

**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 Global Family 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 Global Family Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Global Family School**

**0115584**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

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

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

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

#### SCHOOL SITE

##### CONTEXT

Mission Statemente Global Family prepares students with the academic and social skills needed to meet the challenge of the 21st century. Students are encouraged to pursue higher education. Instruction is delivered in Spanis and English. Teachers engage students with problem sloving, critical thinking, and inquiry instruction. Global Family is committted to increase cultural sensitivity and awareness among our students. We are dedicated to the community and to the needs of our students. Decraraci?n de la misi?n La Escuela de la Familia Global prepara a los estudiantes academicamente y socialmente para enfrentar los retos del siglo 21. Los estudiantes son preparados para seguir una educaci?n universitaria. La instrucci?n se imparte en espa?ol e ingl?s. Los maestros involucran a los estudiantes en resolver problemas, pensar criticamente, e investigar la instrucci?n. La Familia Global se compromete a incrementar la sensibilidad y conocimiento cultural dentro de nuestro cuerpo estudiantil. Estamos dedicados a nuestra comunidad y a las necesidades de nuestros estudiantes.

##### VISION

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

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

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

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

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

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

The individuals responsible for the implementation of the strategies outlined on this plan are the following: The Principal The Leadership Team  
The SSC/ELAC Curriculum Leads for ELA, ELD, Science, Math

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

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

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

#### District-level Goals

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

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

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

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

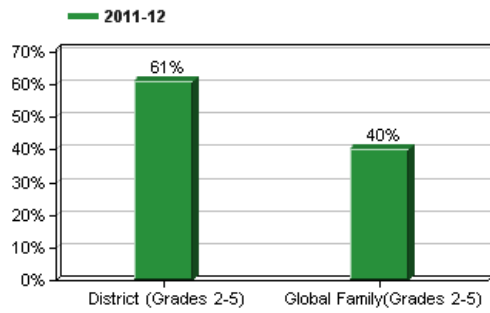
A quality school...

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

#### Benchmark

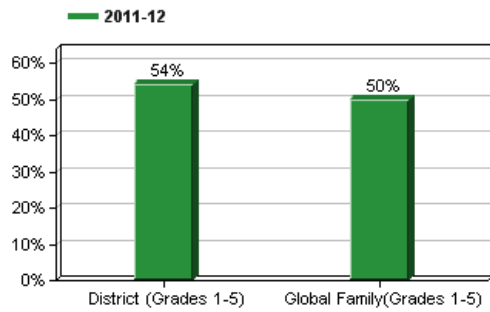


**ELA MidYear % At/Above BMark in Reading Comprehension**

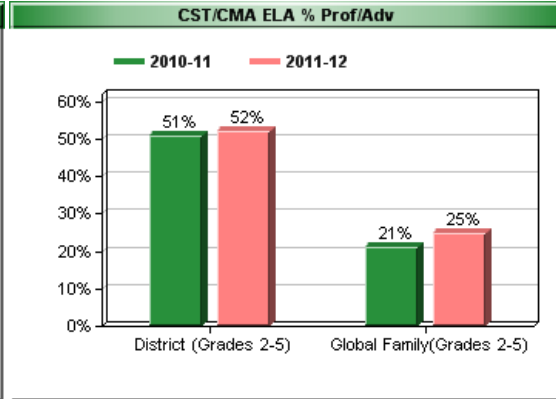
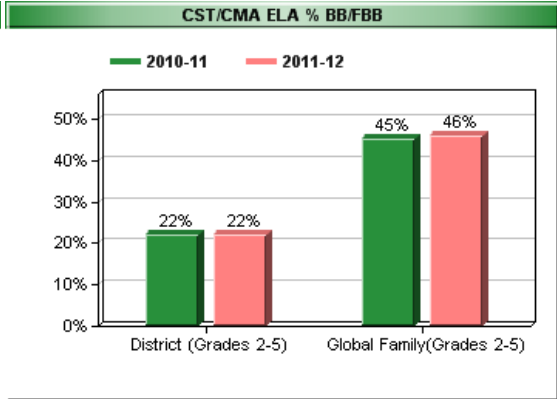
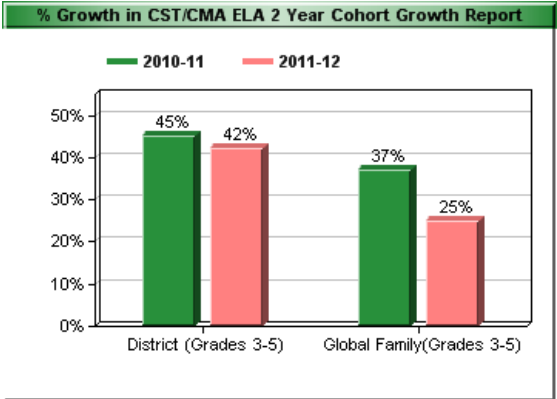


**CELDT**

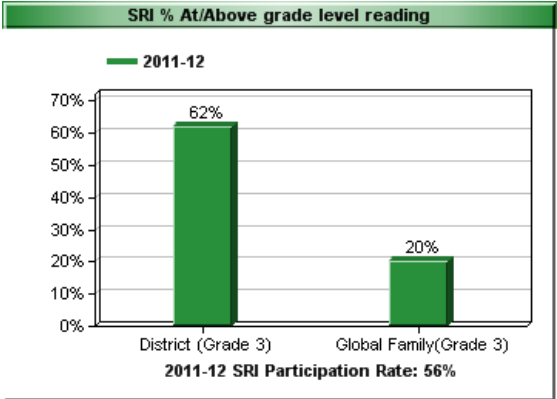
**% Growth in CELDT 2 Year Cohort Growth Report**



**CST**



**SRI**



**School Data**

- Administration 1 & 2, the ELA increased 29% in second, 55% in third, 4th remained flat at 7%, and 5th increased 3%. Overall, there is an increase of 14% 2nd-5th grade. SRI Administration 1 & 2- 5th: 15/43; 4th: 7/58; 3rd: 9/36; 2nd : 9/63 students are at or above the Mid Year target. 2nd administration reflects where students are in ELA. We noticed 2nd graders need more practice using computers for testing.
- Administration 1 & 2 in Math--Decreased 37% in 2nd, 14% in 4th, 10% 5th and 3rd grade increased 11% on benchmark and above. Science Writing Task in Eng.--K 33%, 1st 41%, 3rd 8%, 4th 8%, 5th 2% at or above benchmark. Second grade and Spanish data is not available due to technology issues with scanner.

**Data Analysis**

- According to the CST/CMA 2010-2011, two year growth, we are 12% below the District growth in ELA. In 2011-2012, we are 17% below the District. While District wide there are 37% English Learners, Global Family has 93%.

- In attendance in 2011-2012, the District was at 95.71% and Global Family was at 96.45%. Our data shows that Special Education students are most likely to be chronically absent due to transportation issues.
- We continue to support 4th grade through interventions and resources because it shows lack of growth year after year. All 4th graders will be invited to attend summer school as a top priority to close the achievement gap.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers will do reading and writing workshop.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	2/19/2013	114SQI1A1992	Not approved by SSC	N/A			0	\$0.00
Teacher will have classroom libraries in the language they teach.	State tests (CST/STAR, PFT)	All Students	Every Other Week	Grade level team	2/19/2013	114SQI1A1993	Students	N/A			0	\$0.00
If money is available, students will use Accelerated Learning using internet.	SRI	All Students	Every Other Week	Other	3/22/2013	114SQI1A1994	During school and during the after School Program	N/A			0	\$0.00
Small group on independent reading level with emphasis of discussion and responding.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	2/19/2013	114SQI1A3301	Small Reading Groups by reading level.	N/A			0	\$0.00
Read-Alouds by teachers.	SRI	All Students	Weekly	Grade level team	3/22/2013	114SQI1A3303	Read-Allows by teachers.	N/A			0	\$0.00
Writing across curriculum with science emphasis.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	2/19/2013	114SQI1A3316	Writing across curriculum with science emphasis.	N/A			0	\$0.00
Use the Green Section in OCR/FA to develop the phonological awareness, phonics, fluency and word knowledge.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	2/19/2013	114SQI1A3322	Use the Green Section in OCR/FA to develop the phonological awareness, phonics, fluency and word knowledge both in English and in Spanish.	N/A			0	\$0.00
Establishing student objectives for each trimester in the areas of LA, Math, Sci, and ELD.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Grade level team	2/19/2013	114SQI1A3327	Establishing student objectives for each trimester in the areas of LA, Math, Sci, ELD and share it with the parents during Conference time.	N/A			0	\$0.00
Buy supplies for students to have their basic needs met.	Local assessments (benchmarks, PWA)	All Students	Monthly	Grade level team	2/19/2013	114SQI1A3521	Supplement curriculum for students to have more exposure to expository and narrative text around themes in current curriculum to be used during class and after school program.	N/A			0	\$0.00
Supplies for students to have their needs met through enough materials.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	3/22/2013	114SQI1A3532	Supplies to enhance curriculum. Students will have an increased exposure of text in narrative and expository form for themes in current curriculum.	7090-EIA - SCE	4310-SUPPLIES		0	\$1,032.52
Supplies for students to have their needs met through enough materials.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Principal	3/22/2013	114SQI1A3533	Supplies to enhance curriculum. Students will have an increased exposure of text in narrative and expository	3010-Title I	4310-SUPPLIES		0	\$3,441.82

							form for themes in current curriculum.					
Materials for ELD, and other supplies for students.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	2/19/2013	114SQI1A3536	Materials for ELD, and other supplies for students. \$12,108.45	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$12,108.45
Materials for ELD, and other supplies for students.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	2/19/2013	114SQI1A3537	\$10,000.	7091-EIA - LEP	4310-SUPPLIES		0	\$10,000.00

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

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

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

#### District-level Goals

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

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

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

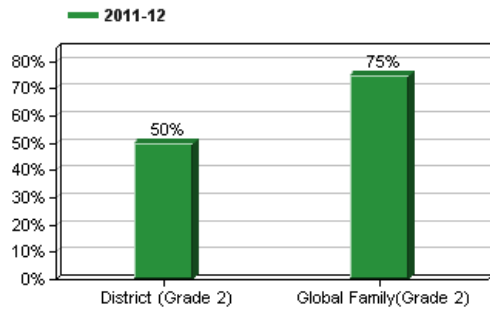
#### School Quality Standards relevant to this Strategic Priority

A quality school...

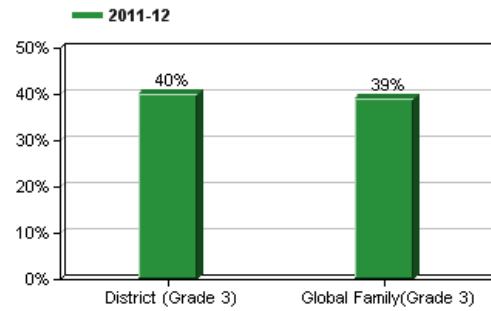
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Benchmark

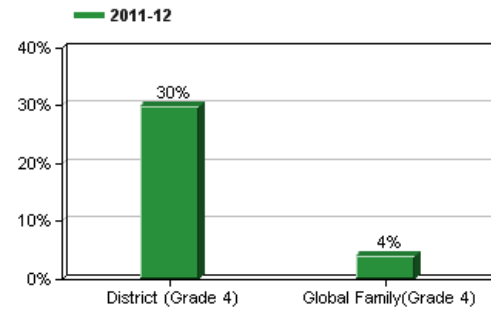
**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**



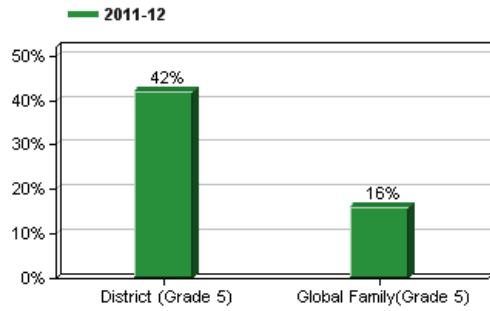
**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**



**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**

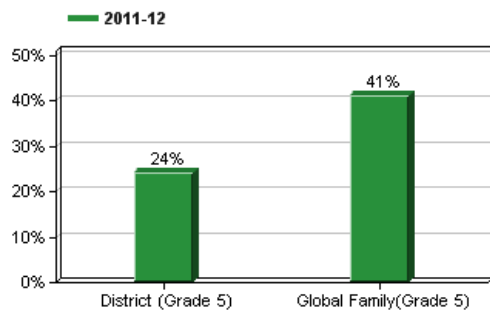


**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**

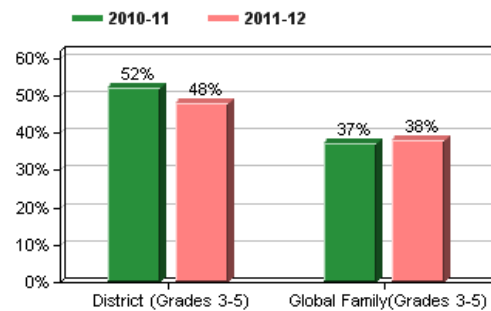


**CST**

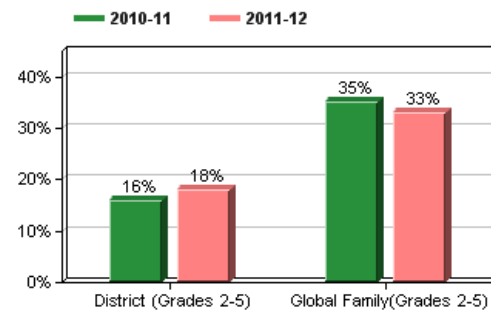
**CST/CMA Gr5/Gr8 Science % BB/FBB**

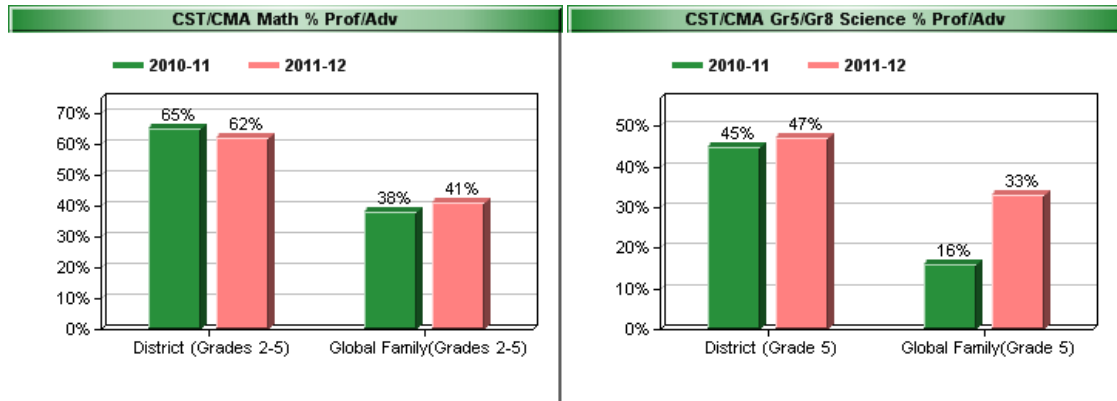


**% Growth in CST/CMA Math 2 Year Cohort Growth Report**



**CST/CMA Math % BB/FBB**





**School Data**

- According to our first benchmark, we have 53% of our students at or above benchmark. We do not have the second benchmark results to compare data.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide PLC time for teachers to collaborate and plan for Sci/Math instruction.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	2/19/2013	114SQ1B2372	Provide PLC time for teachers to collaborate and plan for LA/Sci/Math instruction.	N/A			0	\$0.00
Provide computers, ELMO, LCD to each and every classroom.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	2/19/2013	114SQ1B2375	Provide computers, ELMO, LCD to each and every classroom.	N/A			0	\$0.00
Provide TCEEIP9999 in the area of science to ensure the school has a strong science program.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	2/19/2013	114SQ1B3514	Science Prep. will focus on academic content area developing academic vocabulary, expressive writing within Science.	N/A			0	\$0.00

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

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

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

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

A quality school...

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Two meetings with incoming TK/K families to support transition and have strong collaboration between students, teacher, parents and principal.	Attendance	Pre-Kindergarten	Monthly	Principal	2/19/2013	114SQI1C2412	Two meetings with incoming TK/K families to support transition and have strong collaboration between students, teacher, parents and principal.	N/A			0	\$0.00
Meet with 5th graders and their parents so they understand the options form and process.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	2/19/2013	114SQI1C3338	Meet with 5th graders and their parents so they understand the options form and process.	N/A			0	\$0.00

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

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

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

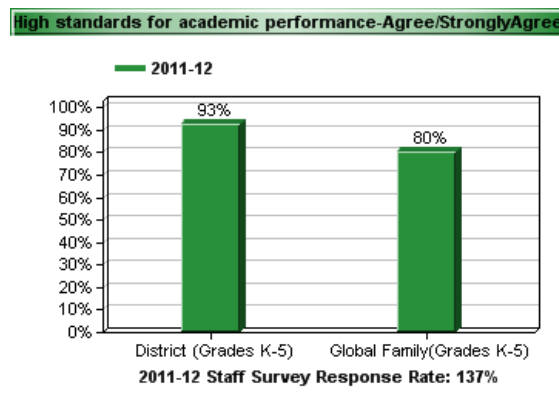
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

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

A quality school...

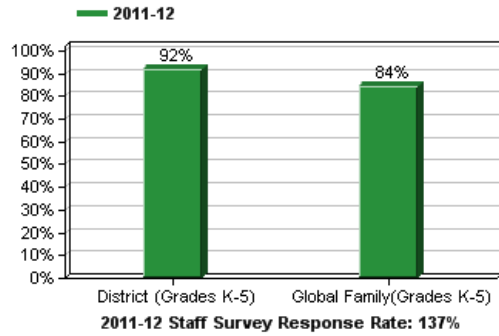
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Survey - High Standards

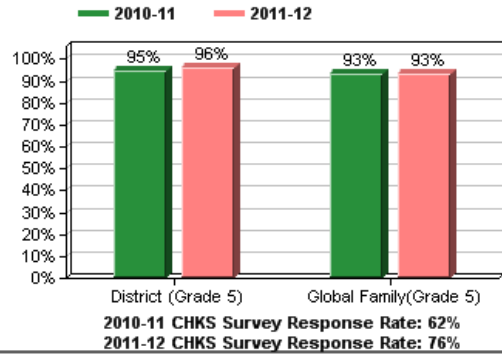


#### Survey - Success

**School promotes academic success. \_\_\_% Agree/Strongly Agree**



**Do you plan to go to college after high school? \_\_\_% Yes**



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Global Family will partner with East Bay Consortium to train students on UCB requirements. At the end of the training, 5th graders would have walked through the application process, get accepted and attend UCB for a day.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	2/19/2013	114SQI1D1990	Field Trip	N/A			0	\$0.00
Teachers will share their college experience and students will write about what they would like to be after they graduate from high school.	Other (OCR, etc)	All Students	Monthly	Principal	2/19/2013	114SQI1D3246	Teachers will share their college experience and students will write about what they would like to be after they graduate from high school.	N/A			0	\$0.00
Fieldtrip to UC Berkeley where students are UCB students for a day.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	2/19/2013	114SQI1D3256	Students will have the opportunity to attend the UCB campus, attend classes, and interact with currently enrolled students. This experience will expose students to higher education.	N/A			0	\$0.00
Transportation for fieldtrip to UC Berkeley where students are UCB students for a day.	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	2/19/2013	114SQI1D3261	Transportation for fieldtrip to UC Berkeley where students are UCB students for a day.	N/A			0	\$0.00
Career awareness by bringing parents and community members to inform students about different careers.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	2/19/2013	114SQI1D3352	Career awareness by bringing parents and community members to inform students about different careers.	N/A			0	\$0.00
Increase opportunities for GATE students to develop leadership skills during school as well as after school.	Local assessments (benchmarks, PWA)	GATE	Weekly	Principal	2/19/2013	114SQI1D4906	Increase leadership opportunities for GATE students.	N/A			0	\$0.00
Hire consultant for \$750.00 to provide parents trainings on how to have successful conferences with teachers, how to read the the report cards, etc.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	2/19/2013	114SQI1D4909	Consultant to train parents.	9901-Title I - Parent Participation	5825-CONSULTANTS		0	\$750.00
Intervention for students B, BB and FBB when not covering the classroom.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/15/2013	114SQI1D4910	Intervention for B, BB, FBB.	7090-EIA - SCE		TCSTIP9999	0.3	\$10,247.27

Intervention for students B, BB and FBB when not covering the classroom.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/15/2013	114SQI1D4911	Intervention for B, BB, FBB.	7090-EIA - SCE		TCSTIP9999	0.3	\$10,247.27
All teachers will inform administrator and parents every week on which standards they will be working to increase communication and support to all students.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/22/2013	114SQI1D5080	Parent Communication	N/A			0	\$0.00
All teachers will have an informational board about higher education. This will increase the awareness and exposure to educational possibilities beyond high school.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	3/22/2013	114SQI1D5081	Higher Education	N/A			0	\$0.00
If money is available, we will add professional development through Exploratory Learning.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	3/22/2013	114SQI1D5082	Professional Development around Exploratory 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 Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

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

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

A quality school...

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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Stipsub to accelerate FBB, BB, and BAS EO students when not in the classroom.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	2/19/2013	114SQ1E2929	Intervention to EOs in small groups by stipsub.	7090-EIA - SCE		TCSTIP0307	0.3	\$9,455.86
Stipsub to accelerate FBB, BB, and BAS EO students when not in the classroom.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	2/19/2013	114SQ1E4912	Intervention to EOs in small groups by stipsub.	7091-EIA - LEP		TCSTIP0307	0.3	\$9,455.86
Limit class size at the upper grade levels to 25. \$94,177.97.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/2/2013	114SQ1E3424	Limit class size at the upper grade levels to 25.	3010-Title I		TCHBIL0242	1	\$90,736.16
Stipsub to accelerate FBB and BB students when not covering classrooms.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	2/19/2013	114SQ1E3551	Stipsub to accelerate FBB, BB, BAS.	7091-EIA - LEP		TCSTIP9999	0.7	\$23,910.30
Stipsub to accelerate FBB and BB students when not covering classrooms.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	2/19/2013	114SQ1E4913	Stipsub to accelerate FBB, BB, BAS.	7091-EIA - LEP		TCSTIP9999	0.3	\$10,247.27
The principal will select 15 Focal Students that are not at benchmark and will work with teachers to move students to benchmark. Strategies will serve to implement other strategies at different grades.	Local assessments (benchmarks, PWA)	Basic	Every Marking Period	Principal	2/19/2013	114SQ1E4908	Focal 15 students will move to benchmark. Success on strategies used will be shared with the rest of the teachers.	N/A			0	\$0.00

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

### Strategic Priority F. Extending Learning Time

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

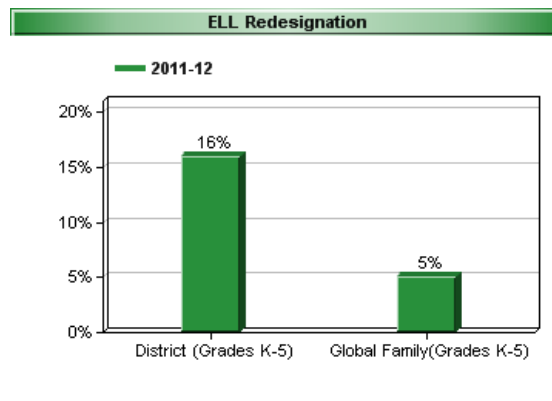
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

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

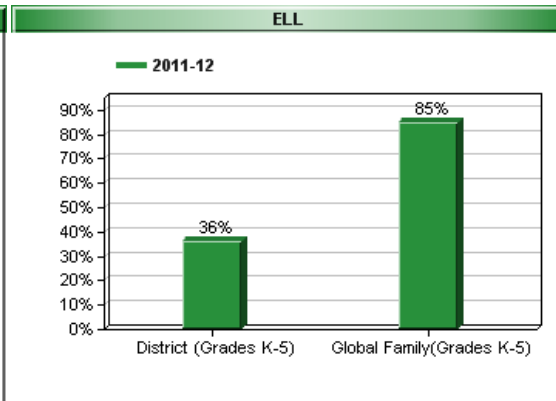
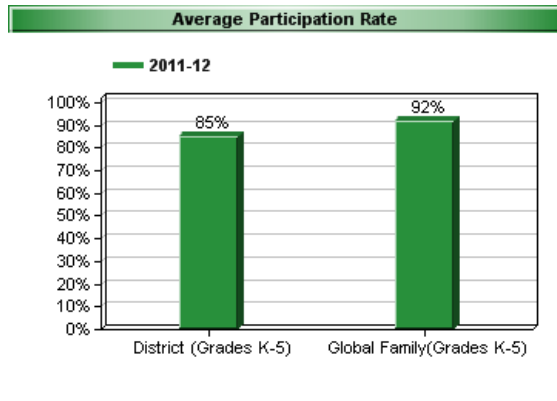
A quality school...

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

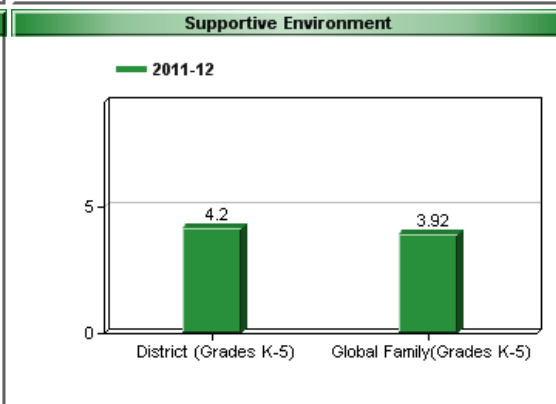
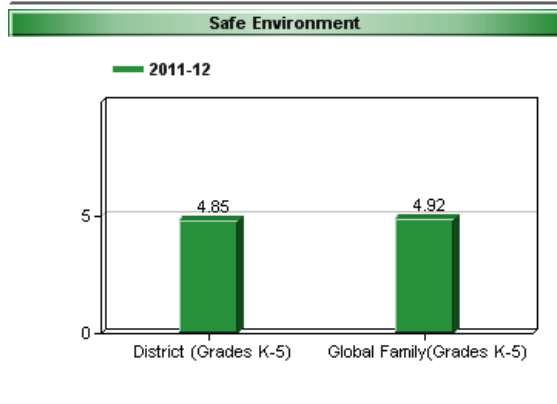
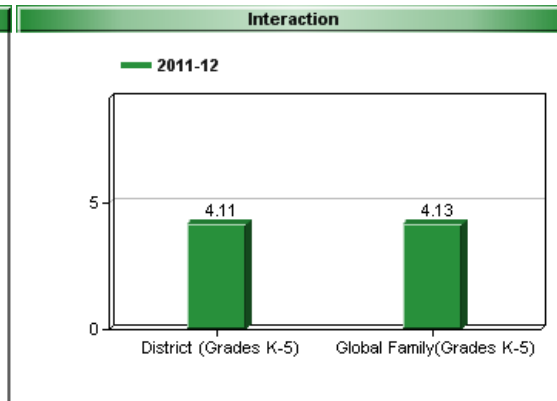
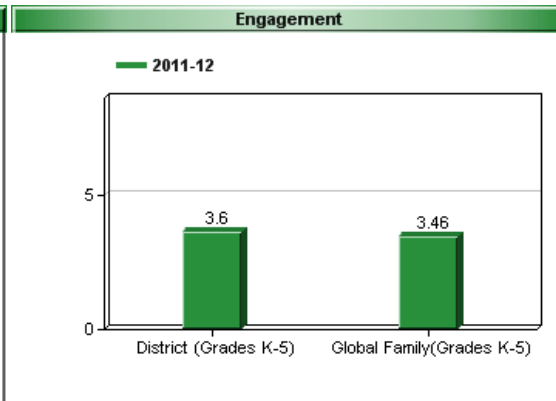
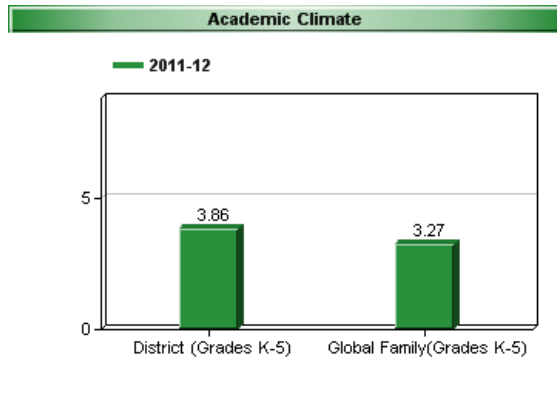
#### After School Program- Student Impact



#### After School Program- Participation



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





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
After School Program curriculum aligned to regular school standards.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	2/19/2013	114SQ11F2368	After School Program curriculum aligned to regular school standards.	N/A			0	\$0.00
The after school program will provide enrichment classes, Science, leadership, and fitness classes.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	After school program coordinator	2/19/2013	114SQ11F4907	After school program.	N/A			0	\$0.00

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

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

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: To reduce physical altercations by 10%.

- Strategy 1.1: Refer students to social workers for conflict mediation.
- Strategy 1.2: Utilize Junior Coaches during lunch recess to help supervise the yard.

Goal 2: Increase student engagement and attachment to school; reduce bullying.

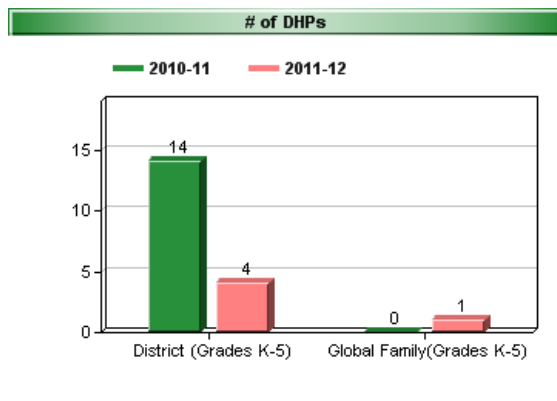
- Strategy 2.1: Implement 2nd Step program TK-5th grade.
- Strategy 2.2: The social workers will start boys and girls groups to work on bullying and other social issues.

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

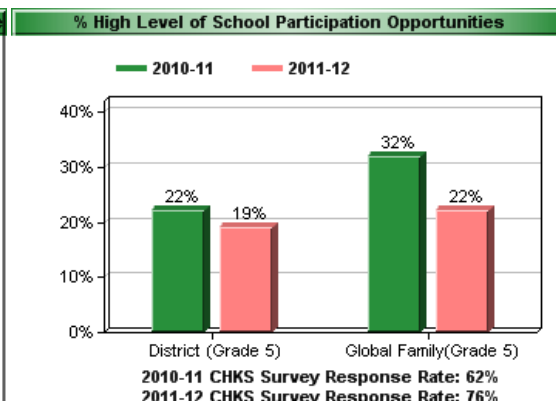
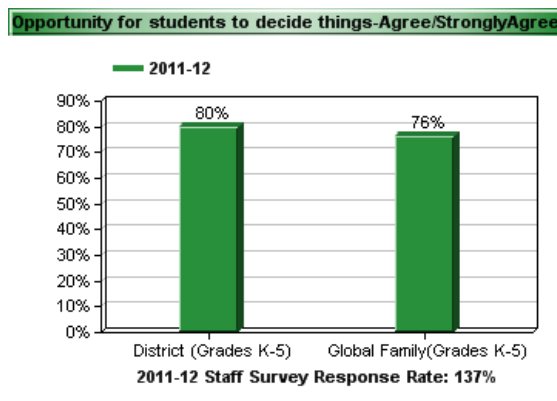
A quality school...

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

DHP

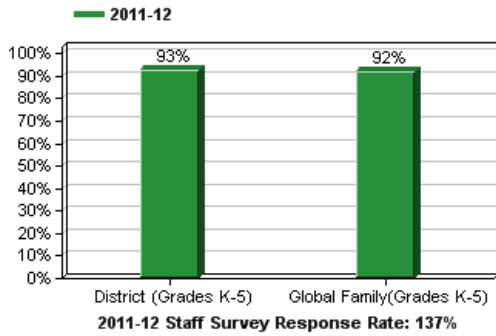


**Survey - Engagement**

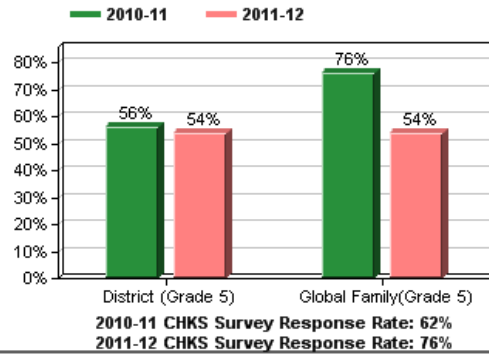


**Survey - Relationships**

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

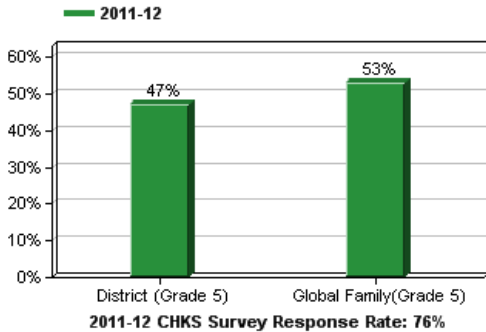


**% High Level of Caring Relationships with Adults at School**

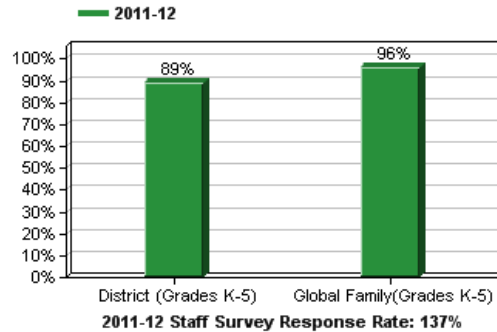


**Survey - Safety**

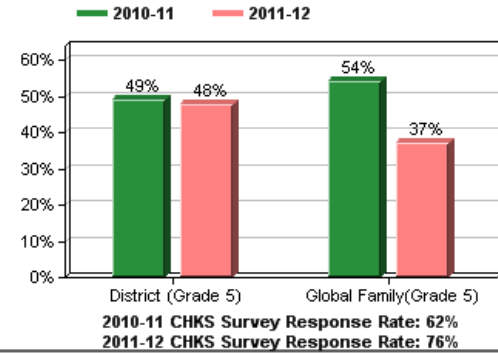
**% Hit or pushed by other kids at school**



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



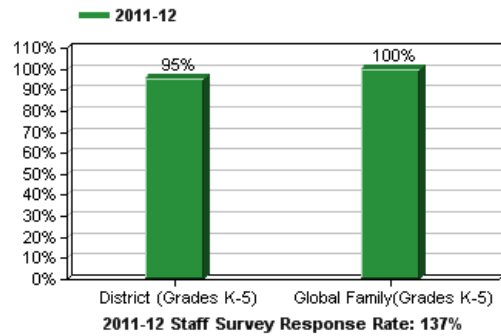
**% feeling safe at school all of the time**



**Survey - Welcoming**

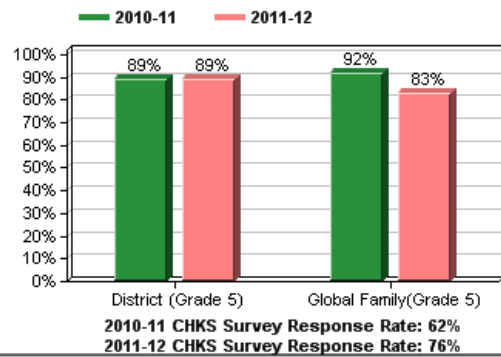


**School is a supportive and inviting place. Agree/Strongly Agree**

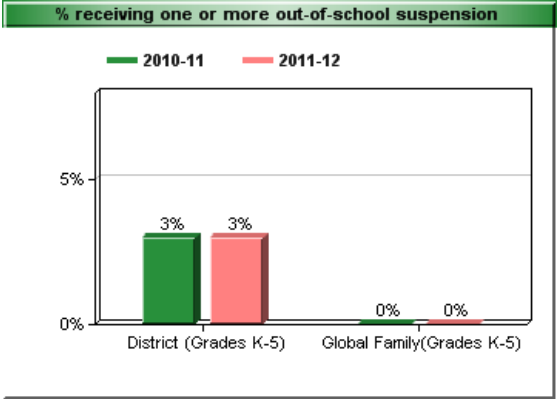


**Survey- Beliefs**

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



**Suspensions**



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Assembly at the beginning of the year to review school rules and acceptable behavioral.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	2/19/2013	114SQI2A3363	Expect good behavior.	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

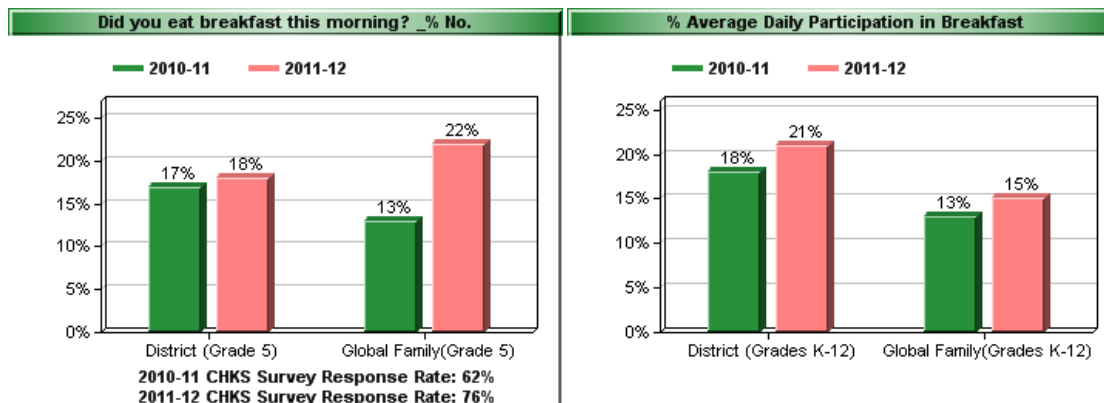
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

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

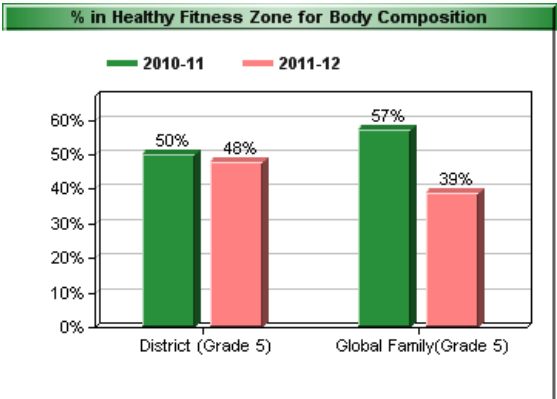
A quality school...

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

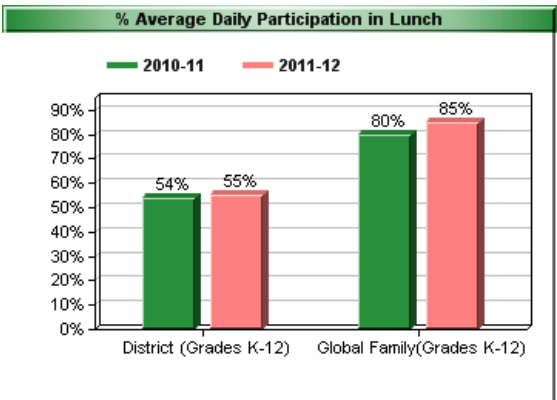
#### Breakfast



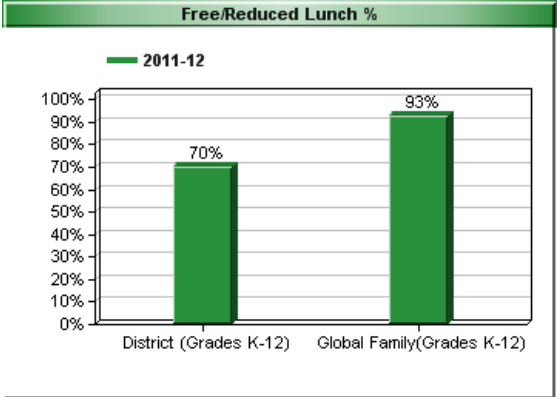
#### Fitness



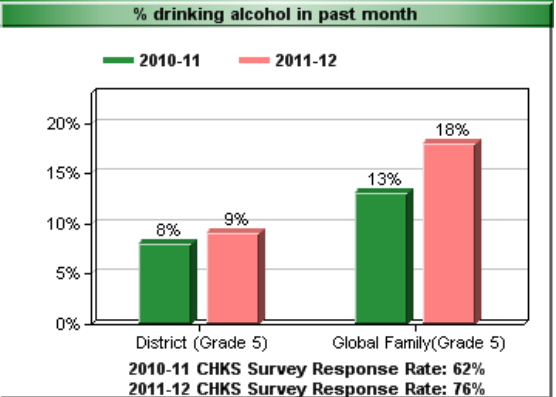
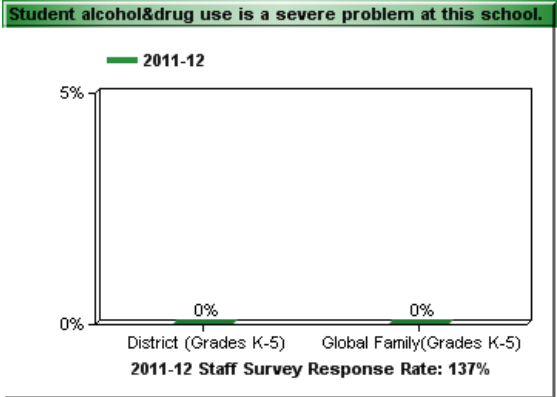
**Lunch**



**Socio Economics**



Survey - Drugs / Alcohol



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide health education in the areas of nutrition, alcohol, tobacco, and reproductive health.	Health data	All Students	Monthly	Other	2/19/2013	114SQI2B2207	Provide health and nutrition classes to our students.	N/A			0	\$0.00
Connect us to Medical dental providers to service students at school.	Health data	All Students	Monthly		2/19/2013	114SQI2B2208	Provide dental services for students with Medical at school.	N/A			0	\$0.00
Encourage students to bring water to quench their thirst.	Health data	All Students	Weekly	Grade level team	2/19/2013	114SQI2B3378	Encourage students to drink water to quench their thirst.	N/A			0	\$0.00
Promoting healthy eating habits by encouraging students to not bring chips, candy, gum ... for lunch.	Health data	All Students	Every Marking Period	Principal	2/19/2013	114SQI2B3383	Healthy eating.	N/A			0	\$0.00
Educate students to eat healthy and stay active through Champions for Change and Healthy fruit snacks.	Health data	All Students	Monthly	Principal	2/19/2013	114SQI2B3384	Educate students to eat healthy and stay active through Champions for Change and Healthy fruit snacks.	N/A			0	\$0.00

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

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

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

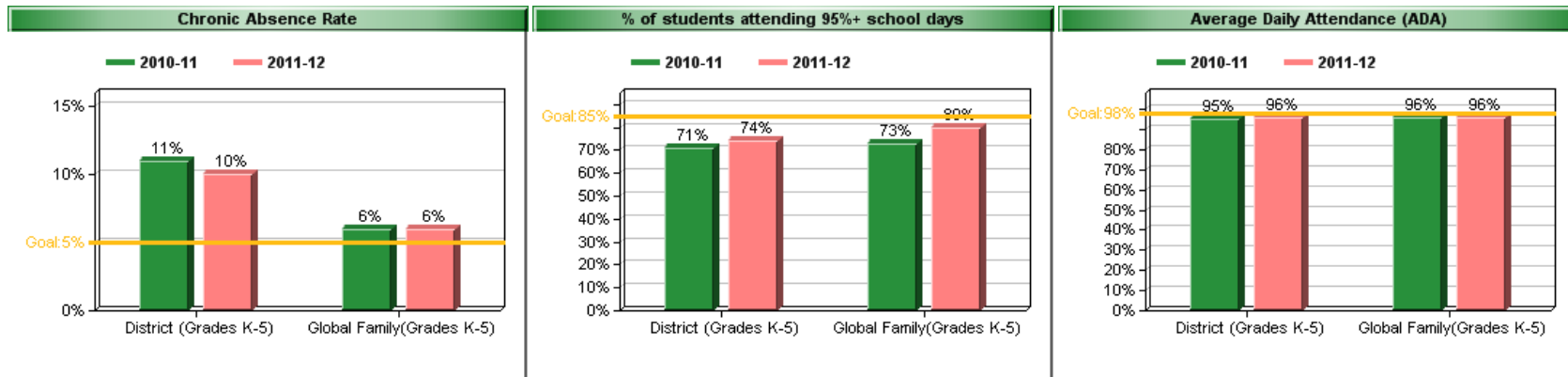
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

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

A quality school...

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





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student recognition for marking period perfect attendance.	Attendance	All Students	Monthly		2/19/2013	114SQI2C3387	Student recognition for marking period perfect attendance.	N/A			0	\$0.00
Classroom recognition for 98% attendance or better on weekly basis.	Attendance	All Students	Weekly	Principal	2/19/2013	114SQI2C3388	98% attendance.	N/A			0	\$0.00

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

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

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

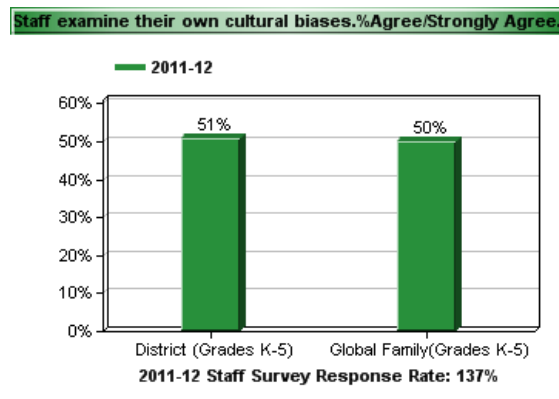
1. Improve the conditions in schools to retain 80% of effective teachers

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

A quality school...

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

#### Survey - Professional Learning



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Pair up new teachers with experienced teachers to help ease the first year challenges.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	2/19/2013	114SQI3A3391	Pair up new teachers with experienced teachers to help ease the first year challenges.	N/A			0	\$0.00
Send teachers to District and/or county for PD on new strategies and current curriculum to use.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	2/19/2013	114SQI3A3394	Send teachers to District and/or county for PD on new strategies and current curriculum to use.	N/A			0	\$0.00
TSA to support building capacity & leadership, PDs, Learning communities, etc.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	2/19/2013	114SQI3A3519	TSA to support building capacity & leadership, PDs, Learning communities, etc.	7091-EIA - LEP		C11TSA0071	0.5	\$56,336.72
TSA to support building capacity & leadership, PDs, Learning communities, etc.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	5/3/2013	114SQI3A3520	TSA to support building capacity & leadership, PDs, Learning communities, etc.	7090-EIA - SCE		C11TSA0071	0.5	\$56,336.72

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

### Strategic Priority A. Family & Community Engagement

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

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

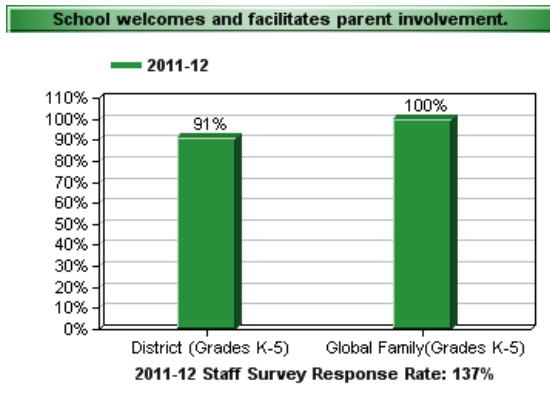
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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

A quality school...

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

#### Survey - Welcoming



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Attendance Clerk will monitor attendance, health issues students have related to attendance.	Attendance	All Students	Weekly	Principal	2/19/2013	114SQI4A1998	Monitor attendance and health affecting academics.	N/A			0	\$0.00
Principal will continue providing educational opportunities for parents via La Plaza Comunitaria	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	2/19/2013	114SQI4A1999	Alfabetización, primaria y secundaria	N/A			0	\$0.00
Principal will continue working with La Clinica de la Raza to provide parent workshops in child development	Discipline/CSC	All Students	Every Semester	Principal	2/19/2013	114SQI4A2001	Two 8 week sessions to train parents on child development and positive discipline	N/A			0	\$0.00
Continue working with the Oakland Police Department to bring the GREAT program to 5th graders.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	2/19/2013	114SQI4A2002	Gang and violence prevention	N/A			0	\$0.00
Provide parents a space to meet and educate themselves in the areas of health, education, mental health, and personal professional growth.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	2/19/2013	114SQI4A3408	Educated community is a strong community.	N/A			0	\$0.00
Connecting community resources to school such as the Unity Council, NCPC and City of Oakland.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	2/19/2013	114SQI4A3413	Connecting community resources to school such as the Unity Council, NCPC and City of Oakland.	N/A			0	\$0.00
Connecting community resources to school such as the Unity Council, NCPC and City of Oakland.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	2/19/2013	114SQI4A3414	Connecting community resources to school such as the Unity Council, NCPC and City of Oakland.	N/A			0	\$0.00
Refreshments for parent meetings.	Attendance	All Students	Monthly	Principal	2/19/2013	114SQI4A3530	Refreshments for parent meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,486.73

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

### Strategic Priority A. Strategic Operational Practices

School: Global Family School

Principal: REYNA DIAZ

#### From OUSD Strategic Plan:

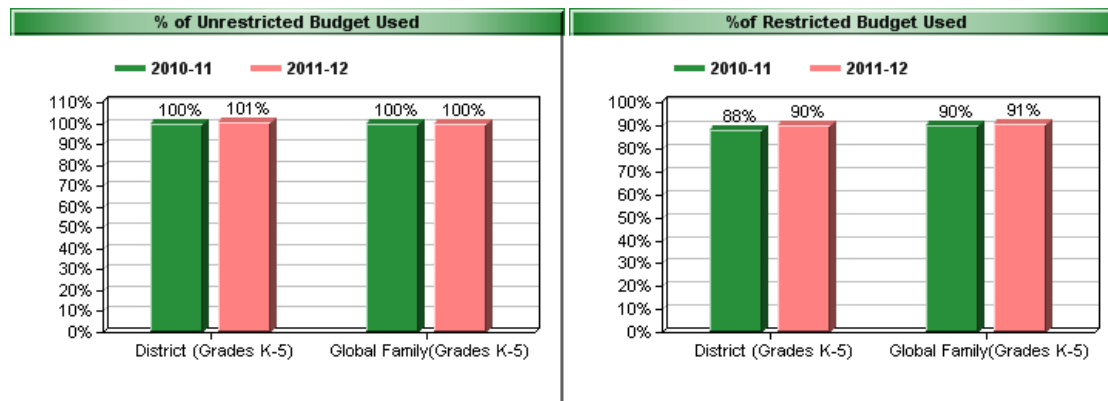
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

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

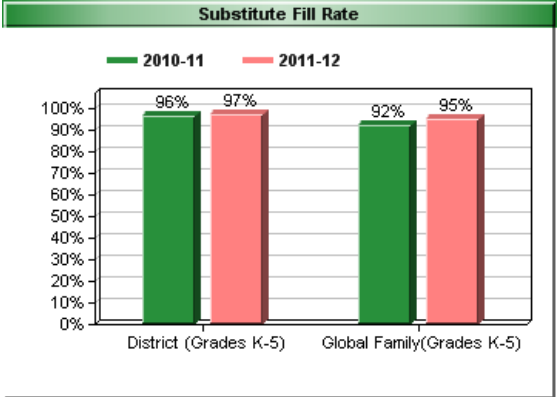
A quality school...

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

#### Budget



#### Sub Fill Rate





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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
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$87,319.64	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$122,058.60	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$209,378.24</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$94,177.97	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,236.73	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$96,414.70</b>	

## Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

**School Site:** Global Family Elementary School  
**Site Number:** 114

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

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


1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 1/18/2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 12, 2013.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
\_\_\_\_\_  
SSC Chairperson's Signature

Matilde Pinedo  
SSC Chairperson's Name (printed)

04-12-2013  
Date

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


Matilde Pinedo  
ELAC Chairperson's Name (printed)

04-12-2013  
Date

  
\_\_\_\_\_  
Principal's Signature


Reyna Díaz  
Principal's Name (printed)

04/12/2013  
Date

  
\_\_\_\_\_  
Executive Officer's Signature

Janette Hernandez  
Executive Officer's Name (printed)

5/9/13  
Date

  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

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

6/4/13  
Date



## Title I School Parental Involvement Policy 2013 - 2014

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

### **Involvement of Parents in the Title I Program**

*Global Family Elem. School* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.
  5. All information about parents' rights and responsibilities happen during Back to School Night because that is when we have the largest number of parents attending a school event.
- Offer a flexible number of meetings for parents. Every month from October to May, during the SSC and/or the ELAC meeting.
- 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. It happens during the SSC meetings. Parents are informed that we are a Title I school.
- Provides parents of Title I students with timely information about Title I programs. During monthly SSC and/or ELAC meetings and biweekly or monthly parent bulletin.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. The school will keep parents informed via a monthly or biweekly letter that will explain information about to happen. Also, the school will provide a special bulletin to display assessment results by grade and/or by teacher.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. This will happen during all SSC meetings.

### **School-Parent Compact**

*Global Family* 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**

*Global Family* 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. *Teachers provide parents with two workshops per year as well as conferencing with parents 4 times per year to give parents data and set goals.*
  - Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Parents know that they are welcome to volunteer in the classroom, in the playground, and/or in the cafeteria.*
  - 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. *Parents will be provided with training in leadership in order to become strong advocates for their children education.*
  - Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *We are a Dual Language School. All our information go out in English and in Spanish.*
  - Provides support, during regularly meetings, for parental activities requested by Title I Program parents. All parents are supported during meetings. Either with Spanish or English translation.

### **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. *All our office personnel is trained in supporting parents in their language or we can find a District translator.*

### **Adoption**

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

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

Reyna Diaz  
(Principal's Signature)

May 3, 2013  
(Date)

## Global Family 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.

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Student

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Teacher

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Parent/Guardian



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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 <b>100%</b>	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b>							
<b>Instructional Program Materials</b>							
All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.							
<b>Number of Students:</b>							
___X___ All Students.							
___X___ ELs.							
___X___ SWDs.							
<b>Use</b>							
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	All students are provided with standard-based core instructional program materials as well as ancillary materials that are used for differentiating instruction.					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

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

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

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> <li>• Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction.</li> <li>• 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			<b>Key Components</b>  <b>Appropriate Instructional Program Materials</b> All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials.																								
			<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th style="text-align: center;">Gr. 4</th> <th style="text-align: center;">Gr. 5</th> <th style="text-align: center;">Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">40</td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td>All Intensive Els</td> <td style="text-align: center;">40</td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	40	2		All Intensive Els	40	2		All Intensive SWDs			
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Total Intensive Students	20	2																									
Intensive ELs	20	2																									
Intensive SWDs																											
			<b>Appropriate Use</b> ___ <input checked="" type="checkbox"/> ___ Materials are used as designed.																								
Documentation		Additional Comments																									
	Reading/Language Arts/ELD	Students in 4th grade are serviced in a pull out basis. 5th grade students receive differentiated instruction in their classroom, by their teacher.																									
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.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
1.4	100%	3 At least 75%	2 At least 50%	1 Less than 50%			
<p align="center"><b>Key Components</b></p> <p><b>Instructional Program Materials</b> All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p><b>Number of Students:</b>  <u>  X  </u> All Students.  <u>  X  </u> ELs.  <u>  X  </u> SWDs.</p> <p><b>Appropriate Use</b> Identify all that apply:  <u>  X  </u> Basic core and/or CCSS-aligned materials are used as designed.  <u>  X  </u> Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
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.																					
<b>1. Instructional Program</b>	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.  Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> <li>For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																	
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b>                      All students are ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 706 2003 836"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>46</td> <td>19</td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td>46</td> <td>19</td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Appropriate Use</b>                      ___ <u>X</u> ___ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	46	19		All Intensive ELs	46	19		All Intensive SWDs
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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 <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1		3 At least 75%	2 At least 50%	1 Less than 50%																																																		
<p align="center"><b>Key Components</b></p> <p><b>Allocation of Instructional Time</b>  <u> X </u> Time is given priority and protected from interruptions.</p> <p><b>Identify the number of instructional minutes (length of periods) offered at each grade level.</b></p> <table border="1" data-bbox="1392 743 2024 971"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>180</td> <td>205</td> <td>205</td> <td>205</td> <td>180</td> <td>180</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>180</td> <td>205</td> <td>205</td> <td>205</td> <td>180</td> <td>180</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	180	205	205	205	180	180				ELs	180	205	205	205	180	180				SWDs									
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	K	1	2	3	4	5	6	7	8																																																
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
Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
<b>2. Instructional Time</b>	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> <li>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.</li> <li>Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction.</li> <li>The locally-adopted, 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																					
			2.2	4 100%	<div style="text-align: center;"> <span style="color: green; font-weight: bold;">5</span>  <span style="color: green; font-weight: bold;">At least</span>  <span style="color: green; font-weight: bold;">75%</span> </div>	2 At least 50%	1 Less than 50%																																					
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> <li>• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures...</li> <li>• ELs who are also identified as SWDs must receive ELD instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally												
			2.3		3 At least 75%	2 At least 50%	1 Less than 50%												
<p align="center"><b>Key Components</b></p> <p><b>Allocation of Instructional Time</b> Identify all that apply:</p> <p><input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p><input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p><b>Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.</b></p> <table border="1" data-bbox="1394 870 2032 1125"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1–2</th> <th>Level 3</th> <th>Level 4–5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td align="center">103</td> <td align="center">156</td> <td align="center">63</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">30</td> <td align="center">30</td> <td align="center">30</td> </tr> </tbody> </table>								Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students	103	156	63	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30	30	30
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																			
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.</p> <ul style="list-style-type: none"> <li>This time is given priority and protected from interruption.</li> <li>Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.</li> <li>The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																															
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2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf</a> for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>This time is given priority and is protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																																		
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<b>2. Instructional Time</b>	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf</a> for kindergarten through grade eight students identified for strategic intervention support in mathematics.	<p>Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> <li>• Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards.</li> <li>• Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction.</li> <li>• 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																																																																																				
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Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	<p>Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.</p> <ul style="list-style-type: none"> <li>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.</li> <li>For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards.</li> </ul> <p><b>For districts using the 2007 SBE-adoption:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>For districts using the 2001 and 2005 SBE-adoptions:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																														
			2.7	4 100%	3 At least 75%	2 At least 50%																															
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.1		3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b>Instructional/Assessment Pacing Guides</b>  <u>  X  </u> Distributed to each grade level.  <u>  X  </u> In use at every grade level.</p> <p><b>Pacing Guide Use Monitored</b>  <u>  X  </u> Principal monitors use.</p>				
Documentation		Additional Comments					
District/School Pacing Plan by Grade Level:	Reading/Language Arts/ELD						
Attach appropriate documents.							

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


Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b>Instructional/Assessment Pacing Guides</b> <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level.				
			<b>Pacing Guide Use Monitored</b> <input checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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



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

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**Academic Program Survey—Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>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 <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include:                             <ul style="list-style-type: none"> <li>– Full and skillful implementation of instructional materials including use of ancillaries.</li> <li>– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</li> </ul> </li> <li>• Data team protocol training to lead 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.</li> <li>• 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.</li> <li>• Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback.</li> <li>• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Training on Response to Instruction and Intervention (RtI<sup>2</sup>) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs.</li> <li>• Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials.</li> <li>• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.</li> </ul>	4.3	4 100%	3 At least 75%	<div style="border: 1px solid green; padding: 2px; display: inline-block;">                     At least 50%                 </div>	1 Less than 50%
			<b>Key Components</b>				
			<b>Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)</b>				

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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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

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**Academic Program Survey—Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
					<b>Indicate number of teachers at each grade level engaged in professional development.</b>		
			<b>Number of Teachers</b>	<b>Training</b>	<b>Classroom Support</b>		
		Grade 1					
		Grade 2					
		Grade 3					
		Grade 4					
		Grade 5					
		Grade 6					
		Grade 7					
		Grade 8					

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		<p>progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-aligned Individualized Education Program (IEP).</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	RLA/ELD		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> <li>• Use of intensive intervention instructional materials along with the basic core program.</li> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in Grade Level/Team Meetings:</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p align="center"><b>Key Components</b></p> <p><b>Indicate number of teachers at each grade level engaged in professional development.</b></p> <table border="1" data-bbox="1396 646 2030 1211"> <thead> <tr> <th></th> <th>Number of Teachers</th> <th>Training</th> <th>Classroom Support</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td></td><td></td><td></td></tr> <tr><td>Grade 2</td><td></td><td></td><td></td></tr> <tr><td>Grade 3</td><td></td><td></td><td></td></tr> <tr><td>Grade 4</td><td></td><td></td><td></td></tr> <tr><td>Grade 5</td><td></td><td></td><td></td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td></tr> <tr><td>Grade 7</td><td></td><td></td><td></td></tr> <tr><td>Algebra 1</td><td></td><td></td><td></td></tr> <tr><td>Pre-algebra/Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table>						Number of Teachers	Training	Classroom Support	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Algebra 1				Pre-algebra/Algebra Readiness
	Number of Teachers	Training	Classroom Support																																									
Grade 1																																												
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Pre-algebra/Algebra Readiness																																												

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		<p>weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-aligned IEP.</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		



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

California Department of Education  
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. <ul style="list-style-type: none"> <li>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.</li> <li>Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners.</li> <li>The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of coaching services on students’ achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	<div style="text-align: center;"> <span style="color: green; font-weight: bold;">+</span>  <span style="color: green; font-weight: bold;">At least</span>  <span style="color: green; font-weight: bold;">75%</span> </div>	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b>Coaches/content experts/specialists:</b>                      _____ Type of instructional assistance.                      _____ Works primarily in classrooms.</p> <p><b>Describe type of classroom/teacher assistance regularly provided to teachers:</b></p> <p><b>Describe criteria used for identifying and providing coaching support:</b></p> <p><b>Monitoring Coaching System</b>                      ___X___ Principal structures/monitors instructional assistance services.</p> <p><b>Trained Coaches/ Content Experts/Specialists</b>                      _____ Provided with materials-based training.</p> <p><b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b></p>				
Documentation		Additional Comments					
School Plan for Assistance and Support to Teachers:	Mathematics						
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>7. Student Achievement Monitoring System</b>	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. <ul style="list-style-type: none"> <li>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.</li> <li>For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.</li> <li>Common 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.1		3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;"><b>Key Components</b></p> <p><b>Ongoing Assessment and Monitoring System</b></p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><b>Training on Accessing and Using Electronic Data System</b></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p><b>Using Formative Assessment Results</b></p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							

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Classroom:	District	
Attach appropriate documents.		


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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. <ul style="list-style-type: none"> <li>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.</li> <li>For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.</li> <li>Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.2	 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b>Ongoing Assessment and Monitoring System</b>				
			<input checked="" type="checkbox"/> District supported electronic data management system.				
			<input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.				
			<input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.				
			<input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.				
			<input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.				
			<b>Training on Accessing and Using Electronic Data System</b>				
			<input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.				
			<b>Using Formative Assessments Results</b>				
			<input checked="" type="checkbox"/> Curriculum embedded/formative assessments administered frequently.				
			<input checked="" type="checkbox"/> School-wide assessment calendar developed and used.				
			<input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.				
Documentation		Additional Comments					
Mathematics							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						

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

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 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.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> <li>Teachers are trained in collaboration meeting protocols.</li> <li>Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:                             <ul style="list-style-type: none"> <li>Entry-level placement and/or diagnostic;</li> <li>Progress monitoring, including frequent formative and curriculum-embedded; and</li> <li>Summative benchmark assessments.</li> </ul> </li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.1	 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b>							
<b>Scheduled Structured Collaboration Meetings</b>							
___ 2 ___ Number per month. ___ X ___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___ X ___ Meetings are structured; protocols/tools are developed and used. ___ X ___ Training for collaboration meeting protocols provided to teachers. ___ X ___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___ X ___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.							
<b>Collaborative Meeting Discussion Content</b>							
___ 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.				
<b>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b>	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. <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:                             <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic;</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded assessments; and</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.2	 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center"><b>Key Components</b></p> <p><b>Scheduled Structured Collaboration Meetings</b></p> <p><u>  2  </u> Number per month.</p> <p><u>  X  </u> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><u>  X  </u> Meetings are structured; protocols/tools are developed and used.</p> <p><u>  X  </u> Training for collaboration meeting protocols provided to teachers.</p> <p><u>  X  </u> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p><u>  X  </u> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p><b>Collaborative Meeting Discussion Content</b></p> <p><u>  X  </u> Using and analyzing timely student common assessment results from all students.</p> <p><u>  X  </u> Strengthening program implementation.</p> <p><u>  X  </u> Designing and improving lessons and instruction.</p> <p><u>  X  </u> Identifying research-based strategies to support specific skill needs of all students.</p>							
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. <ul style="list-style-type: none"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			9.1		3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b>Allocation of Funds</b>  <u>  X  </u> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b>Coordination of Funds</b>  <u>  X  </u> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Plan uses all revenues appropriately.							
Attach appropriate documents.							

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			9.2		3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center"><b>Key Components</b></p> <p><b>Allocation of Funds</b>  <u>  X  </u> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b>Coordination of Funds</b>  <u>  X  </u> The SPSA aligns to the goals and activities in the LEA Plan.</p>							
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							



In the spirit of High Expectations for all students at Global Elementary we are fully committed to four foundational practices:

FOCUS AREAS	OUTCOMES	TEACHING PRACTICE	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES	How do we know?
<p>Data-Driven Differentiated Instruction</p> <p>Principal and ILT, with staff, should identify specific instructional strategies that all teachers will get better at delivering consistently such as guided reading, student authentic talk and implementation of the Common Core Standards .</p> <p>Strategies developed by the Dual Language Cohort will also be introduced for implementation in the 2013-2014 year.</p>	<p>All students have access to a challenging core curriculum, differentiated instruction, and assessments that are directly aligned to Common Core standards in all content areas. Differentiated instruction is designed to meet the varied learning needs of each student.</p> <p>All students will read at their grade level.</p>	<p>T1: Teachers will use the results from benchmark assessments to analyze data and identify students for intervention and create lessons for differentiated workshop time.</p> <p>T2. Teachers will meet in bi-weekly grade level PLCs to plan challenging and meaningful instructional lessons that include ways to scaffold instruction to ensure student understanding by making connections with content and encouraging thinking, questioning and clarifying by the students. There will be minimum days on the first and third Fridays of each month and at least one Wednesday of each month. ILT members will facilitate at each grade level and there will be a report submitted to the principal after each meeting to ensure accountability.</p> <p>T3: Teachers will use the Title I compact to create student learning objectives on a quarterly basis in collaboration with students and parents.</p>	<p>L1: Principal will hold data conferences with individual teachers and/or grade level teams at each benchmark cycle.</p> <p>L2: Principal will provide teachers with time to analyze assessment results and discuss practice. PLCs will be on first and third Fridays. Inquiry cycles will be held monthly to check on student progress so that strategic instruction can occur.</p> <p>L3. Principal and Coach will train Leadership Team so they can lead their grade level discussion.</p>	<p>O1: School-wide assemblies include parents and a review of school-wide results.</p> <p>O2: A minimum of one DATA meeting with parents per trimester.</p>	<p>We will monitor growth through assessments and show that students have progressed month by month. Rubrics will be established for students to know the expectations and will participate in peer evaluations.</p> <p>Portfolios will be kept for each student to be able to show growth.</p>

<p>2. Effective Lesson Design, arrived at collaboratively</p>	<p>Teachers collaborate in consistent cycles of inquiry using data from frequent common formative assessments to plan, monitor and adjust teaching.</p> <p>Professional Learning Communities (PLCs) reflect commonly high expectations and a shared responsibility to improve learning.</p>	<p>T4: Teachers will create and implement lessons and assessments based on implementing the Common Core standards and use the Gradual Release of Responsibility lesson plan to reflect on whether the students actually learned the concept being taught. Use other engaging strategies to check for understanding such as: hand signals, think-pair-share, exit slips, verbal responses</p> <p>T5: Teachers will implement best practices agreed upon by the Dual Cohort and use the selected instructional strategies consistently throughout the school (i.e. graphic organizers, academic word walls, visuals and concrete materials) See strategy #1 to engage students in learning, and make abstract concepts clear and concrete.</p> <p>T6: Teachers will post and use kid-friendly learning targets for Common Core standards, and develop ways to check for student understanding during every lesson.</p>	<p>L4: Leadership Team will guide the development of meaningful and challenging lessons based on the Common Core State Standards in PLCs and other planning time.</p> <p>L5: Leadership Team and the Principal will arrange walk-throughs and give feedback to staff members to ensure that we are consistently following best practices.</p> <p>L6: Principal will conduct walkthroughs a minimum of 2 hours each day.</p> <p>L7: Principal will arrange for Leadership Team to visit a site that has highly effective PLC's.</p> <p>L8: Principal will require that the two-week lesson planning created by PLC's will be submitted to Principal as well as create letters to parents to highlight the instructional focus for the upcoming two weeks.</p> <p>Mr. Chambliss will coach us (through the ILT) in the implementation of the Improvement Plan for first four months of the year.</p>	<p>O3: After school program staff has opportunities to be trained with/or by staff so they adopt the same strategies that are used consistently school-wide.</p>	
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<p>3. All staff and students will abide by our community agreements: be respectful, listen attentively, one person speaks at a time and we must assume positive intent.</p>	<p>The school culture and structures promote and support trust among home/school/community through proactive communication and day-to-day operations to ensure student success.</p>	<p>T7: Teachers will work with the principal to develop procedures that maximize social competence (i.e. elements of the Restorative Justice philosophy, 2<sup>nd</sup> Step and Mindfulness training) to be implemented in all classrooms.</p> <p>T8: Teachers will be responsible for bringing chapter assessments, teacher-generated assessments or benchmark assessments to each PLC meeting.</p>	<p>L8: Principal and Leadership Team will honor the diversity of beliefs, customs, languages, and traditions of all members of the school community.</p> <p>L9: Principal will help facilitate open and constructive staff meetings that allow for exchanges of ideas while remaining focused on student achievement.</p>	<p>O4: Students are recognized for displaying school character and academic traits, including significant gains.</p>	
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<p>4. Strong Relationships With Family and Community</p>	<p>Families are welcome and receive the information that is most useful to them. Channels of communication are open and varied.</p>	<p>T8: Teachers will offer parents one workshop per trimester, total of three per year, to teach parents strategies for helping their students in reading and math.</p> <p>T9: Teachers will communicate grade level learning goals in all subjects to parents. We will begin the implementation of student-led conferences in all grades.</p> <p>T10: Teachers (from TK-5) will help develop a college-going culture that encourages all students to think about their personal goals and to realize that their elementary, middle and high school experiences will continue to prepare them for college or a career.</p> <p>T11: Families will be engaged directly in the above curriculum and instructional strategies. We will encourage them to evaluate how we are improving our instruction.</p>	<p>L10: Principal will communicate student success to parents and the community via:</p> <ul style="list-style-type: none"> <li>a. A quarterly data meeting at a selected day and time selected by the SSC.</li> <li>b. Monthly bulletin.</li> </ul> <p>L11: Principal will provide workshops to parents on how to have meaningful parent/teacher/student conferences.</p> <p>L12: Principal will find presenters to develop parental leadership skills.</p> <p>L13: Principal and staff will work with the East Bay Consortium, in collaboration with U.C. Berkeley, to engage students to focus on college as a goal.</p> <p>L14: Continue to maintain partnerships with Innovations for Learning, La Plaza Comunitaria, La Clínica de la Raza, Alameda County Health Dept.'s "Healthy Snack" and "Harvest of the Month" as well as the relationship with the Gang Resistance Education and Training sponsored by the Oakland Police Department, the Consulate of Mexico and the Dept. of Education for helping parents receive their credits toward a GED, and OTX West which provides renovated computers to all promoting 5<sup>th</sup> graders.</p>	<p>O5: Afterschool program promotes cultural understanding and respect as well as self-pride in own culture through the fine art classes (e.g. drumming, pre-Hispanic dances, songs from around the world, etc.)</p>	
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