OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To:　　　　Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Federal Programs
>　　　Title I, Part A

Recommendation:
The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Greenleaf Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Greenleaf Elementary

0115618

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

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!

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Greenleaf TK-7 is collaborative community school located on the Whittier campus in East Oakland. We currently serve 505 K-6 students with continued expansion to 8th grade by SY 2013-14. 76% of Greenleaf students are Latino; 20% are African American; 4% are Asian/Pacific Islander. We are a school-wide Title I school and received the Title I Achievement Award from the State of California in SY 2010-11. As a redesign of Whittier Elementary, Greenleaf has seen rapid academic growth over the last three years. Much of this growth is attributed to our focus on data-driven instruction, professional learning communities, and parents as partners. Data is shared in many ways, on multiple levels here at Greenleaf. Using a combination of qualitative, quantitative, and anecdotal data teachers compile a portfolio of information about each students' academic progress. This is then used to inform daily, weekly, and monthly instruction, which results in a differentiated approach for all students. Through PLCs, teacher teams collaborate in planning and data analysis, identifying best practices to further inform their instruction.Our Coordination of Services Team (COST) ensures that academic, behavioral, and socio-emotional interventions are monitored closely for effectiveness. Together with our Outreach office and Parent Representatives from each class, parents are not only informed about student data on a regular basis but they are also engaged in their own learning through parent workshops designed and led by both teachers and parents. Greenleaf's previous Theory of Action was focused on three areas: Parents as Partners, Efforts-Based Learning, and Equity pedagogy. This Theory of Action resulted in tremendous growth as more than 50% of students moved out of Far Below Basic, Below Basic and Basic and into Proficient and Advanced. The next phase of Greenleaf's growth includes a new Theory of Action aimed at further developing critical literacy skills as we prepare students for both college and career. Furthermore, our data now points to a need to teach independent use of reading and writing skills at a rigorous level. This Theory of Action includes independence and motivation, rigor and language, and non-fiction content reading and writing: Greenleaf's Theory of Action Curriculum: When we plan we... - Create and implement daily, weekly mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy Instruction: When we teach we... - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups Assessment: When we assess, we... - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing Culture: As we develop culture we... - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

VISION

Greenleaf's vision is centered around academic acceleration and excellence for all students. With community as our foundation, we build deep relationships, set high goals, and hold high expectations for all students and adults. The foundation of all our work are our Principles of Learning, the values by which we live and work each day: Pride, Determination, Integrity, and Inquiry. These Principles are critical in sustaining our strong school culture of excellence and keep us firmly focused on academic acceleration.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities
Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our 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

Accountability at Greenleaf is critical to our success and includes regular opportunities for reflection on past, current and future goals and action plans. School-wide staff Retreat: Staff sets goals for the year, reflects on school progress. Each staff member takes time to determine their own goals for the year and align them to school-side targets. Instructional Learning Team: 2x per month, drives PD and instructional support plans. ILT members represent all grade levels and content areas and are responsible for monitoring progress of our instructional program. Learning Walks: 2x per year whole school walkthroughs with instructional focus. Learning Walks provide opportunities for teachers to learn from each other and determine whole school successes and needs regarding our instructional norms. Teachers team in groups of 4-6 to observe 8-10 classrooms such that each teacher and each classroom is observed multiple times. Feedback and observations from these instructional rounds guide future professional development sessions and drive school-wide action planning. Operational committees: 1x per month support of school operations. Operational committees meet monthly during faculty meetings regarding school culture, health, safety, and beautification needs. Academic conferences (individual teacher, student, and grade level: 3x per year ELA; 3x per year Math. Academic conferences follow our school-wide data cycle and provide teachers individual and group opportunities to reflect on their progress to date. Using the SMARTE goals and action plans developed at the staff retreat, teachers make changes to pacing, content, and scaffolds based on recent data as well as determine new instructional needs. After individual conferencing with the principal and coaches, teachers hold a similar meeting with students to replicate the reflection and goal-setting process. Staff Data Summits: 3x per year monitoring school progress. Staff data summits allow staff to reflect on school-wide progress to date and make any necessary adjustments to the action plan. Parent Data Nights: 2x per year monitoring school progress. Parent data summits allow parents to reflect on their student's progress toward individual, class, and grade level goals and engage in discussion with their student and teacher about necessary next steps and/or actions

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Greenleaf Elementary **Principal:** MONICA THOMAS

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will 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 h 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 re standards and to the Common Core State Standards as they develop.

District-level Goals

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

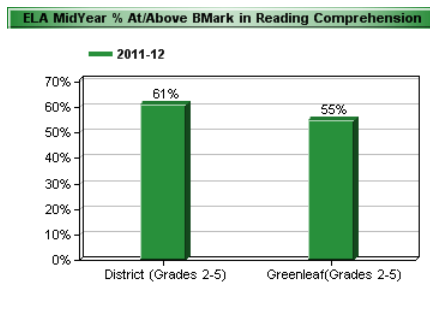**School Federal and State Academic Achievement Goals:**

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

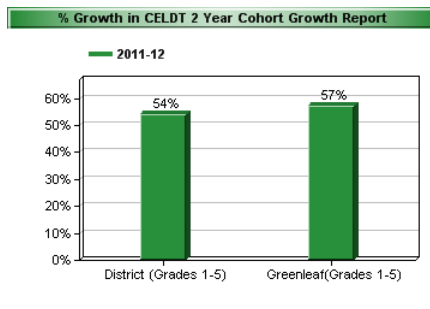**School Quality Standards relevant to this Strategic Priority**

A quality school...

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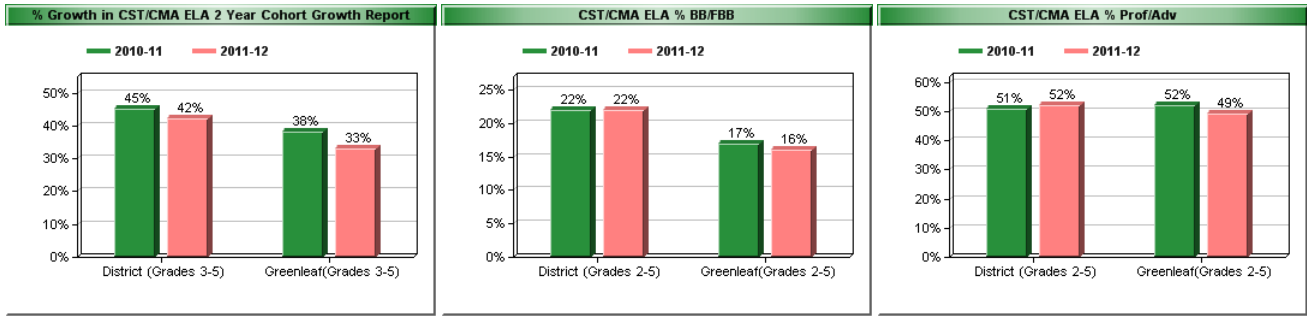- provides and ensures equitable access to curriculum and courses that prepare all students for college
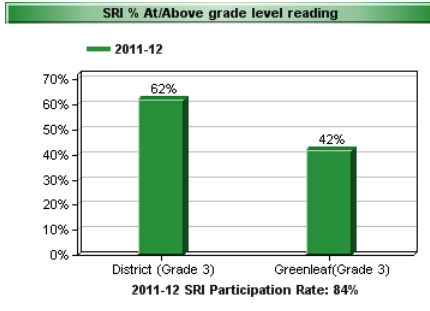
Benchmark

CELDT

CST

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

Legend: ■ 2010-11 ■ 2011-12

- District (Grades 3-5): 45% (2010-11), 42% (2011-12)
- Greenleaf (Grades 3-5): 38% (2010-11), 33% (2011-12)

CST/CMA ELA % BB/FBB

Legend: ■ 2010-11 ■ 2011-12

- District (Grades 2-5): 22% (2010-11), 22% (2011-12)
- Greenleaf (Grades 2-5): 17% (2010-11), 16% (2011-12)

CST/CMA ELA % Prof/Adv

Legend: ■ 2010-11 ■ 2011-12

- District (Grades 2-5): 51% (2010-11), 52% (2011-12)
- Greenleaf (Grades 2-5): 52% (2010-11), 49% (2011-12)

SRI

SRI % At/Above grade level reading

Legend: ■ 2011-12

- District (Grade 3): 62%
- Greenleaf (Grade 3): 42%

2011-12 SRI Participation Rate: 84%

School Data

- Average reading level gain .98 per year as measured by Fountas and Pinnell leveled reading
- African American students performing 17% lower in ELA; 11% lower in Math than Latino students

Data Analysis

- Accelerated movement of students out of FBB/BB; only 16% of students FBB/BB
- Students stagnating in Prof (52% over 2 yr time) and Basic; less acceleration out of B into P/A; rigorous critical thinking needed
- Student reading growth only 1 year or less; focus needed on non-fiction and indepedent reading
- Cohort growth lower than district average; need to support vertical alignment and continued acceleration

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A458	Monthly PD focus on elements of Reading Workshop	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A467	Weekly walkthroughs to monitor, support, and give feedback on RW elements	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A468	Weekly PLC planning using DRA, SRI, formative, interim, and observational data	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A469	Leveled classroom libraries for Guided Reading and Independent Leveled Reading	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A471	Peer observations and coaching with Lead Content Teachers	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A472	Bi-annual Learning Walks to observe rigorous implementation of Reading Workshop elements	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A473	3 day-long PD sessions with partner schools (PALS) to share best practices and identify next steps	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A483	Professional texts to support Reading/Writing Workshop implementation	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A6045	Targeted planning support for Science integration, using Science Writing Tasks and informational texts to guide instruction	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-6 with aligned professional development, coaching, assessments, and materials					5/6/2013	112SQI1A6052	Regular progress monitoring of reading, using DRA, SRI benchmarks as long-term guide; individual teacher trackers and running records	N/A			0	$0.00
Accelerated Reader computer-based program to support independent leveled reading					4/5/2013	112SQI1A460	Individual goal-setting with students to set differentiated reading targets	N/A			0	$0.00
Accelerated Reader computer-based program to support independent leveled reading					4/5/2013	112SQI1A475	Monthly celebrations for students who meet goals and/or make significant progress towards goals	N/A			0	$0.00
Accelerated Reader computer-based program to support independent leveled reading					4/5/2013	112SQI1A477	Tech support for classroom computers including internet access, hardware, and software issues	N/A			0	$0.00
Accelerated Reader computer-based program to support independent leveled reading					4/5/2013	112SQI1A479	Planning and collaboration for teachers to review and analyze AR data, plan for instructional next steps	N/A			0	$0.00
Literacy coach to support professional development in Balanced Literacy, Student Discourse, and Academic Language	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	4/3/2013	112SQI1A1061	On-site coaching and professional development for ELLs in Balanced Literacy, Student discourse and academic language	7091-EIA - LEP		C10TSA0005	0.5	$36,456.49
Literacy coach to support professional development in Balanced Literacy, Student Discourse, and Academic Language	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/3/2013	112SQI1A1101	On-site coaching and professional development in Balanced Literacy, Student discourse, and academic language	7090-EIA - SCE		C10TSA0005	0.5	$36,456.49
Targeted intervention for African American students at each grade level					4/5/2013	112SQI1A4261	Monitor and support interventions through COST, ILT	N/A			0	$0.00

Targeted intervention for African American students at each grade level					4/5/2013	112SQI1A4262	Mentorship and check-in with staff member for focal 15	N/A			0	$0.00
Intervention reading specialist to provide reading support to low-performing T1 and ELL students	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	5/3/2013	112SQI1A261	Weekly pull out reading intervention for FBB/BB/B T1 students	3010-Title I		C11TSA0086	0.8	$60,989.93
Intervention reading specialist to provide reading support to low-performing T1 and ELL students	Local assessments (benchmarks, PWA)	English Learners	Weekly	Principal	5/3/2013	112SQI1A5297	Weekly pull out reading intervention for FBB/BB/B ELL students	7091-EIA - LEP		C11TSA0086	0.2	$15,247.48
Intervention reading specialist to provide reading support to low-performing T1 and ELL students					5/3/2013	112SQI1A6026	Professional development for teachers, including 1:1 coaching, planning, and observation on intervention strategies for low achievers	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

From OUSD Strategic Plan:

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

District-level Goals

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

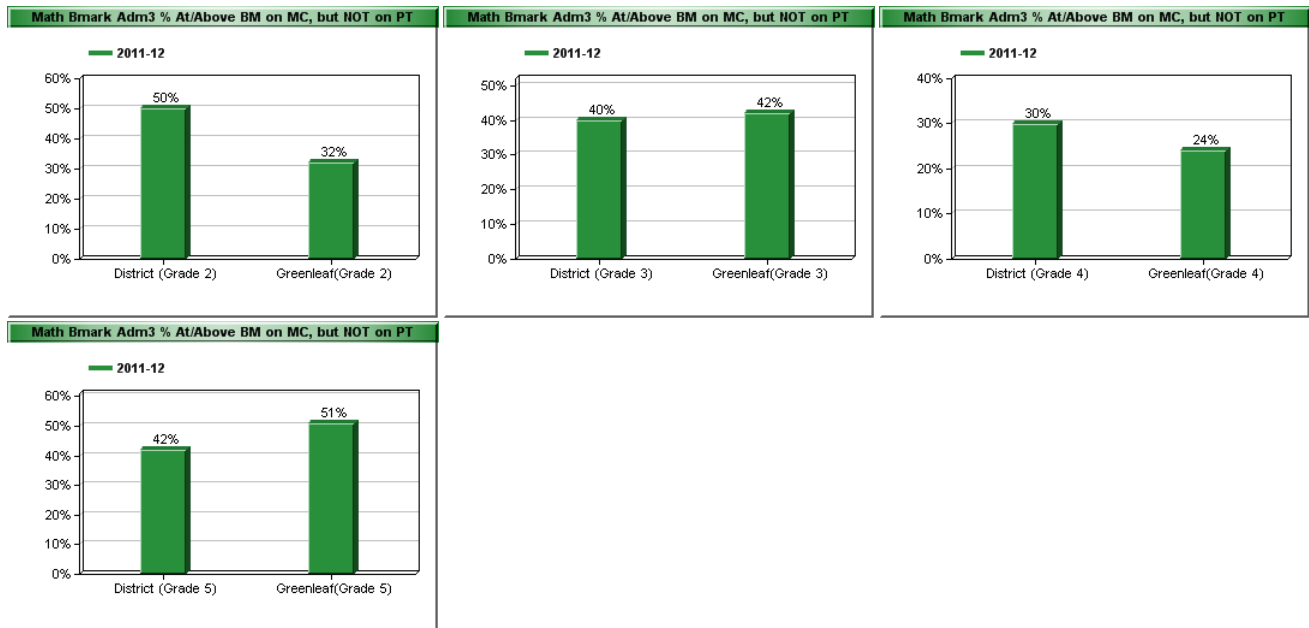**School Federal and State Academic Achievement Goals:**

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

School Quality Standards relevant to this Strategic Priority
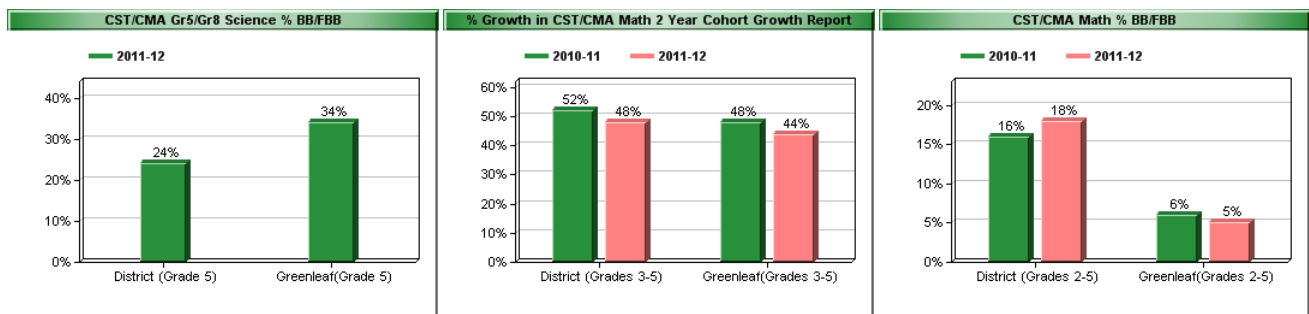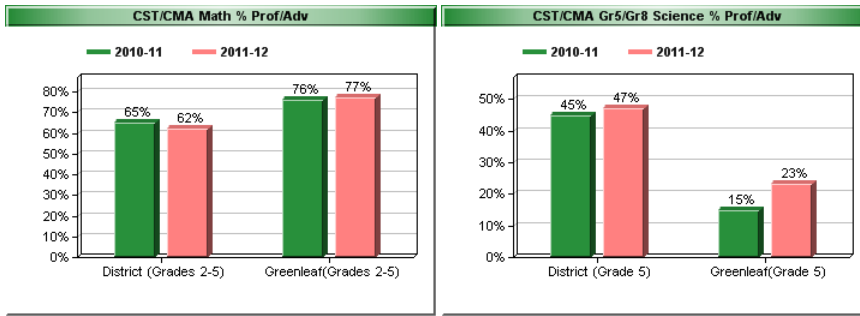
A quality school...

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

Benchmark

CST

CST/CMA Math % Prof/Adv

■ 2010-11 ■ 2011-12

District (Grades 2-5): 65%, 62%
Greenleaf (Grades 2-5): 76%, 77%

CST/CMA Gr5/Gr8 Science % Prof/Adv

■ 2010-11 ■ 2011-12

District (Grade 5): 45%, 47%
Greenleaf (Grade 5): 15%, 23%

Data Analysis

- Math scores regularly higher than ELA; deep institutional knowledge of Si Swun lesson design
- Shift to independent thinking/talking to develop foundational non-fiction reading/writing
- Science performance significantly below district average; aligned focus starting in 4/5, vertical PD in cluster groups
- Science instruction not as consistent; need more rigorous non-fiction reading and writing instruction
- Math P/A percentages(76%) higher than district average (52%)

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Focus on increased opportunities for high level science instruction					4/5/2013	112SQI1B2235	ALP PD cycle for teachers focusing on non-fiction literacy and inquiry skills	N/A			0	$0.00
Focus on increased opportunities for high level science instruction					4/5/2013	112SQI1B2236	Lead Science Teacher to support science instruction at site, provide logisitical and instructional organization	N/A			0	$0.00
Increased opportunities for integrated technology use for students					4/5/2013	112SQI1B2237	Technology task force to develop school-wide vision for technology integration; inventory of site technology assets/needs	N/A			0	$0.00
Increased opportunities for integrated technology use for students					4/5/2013	112SQI1B2238	Technology integration in 6-7th grade	N/A			0	$0.00
Increased opportunities for integrated technology use for students					4/5/2013	112SQI1B2239	Media center next to library staffed and open for student use before and after school	N/A			0	$0.00
Integration of Science into Reading/Writing Workshop					5/6/2013	112SQI1B6046	Genre-based unit lesson planning that integrates existing science curriculum into BL model	N/A			0	$0.00
Integration of Science into Reading/Writing Workshop					5/6/2013	112SQI1B6047	Monthly Science planning PLCs to focus on science writing and the use of informational texts	N/A			0	$0.00
Math instruction that integrates critical thinking and writing into daily lessons					5/6/2013	112SQI1B6049	Math unit planning aligned to open tasks	N/A			0	$0.00
Math instruction that integrates critical thinking and writing into daily lessons					5/6/2013	112SQI1B6050	Bi-weekly COI using formative open tasks to guide instruction	N/A			0	$0.00
Math instruction that integrates critical thinking and writing into daily lessons					5/6/2013	112SQI1B6051	Summative tasks designed at end of each unit to measure critical thinking and writing in math	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

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 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 culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. 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 high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing program 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 attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Data Analysis

- Summer transition key to early success in TK/K; 90% of families meet with outreach/principal during summer to provide orientation
- Summer Pre-K program for incoming Kinder students that have not attended pre-K
- 6th grade transition necessary for SY 2012-13 that includes student leadership opportunities

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Orientation meeting for Pre-K parents		Pre-Kindergarten			4/15/2013	112SQI1C415	Pre-K Orientation Mtg	N/A			0	$0.00
Orientation for incoming 6th graders to support middle school transition					4/5/2013	112SQI1C2240	6th grade retreat to build community and leadership; foster trusting relationships between and among students and adults	N/A			0	$0.00
Individual conferencing with incoming TK/K families to support elementary transition and strengthen home/school connection	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Clerical staff	4/5/2013	112SQI1C413	Individual conferencing with incoming TK/K families to support elementary transition and strengthen home/school connection	7090-EIA - SCE	2222-CLASSSUPPT SALARIES EXTRA COMP		0	$3,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

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, an
resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning exp
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 c
pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupat
OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - High Standards
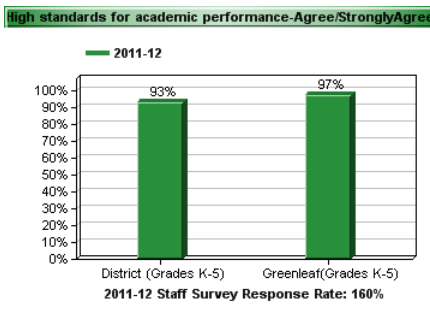
Survey - Success

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
School-wide Career Day to highlight relevant and exciting career paths for students					4/5/2013	112SQI1D2241	Day-long celebration of careers with multiple presenters per class; follow up activities to apply new learning	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 Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

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 Lang Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evider system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and socia outcomes for populations of students.

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

School Quality Standards relevant to this Strategic Priority
A quality school...

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

School Data

- Differentiated instruction and support an effective strategy for low-performing students
- Strong intervention and monitoring infrastructure in place to support students

Data Analysis

- Aligned support to Focus students through differentiated planning and instruction
- African American students performing 17% lower in ELA; 11% lower in Math than Latino students

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
ELD Coach to support ELL instruction and intervention for low performing B/BB/FBB students	CELDT	English Learners	Weekly	Principal	4/3/2013	112SQI1E264	ELD Coach to support ELL instruction and intervention; PD and in-class support for bilingual teachers; ELD curriculum alignment	7091-EIA - LEP		C10TSA0059	0.2	$22,684.16
Teachers providing 3x weekly support for students in FBB/BB/B	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Leadership Team	4/3/2013	112SQI1E266	Teachers providing 3x weekly support for students in FBB/BB/B	7090-EIA - SCE	1120- TEACHERS SALARIES STIPENDS		0	$20,000.00
Intervention suppplies for T1 students to support academic acceleration					4/5/2013	112SQI1E390	Intervention suppplies for T1 students to support academic acceleration to FBB/BB/B students	N/A			0	$0.00
Intervention suppplies for T1 students to support academic acceleration					4/5/2013	112SQI1E2244	Copier maintenance agreement for T1 intervention materials and supplies	N/A			0	$0.00
Supplies to support intervention in K-5 classes					4/5/2013	112SQI1E395	Intervention supplies- SCE	N/A			0	$0.00
Supplies to support intervention for ELL students	Local assessments (benchmarks, PWA)	English Learners	Weekly	Clerical staff	4/3/2013	112SQI1E397	Intervention supplies- LEP	7091-EIA - LEP	4310- SUPPLIES		0	$1,000.00
Enrichment supplies for GATE students	State tests (CST/STAR, PFT)	GATE			5/14/2013	112SQI1E410	GATE supplies	N/A			0	$0.00
Targeted intervention for African American students at each grade level					4/5/2013	112SQI1E4299	Data-driven action plans for focal students on each grade level, monitored by COST and ILT	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Greenleaf Elementary

Principal: MONICA THOMAS

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning a true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and familie 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
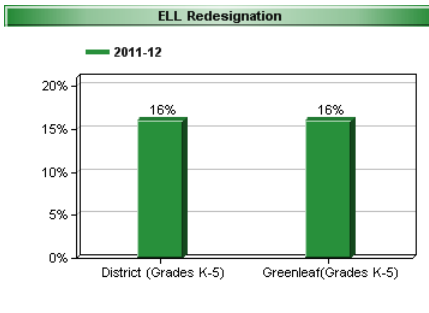
After School Program- Participation
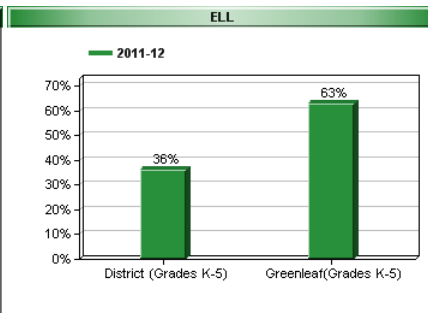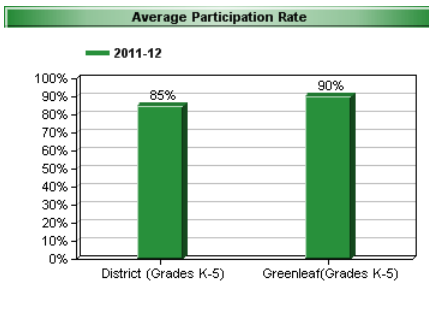
After School Program- Point of Service Quality [Scale of 1-5 (low to high)]
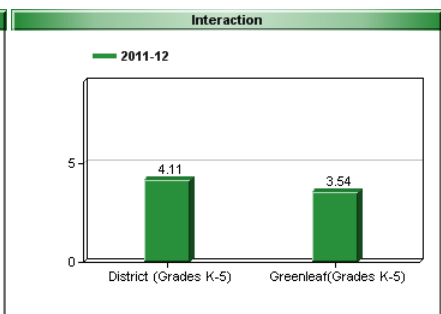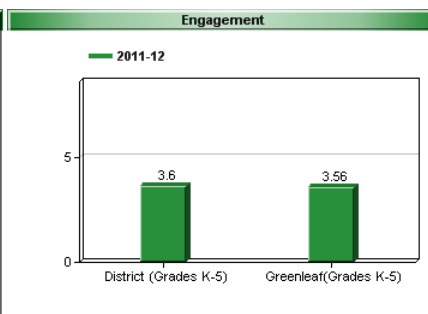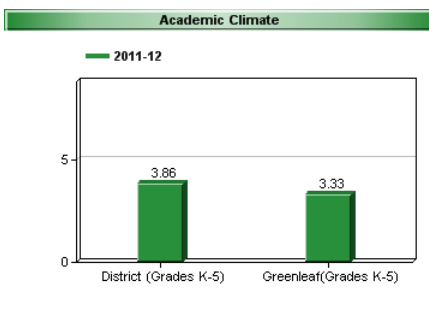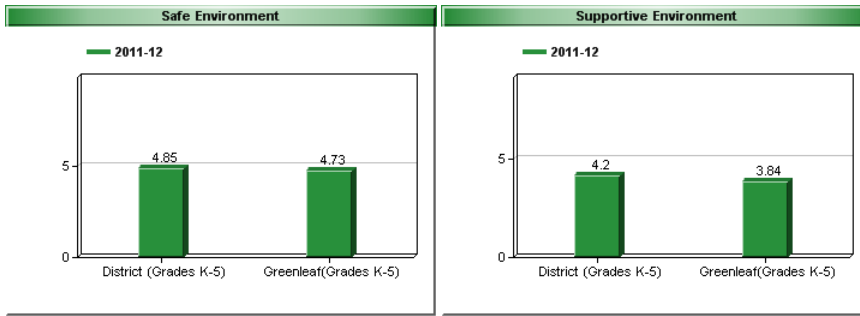
Data Analysis

- After school program structure in place to provide extended learning opportunites; further alignment towards school and district goals needed

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Curriculum aligned study tours to provide extension, intervention and enrichment of the school day					4/5/2013	112SQI1F1060	Curriculum aligned study tours to provide extension, intervention and enrichment of the school day	N/A			0	$0.00
After school program provides extended learning opportunities focused on science literacy support					4/5/2013	112SQI1F1524	Contract with lead agency to support after school programming at site	N/A			0	$0.00
After school program provides extended learning opportunities focused on science literacy support					4/5/2013	112SQI1F1527	Extended contracts with middle school teachers for extended enrichment	N/A			0	$0.00
Saturday School intervention program for students					4/5/2013	112SQI1F2242	Contract with Moving Forward Education to deliver high quality academic intervention and character education to students	N/A			0	$0.00

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo

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

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

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce the number of out of class behavioral referrals by 10%

- Strategy 1.1: Instructional support and professional development for teachers in enagaging and supporting all learners, including 6th grade advisory planning and K-5 morning meeting structures
- Strategy 1.2: Positive recognition for Scholars adhering to the Greenleaf Principles of Learning during weekly Gold Coin drawing, Monthly assemblies.

Goal 2: 98% attendance across the school; further reduction of Chronic Absence for African American students to under 5%; focus on K and 1st grade SEI classes

- Strategy 2.1: Public data of grades/classes with perfect attendance; goal setting and data analysis discussions with COST, ILT, SSC weekly.
- Strategy 2.2: Attendance awards given to individuals and classes who meet monthly targets.

School Quality Standards relevant to this Strategic Priority
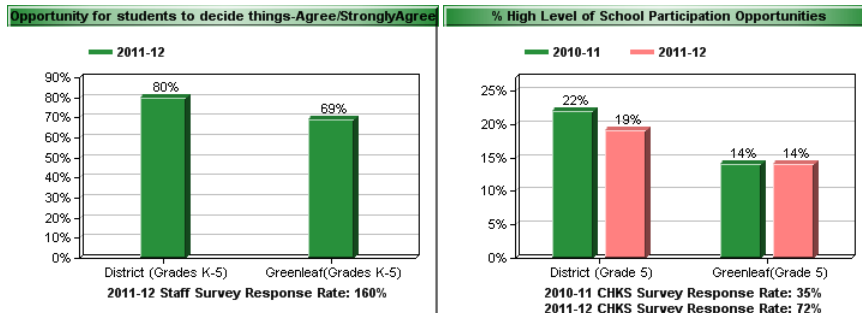
A quality school...

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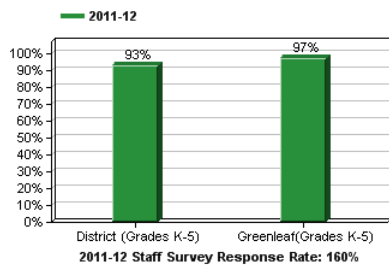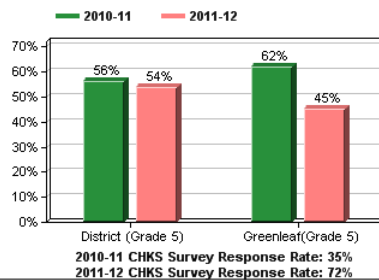
DHP
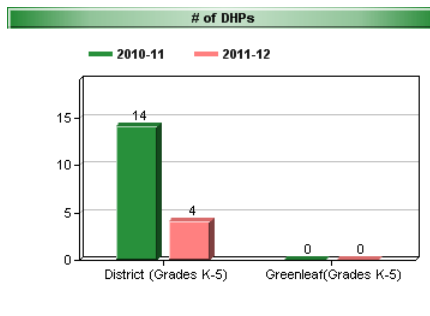
Survey - Engagement

Survey - Relationships

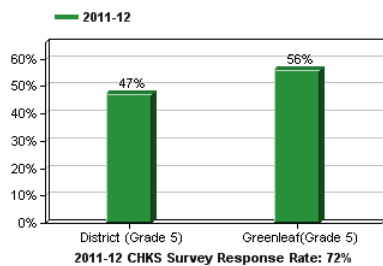**Nearly All/Most Adults at this school pay attention to students.**

2011-12

District (Grades K-5): 93%
Greenleaf(Grades K-5): 97%

2011-12 Staff Survey Response Rate: 160%

% High Level of Caring Relationships with Adults at School

2010-11   2011-12

District (Grade 5): 56% (2010-11), 54% (2011-12)
Greenleaf(Grade 5): 62% (2010-11), 45% (2011-12)

2010-11 CHKS Survey Response Rate: 35%
2011-12 CHKS Survey Response Rate: 72%

Survey - Safety

% Hit or pushed by other kids at school

2011-12

District (Grade 5): 47%
Greenleaf(Grade 5): 56%

2011-12 CHKS Survey Response Rate: 72%

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

2011-12

District (Grades K-5): 89%
Greenleaf(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 160%
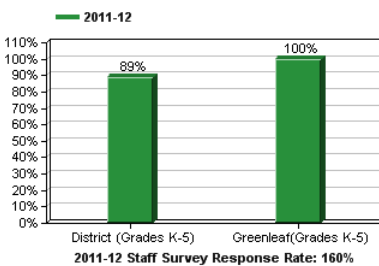
% feeling safe at school all of the time

2010-11   2011-12

District (Grade 5): 49% (2010-11), 48% (2011-12)
Greenleaf(Grade 5): 48% (2010-11), 38% (2011-12)

2010-11 CHKS Survey Response Rate: 35%
2011-12 CHKS Survey Response Rate: 72%
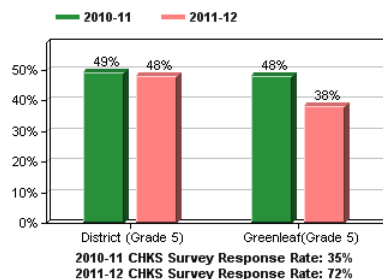
Survey - Welcoming

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

2011-12

District (Grades K-5): 95%
Greenleaf(Grades K-5): 100%

2011-12 Staff Survey Response Rate: 160%
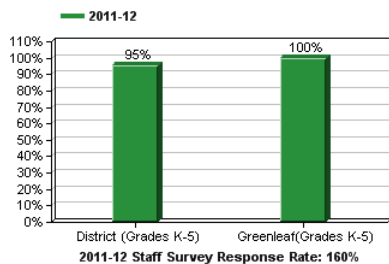
Survey- Beliefs

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

2010-11   2011-12

District (Grade 5): 89% (2010-11), 89% (2011-12)
Greenleaf(Grade 5): 93% (2010-11), 88% (2011-12)

2010-11 CHKS Survey Response Rate: 35%
2011-12 CHKS Survey Response Rate: 72%

Suspensions

% receiving one or more out-of-school suspension

- 2010-11
- 2011-12

District (Grades K-5): 3%, 3%
Greenleaf(Grades K-5): 0%, 0%
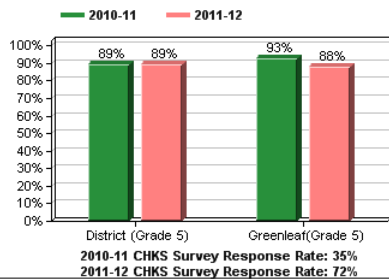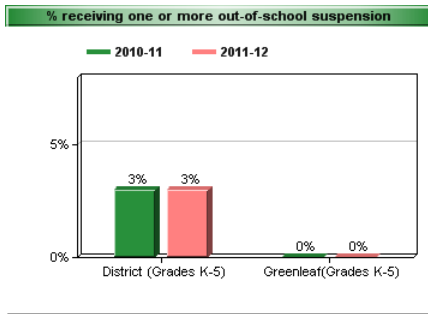
Data Analysis

- Low level of student suspensions result of focused support on students in classroom
- COST team effective in responding to academic and socio-emotional needs, coordinating services
- Need for more student leadership opportunities and ownership of Principles of Learning
- Increased support for teachers in differentiation- engagement and support of PEC students in general ed classroom

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Student Design Team focused on continued middle school expansion					4/5/2013	112SQI2A3395	Student design team to develop schoolwide policies aimed at increasing student leadership opportunities with the K-8 expansion	N/A			0	$0.00
Advisory/homeroom structure for Middle School students					5/6/2013	112SQI2A3398	Advisory groups for 6,7,8 grade students to build leadership, critical friends groups around current and relevant events	N/A			0	$0.00
Spirit Week and Pep Rally					4/5/2013	112SQI2A3401	School spirit week to gear up for testing pep rally; teachers, parents, staff, students participaing in schoolwide activities promoting Greenleaf excellence	N/A			0	$0.00
Monthly assemblies to celebrate student success					4/5/2013	112SQI2A3403	Monthly assemblies with studnet awards for Principles of Learning, Academic, Attendance success	N/A			0	$0.00
Gold coin incentive program utilized school-wide					4/5/2013	112SQI2A3407	Schoolwide incentive program used to promote behavioral excellence, good work habits, and academic success	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

From OUSD Strategic Plan:

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

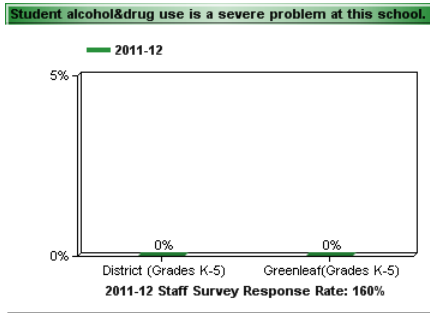- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast

Did you eat breakfast this morning? _% No.

2010-11 CHKS Survey Response Rate: 35%
2011-12 CHKS Survey Response Rate: 72%

% Average Daily Participation in Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

Lunch
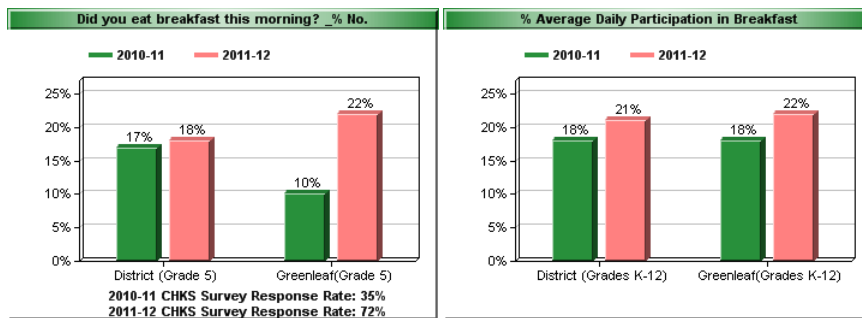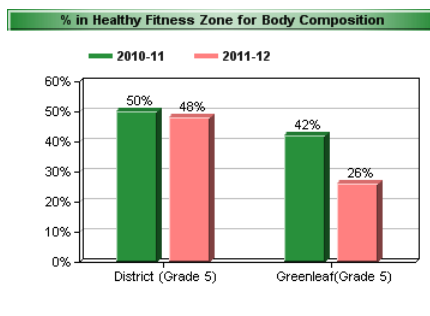
% Average Daily Participation in Lunch

Socio Economics

Free/Reduced Lunch %
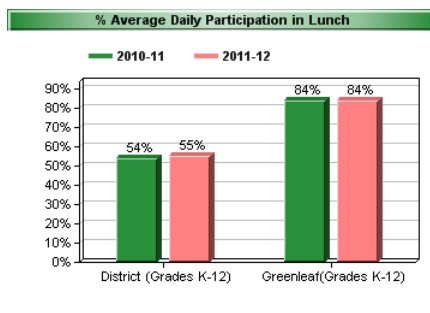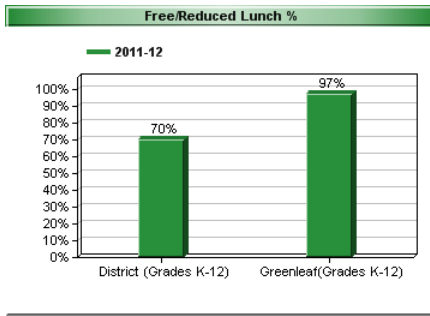
Survey - Drugs / Alcohol
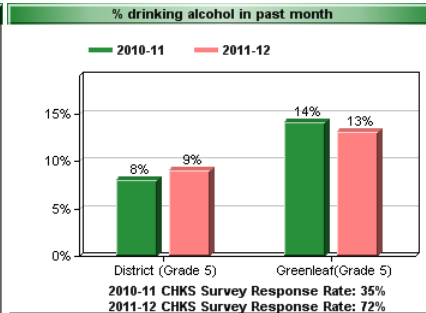
Data Analysis

- Nutrition and healthy eating addressed in harvest of the month; PE testing in 5th grade shows lower performance in physical activity endeavors
- Outreach programs and partnerships with dental, nutritional, and physical education components

Theory of Action

- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning
- Full Service Community School; Data-driven alignment of resources to support student achievement; Deep relationship-building with parents and families to develop collective trust and accountability for student achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
School nurse to provide support to students and outreach to families	Health data	All Students	Weekly	Principal	4/8/2013	112SQI2B374	School nurse to provide support to students and outreach to families	3010-Title I	5735-INTERPGM - HEALTH SERVICES		0	$27,763.57

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

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 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 correla 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 lea 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
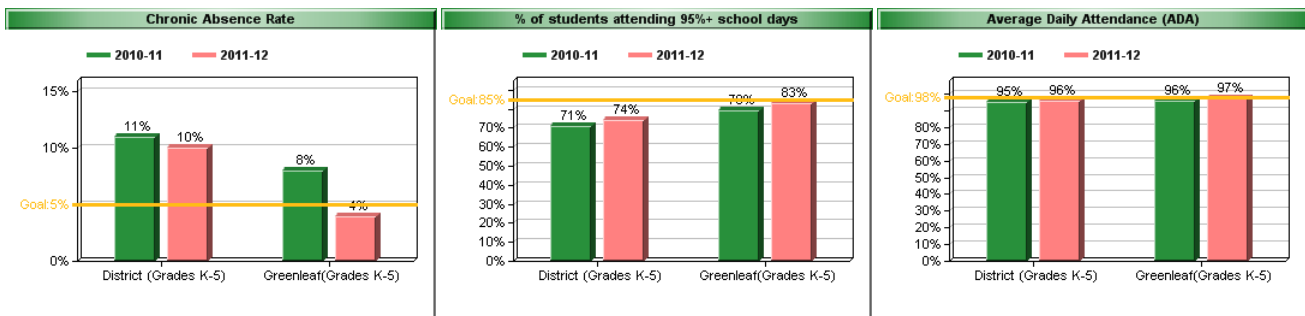
Data Analysis

- Chronic Absence rate is lower than district average but still overrepresented by K/1 SEI students and African American students
- Percent of student attending 95% or more of school day higher than district average but demonstrates the need to intervene with borderline chronically absence students
- ADA percent higher than district average but lower than target; need to support school-wide practices to celebrate attendance

Theory of Action

- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning
- Full Service Community School: Data-driven alignment of resources to support student achievement; Deep relationship-building with parents and families to develop collective trust and accountability for student achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide					4/5/2013	112SQI2C1984	Weekly attendance graphs posted publicly to reward classes with high rates of attendance	N/A			0	$0.00
Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide					4/5/2013	112SQI2C1986	Monthly schoolwide award (K-2, 3-5) for class with the highest attendance	N/A			0	$0.00
Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide					4/5/2013	112SQI2C1987	Individual attendance awards for students who have 99-100% attendance and improved attendance over time	N/A			0	$0.00
Focus on K/1 SEI classes and Af American families to develop early positive attendance habits and routines					4/5/2013	112SQI2C1988	Bi-weekly monitoring by site-attendanced team of K/1 SEI attendance	N/A			0	$0.00
Focus on K/1 SEI classes and Af American families to develop early positive attendance habits and routines					4/5/2013	112SQI2C1989	Teacher phone calls to students and families who are absent	N/A			0	$0.00
Focus on K/1 SEI classes and Af American families to develop early positive attendance habits and routines					4/5/2013	112SQI2C1991	Monthly monitoring by ILT of schoolwide attendance patterns	N/A			0	$0.00
Engage African American families and students with high rates of absence and tardies to improve attendance					4/5/2013	112SQI2C404	Bi-weekly site attendance team meeting to monitor and support chronically absent students; intervene with borderline students	N/A			0	$0.00
Engage African American families and students with high rates of absence and tardies to improve attendance					4/5/2013	112SQI2C1982	Site-based SART meetings to develop attendance support plans for chronically absent students and families	N/A			0	$0.00
Engage African American families and students with high rates of absence and tardies to improve attendance					4/5/2013	112SQI2C1983	Home visits to follow up with students and families with chronic absences	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective tea school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain ef 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 prac
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning
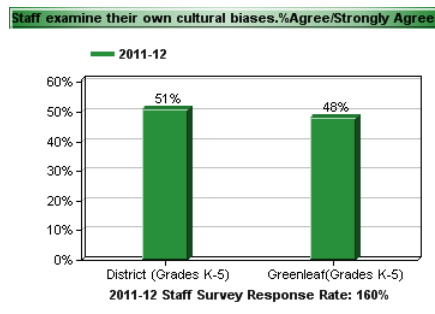
Data Analysis

- Teachers teaching and leading other teachers provides deep opportunities for collective learning
- Lead teacher structure effective in building internal capacity
- Highest performing teams have both consistency and mutual trust; clear facilitative support needed for each team
- ILT responsible for aligning Theory of Action and PD- more effective and more buy-in
- Need for more relevancy- how are are students connecting daily learning to larger themes of identity and equity?

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Intervention reading specialist to provide reading support to low-performing T1 and ELL students	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	5/3/2013	112SQI3A261	Weekly pull out reading intervention for FBB/BB/B T1 students	3010-Title I		C11TSA0086	0.8	$60,989.93
Intervention reading specialist to provide reading support to low-performing T1 and ELL students	Local assessments (benchmarks, PWA)	English Learners	Weekly	Principal	5/3/2013	112SQI3A5297	Weekly pull out reading intervention for FBB/BB/B ELL students	7091-EIA - LEP		C11TSA0086	0.2	$15,247.48
Intervention reading specialist to provide reading support to low-performing T1 and ELL students					5/3/2013	112SQI3A6026	Professional development for teachers, including 1:1 coaching, planning, and observation on intervention strategies for low achievers	N/A			0	$0.00
Bi-weekly collaboration and planning for PD with ILT	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/3/2013	112SQI3A381	Bi-weekly collaboration and planning for PD with ILT	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	$7,000.00
Release time to support teacher professional development via peer coaching, learning walks, and collaborative planning	State tests (CST/STAR, PFT)	English Learners	Every Marking Period	Leadership Team	4/3/2013	112SQI3A1059	Release time to support teacher professional development in ELD and ELL support via peer coaching, learning walks, and collaborative planning	7091-EIA - LEP	1150-TEACHERS SUBSTITUTES		0	$3,000.00
Lead Teacher/Content Coaching to support on-site instruction					4/5/2013	112SQI3A3415	Lead teachers and content coaches offer on-site coaching through demo lessons, planning meetings, elbow and whisper coaching; aligned to school-wide foci	N/A			0	$0.00
New Teacher Orientation to support new teachers to site					4/5/2013	112SQI3A3421	August new teacher orientation with follow up support through the year to support first year and first year to the site teachers with the transition; focus on both operational and instructional norms	N/A			0	$0.00
New Teacher Orientation to support new teachers to site					4/5/2013	112SQI3A4436		N/A			0	$0.00
Action Learning Plan (ALP) to guide teacher professional development and support instruction					4/5/2013	112SQI3A3452	7 week ALP cycles where teachers determine scope and sequence of professional development most suited to their needs	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming

School welcomes and facilitates parent involvement.
- 2011-12

District (Grades K-5): 91%
Greenleaf(Grades K-5): 94%

2011-12 Staff Survey Response Rate: 160%
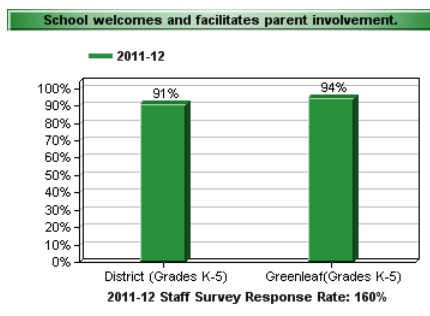
School Data

- Latino parents engaged through family literacy and parent reps; motivated to learn and do more
- African American parents experience less opportunites for authentic engagement

Data Analysis

- Parent representative structure used to develop parent leadership throughout the school, parent workshops connecting home/school learning
- Community organizing around neighborhood violence yielded high parent turnout
- Outreach Coordinator position critical to success of differentiated parent support and community partnerships

Theory of Action

- Curriculum: - Create and implement daily, weeklu mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning
- Full-Service Community School- Resources are aligned around schoolwide vision and Theory of Action with students at center; communication and coordination through Outreach office to support all students and families

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Individual conferencing with incoming TK/K families to support elementary transition and strengthen home/school connection	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Clerical staff	4/5/2013	112SQI4A413	Individual conferencing with incoming TK/K families to support elementary transition and strengthen home/school connection	7090-EIA - SCE	2222-CLASSSUPPT SALARIES EXTRA COMP		0	$3,000.00
Engage African American families and students with high rates of absence and tardies to improve attendance					4/5/2013	112SQI4A404	Bi-weekly site attendance team meeting to monitor and support chronically absent students; intervene with borderline students	N/A			0	$0.00
Engage African American families and students with high rates of absence and tardies to improve attendance					4/5/2013	112SQI4A1982	Site-based SART meetings to develop attendance support plans for chronically absent students and families	N/A			0	$0.00
Engage African American families and students with high rates of absence and tardies to improve attendance					4/5/2013	112SQI4A1983	Home visits to follow up with students and families with chronic absences	N/A			0	$0.00
Outreach Consultant to provide home-school support to ELL parents through attendance, health, and academic intervention	State tests (CST/STAR, PFT)	English Learners	Weekly	Clerical staff	4/3/2013	112SQI4A262	Outreach Consultant to provide home-school support to ELL parents through attendance, health, and academic intervention	7091-EIA - LEP		ORCNST0019	0.6	$40,252.98
Outreach Consultant to provide home-school support to parents through attendance, health, and academic intervention	Survey data (CHKS, etc.)	All Students	Weekly	Clerical staff	4/3/2013	112SQI4A263	Outreach Consultant to provide home-school support to parents through attendance, health, and academic intervention	7090-EIA - SCE		ORCNST0019	0.4	$26,835.32
Refreshments to support parent engagement at Literacy workshops, SSC, and volunteer meetings	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/3/2013	112SQI4A400	Refreshments to support parent engagement at Literacy workshops, SSC, and volunteer meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$2,107.90
Materials and supplies to support parent engagement at family workshops, SSC, and volunteer meetings					4/5/2013	112SQI4A1058	Materials and supplies to support parent engagement at family workshops, SSC, and volunteer meetings	N/A			0	$0.00
Engage more African American families with parent reps					4/5/2013	112SQI4A4266	Conduct home visits with African American parents to recruit for Parent Reps	N/A			0	$0.00
Engage more African American families with parent reps					4/5/2013	112SQI4A4268	Convene African American parent task force for 6th grade parents	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Greenleaf Elementary   **Principal:** MONICA THOMAS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Budget
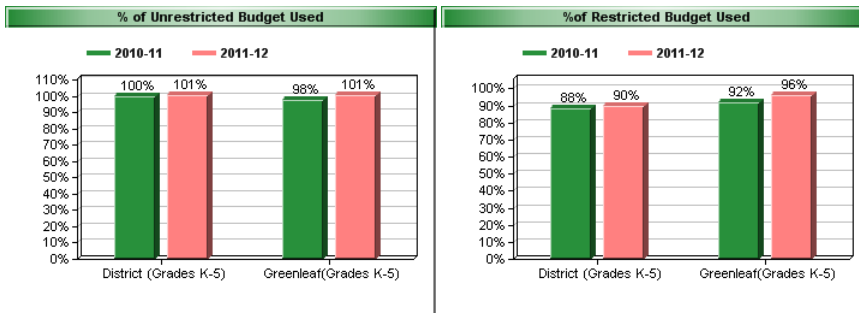
Sub Fill Rate
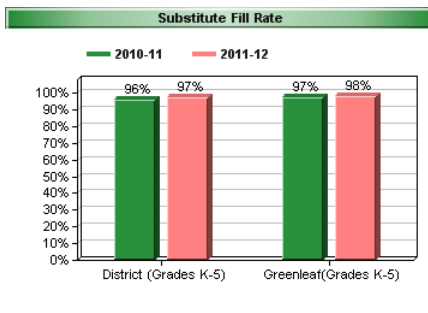
Data Analysis

- Resource alignment to support student needs
- Strategic use of substitutes to support instructional program

Theory of Action

- Curriculum: - Create and implement daily, weekly mastery objectives that are focused, rigorous, and measureable - Backwards map Common Core-aligned assessments - Backwards map from ELA and Math standards-based assessments - Balanced Literacy
- Instruction: - Facilitate rigorous student to student discourse towards deeper academic independence - Teach standards and strategies through bal lit with a focus on non-fiction reading and writing - Differentiate in small skill/strategy groups
- Assessment: - Daily exit tickets, weekly formative assessments, and benchmark data to assess instructional effectiveness - Reading and language data to inform planning in all content areas - Focus on student mastery - Performance tasks/writing
- Culture: - Align classes with a college and highlight graduates who are people of color - Recognize students for embodying Principles of Learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Consistent communication with operational support to ensure all operations aligned to school vision					5/6/2013	112SQI5A6053	Weekly meeting with operations support staff to identify weekly priorities and action steps	N/A			0	$0.00
Consistent communication with operational support to ensure all operations aligned to school vision					5/6/2013	112SQI5A6054	Weekly newsletter to communicate operational items to all staff	N/A			0	$0.00
Consistent communication with operational support to ensure all operations aligned to school vision					5/6/2013	112SQI5A6055	Job descriptions for support staff clearly aligned to school vision, mission, and goals	N/A			0	$0.00
Consistent communication with operational support to ensure all operations aligned to school vision					5/6/2013	112SQI5A6056	Documentation of best practices in school handbook to support consistency of expectations	N/A			0	$0.00

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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$98,332.27	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$119,329.54	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$217,661.81	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$88,753.50	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$2,107.90	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$90,861.40	

Appendices

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

School Site Council Membership Roster – Elementary School

School Name: Greenleaf Elementary

School Year

Chairperson: Chelita Bolden				Vice Chairperson:			
Secretary: Katherine Gibson				**DAC Representative: William Parada**			

Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Luis Flores	1729 Seminary Ave Oakland, Ca 94621				X
William Parada	2328 Seminary Ave Apt 104 Oakland, Ca 94605				X
Lizbeth Hernandez	5920 Fortune Way Oakland, Ca 94605				X
Martha Hernandez	5920 Fortune Way Oakland, Ca 94605				X
Marisa Mendoza	1258 98th Ave Oakland, Ca 94603				X
Susan Sandoe	6328 East 17th St Oakland, Ca 94621		X		
Katherine Gibson	6328 East 17th St Oakland, Ca 94621		X		
Ben Nussbaum	6328 East 17th St Oakland, Ca 94621		X		
Chelita Bolden	6328 East 17th St Oakland, Ca 94621			X	
Monica Thomas	6328 East 17th St Oakland, Ca 94621	X			
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	Nov. 15th, Dec 20th, Jan 17th, Feb 21st, Mar 21st, Apr 18th, May 16th

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
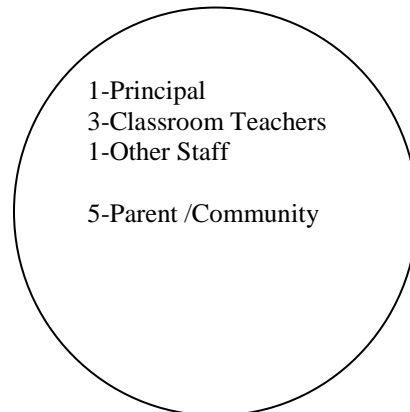
This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love,

Title I School Parental Involvement Policy   2013-14
Greenleaf Elementary

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

Involvement of Parents in the Title I Program
Greenleaf Elementary agrees to implement the following statutory requirements:

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

This meeting will occur in early September as part of the annual establishment of SSC and ELAC

- Offer a flexible number of meetings for parents. (Monthly opportunities for parents to become involved)

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Regular review of T1 programs and data within SSC/Parent Rep groups.

- Provides parents of Title I students with timely information about Title I programs. Regular review of T1 programs and data within SSC/Parent Rep groups

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Regular review of T1 programs and data within SSC/Parent Rep groups

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Regular review of T1 programs and data within SSC/Parent Rep groups

School-Parent Compact

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

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards

2) The State of California's student academic achievement standards
3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
4) Academic proficiency levels students are expected to achieve
5) How to monitor their child's progress

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Regular review of T1 programs with parents during SSC/Parent Reps*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Regular review of T1 programs with staff during ILT/Faculty meetings

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Coordination with Family Literacy, Outreach, and Healthy Families coordinators

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Regular communication with families via parent newsletter, memo

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

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Regular meetings with T1 parents

Adoption

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

This policy was adopted by the Greenleaf Elementary School Site Council on 4/3/13 and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Greenleaf Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____   _____
(Principal's Signature)   (Date)

Greenleaf Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

_____

Student

_____

Teacher

_____

Parent/Guardian

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students. • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.	**Objective** / 1.1	**Fully** / **4** **100%**	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 1 Less than 50%

Key Components

Instructional Program Materials
All students are _x__ assessed, _x__ placed, and _x__ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
_489___ All Students.
366____ ELs.
___18_ SWDs.

Use
Identify all that apply:
_x___ Basic core and/or CCSS-aligned materials are used as designed.
_x___ Ancillary materials are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment.	Objective / 1.2	Fully / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately _x__ assessed, _x__ placed, and _x__ provided appropriate locally-adopted, standards-aligned, instructional program materials.

Appropriate Use
__x___ Materials/ELD components are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.					

Within the Implementation Status cell:

Objective	Fully	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are _x__ assessed, _x__ placed, and _x__ provided appropriate intervention program materials.

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	3	0	0
All Intensive Els	2	2	3
All Intensive SWDs	5	3	5

Number/Percentage Provided Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	10	5	8
Intensive ELs	2	2	3
Intensive SWDs	5	3	5

Appropriate Use
_____ Materials are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. • At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.					

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional Program Materials
All students are __x__ assessed, _x__placed, and __x_ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
__489___ All Students.
_366____ ELs.
___18_ SWDs.

Appropriate Use
Identify all that apply:
__x__ Basic core and/or CCSS-aligned materials are used as designed.
____ Ancillary materials are used as designed.

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	content below				

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are__x_ assessed, _x__ placed, and _x__ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	3	0	0
All Intensive Els	2	2	3
All Intensive SWDs	5	3	5

Appropriate Use
__x___ Materials are used as designed.

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

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.	Objective	Fully	Substantially	Partially	Minimally

Implementation Status and Key Components table (detail):

Objective	Fully	Substantially	Partially	Minimally
2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time
__x__ Time is given priority and protected from interruptions.

Identify the number of instructional minutes (length of periods) offered at each grade level.

Number of instructional minutes at each grade level									
	K	1	2	3	4	5	6	7	8
All Students	120	180	180	150	150	150			
ELs	120	180	180	150	150	150			
SWDs	120	180	180	150	150	150			

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	See table below				

Objective	Fully	Substantially	Partially	Minimally
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time

__x___ Time is given priority and protected from interruptions.

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided identified Strategic students	30	30	30	30	30	30			
Additional time provided identified Strategic ELs	30	30	30	30	30	30			
Additional time provided identified Strategic SWDs									

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

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components **Review and identify which key components apply. Circle the most appropriate rating.**				
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction.					

Objective	Fully	Substantially	Partially	Minimally
2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time
Identify all that apply:
___x__ Time is given priority and protected from interruptions.
___x__ ELD instruction is additional time in the schedule.

Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students			
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	50	50	0

Documentation	Additional Comments

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

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf /documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students. • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time.	2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time
__x___ Time is given priority and protected from interruptions.

Indicate total length (minutes) designated for intensive intervention:

Number of instructional minutes at each grade level					
	4	5	6	7	8
All Intensive learners	30	30	45		
Intensive Els	30	30	45		
Intensive SWDs	30	30	45		

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. • This time is given priority and is protected from interruptions.					

Implementation Status and Key Components detail:

Objective	Fully	Substantially	Partially	Minimally
2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time
___x__ Time is given priority and protected from interruptions.

Identify number of instructional minutes offered at each grade level:

Number of instructional minutes at each grade level									
	K	1	2	3	4	5	6	7	8
All Students	90	90	90	90	90	90	90		
ELs	90	90	90	90	90	90	90		
SWDs	90	90	90	90	90	90	90		

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.	Objective, Fully, Substantially, Partially, Minimally (see below)				

Implementation Status ratings table:

Objective	Fully	Substantially	Partially	Minimally
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Instructional Time
__x___ Time is given priority and protected from interruptions.

Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.

Number of students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	0	0	0	0	0	0	0		
All Strategic ELs	0	0	0	0	0	0	0		
All Strategic SWDs	0	0	0	0	0	0	0		

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided to strategic students	0	0	0	0	0	0	0		
Additional time provided to identified EL strategic students	0	0	0	0	0	0	0		
Additional time provided to identified SWD strategic students	0	0	0	0	0	0	0		

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. **For districts using the 2007 SBE-adoption:** • The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. **For districts using the 2001 and 2005 SBE-adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program.	(see tables below)

Objective	Fully	Substantially	Partially	Minimally
2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time
_____ Time is given priority and protected from interruptions.

Indicate total number of additional minutes:

Number of additional instructional minutes at each grade level				
	4	5	6	7	Pre-algebra/Algebra Readiness
All Intensive Learners	0	0	0		
All Intensive ELs	0	0	0		
All Intensive SWDs	0	0	0		

Documentation	Additional Comments

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.					

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
___x___ Distributed to each grade level.
____x__ In use at every grade level.

Pacing Guide Use Monitored
__x_____ Principal monitors use.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District/School Pacing Plan by Grade Level:		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.					

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____Distributed to each grade level.
_____In use at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors use.

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	**Objective** 4.1	**Fully** 4 100%	**Substantially** 3 At least 75%	**Partially** 2 At least 50%	**Minimally** 1 Less than 50%

Key Components

Principal
__x____ Training in RLA/ELD.
_____ Coaching, as resources permit.

Vice Principal(s)
_____ Training in RLA/ELD.
_____ Coaching, as resources permit.

Suggested Documentation		Additional Comments
	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	**Objective**	**Fully**	**Substantially**	**Partially**	**Minimally**
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components **Principal** __x____ Training in Mathematics. _____x__ Coaching, as resources permit. **Vice Principal(s)** _____ Training in Mathematics. _____ Coaching, as resources permit.				

Suggested Documentation		Additional Comments
	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support **may** include: • Development, use, and monitoring of classroom observation protocols to include: – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI^2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components **Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)**				

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components __100%____ **Percentage of fully credentialed, highly-qualified teachers.**				

Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include: • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student					

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	3	3	3
Grade 2	3	3	3
Grade 3	3	3	3
Grade 4	3	3	3
Grade 5	3	3	3
Grade 6	2	2	2
Grade 7			
Grade 8			

California Department of Education
Academic Program Survey—Elementary School Level

		progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-aligned Individualized Education Program (IEP). • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
Documentation		Additional Comments	
	RLA/ELD	

California Department of Education
Academic Program Survey—Elementary School Level

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

5. Credentialed Teachers and Professional Development Opportunity

5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.

Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.

The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.

Some activities might include:
- Use of intensive intervention instructional materials along with the basic core program.
- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings:

Objective	Fully	Substantially	Partially	Minimally
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	3	3	3
Grade 2	3	3	3
Grade 3	3	3	3
Grade 4	3	3	3
Grade 5	3	3	3
Grade 6	2	2	2
Grade 7			
Algebra 1			
Pre-algebra/Algebra Readiness			

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weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.

- Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.
- Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards.
- Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor.
- Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation.
- Training on RtI^2 including support on providing tiered intervention.
- Implementation and monitoring of standards-aligned IEP.
- Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.

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Documentation		Additional Comments
	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
e 6. **Ongoing Instructional Assistance and Support for Teachers**	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	**Objective** / 6.1	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 1 Less than 50%

Key Components

Coaches/content experts/specialists
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

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

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
__x_____ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
__x_____ Provided with materials-based training.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Coaches provide a variety of support in lesson planning and implementation, including one on one planning meetings, targeted observations, demo lessons, elbow coaching, and lesson design studies.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.					

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/content experts/specialists:
__x____ Type of instructional assistance.
_____ Works primarily in classrooms.

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

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
___x___ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
_____ Provided with materials-based training.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Lead teachers act as math coaches for each grade level, working

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

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally

7. Student Achievement Monitoring System

7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.

Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.

- The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs.
- For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
- Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.

Objective	Fully	Substantially	Partially	Minimally
7.1	**4 100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Training on Accessing and Using Electronic Data System
____x__ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessment Results
__x____ Common curriculum embedded/formative assessments administered frequently.
_____ School-wide assessment calendar developed and used.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation	Additional Comments
Reading/Language Arts/ELD	
Example of Curriculum Embedded Assessments:	
Sample report of assessment at the following levels	
Classroom: District	
Attach appropriate documents.	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components **Review and identify which key components apply. Circle the most appropriate rating.**				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Objective** / 7.2	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 1 Less than 50%

Key Components

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

Training on Accessing and Using Electronic Data System
__x___ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessments Results
__x___ Curriculum embedded/formative assessments administered frequently.
_____ School-wide assessment calendar developed and used.
_x____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation	Additional Comments
Mathematics	
Example of Curriculum Embedded Assessments:	
Sample report of assessment at the following levels	
Classroom:	District	
Attach appropriate documents.	

California Department of Education
Academic Program Survey—Elementary School Level

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

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  – Entry-level placement and/or diagnostic;
		  – Progress monitoring, including frequent formative and curriculum-embedded; and
		  – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			(see table and key components below)

Objective	Fully	Substantially	Partially	Minimally
8.1	**4 100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
_12_____ 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.
_____ Training for collaboration meeting protocols provided to teachers.
__x____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
___x___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content
___x___ Using and analyzing timely student common assessment results from all students.
___x___ Strengthening program implementation.
___x___ Designing and improving lessons and instruction.
__x____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Elementary School Level

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  − Entry-level placement and/or diagnostic;
		  − Progress monitoring, including frequent formative and curriculum-embedded assessments; and
		  − Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.					

Second part of the Implementation Status column:

Objective	Fully	Substantially	Partially	Minimally
8.2	**4 100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

__2____ Number per month.

__x____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.

_x_____ Meetings are structured; protocols/tools are developed and used.

_____ Training for collaboration meeting protocols provided to teachers.

___x___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

_x_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

____x__ Using and analyzing timely student common assessment results from all students.

___x___ Strengthening program implementation.

__x____ Designing and improving lessons and instruction.

___x___ Identifying research-based strategies to support specific skill needs of all students.

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	Objective	Fully	Substantially	Partially	Minimally

| | | | 9.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

Key Components

Allocation of Funds
__x____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds
__x____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Plan uses all revenues appropriately.		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	**Objective** 9.2	**Fully** 4 100%	**Substantially** 3 At least 75%	**Partially** 2 At least 50%	**Minimally** 1 Less than 50%

Key Components

Allocation of Funds
__x____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds
_x_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Mathematics	
Plan uses all revenues appropriately.		
Attach appropriate documents.		