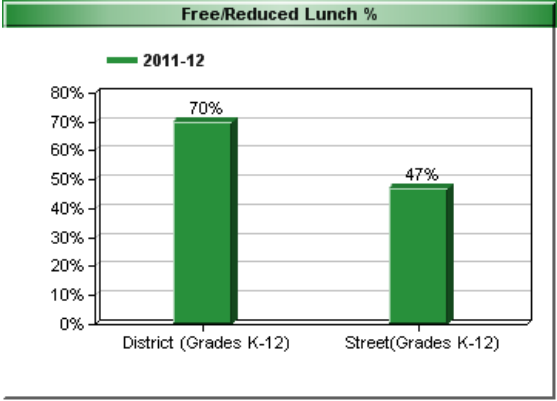
**Health Access**



**Lunch**



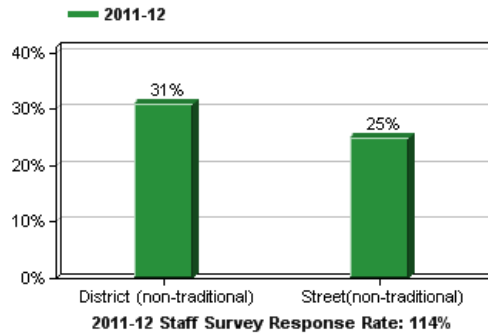
**Socio Economics**



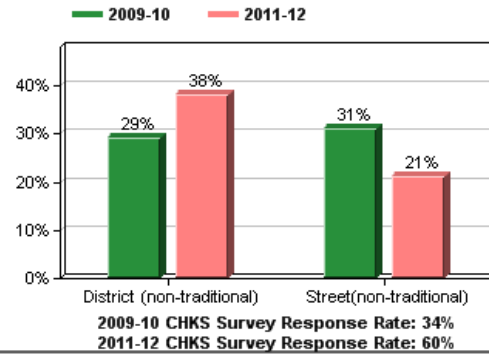
**Survey - Drugs / Alcohol**



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

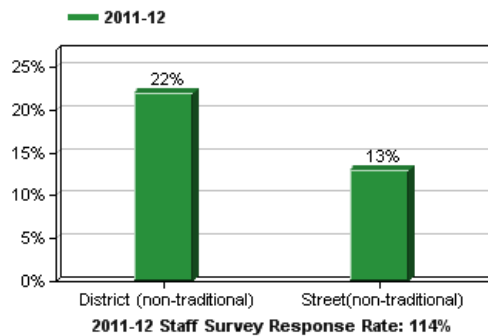


**# of days of alcohol use during past 30 days: one day or more**

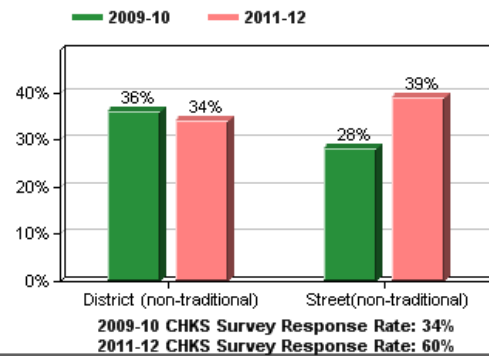


**Survey - Mental Health**

**Depression/other mental health problems is severe at school.**



**feeling sad or hopeless almost every day for 2 weeks or more**



**Data Analysis**

- Although alcohol and drug use are less prevalent at SA than district wide, 39% of students are feeling sad, hopeless or depressed for 2 weeks or more according to the CHKS.
- Students are not eating lunch or breakfast and only 33% are of the appropriate or healthy body composition.

**Theory of Action**

- If all staff, students, families train in restorative justice, then Street Academy will become Oakland's first RJ school and students will be supported in a way that diminishes risk of failure, prison, unhealthy behaviors.
- If teachers collaborate in weekly PLC's to develop social justice curriculum aligned to Common Core, school will become more engaging and relevant and average daily attendance will increase by 5% annually.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)	All Students	Monthly	Principal	6/1/2013	313SQI2B6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	3010-Title I	5220-CONFERENCE EXPENSE		0	\$3,000.00

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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

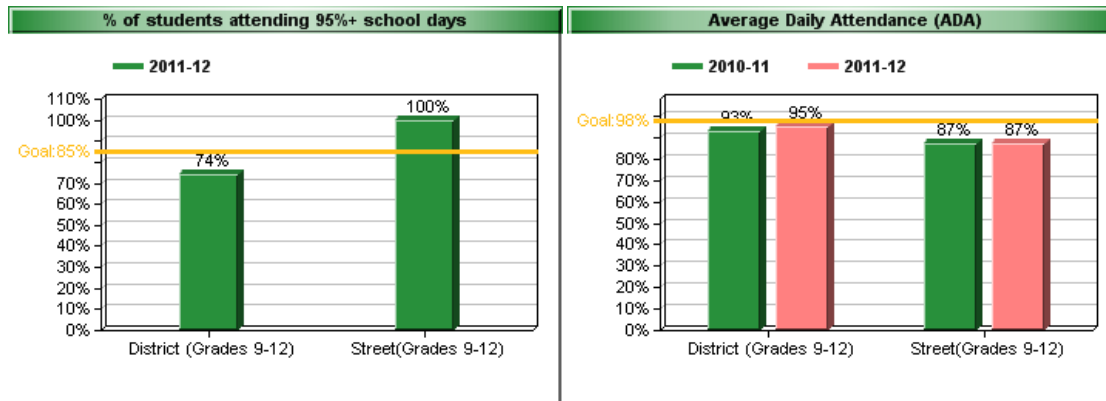
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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



#### Data Analysis

- Street Academy's ADA is below the district average as well as the district goal by 10%

#### Theory of Action

- If Street Academy can increase its ADA by 5-7% annually through CTM and admin's consistent implementation of Individualized Student Success Plans,

there will be an increase in CAHSEE pass rates, and proficient/advanced scores on CST

- If CTM's participate in home visits/RJ support circles with chronically absent students and families, then through collaborative planning these patterns can be interrupted.
- If teachers collaborate in weekly PLC's to develop social justice curriculum aligned to Common Core, school will become more engaging and relevant and average daily attendance will increase by 5-7% annually.
- If student attendance is monitored and followed up on daily basis by CTM and admin then there will be a 5-7% decrease in chronic absences annually.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	State tests (CST/STAR, PFT)	All Students	Every Semester		6/1/2013	313SQI2C6157	Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,000.00
Provide compensation for teachers to attend on site culture and instructional focused conferences. Required attendance is above and beyond teacher work contract.					6/1/2013	313SQI2C6158		N/A			0	\$0.00
Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	Survey data (CHKS, etc.)	English Learners	Every Semester	Principal	6/1/2013	313SQI2C6162	Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	7091-EIA - LEP	5825-CONSULTANTS		0	\$460.99

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

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

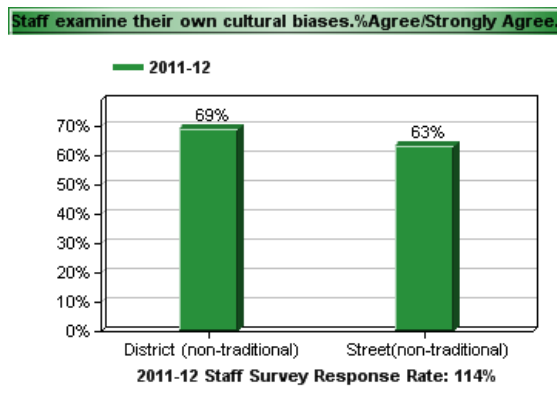
1. Improve the conditions in schools to retain 80% of effective teachers

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### Survey - Professional Learning



#### Theory of Action

- If Principal attends Breakthrough Coaching training with administrative staff, then efficiency and capacity will be built thus helping to develop the school's overall organizational structure and implementation of action plan

;

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

### Strategic Priority A. Family & Community Engagement

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

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

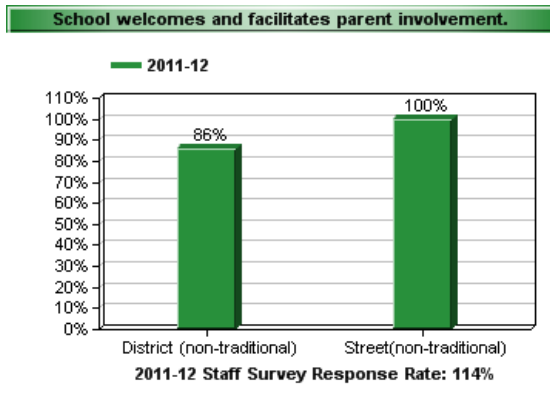
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### Survey - Welcoming



#### Theory of Action

- If SA obtains a bilingual parent liaison then communication with, participation and engagement of Spanish speaking families will increase thus impacting academic performance of all ELs.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)	All Students	Monthly	Principal	6/1/2013	313SQI4A6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	3010-Title I	5220-CONFERENCE EXPENSE		0	\$3,000.00
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	5/6/2013	313SQI4A6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	7090-EIA - SCE	5825-CONSULTANTS		0	\$2,000.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance	All Students	Monthly	Community Partner	5/6/2013	313SQI4A6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$132.67
CTM's develop, implement and monitor Individualized Student Success Plans	Attendance	Ethnicity	Every Other Week	Community Partner	5/6/2013	313SQI4A6118	CTM training, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

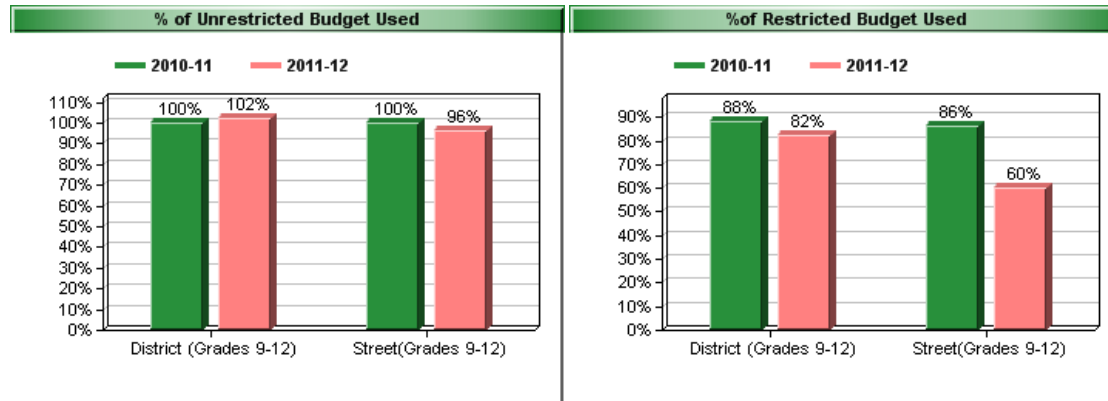
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### Budget



#### Data Analysis

- Street Academy has not fully utilized restricted funds

#### Theory of Action



- If Street Academy utilizes restricted funding and funds raised to support more training and professional development of staff, then instruction is enhanced, student engagement, attendance and academic performance increased.



;

## State & Federal Preliminary and Final Budget

### Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$9,402.51	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$2,460.99	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$11,863.50</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$5,586.23	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$132.67	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$5,718.90</b>	

## Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

School Site: Street Academy  
Site Number: 313

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on \_\_\_\_\_.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on June 4, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

[Signature]  
SSC Chairperson's Signature

Claudia Ortiz-Silva  
SSC Chairperson's Name (printed)

6/4/13  
Date

\_\_\_\_\_  
ELAC Chairperson's Signature

\_\_\_\_\_  
ELAC Chairperson's Name (printed)

\_\_\_\_\_  
Date

[Signature]  
Principal Signature

Gina Hill  
Principal's Name (printed)

6/4/13  
Date

[Signature]  
Executive Officer's Signature

Alison McDonald  
Executive Officer's Name (printed)

6-6-13  
Date

[Signature]  
Director, State & Federal Compliance Signature

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

6/19/13  
Date

## School Site Council Membership Roster – High School

School Name: STREET ACADEMY

School Year 2012/13

<b>Chairperson : Claudia Ortiz Silva</b>	<b>Vice Chairperson: Janice Preston</b>
<b>Secretary: Bobby Young</b>	<b><u>DAC Representative: Douglass Greene</u></b>

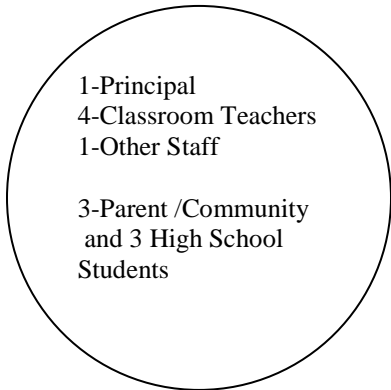
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Gina Hill	417 29 <sup>th</sup> Street, Oakland, 94609	x				
Javad Aryan	417 29 <sup>th</sup> Street, Oakland, 94609		x			
Marisol Nuno	417 29 <sup>th</sup> Street, Oakland, 94609		x			
Betsy Schulz	417 29 <sup>th</sup> Street, Oakland, 94609		x			
Jeremy Cavagnolo	417 29 <sup>th</sup> Street, Oakland, 94609		x			
Bobby Young	417 29 <sup>th</sup> Street, Oakland, 94609			x		
Claudia Ortiz Silva	35964 Firestone Ct., Newark, 94560				x	
Janice Preston	2252 86 <sup>th</sup> Ave., Oakland, 94605				x	
Douglas Greene	274 40 <sup>th</sup> Street Way, Oakland, 94611				x	
Ami Suarez	1963 88 <sup>th</sup> Avenue, Oakland, 94621					x
Shacarri Thomas	1716 11 <sup>th</sup> Street B, Oakland, 94607					x
Anne Hurley	201 Stardust Pl C, Alameda, 94502					x
<b>DAC Representative</b>	<b>Douglas Greene</b>				x	
Home Ph. 916-317-8248	Email: greeneglass@yahoo.com					

<b>Meeting Schedule</b>	<b>1<sup>st</sup> Tuesdays of each Month, 4:30-5:15pm</b>
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**SSC Legal Requirements:**

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site













## STREET ACADEMY School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to school and class on time, ready to learn and with assignments completed.
- Use daily tutorial /study hall time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family and seek peaceful ways to resolve conflicts.
- Ask for help when I need it.

---

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and dress code.
- Monitor my child's progress in school by staying in communication with CTM, participating fully in quarterly meetings and staff meetings when necessary.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families and seek peaceful ways to resolve conflicts.

---

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction in a supportive and restorative environment.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn and become social justice advocates.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school 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 assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families and seek peaceful ways to resolve conflict.

---

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

Street Academy APS SURVEY  
 California Department of Education  
**Academic Program Survey—High School Level**  
**March 2013**

Essential Program Component	Objective	Criteria and Clarifications	<b>Implementation Status and Key Components</b> Review and identify which key components apply. Circle the most appropriate rating.				
<b>1. Instructional Program</b>	1.1 The school/district provides the locally-adopted, standards-aligned English/language arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. The district may also provide Common Core State Standards (CCSS)-aligned materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners are provided locally-adopted, standards-aligned ELA textbooks and instructional materials, which may include CCSS-aligned materials, in grades nine and ten ELA courses. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> <li>Ninth and tenth grade ELA teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>If the selected program has been designed with additional ancillary materials, those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners..</li> <li>Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in the core classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.1	<b>4</b> 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Instructional Program Materials</u></b>            All students are __x__ assessed, __x__ placed, and __x__ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned materials.</p> <p><b>Number of Students:</b>            __112__ All Students.            __20__ ELs.            __12__ SWDs.</p> <p><b><u>Use</u></b>            Identify all that apply:            __x__ Core materials are used as designed.            __x__ Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
		ELA					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

California Department of Education  
**Academic Program Survey—High School Level**

California Department of Education  
**Academic Program Survey—High School Level**

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



California Department of Education  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																			
1. Instructional Program	1.3 The school/district provides the ELA intensive intervention programs and materials for appropriately identified intensive students achieving below grade six standards.	<p>Full implementation means that all identified intensive intervention students (students achieving below grade six grade standards), including ELs and SWDs, are provided intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed.</p> <ul style="list-style-type: none"> <li>District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program.</li> <li>Intensive programs are multi-period, stand-alone reading programs designed to accelerate students' successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally															
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%															
			<p align="center"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b>                      All students are <u>  x  </u> assessed, <u>  x  </u> placed, and <u>  x  </u> provided appropriate instructional program materials.</p> <p><b>Name(s) of Intensive Intervention Program Used:</b></p> <table border="1" data-bbox="1402 737 2018 932"> <thead> <tr> <th colspan="3">Number of Identified Students Provided with Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>18</td> <td>21</td> </tr> <tr> <td>All Intensive ELs</td> <td>4</td> <td>3</td> </tr> <tr> <td>All Intensive SWDs</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p><b>Appropriate Use</b>  <u>  x  </u> Materials are used as designed.</p>					Number of Identified Students Provided with Intensive Intervention				Grade 9	Grade 10	All Intensive learners	18	21	All Intensive ELs	4	3	All Intensive SWDs	3	3
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**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.4 The school/district provides California standards-aligned or CCSS-aligned Algebra I textbooks and instructional materials, including ancillary materials for universal access.	Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have California standards-aligned or CCSS-aligned Algebra I textbooks and instructional program materials. These materials are implemented (with consideration for blocked periods and semester courses) to support the instructional needs of all enrolled students. <ul style="list-style-type: none"> <li>Teachers use the locally-adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners.</li> <li>If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the core grade-level 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.</li> <li>SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.4	<b>4</b> 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b><u>Instructional Program Materials</u></b> All students are <u>  </u> assessed, <u>  </u> placed, and <u>  </u> provided California standards-aligned or CCSS-aligned instructional program materials.				
			<b>Number of Students:</b> <u>      </u> All Students. <u>      </u> ELs. <u>      </u> SWDs.				
			<b><u>Use</u></b> Identify all that apply: <u>  </u> <u>  </u> Core materials are used as designed. <u>  </u> <u>  </u> Ancillary materials are used as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
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**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																		
1. Instructional Program	1.5 The school/district provides intervention programs and materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.	Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in higher mathematics (e.g., Algebra I in a traditional sequence or Mathematics I in an integrated sequence) are appropriately assessed and provided the instructional programs and materials in readiness. These materials are provided to all identified students. <ul style="list-style-type: none"> <li>An appropriate readiness program for higher mathematics is a one-period, stand-alone, intervention program to prepare students to enter into a grade-level higher mathematics core classroom supported by an additional class of strategic support the following school year.</li> <li>SWDs placed in a 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally														
			1.5	4 At least 100%	3 At least 75%	2 At least 50%	1 Less than 50%														
			<b>Key Components</b>																		
<b>Instructional Program Materials</b> All students are ___x___ assessed, ___x___ placed, and ___x___ provided SBE-adopted instructional program materials.																					
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																			
2. Instructional Time	2.1 Through the school's master schedule, the school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (ELA) Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for the locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	<p>Full implementation means that the school's master schedule allocates for all ninth and tenth grade ELA classrooms adequate instructional time in the current locally-adopted, core, standards-aligned ELA grade nine and ten instructional programs. This provides all students, including ELs, SWDs, and students with learning difficulties, with adequate instruction and practice to master grade-level standards and the skills assessed on the California High School Exit Examination (CAHSEE).</p> <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally															
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%															
<p align="center"><b>Key Components</b></p> <p><b>Allocation of Instructional Time</b>            ___x___Time is given priority and protected from interruptions.</p> <p><b>Identify the number of instructional minutes (length of periods) offered at each grade level:</b></p> <table border="1" data-bbox="1388 699 2003 894"> <thead> <tr> <th colspan="3">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>75 min / day</td> <td>75 min / day</td> </tr> <tr> <td>ELs</td> <td>75 min / day</td> <td>75 min / day</td> </tr> <tr> <td>SWDs</td> <td>75 min / day</td> <td>75 min / day</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level				Grade 9	Grade 10	All Students	75 min / day	75 min / day	ELs	75 min / day	75 min / day	SWDs	75 min / day	75 min / day
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**Academic Program Survey—High School Level**

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2. Instructional Time	2.2 Through the school's master schedule, the school/district allocates adequate additional time, as appropriate and as described and recommended on page 290 of the California ELA Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for students identified for strategic support in ELA using the current district-adopted core ELA instructional program and ancillary materials.	<p>Full implementation means that the school's master schedule allocates adequate additional time and/or periods beyond the basic core to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> <li>Students identified as in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ELA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE.</li> <li>Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction.</li> <li>The district-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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally															
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%															
<b>Key Components</b>  <u>Allocation of Instructional Time</u> ___x___ Time is given priority and protected from interruptions.																						
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 Through the school’s master schedule, the school/district allocates adequate additional instructional time within the school day as recommended on pages 290-91 of the California ELA Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions.</li> <li>• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures.</li> <li>• ELs who are also identified as SWDs must receive ELD instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally												
2.3				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
<p align="center"><b>Key Components</b></p> <p><b>Allocation of Instructional Time</b>                      Identify all that apply:                      ___x___ Time is given priority and protected from interruptions.                      ___x___ ELD instruction is additional time in schedule.</p> <p><b>Name of Designated ELD Course(s) by level:</b></p> <p><b>Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.</b></p> <table border="1" data-bbox="1354 857 1959 1138"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Level 4-5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Number of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td>60 min / day</td> <td>60 min / day</td> <td>60 min / day</td> </tr> </tbody> </table>								Proficiency Levels	Levels 1-2	Level 3	Level 4-5	Number of Students	2	3	2	Number of Instructional Minutes in ELD (beyond 2.1 and 2.2)	60 min / day	60 min / day	60 min / day
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																			
2. Instructional Time	2.4 Through the school's master schedule, the school/district allocates adequate instructional time for the locally-adopted ELA high school intensive intervention programs and materials. This time is given priority and protected from interruptions.	<p>Full implementation means that the school's master schedule allocates adequate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The locally-adopted ELA intensive intervention reading program materials are utilized to support the needs of all intensive reading intervention students.</p> <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> <li>Students in need of intensive intervention are defined as students demonstrating proficiency in ELA below grade six standards.</li> <li>The master schedule allocates sufficient instructional time for implementation of the intensive intervention programs.</li> <li>The intensive intervention programs in ELA are stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the-grade-level core program with the addition of a strategic support period.</li> <li>ELs in intensive reading intervention programs designated for ELs also receive embedded ELD instruction as per program design. 2008 Intensive Reading Interventions for ELs (Program 5 or the articulated high school version), or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally															
2.4				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%															
<p align="center"><b>Key Components</b></p> <p><b>Allocation of Instructional Time</b>            ___x___ Time is given priority and protected from interruptions.</p> <p><b>Indicate total length (minutes) of blocked periods:</b></p> <table border="1" data-bbox="1430 667 2034 951"> <thead> <tr> <th colspan="3">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>All intensive learners</td> <td>75 min / day</td> <td>75 min / day</td> </tr> <tr> <td>Intensive ELs</td> <td>75 min / day</td> <td>75 min / day</td> </tr> <tr> <td>Intensive SWDs</td> <td>75 min / day</td> <td>75 min / day</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level				Grade 9	Grade 10	All intensive learners	75 min / day	75 min / day	Intensive ELs	75 min / day	75 min / day	Intensive SWDs	75 min / day	75 min / day
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.												
			Objective	Fully	Substantially	Partially	Minimally								
2. Instructional Time	2.5 Through the school's master schedule, the school/district allocates adequate instructional time as recommended on page 10 of the California Mathematics Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf</a> for the locally-adopted Algebra I program. This time is given priority and protected from interruptions.	Full implementation means that the school's master schedule allocates for all Algebra I classrooms adequate instructional time in the locally-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally								
			2.5	<b>4</b> 100%	3 At least 75%	2 At least 50%	1 Less than 50%								
			<b>Key Components</b>												
			<b>Allocation of Instructional Time</b> ___x___Time is given priority and protected from interruptions.												
			<b>Indicate number of instructional minutes offered for Algebra I for grades nine and ten:</b>												
			<table border="1"> <thead> <tr> <th colspan="2">Number of instructional minutes for Algebra I</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>75 min / day</td> </tr> <tr> <td>ELs</td> <td>75 min / day</td> </tr> <tr> <td>SWDs</td> <td>75 min / day</td> </tr> </tbody> </table>					Number of instructional minutes for Algebra I		All Students	75 min / day	ELs	75 min / day	SWDs	75 min / day
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.									
2. Instructional Time	2.6 Through the school's master schedule, the school/district allocates adequate additional instructional time for identified Algebra I students needing strategic intervention using the locally-adopted, Algebra I core and ancillary materials	Full implementation means that the school's master schedule allocates adequate additional time and/or periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> <li>Strategic students are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE.</li> <li>Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction.</li> <li>The locally-adopted Algebra I basic core materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so they can participate in and progress through the daily lessons in the core program with their peers.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally					
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%					
			<b>Key Components</b>									
			<b>Allocation of Instructional Time</b> ___x___Time is protected from interruptions.									
<b>Identify number of strategic students served and amount of strategic instructional time offered for Algebra I.</b>												
<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">Number of grade nine and ten strategic students</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td style="text-align: center;">39</td> </tr> <tr> <td>All Strategic ELs</td> <td style="text-align: center;">7</td> </tr> <tr> <td>All Strategic SWDs</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>					Number of grade nine and ten strategic students		All Strategic	39	All Strategic ELs	7	All Strategic SWDs	6
Number of grade nine and ten strategic students												
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All Strategic ELs	7											
All Strategic SWDs	6											
<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">Number of additional Instructional Minutes (or length of period) for grades nine and ten Algebra I strategic students</th> </tr> <tr> <th colspan="2" style="text-align: center;">Algebra I Instructional Minutes</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all strategic students</td> <td style="text-align: center;">75 min / day</td> </tr> <tr> <td>Additional time provided to identified strategic EL students</td> <td style="text-align: center;">75 min / day</td> </tr> </tbody> </table>					Number of additional Instructional Minutes (or length of period) for grades nine and ten Algebra I strategic students		Algebra I Instructional Minutes		Additional time provided to all strategic students	75 min / day	Additional time provided to identified strategic EL students	75 min / day
Number of additional Instructional Minutes (or length of period) for grades nine and ten Algebra I strategic students												
Algebra I Instructional Minutes												
Additional time provided to all strategic students	75 min / day											
Additional time provided to identified strategic EL students	75 min / day											

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			<table border="1"> <tr> <td>Additional time provided to identified strategic SWD students</td> <td>75 min / day</td> </tr> </table> <p><b>Describe differentiated support for students not needing an additional strategic period:</b></p>	Additional time provided to identified strategic SWD students	75 min / day
Additional time provided to identified strategic SWD students	75 min / day				
Documentation		Additional Comments			
	Mathematics				
Master Schedule:					
Description of Course Content:					
Description of Intervention Programs:					

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components												
			Objective	Fully	Substantially	Partially	Minimally								
2. Instructional Time	2.7 Through the school’s master schedule, the school/district allocates adequate instructional time for a locally-adopted pre-algebra/ Algebra Readiness program for identified intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards.	Full implementation means that the school’s master schedule allocates adequate pre-algebra/ Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the 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 these students. <ul style="list-style-type: none"> <li>Intensive intervention students are defined as achieving below grade seven mathematics standards.</li> <li>District/site placement criteria, including assessment results and articulation with feeder schools/districts, determine appropriate student placement in pre-algebra/Algebra Readiness.</li> <li>The pre-algebra/Algebra Readiness intervention program is a one-period, stand-alone program which replaces the core Algebra I course and prepares students to enter into the Algebra I core classroom (supported by an additional class of strategic support, if needed) the following school year.</li> <li><b>For districts using the 2001 and 2005 SBE adoptions:</b> Students assessed and identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the adopted program.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally								
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%								
			<b>Key Components</b>												
			<b>Allocation of Instructional Time</b> ___x___ Time is given priority and protected from interruptions.												
			<b>Indicate total number of minutes for intensive intervention period</b>												
			<table border="1"> <thead> <tr> <th align="center" colspan="2">Number of instructional minutes for intensive intervention learners grades nine and ten</th> </tr> </thead> <tbody> <tr> <td>All Intensive Intervention learners</td> <td align="center">60 min / day</td> </tr> <tr> <td>All Intensive ELs</td> <td align="center">60 min / day</td> </tr> <tr> <td>All Intensive SWDs</td> <td align="center">60 min / day</td> </tr> </tbody> </table>					Number of instructional minutes for intensive intervention learners grades nine and ten		All Intensive Intervention learners	60 min / day	All Intensive ELs	60 min / day	All Intensive SWDs	60 min / day
Number of instructional minutes for intensive intervention learners grades nine and ten															
All Intensive Intervention learners	60 min / day														
All Intensive ELs	60 min / day														
All Intensive SWDs	60 min / day														
Documentation		Additional Comments													
	Mathematics														
Master Schedule:															
Description of Course Content:															
Description of Intervention Programs:															

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that annual district instructional/assessment pacing guides are in use in all grade nine and ten ELA classrooms to fully implement the current district-adopted ELA programs by grade level (and by tracks if on a year-round school). <ul style="list-style-type: none"> <li>Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> <li>The core course-pacing guide is the foundational pacing guide for any additional 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 ELA course 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b><u>Instructional/Assessment Pacing Guides</u></b>                      ___x___ Distributed to all grades nine and ten classroom teachers.                      ___x___ In use in grades nine and ten.</p> <p><b><u>Pacing Guide Use Monitored</u></b>                      ___x___ Principal monitors use.</p>				
Documentation		Additional Comments					
		ELA					
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the ELA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	Full implementation means that an annual district instructional/assessment pacing guide is in use in all ELA intensive intervention classrooms. <ul style="list-style-type: none"> <li>Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
3.2			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
			<p align="center"><b>Key Components</b></p> <p><b><u>Instructional/Assessment Pacing Guides</u></b>                      ___x___ Distributed to ELA intensive intervention classroom teachers                      ___x___ In use in ELA intervention classrooms</p> <p><b><u>Pacing Guide Use Monitored</u></b>                      ___x___ Principal monitors use.</p>				
Documentation		Additional Comments					
School/District Pacing Plan by Grade Level	Mathematics						
Attach Appropriate Documentation.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the locally-adopted, standards-aligned Algebra I, pre-algebra/Algebra Readiness intervention, and Algebra I strategic support courses in order for all teachers to implement a common sequence of instruction and assessment.	Full implementation means that annual district instructional/assessment pacing guide is in use for Algebra I, Algebra I strategic support, and pre-algebra/Algebra Readiness intervention classrooms. <ul style="list-style-type: none"> <li>The core course pacing guide for Algebra I is the foundational pacing guide for the additional Algebra I strategic support class, if needed. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the Algebra I or pre-algebra/Algebra Readiness course 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.</li> <li>Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<u><b>Instructional/Assessment Pacing Guides</b></u> ___x___ Distributed to each Algebra I, Algebra I strategic support, and pre-algebra/Algebra Readiness classroom teacher. ___x___ In use in all Algebra I, Algebra I strategic support, and pre-algebra/Algebra Readiness Classroom.				
			<u><b>Pacing Guide Use Monitored</b></u> ___x___ Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring needed to fully implement the locally-adopted, standards-aligned reading/language arts instructional materials, ELA/ELD intervention program materials, and mathematics programs in use at the school through a knowledgeable, experienced provider.	<p>Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned ELA instructional materials, ELA/ELD intervention program materials, and locally-adopted standards aligned Algebra I and pre-algebra/Algebra Readiness programs in use at the school, including any CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider will focus on the following:</p> <ul style="list-style-type: none"> <li>• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;</li> <li>• Curriculum framework language and the academic content standards addressed in the materials;</li> <li>• The use of the instructional/assessment pacing guide;</li> <li>• 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;</li> <li>• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and</li> <li>• A professional development system to advance teachers to a level of 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.</li> </ul>	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center"><b>Key Components</b></p> <p>Principal</p> <p><input checked="" type="checkbox"/> Training in English/language arts</p> <p><input checked="" type="checkbox"/> Training in mathematics</p> <p><input checked="" type="checkbox"/> Coaching, as resources permit</p> <p>Vice Principal</p> <p><input checked="" type="checkbox"/> Training in English/language arts</p> <p><input checked="" type="checkbox"/> Training in mathematics</p> <p><input checked="" type="checkbox"/> Coaching, as resources permit</p>							

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Suggested Documentation			Additional Comments
	Reading/Language Arts	Mathem atics	



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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.2 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors on-going targeted professional development to increase the instructional leadership skills of the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include:                             <ul style="list-style-type: none"> <li>– Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.</li> <li>– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</li> </ul> </li> <li>• Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded assessments, district benchmarks, state summative data to inform classroom and school-wide practices.</li> <li>• Supporting and training general, special education, and intervention teachers to use common, standards-aligned, formative assessments to collaborate about the progress of common students and adapt instruction to support struggling learners.</li> <li>• Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback</li> <li>• Participation in English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Training on Response to Instruction and Intervention (RtI<sup>2</sup>) including support on providing tiered intervention.                             <ul style="list-style-type: none"> <li>– Implementation and monitoring of standards-based IEP.</li> <li>– Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			4.2	<b>4</b> 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<p><b>Identify type of professional development/support (refer to suggested targeted professional development and support list):</b></p>							

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			– Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	
Suggested Documentation			Additional Comments	
	Reading/Language Arts	Mathematics		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignment(s).		<b>4</b>	3	2	1
				<b>100%</b>	At least 75%	At least 50%	Less than 50%
			<b>Key Components</b>				
			_100%_____ <b>Percentage of fully credentialed, highly-qualified teachers.</b>				
Documentation		Additional Comments					
	Reading/Language Arts	Mathematics					

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
5. Credentialed Teachers Professional Development Opportunities	5.2 The school/district provides teachers of ELA (in all programs, including special education and ELD) with instructional materials-based professional development focused on the locally-adopted, standards-aligned reading/language arts and/or intensive intervention program in use at the school.	<p>Full implementation means that all teachers of ELA and intensive intervention are engaged in instructional materials-based professional development focused on the locally-adopted, standards-aligned ELA and/or intensive intervention program in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-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.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in subject area/course 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.</li> <li>• Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as</li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<p align="center"><b>Key Components</b></p> <p><b>Indicate number of teachers at each grade level engaged in professional development:</b></p> <table border="1" data-bbox="1459 646 2039 894"> <thead> <tr> <th></th> <th>Number of Teachers</th> <th>Training</th> <th>Classroom Practice</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> </tr> <tr> <td>Grade 10</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> </tr> </tbody> </table>						Number of Teachers	Training	Classroom Practice	Grade 9	2	2	2	Grade 10
	Number of Teachers	Training	Classroom Practice													
Grade 9	2	2	2													
Grade 10	2	2	2													

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		<p>well as research-based strategies for effective delivery of instruction.</p> <ul style="list-style-type: none"> <li>• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based Individualized Education Program (IEP).</li> <li>• Training for general, special education, and intervention teachers to use common, ongoing, locally-adopted, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with instructional materials-based professional development focused on the locally-adopted, standards-aligned Algebra I and pre-algebra/Algebra Readiness mathematics programs in use at the school.	<p>Full implementation means that all teachers of Algebra I and pre-algebra/Algebra Readiness are engaged in instructional materials-based professional development focused on the locally-adopted, locally-adopted, standards-aligned mathematics program and/or intensive intervention materials program in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the mathematics materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark, and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common, standards-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.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in subject area/course 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.</li> <li>• Coaching participation: classroom coaching tied</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<b>Indicate number of teachers at each grade level engaged in professional development:</b>							
			<b>Number of Teachers</b>	<b>Training</b>	<b>Classroom Practice</b>		
		Algebra I	1	1	1		
		Pre-algebra/Algebra Readiness	1	1	1		

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		<p>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.</p> <ul style="list-style-type: none"> <li>• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based Individualized Education Program (IEP).</li> <li>• Training for general, special education, and intervention teachers to use common, ongoing, locally-adopted, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grades nine and ten ELA, ELD, strategic 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 classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all grade nine and ten ELA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district’s current adopted ELA instructional programs, which may include CCSS-aligned instructional programs, to improve student achievement. <ul style="list-style-type: none"> <li>The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps.</li> <li>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.</li> <li>The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of the coaching services on student achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.1	<b>4</b> 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b>							
<b><u>Coaches/Content Experts/Specialists</u></b>							
<input checked="" type="checkbox"/> Type of instructional assistance.							
<input type="checkbox"/> Works primarily in classrooms.							
<b>Describe type of classroom/teacher assistance regularly provided to teachers: PD/ 1 to 1 support</b>							
<b>Describe criteria used for identifying and providing coaching support: All teachers</b>							
<b><u>Monitoring Coaching System</u></b>							
<input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.							
<b><u>Trained Coaches/ Content Experts/Specialists</u></b>							
<input checked="" type="checkbox"/> Provided with materials-based training							
<b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b>							
Documentation		Additional Comments					
	ELA						
School Plan for Assistance and Support to Teachers:							
Attach Appropriate Documentation.							



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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>6. Ongoing Instructional Assistance and Support</b>	6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides Algebra I, pre/algebra/Algebra Readiness, and Algebra I strategic support teachers with 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 Algebra and pre-algebra/Algebra Readiness instructional programs to improve student achievement. <ul style="list-style-type: none"> <li>The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps.</li> <li>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.</li> <li>The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of the coaching services on student achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b><u>Coaches/ Content Experts/Specialists</u></b>                      ___x___ Type of instructional assistance.                      ___x___ Works primarily in classrooms.</p> <p><b>Describe type of classroom/teacher assistance regularly provided to teachers: PD/ 1 to 1</b></p> <p><b>Describe criteria used for identifying and providing coaching support: all teachers</b></p> <p><b><u>Monitoring Coaching System</u></b>                      ___x___ Principal structures/monitors instructional assistance services.</p> <p><b><u>Trained Coaches/ Content Experts/Specialists</u></b>                      ___x___ Provided with materials-based training</p> <p><b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b>                      District PD / 1 to 1 support</p>				
Documentation		Additional Comments					
School Plan for Assistance and Support to Teachers:	Mathematics						
Attach Appropriate Documentation.							

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**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current grade nine and ten ELA locally-adopted, standards-aligned materials, the locally-adopted intensive reading intervention programs, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ELA.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b><u>Ongoing Assessment and Monitoring System</u></b>  <input checked="" type="checkbox"/> District supported electronic data management System.  <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.  <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.  <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.  <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><b><u>Training on Accessing and Using Electronic Data System</u></b>  <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p><b><u>Using Formative Assessment Results</u></b>  <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.  <input checked="" type="checkbox"/> School-wide assessment calendar developed and used.  <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction</p>				

California Department of Education  
**Academic Program Survey—High School Level**

Documentation		Additional Comments
	ELA	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

California Department of Education  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned Algebra I and pre-algebra/Algebra Readiness 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) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and pre-algebra/ Algebra Readiness. <ul style="list-style-type: none"> <li>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 practice, and determine effectiveness of instructional practices and implementation of the adopted programs.</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b>Ongoing Assessment and Monitoring System</b></p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><b>Training on Accessing and Using Electronic Data System:</b></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p><b>Using Formative Assessments Results</b></p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				

California Department of Education  
**Academic Program Survey—High School Level**

Documentation		Additional Comments
	Mathematics	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

California Department of Education  
**Academic Program Survey—High 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.				
<b>8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal</b>	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the RLA/ELD and intensive intervention instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring..	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ELA, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> <li>Teachers are trained in collaboration meeting protocols.</li> <li>Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:                             <ul style="list-style-type: none"> <li>Entry-level placement and/or diagnostic.</li> <li>Progress monitoring, including frequent formative and curriculum-embedded.</li> <li>Summative benchmark assessments.</li> </ul> </li> <li>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 ELA content standards for all students, including ELs and SWDs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
8.1				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b> <u><b>Scheduled Structured Collaboration Meetings</b></u> ___ 8 ___ 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><b>Collaborative Meeting Discussion Content</b></u> ___ x ___ Using and analyzing timely student common assessment results from all students. ___ x ___ Strengthening program implementation. ___ x ___ Designing and improving lessons and instruction. ___ Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					
Frequency and average length of meetings:  Average attendance:  Dates of meetings :	ELA						
Attach Appropriate Documentation.							

California Department of Education  
**Academic Program Survey—High School Level**

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

California Department of Education  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ELA, and ELD, are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>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.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
9.1				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b>  <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.							
Documentation			Additional Comments				
Plan Uses All Revenues Appropriately	ELA						
Attach Appropriate Documentation.							



California Department of Education  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>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.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	9.2	<b>4</b> 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<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.				
Documentation		Additional Comments					
	Mathematics						
Plan Uses All Revenues Appropriately							
Attach Appropriate Documentation.							