

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 Manzanita Community 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 Manzanita Community Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Manzanita Community School

6002042

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

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

trends and outliers which then help the entire staff make instructional focuses and agreements. Next year we will continue our same work with guided reading and implementing strategies that work as well as take up science note booking K-5 and systematic ELD for all students at a common time. All staff were trained in systematic ELD by LCI this spring in two groups.

VISION

At MCS we believe students must feel safe and cared for not only by the adults that work at the site but also by their fellow classmates. By having smaller class sizes teachers can better get to know and support thier students. We provide after school intevention weekly to students who need more help. By focusing on health and wellness as well as acadmics we want to send our fifth graders on to middle school academically ready as well as caring responcible students.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Manzanita Community School

Principal: EYANA SPENCER

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.

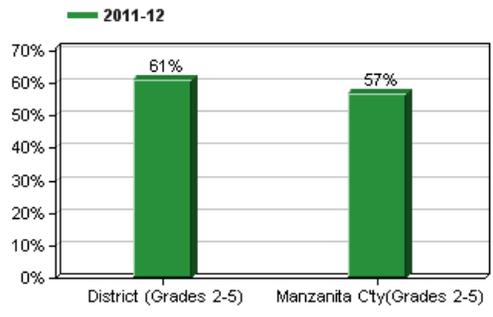
School Quality Standards relevant to this Strategic Priority

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

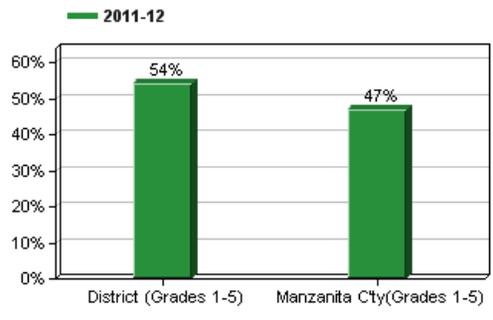
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



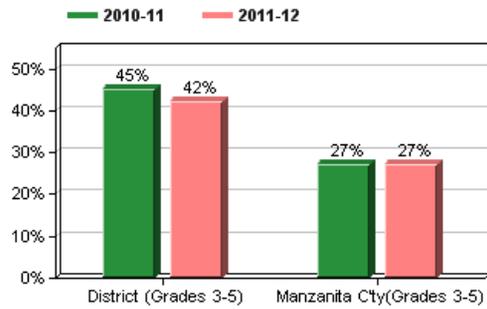
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

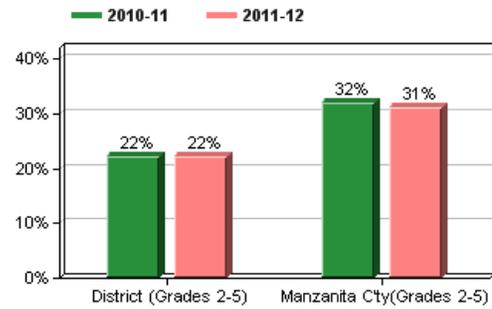


CST

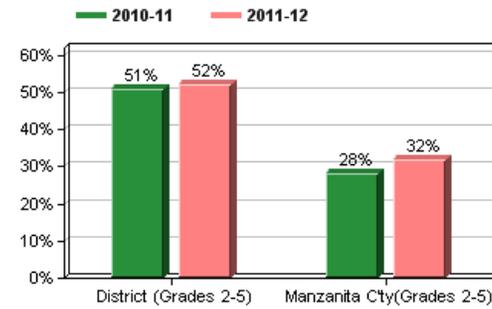
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

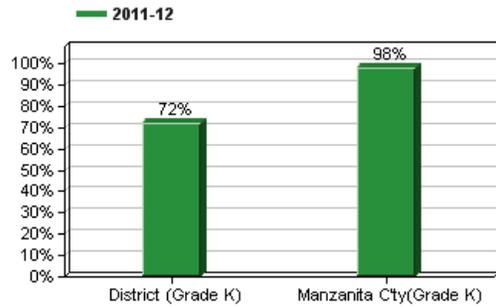


CST/CMA ELA % Prof/Adv

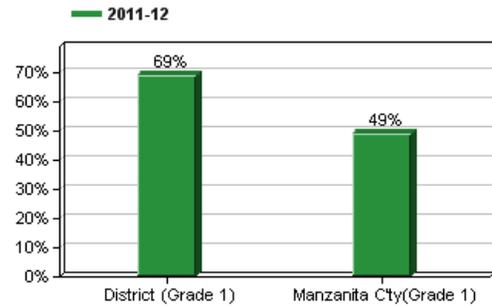


DIBELS

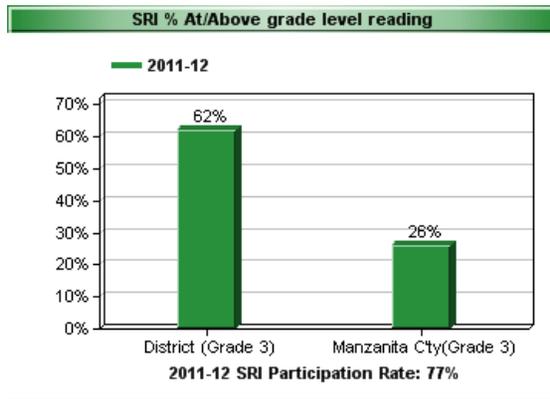
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- In order to transition to the Common Core we will be ordering school wide weekly newsletters that focus on non fiction stories with exstention activities. We are also hoping to focus on Balanced Literacy with LCI or district support. We will use the SRI data to group students as well as ensure classroom libraries have the level of books that students need. Now that we have a librarian again we can ensure students are reading new books each week.
- We have been focusing more on Science and having students read more non fiction text during guided reading time. We will continue to focus on science through non fiction books as well keep science note books school wide in all grade levels.

Data Analysis

- We have focused on ELA as a staff for number of years. This next year we will have a literacy coach to support teachers in thier day to day instruction. The literacy coach will also pull our lowest 3rd-5th grade students two to three times a week.
- There is still achivement gap between different ethnic groups as seen in the results of the 2nd ELA Benchmark. 34% of our AA stu.(58) and 30% of Latino stu.(61) scored at or above while 60% of our white (5)and filipino(5) scored at or above.
- I will meet with each teacher in 2nd-5th grade three times a year after the benchmarks to have a data conference and set goals for the next benchmark. Each teacher will also identify standards that need more reteaching and identify who needs them.
- We have a teacher leader who attends the ELA teacher leader meetings and brings back information to share with the ILT as well as the rest of the staff. We will use the 5x8 cards to set three to four principles to focus on during the year.
- MCS has a high ELL population. We are using Systamatic ELD to ensure all students are being exposed to correct language patterns and word usage. We believe this will help our students improve thier ELA skills.

Theory of Action

- We believe that by ensuring students are reading at their instructional level in small groups with targeted lessons we can improve especially our lowest students reading scores as well as push our high students.
- We believe that by pairing more non fiction text with OCR and other ficiton texts we can better prepare our students for the common core assessments.
- As a QEIA school we believe that having smaller class sizes of 25 students or fewer students will get more additional small group and whole group support from thier teacher.
- In order for our teachers to be more supported and to recieve more coaching support we have opened up a TSA postion next year to work with newest teachers through in class coaching and support the whole staff through on site PD.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|----------|----------|-------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| Guided Reading across the school. Each teacher will do guided reading at least four days a week. | | | | | 5/17/2012 | 179SQI1A3908 | Focus on Guided Reading 4 days a week in class. | N/A | | | 0 | \$0.00 |
| Have teachers pair non fiction texts with fiction OCR text to increase the amount of non fiction students are reading. | | | | | 5/17/2012 | 179SQI1A3907 | Increase the amount of non fiction students are reading | N/A | | | 0 | \$0.00 |
| As a school we will do Science Notebooking in all grade levels next year. The notebooks have already been ordered using 2011-2012 money. | | | | | 5/17/2012 | 179SQI1A3905 | District Science PD | N/A | | | 0 | \$0.00 |
| Students who score FBB or BB on the CST in 2nd-5th will be asked first to enroll in the ASP program afterschool. If there is funding teachers will be paid to do small group intervention. | | | | | 5/17/2012 | 179SQI1A3904 | After School Support | N/A | | | 0 | \$0.00 |
| Students who score FBB or BB on the CST in 2nd-5th will be asked first to enroll in the ASP program afterschool. If there is funding teachers will be paid to do small group intervention. | | | | | 5/17/2012 | 179SQI1A3906 | | N/A | | | 0 | \$0.00 |
| We will use our QEIA money to hire additional teachers to reduce class sizes in 4th and 5th grade. | | | | | 5/17/2012 | 179SQI1A3909 | Teacher to reduce class size | N/A | | | 0 | \$0.00 |
| We will use our QEIA money to hire additional teachers to reduce class sizes in 4th and 5th grade. | | | | | 5/17/2012 | 179SQI1A3910 | Teacher to reduce class size | N/A | | | 0 | \$0.00 |
| We will use our QEIA money to hire additional teachers to reduce class sizes in 4th and 5th grade. | | | | | 5/17/2012 | 179SQI1A3911 | Teacher to reduce Class Size | N/A | | | 0 | \$0.00 |
| We will use our QEIA money to hire | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|-------------------------------------|------------------|-------------|-----------|-----------|--------------|---|------------------|--|------------|---|-------------|
| additional teachers to reduce class sizes in 4th and 5th grade. | | | | | 5/17/2012 | 179SQ11A3912 | Teacher to reduce class size | N/A | | | 0 | \$0.00 |
| We will pay for an additional copy machine so that teachers can make copies of non fiction texts and other materials for teaching. | | | | | 5/17/2012 | 179SQ11A3928 | Paying for a second copy machines | N/A | | | 0 | \$0.00 |
| We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc. | | | | | 5/17/2012 | 179SQ11A3929 | Money for additional materials like guided reading books or science notebooks | N/A | | | 0 | \$0.00 |
| We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc. | | | | | 5/17/2012 | 179SQ11A3930 | Money for additional materials | N/A | | | 0 | \$0.00 |
| We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc. | | | | | 5/17/2012 | 179SQ11A3932 | Money for additional professional reading books and materials for teachers | N/A | | | 0 | \$0.00 |
| We have put aside money in supplies to pay for things like additional guided reading books, science notebooks, professional books for teachers etc. | | | | | 5/17/2012 | 179SQ11A4576 | Money for additional professional reading books and materials for teachers | N/A | | | 0 | \$0.00 |
| Welcome parents to a Kinder meeting in the Spring to support the transition to school. | Local assessments (benchmarks, PWA) | Pre-Kindergarten | End of Year | Principal | 5/6/2013 | 179SQ11A6082 | We will meet with parents in the Spring of new incoming K students | Non-SSC approved | | | 0 | \$0.00 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQ11A5341 | Paying for a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0756 | 1 | \$97,810.12 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQ11A5346 | Paying for a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH0823 | 1 | \$52,948.20 |

| | | | | | | | | | | | | |
|---|-------------------------------------|------------------|----------------------|---------------------|-----------|--------------|--|-------------------------------------|-----------------------------------|------------|------|-------------|
| We believe by having smaller class sizes our students will get more support to improve their academics. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1A5351 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | TCSHLT0437 | 0.15 | \$13,340.68 |
| We believe by having smaller class sizes our students will get more support to improve their academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1A5368 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH1586 | 0.05 | \$4,202.33 |
| We believe by having smaller class sizes our students will get more support to improve their academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1A5370 | Paying for part of a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0825 | 0.6 | \$35,018.56 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQI1A5936 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisions about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQI1A5937 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisions about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| Hold Academic Parent meetings three times a year to inform parents how to best support their child at home. | Local assessments (benchmarks, PWA) | All Students | Every Marking Period | Principal | 4/22/2013 | 179SQI1A5935 | Provide dinner at Academic Parent meetings | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$1,618.73 |
| provide supplies for classrooms | Local assessments (benchmarks, PWA) | All Students | Monthly | Principal | 4/22/2013 | 179SQI1A5929 | We will purchase needed supplies for the classrooms | 7090-EIA - SCE | 4300-MATERIALS & SUPPLIES | | 0 | \$3,893.74 |
| provide supplies for classrooms | Local assessments (benchmarks, PWA) | English Learners | Monthly | Assistant Principal | 4/22/2013 | 179SQI1A5930 | We will purchase needed supplies for the bilingual classrooms | 7091-EIA - LEP | 4300-MATERIALS & SUPPLIES | | 0 | \$1,760.30 |
| We will have a literacy Coach to support teachers. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1A5320 | Literacy Coach | 7090-EIA - SCE | | C10TSA9999 | 0.7 | \$55,088.10 |
| We will have a literacy Coach to support teachers. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1A5321 | Literacy Coach | 3010-Title I | | C10TSA9999 | 0.3 | \$23,609.18 |

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Manzanita Community School

Principal: EYANA SPENCER

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:

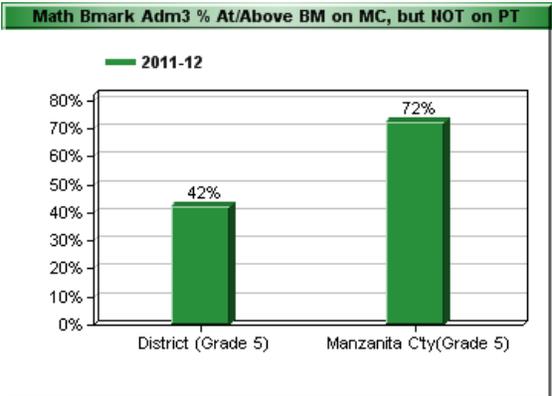
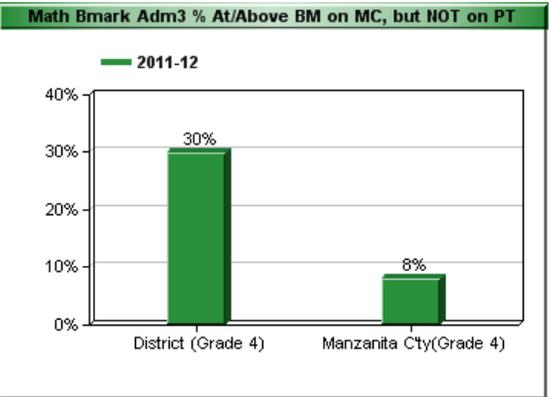
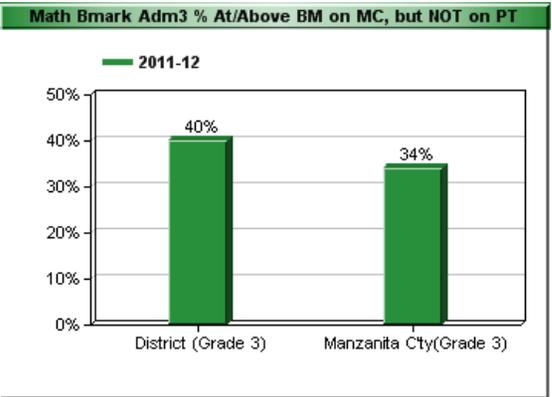
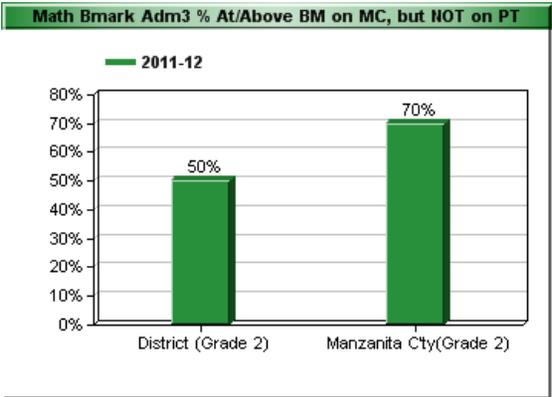
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

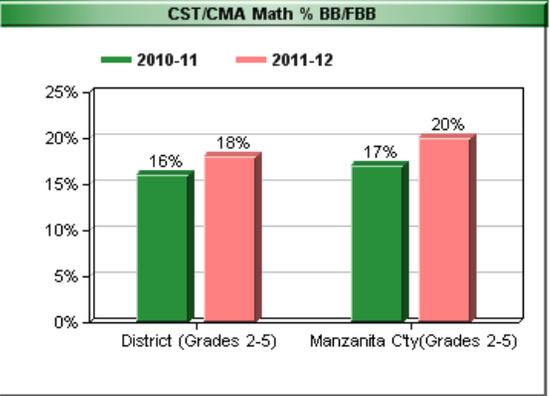
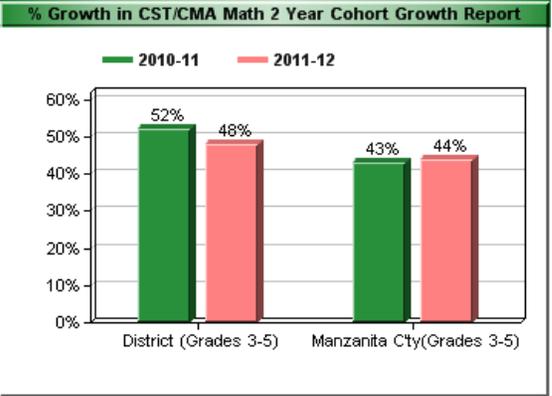
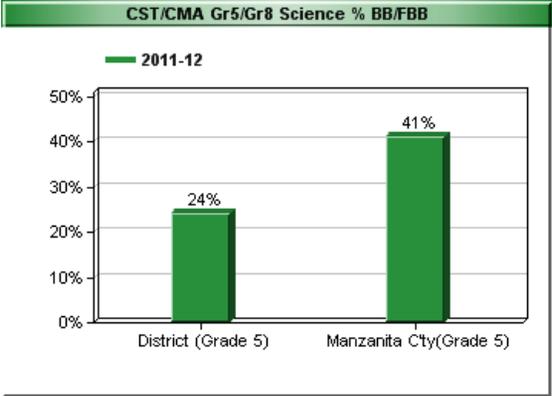
A quality school...

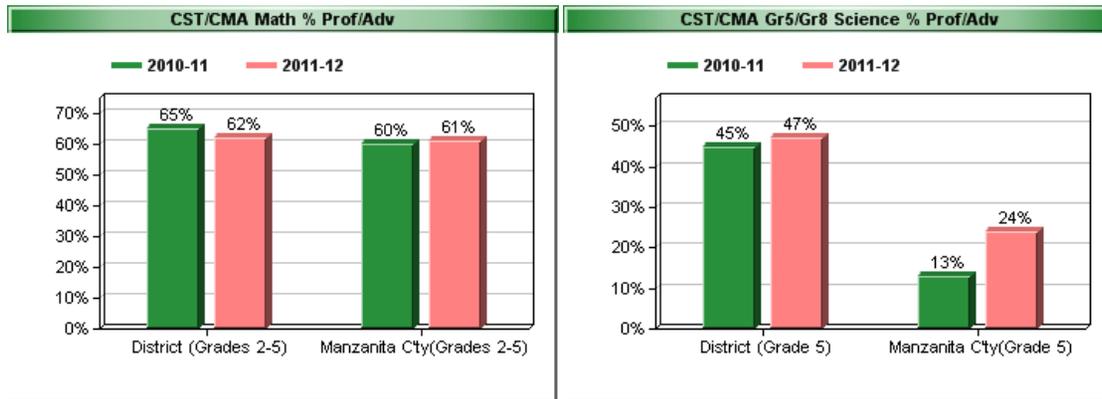
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





School Data

- We had several walk throughs on Science this year supported by Science staff our focus from the 5x8 card this year was 1, 6, and 7. Next year we will also focus on 2 and 3.
-
- Several teachers are taking part in outside PD put on by Cal Blast. This is creating more excitement around the teaching of science as well as more confidence. This shows in our increase from 13% of students scoring at P/A in science to 24%.

Data Analysis

- We have been across the school doing Science Notebooking K-5. This was supported by District PD at the start of the year. we believe this will support our students make gains in both writing and in science.
- Our percentages on the CST in both FBB/BB and P/A have stagnated somewhat but are pretty close to the district averages. We will review our CST scores at the start of next year to do some school wide goal setting.

Theory of Action

- By ensuring every teacher is teaching at least the minimum minutes for science students will be more exposed to science concepts and vocabulary this should lead to higher scores on the fifth grade CST science test.
- Students will use the school's computer lab at least 1x a week to support learning how to operate a computer. We are focusing on teaching typing skills and word processing skills as well as reading upgrade to help students improve reading skills.
- We are using the computer lab besides an intervention also help students get used to technology so when they are tested on the common core using a computer or tablet they have typing skills and basic operating know how.
- I will meet and have Data Conferences three times a year with all teachers 2nd-5th grade. I believe by doing this teachers will be able to excute a well thought out plan for reteaching. I can follow up on the reteaching through observations.
- As a school we have been doing additional performance tasks 2nd-5th grade and we have had several scoring PD's led by our Math Teacher Leader. We will continue this practice next year as well to help us prepare for the common core.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-------------------------------------|------------------|----------------------|-----------|-----------|--------------|---|-------------------------------------|-----------------------------------|------------|------|---------------|
| Welcome parents to a Kinder meeting in the Spring to support the transition to school. | Local assessments (benchmarks, PWA) | Pre-Kindergarten | End of Year | Principal | 5/6/2013 | 179SQI1B6082 | We will meet with parents in the Spring of new incoming K students | Non-SSC approved | | | 0 | \$0.00 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1B5341 | Paying for a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0756 | 1 | \$97,810.12 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1B5346 | Paying for a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH0823 | 1 | \$52,948.20 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1B5351 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | TCSHLT0437 | 0.15 | \$13,340.68 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1B5368 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH1586 | 0.05 | \$4,202.33 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI1B5370 | Paying for part of a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0825 | 0.6 | \$35,018.56 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQI1B5936 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisons about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQI1B5937 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisons about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| Hold Academic Parent meetings three times a year to inform parents how to best support thier child at home. | Local assessments (benchmarks, PWA) | All Students | Every Marking Period | Principal | 4/22/2013 | 179SQI1B5935 | Provide dinner at Academic Parent meetings | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$1,618.73 |

| | | | | | | | | | | | | |
|--|-----------------------------|--------------|---------|-----------|-----------|--------------|---------------------------------|------------------|--|--|---|--------|
| We have money to buy additional computers for classrooms. | | | | | 4/25/2012 | 179SQ11B3935 | purchasing additional computers | N/A | | | 0 | \$0.00 |
| Have students attend science related field trips to build their back ground knowledge. | State tests (CST/STAR, PFT) | All Students | Monthly | Principal | 4/22/2013 | 179SQ11B5928 | Send students on field trips | Non-SSC approved | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Manzanita Community School

Principal: EYANA SPENCER

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

School Data

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

Data Analysis

- There isn't much access for elementary schools to see what happens to their students after they have graduated. It would be nice to see our graduation rates for our students.
- We host a middle school info night for parents to help decide what schools to visit. We also encourage students to go visit the schools with their families to find which one is the best fit.
-

Theory of Action

- We hope by being in better connection with our CDC's as well where our students go for middle school we can create more of a safety net for students.
- By having a career day in the fall where each class has between 4-5 community members talking to them about their career and the type of education they had to do we will encourage students to think about their future and what they want to pursue.
- We are focused on real world field trips to places like the Muir woods, Marine Headlands, and the Aquarium to provide students with more real life experiences connected to science to improve their background knowledge.
- I am close to the principals of middle schools and communicate with them regarding former students. There should be a formal practice in our regional

meetings at the start of the year that supports this.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|-------------------------------------|------------------|-------------|-----------|----------|--------------|--|------------------|-----------|----------|-----|---------------|
| Welcome parents to a Kinder meeting in the Spring to support the transition to school. | Local assessments (benchmarks, PWA) | Pre-Kindergarten | End of Year | Principal | 5/6/2013 | 179SQ11C6082 | We will meet with parents in the Spring of new incoming K students | Non-SSC approved | | | 0 | \$0.00 |
| Have a career day with people from the community. Each class K-5 will see four different presentors. | Other (OCR, etc) | All Students | End of Year | Principal | 4/2/2013 | 179SQ11C5203 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Manzanita Community School

Principal: EYANA SPENCER

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.

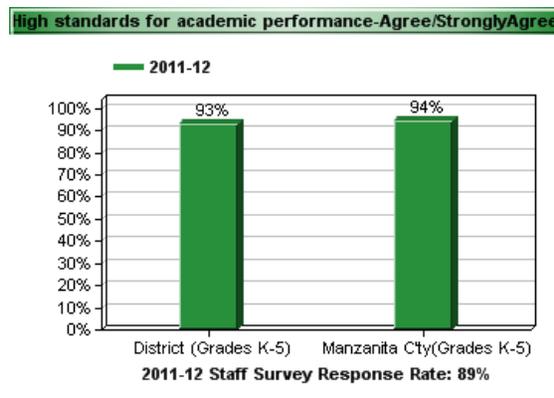
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

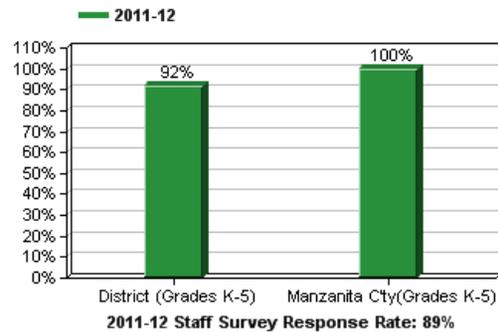
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

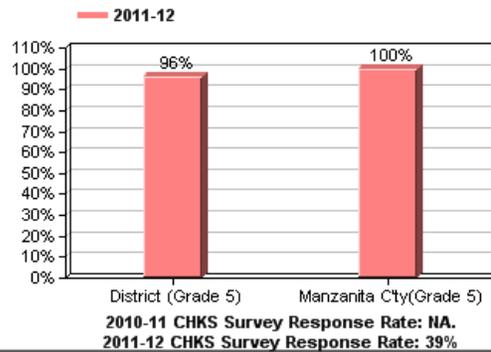


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



School Data

- 100% of our fifth grade students say they will go to college and 96% of our teachers say they hold high academic standards.
-

Data Analysis

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

Theory of Action

- We encourage students to think about college and thier future and make connections during instructional time. During the year we have a career day to inform students about different careers and as well as the type of trainings or classes they took.

;

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Manzanita Community School

Principal: EYANA SPENCER

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- We have an achievement gap between our AA and Latino students and our Asian students. Our girls of any ethnic group tend to score the boys.

Data Analysis

- We still have an achievement gap between our AA and Latino students and our Asian students.
- We need to be more targeted about who attends the ASP to ensure the students who need the most help are getting daily through both academic enrichment.

Theory of Action

- All FBB and BB students will be asked to enroll in the after school program to give these students additional support
- Teachers will provide additional ASP support three days a week for 50-60 minutes if we get additional funds
- We use our QEIA funding to provide smaller class sizes across the school as well as provide additional teacher PD that follows our instructional plan and focus. We believe smaller class size will ensure teachers are able to better support students.
- We will meet with Parents during report card time as well as send home letters after each benchmark letting parents know what their child scored and how the score could be improved. We also work with Sylvan as our SCS program.
- Three times a year we will meet with Parents to hold grade level Academic parents of first-fifth students to let them know what students are currently learning about how parents can best support them at home.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-------------------------------------|------------------|----------|---------------------|-----------|-------------|--|----------------|-----------------------------------|------------|------|---------------|
| We believe by having smaller class sizes our students will get more support to improve their academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQ1E5341 | Paying for a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0756 | 1 | \$97,810.12 |
| We believe by having smaller class sizes our students will get more support to improve their academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQ1E5346 | Paying for a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH0823 | 1 | \$52,948.20 |
| We believe by having smaller class sizes our students will get more support to improve their academics. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQ1E5351 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | TCSHLT0437 | 0.15 | \$13,340.68 |
| We believe by having smaller class sizes our students will get more support to improve their academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQ1E5368 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH1586 | 0.05 | \$4,202.33 |
| We believe by having smaller class sizes our students will get more support to improve their academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQ1E5370 | Paying for part of a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0825 | 0.6 | \$35,018.56 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQ1E5936 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisions about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQ1E5937 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisions about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| provide supplies for classrooms | Local assessments (benchmarks, PWA) | All Students | Monthly | Principal | 4/22/2013 | 179SQ1E5929 | We will purchase needed supplies for the classrooms | 7090-EIA - SCE | 4300-MATERIALS & SUPPLIES | | 0 | \$3,893.74 |
| provide supplies for classrooms | Local assessments (benchmarks, PWA) | English Learners | Monthly | Assistant Principal | 4/22/2013 | 179SQ1E5930 | We will purchase needed supplies for the bilingual classrooms | 7091-EIA - LEP | 4300-MATERIALS & SUPPLIES | | 0 | \$1,760.30 |
| We will have a literacy Coach to support teachers. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQ1E5320 | Literacy Coach | 7090-EIA - SCE | | C10TSA9999 | 0.7 | \$55,088.10 |
| We will have a literacy Coach to support teachers. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQ1E5321 | Literacy Coach | 3010-Title I | | C10TSA9999 | 0.3 | \$23,609.18 |
| Students who score | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|-------------------------------------|--------------|--------|-----------|-----------|--------------|--|--------------|--|------------|------|-------------|
| FBB and BB on the CST are asked to join the After School Program to give them additional academic support and enrichment. | | | | | 5/18/2012 | 179SQI1E4643 | | N/A | | | 0 | \$0.00 |
| We will offer summer school to a small number of students in the 2013 who are scoring FBB or BB or working below grade level in grades 2 and 3. | | | | | 5/18/2012 | 179SQI1E3927 | Summer School 2013 | N/A | | | 0 | \$0.00 |
| Our prep teacher supports low 4th and 5th grade students with inclass academic intervention. | | | | | 5/18/2012 | 179SQI1E3937 | small group intervention for low 4th and 5th grade students | N/A | | | 0 | \$0.00 |
| Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program. | State tests (CST/STAR, PFT) | GATE | | | 5/17/2013 | 179SQI1E4644 | Provide GATE students with additional academically challenging material. | N/A | | | 0 | \$0.00 |
| In class intervention | Local assessments (benchmarks, PWA) | FBB, BB | Weekly | Principal | 4/22/2013 | 179SQI1E5931 | Teachers will be supported by our Prep teacher doing in class intervention | 3010-Title I | | TCEEIP0092 | 0.4 | \$25,522.30 |
| Students must be mentally ready to attend and focus at school. Because some of our students are dealing with life stressers like a family members death or incarceration or self esteem issues we have a school social worker on site three days a week to support students. | Discipline/CSC | All Students | Weekly | Principal | 4/4/2013 | 179SQI1E5387 | We have a school social worker who is bilingual three days a week. | 3010-Title I | | SOCWKR0015 | 0.15 | \$15,126.05 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Manzanita Community School

Principal: EYANA SPENCER

From OUSD Strategic Plan:

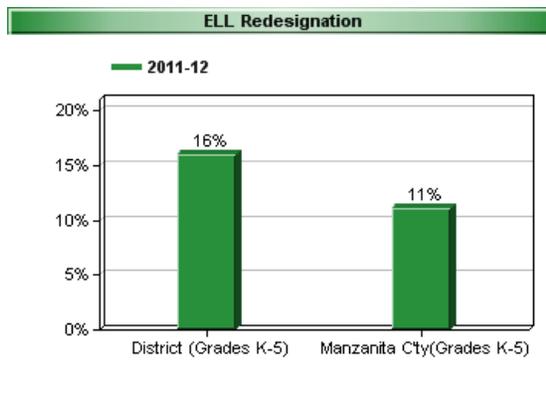
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together 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

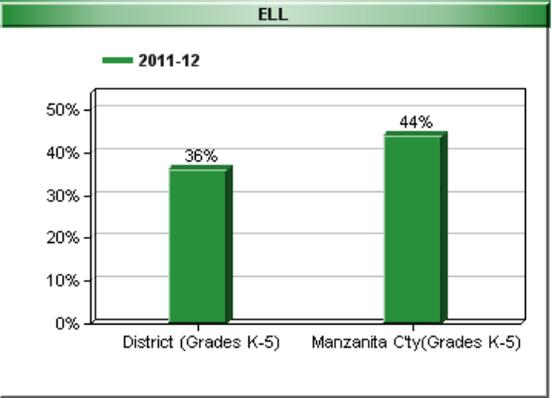
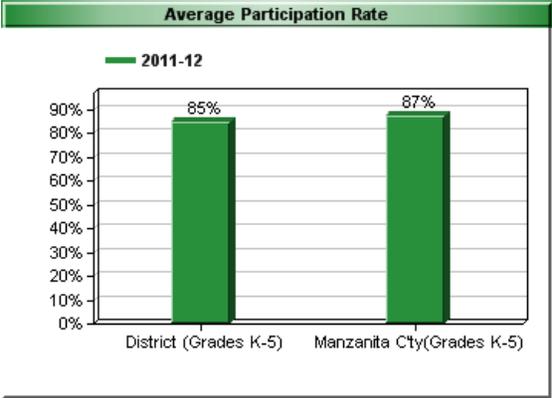
A quality school...

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

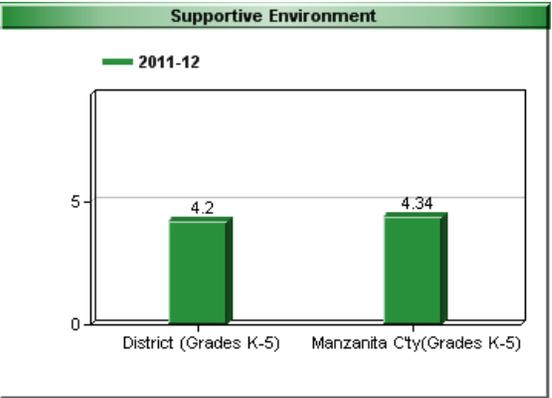
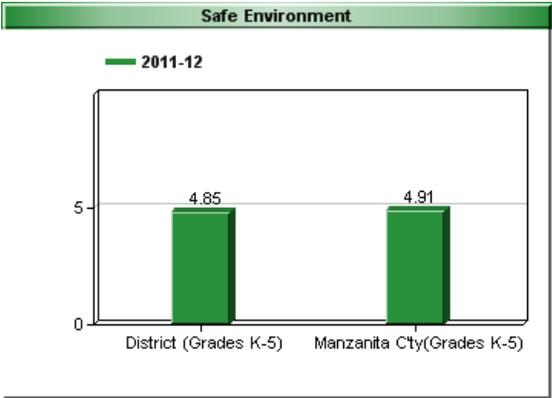
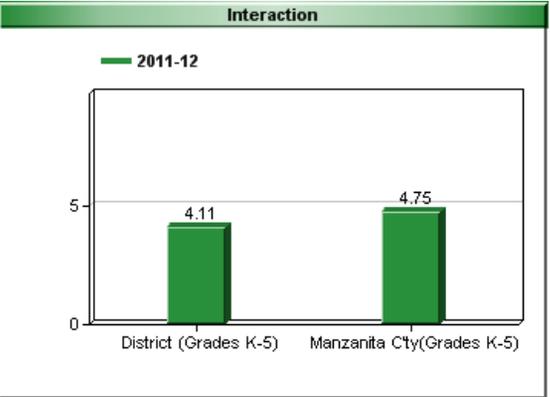
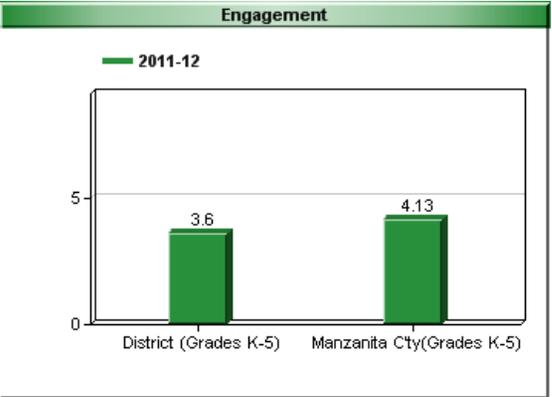
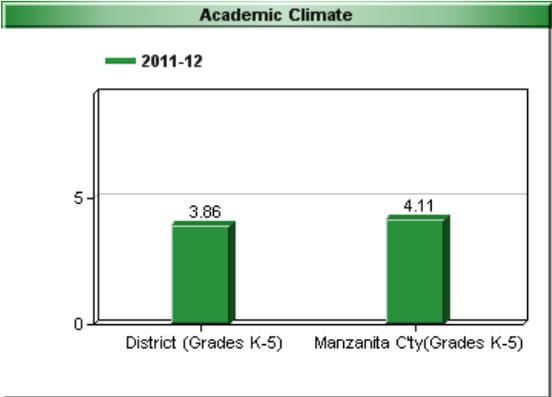
After School Program- Student Impact



After School Program- Participation



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



School Data

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

Theory of Action

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---------------------------------|-------------------------------------|------------------|----------|---------------------|-----------|--------------|--|----------------|---------------------------|----------|-----|---------------|
| provide supplies for classrooms | Local assessments (benchmarks, PWA) | All Students | Monthly | Principal | 4/22/2013 | 179SQ11F5929 | We will purchase needed supplies for the classrooms | 7090-EIA - SCE | 4300-MATERIALS & SUPPLIES | | 0 | \$3,893.74 |
| provide supplies for classrooms | Local assessments (benchmarks, PWA) | English Learners | Monthly | Assistant Principal | 4/22/2013 | 179SQ11F5930 | We will purchase needed supplies for the bilingual classrooms | 7091-EIA - LEP | 4300-MATERIALS & SUPPLIES | | 0 | \$1,760.30 |
| Field Trips | Other (OCR, etc) | All Students | Monthly | Principal | 4/22/2013 | 179SQ11F5932 | We will use Title One funds to pay for admissions fees as well as Bart and Bus tickets for students. | 3010-Title I | 5829-ADMISSION FEES | | 0 | \$3,899.41 |

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

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

School: Manzanita Community School

Principal: EYANA SPENCER

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: We are focusing on reducing the number of bullying incidents that are reported to the principal or teachers this school year.

- Strategy 1.1: We will have twice a month school wide assemblies on Monday morning to start off our week. Each assembly will be led by a different classroom. We will talk specifically about bullying at least three times a year having different staff members (my self, school social worker, and Coaches) lead the conversation with students.
- Strategy 1.2: In each classroom teachers will lead morning meeting at least four days a week and talk about bullying and how we treat each other at least twice a week with students being given the opportunity to practice positive interactions during recess.

Goal 2: This year we are focused on continuing to improve our climate really focusing on it's okay to be smart or to excel academically and also help students be in better relationship with eachother across the school.

- Strategy 2.1: We will have twice a month school wide assemblies on Monday morning to start off our week. At the assembly we will regularly recognize students who benchmark or make improvements on District tests, students with improved or excellent attendance, and students who are super star readers each month. We will also use this time to have students present school wide issues or concerns along with solutions. School staff will also speak at these assemblies whenever appropriate. We will talk specifically about bullying at least three times a year having different staff members (my self, school social worker, and Coaches) lead the conversation with students.
- Strategy 2.2: We are public about our data and in classrooms they track student data from benchmarks and other assessments. We also post in the hallways and send home with the weekly home school

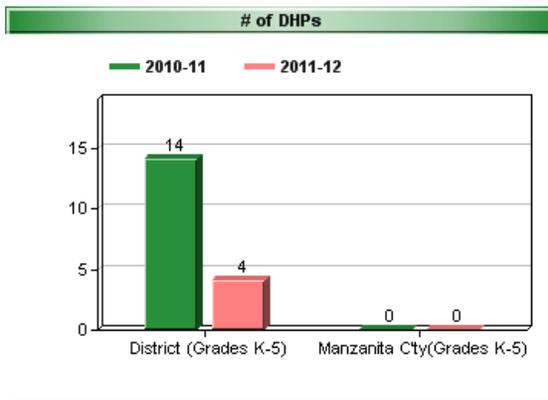
letter the names of students who scored advanced or benchmark along with a certificate for each student.

School Quality Standards relevant to this Strategic Priority

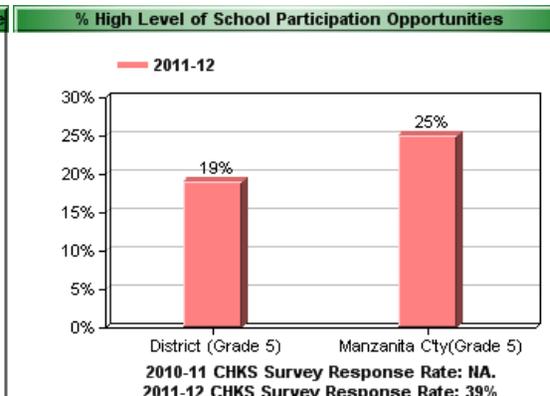
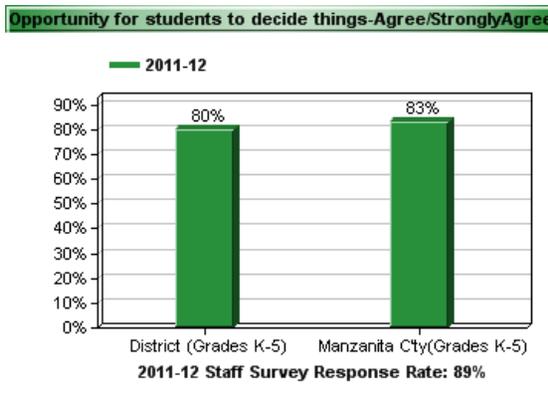
A quality school...

- 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

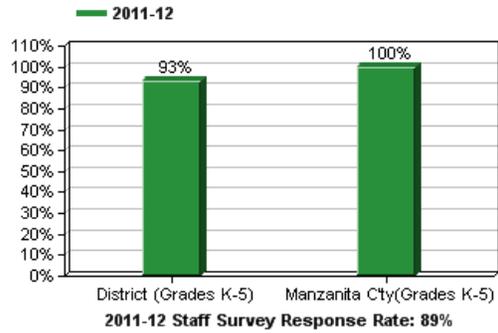


Survey - Engagement

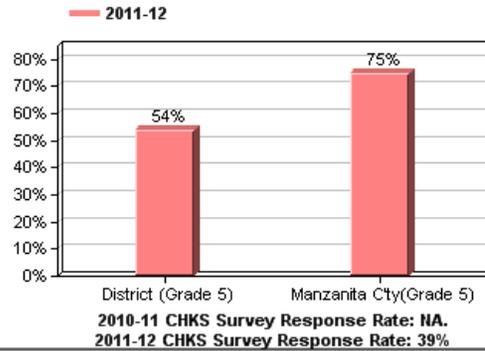


Survey - Relationships

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

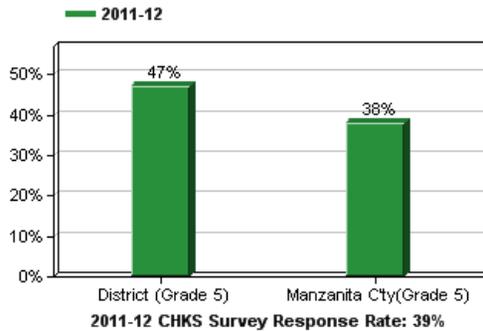


% High Level of Caring Relationships with Adults at School

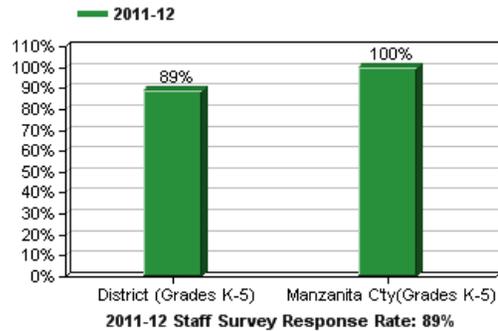


Survey - Safety

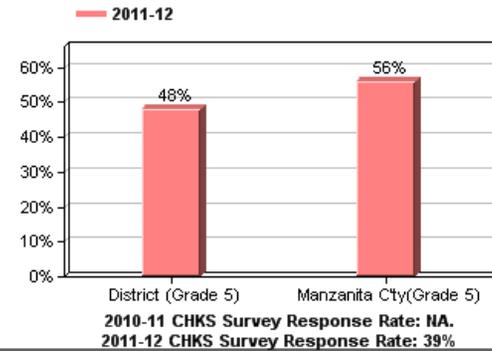
% Hit or pushed by other kids at school



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

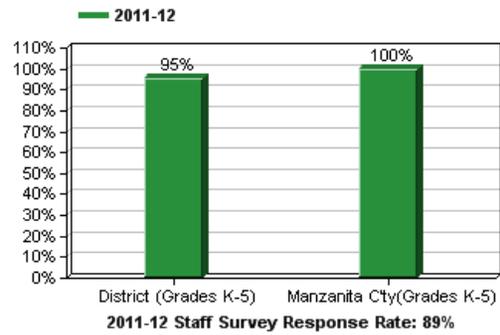


% feeling safe at school all of the time



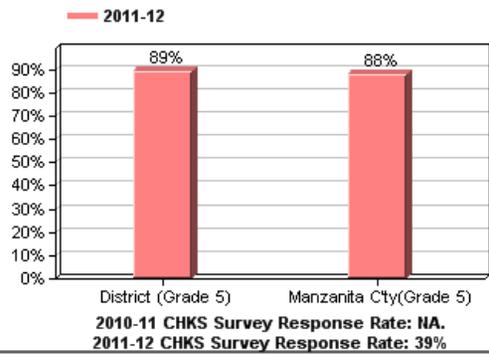
Survey - Welcoming

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

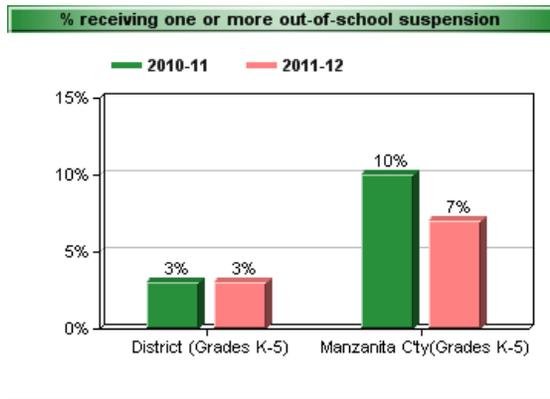


Survey- Beliefs

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



Suspensions



School Data

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

Data Analysis

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

Theory of Action

- At MCS we believe if students are given opportunities to practice positive interactions on a daily basis as well as how to model conflicts our climate will continue to improve.
- At MCS teachers are focused on high teacher engagement. We do learning walks twice a year to measure how student engagement looks across the school.
- Students are given leadership opportunities both formally and informally. These include being Jr. Coaches, Safety Patrol members, Reading Buddies, and Tour Guides on passport day.
- By having a Playworks coach on the yard at every recess we believe almost every child will be engaged in something positive at recess time. We will also have Jr. Coaches on the yard to help support games and positive interactions.
- We are moving away from formal suspensions and using community service, letters of apology, and actions of apology when dealing with student

conflicts. We would love to attend a RJ for elementary school training for key staff.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-------------------------------------|------------------|----------------------|-----------|-----------|--------------|--|-------------------------------------|-----------------------------------|------------|------|---------------|
| Welcome parents to a Kinder meeting in the Spring to support the transition to school. | Local assessments (benchmarks, PWA) | Pre-Kindergarten | End of Year | Principal | 5/6/2013 | 179SQI2A6082 | We will meet with parents in the Spring of new incoming K students | Non-SSC approved | | | 0 | \$0.00 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI2A5341 | Paying for a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0756 | 1 | \$97,810.12 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI2A5346 | Paying for a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH0823 | 1 | \$52,948.20 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQI2A5351 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | TCSHLT0437 | 0.15 | \$13,340.68 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI2A5368 | Paying for part of a teacher's salary to have smaller class sizes. | 7400-QEIA | | K12TCH1586 | 0.05 | \$4,202.33 |
| We believe by having smaller class sizes our students will get more support to improve thier academics. | State tests (CST/STAR, PFT) | All Students | Weekly | Principal | 4/4/2013 | 179SQI2A5370 | Paying for part of a teacher's salary to have smaller class sizes | 7400-QEIA | | K12TCH0825 | 0.6 | \$35,018.56 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQI2A5936 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisions about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| Have an ILT to help lead the PD and make decisions about the academic program at MCS. | Survey data (CHKS, etc.) | All Students | Monthly | Principal | 4/22/2013 | 179SQI2A5937 | Have an ILT made of strong MCS teachers in different grade levels to lead PD and make decisions about the academic program at MCS. | 7400-QEIA | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$2,000.00 |
| Hold Academic Parent meetings three times a year to inform parents how to best support thier child at home. | Local assessments (benchmarks, PWA) | All Students | Every Marking Period | Principal | 4/22/2013 | 179SQI2A5935 | Provide dinner at Academic Parent meetings | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$1,618.73 |
| provide supplies for | Local assessments | | | | | | We will purchase | 7090-EIA - | 4300-MATERIALS | | | |

| | | | | | | | | | | | | |
|--|-------------------------------------|------------------|-------------|---------------------|-----------|--------------|--|------------------|---------------------------|------------|-----|-------------|
| classrooms | (benchmarks, PWA) | All Students | Monthly | Principal | 4/22/2013 | 179SQI2A5929 | needed supplies for the classrooms | SCE | & SUPPLIES | | 0 | \$3,893.74 |
| provide supplies for classrooms | Local assessments (benchmarks, PWA) | English Learners | Monthly | Assistant Principal | 4/22/2013 | 179SQI2A5930 | We will purchase needed supplies for the bilingual classrooms | 7091-EIA - LEP | 4300-MATERIALS & SUPPLIES | | 0 | \$1,760.30 |
| Have students attend science related field trips to build thier back ground knowledge. | State tests (CST/STAR, PFT) | All Students | Monthly | Principal | 4/22/2013 | 179SQI2A5928 | Send students on field trips | Non-SSC approved | | | 0 | \$0.00 |
| Have a career day with people from the community. Each class K-5 will see four different presentors. | Other (OCR, etc) | All Students | End of Year | Principal | 4/2/2013 | 179SQI2A5203 | | N/A | | | 0 | \$0.00 |
| In class intervention | Local assessments (benchmarks, PWA) | FBB, BB | Weekly | Principal | 4/22/2013 | 179SQI2A5931 | Teachers will be supported by our Prep teacher doing in class intervention | 3010-Title I | | TCEEIP0092 | 0.4 | \$25,522.30 |
| Field Trips | Other (OCR, etc) | All Students | Monthly | Principal | 4/22/2013 | 179SQI2A5932 | We will use Title One funds to pay for admissions fees as well as Bart and Bus tickets for students. | 3010-Title I | 5829-ADMISSION FEES | | 0 | \$3,899.41 |
| We have a bilingual school social worker 3 days a week. | | | | | 4/11/2013 | 179SQI2A3901 | School Social Worker | N/A | | | 0 | \$0.00 |
| Have Attendance meetings once a month with the school social worker and the attendance person. | Attendance | All Students | Monthly | Principal | 5/17/2013 | 179SQI2A5933 | Meet once a month with the school social worker and the attendance staff person to review how to best support students who are absent or connect them with services. | N/A | | | 0 | \$0.00 |

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

Strategic Priority B. Health & Wellness

School: Manzanita Community School

Principal: EYANA SPENCER

From OUSD Strategic Plan:

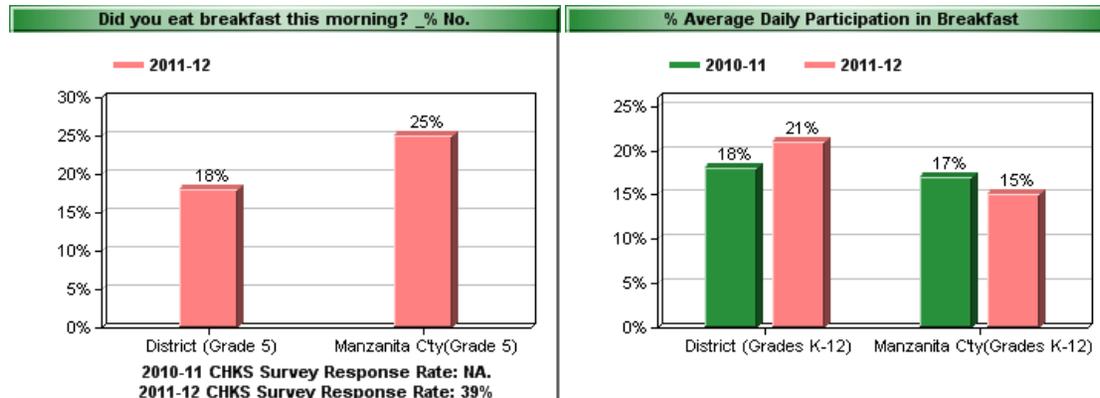
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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

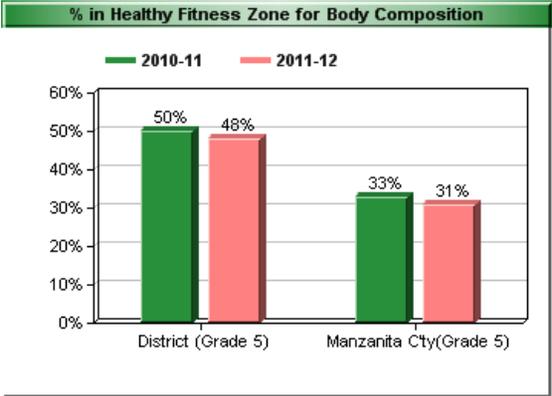
A quality school...

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

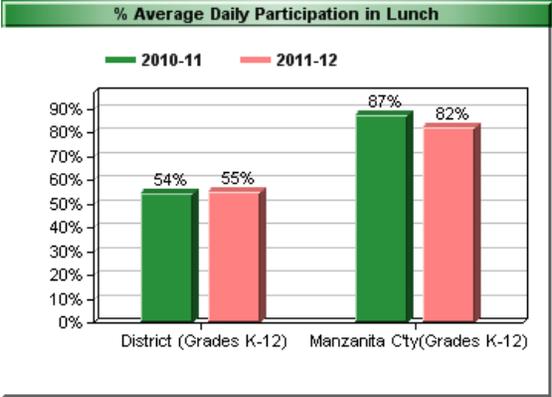
Breakfast



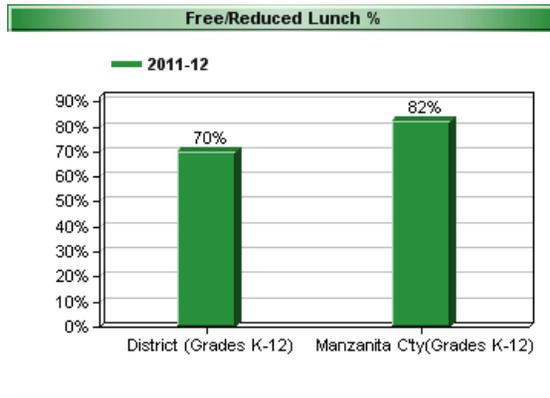
Fitness



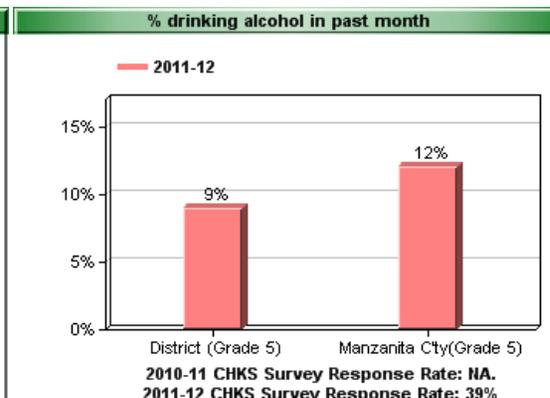
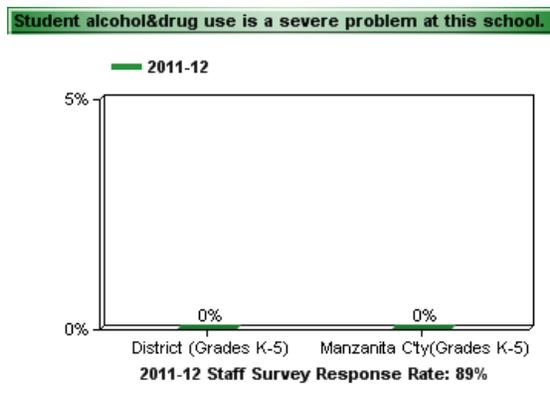
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

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

Data Analysis

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

Theory of Action

- By providing students with information and good modeling about how to take care of their health we hope to see more of our students being active both in school and out of school.
- On Wednesdays and Fridays each week we have workout Wednesday and Fitness Friday where students have to participate in track and field type events.
- Our PE teacher in preparation for the mile starts working with all students after the winter break to get ready for the 5th grade mile.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|----------------|--------------|----------|-----------|----------|--------------|--|--------------|-----------|------------|------|---------------|
| Students must be mentally ready to attend and focus at school. Because some of our students are dealing with life stressors like a family members death or incarceration or self esteem issues we have a school social worker on site three days a week to support students. | Discipline/CSC | All Students | Weekly | Principal | 4/4/2013 | 179SQI2B5387 | We have a school social worker who is bilingual three days a week. | 3010-Title I | | SOCWKR0015 | 0.15 | \$15,126.05 |

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Manzanita Community School

Principal: EYANA SPENCER

From OUSD Strategic Plan:

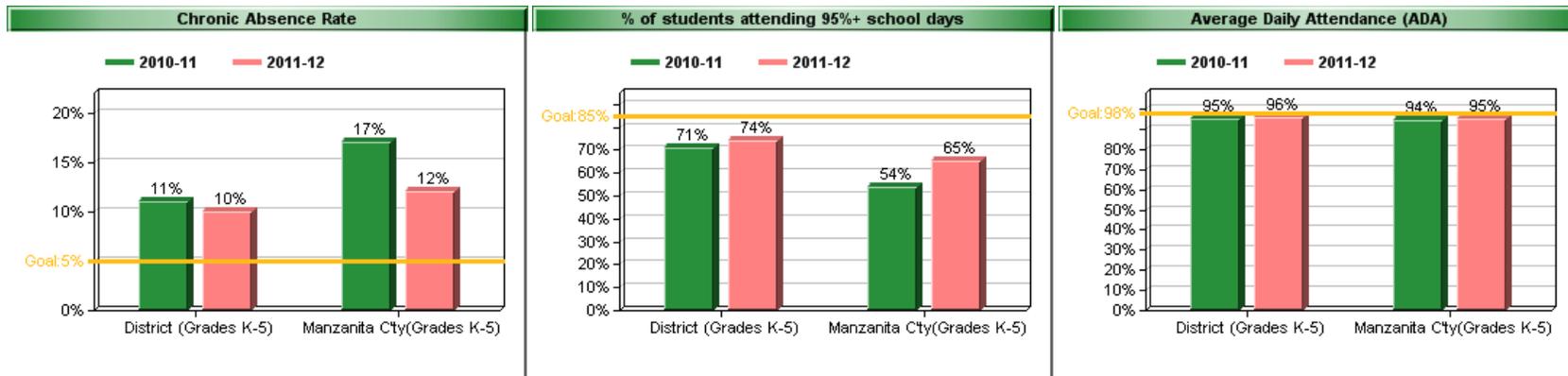
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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



School Data

- While our attendance has improved we still are not meeting the 98% ADA we are expected to reach. Most of the students on chronically absent list were on the same list the year before. Those students miss a lot of school.
- We do regularly hold SARTS but the parents of the students who miss the most school do not attend. Several of the parents have no relationship with the school because they are upset we have SART'ed them or they feel it's not our business if their child is absent.

Data Analysis

- We have improved our attendance from 10-11 to 11-12. But we still have a lot of work to do. The percentage of stu. who were chronically absent dropped 5%. Our ADA went up 1% and the number of stu. attending 95% of the time improved by 11%.
- We have a new attendance clerk who has worked at the school for over five years in another capacity so she is known to families. Because she is bilingual she is able to make all the attendance calls as well as communicate with more of our families

Theory of Action

- Students must be in school in order to learn and do their best. We have this in our school compact, it is mentioned frequently in our weekly newsletter, and during conversations with families.
- We have been trying to work with families of chronically absent students through 1-1 conversations, using the District SART/SARB process, SST's, and report card conferences.
- We have a bilingual (Spanish) attendance clerk so she is able to communicate with more of our families. She also has worked at the school for several years in another capacity and is known person to families.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-------------------------------------|--------------|----------------------|-----------|-----------|--------------|---|-------------------------------------|---------------------------|----------|-----|---------------|
| Hold Academic Parent meetings three times a year to inform parents how to best support their child at home. | Local assessments (benchmarks, PWA) | All Students | Every Marking Period | Principal | 4/22/2013 | 179SQI2C5935 | Provide dinner at Academic Parent meetings | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$1,618.73 |
| We have our bilingual admin supporting our Attendance Clerk with making phone calls, translating at SART/SARB meetings, and translating absent notes. She also supports translation at IEP's and Report Card Conferences to inform parents regarding their child's academics. | | | | | 4/26/2012 | 179SQI2C3938 | Bilingual Admin supporting our Attendance Clerk by translating for Spanish Speaking Families. She also supports families with translation at IEP meetings and Report Card meetings to support families understanding their child's academics. | 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: Manzanita Community School

Principal: EYANA SPENCER

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.

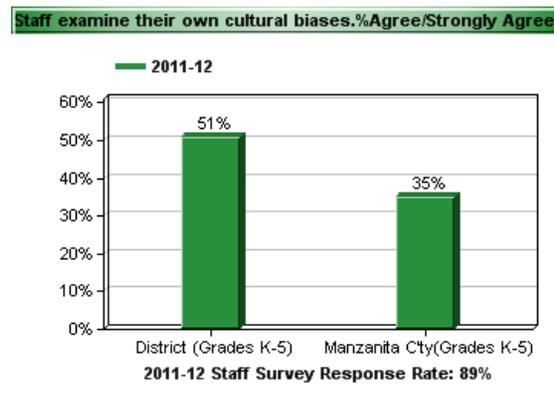
1. Improve the conditions in schools to retain 80% of effective teachers

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



School Data

- We have very low turnover of teachers at MCS. We have never had a teacher leave to go to another OUSD school since we opened. Most teachers have left to change careers or to move out of state.

- One of the ways we retain teachers is by allowing teachers to take on leadership roles. These include being on ILT, Science Lead, Math Leads, ASP Liason, Health and Wellness Rep, and Famlie Liason teacher.

Data Analysis

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

Theory of Action

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|-------------------------------------|--------------|----------|-----------|----------|--------------|------------------|----------------|-----------|------------|-----|---------------|
| We will have a literacy Coach to support teachers. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQI3A5320 | Literacy Coach | 7090-EIA - SCE | | C10TSA9999 | 0.7 | \$55,088.10 |
| We will have a literacy Coach to support teachers. | Local assessments (benchmarks, PWA) | All Students | Weekly | Principal | 4/4/2013 | 179SQI3A5321 | Literacy Coach | 3010-Title I | | C10TSA9999 | 0.3 | \$23,609.18 |

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

Strategic Priority A. Family & Community Engagement

School: Manzanita Community School

Principal: EYANA SPENCER

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.

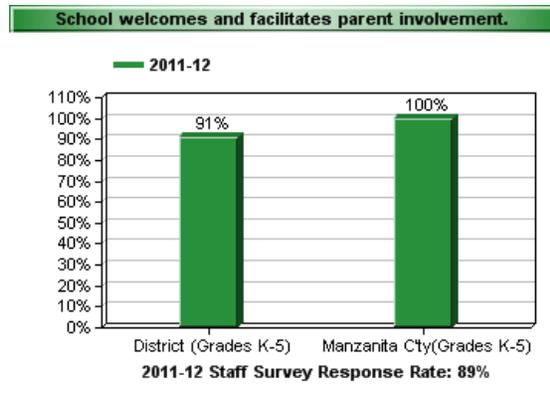
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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



School Data

- Starting next year Teachers will be asked to reach out to parents during our School Home Connection days three times a year. All other parent contact will be tracked in our Phone Logs that will be shared with the principal at Data Conferences.
- We will no longer be able to have a Family Resource Staff person. Much of the work of family engagement will fall on teachers or office staff. We will hold academic parent meetings three times a year as well as Family Literacy time once a month.

Data Analysis

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

Theory of Action

- We believe if we create a welcoming environment and offer parents support as well as ways to engage with and support the school they will be understand our work and our vision and together we can work in support of it.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|-------------------------------------|------------------|----------------------|-----------|-----------|--------------|--|-------------------------------------|---------------------------|----------|-----|---------------|
| Welcome parents to a Kinder meeting in the Spring to support the transition to school. | Local assessments (benchmarks, PWA) | Pre-Kindergarten | End of Year | Principal | 5/6/2013 | 179SQI4A6082 | We will meet with parents in the Spring of new incoming K students | Non-SSC approved | | | 0 | \$0.00 |
| Hold Academic Parent meetings three times a year to inform parents how to best support thier child at home. | Local assessments (benchmarks, PWA) | All Students | Every Marking Period | Principal | 4/22/2013 | 179SQI4A5935 | Provide dinner at Academic Parent meetings | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$1,618.73 |
| Field Trips | Other (OCR, etc) | All Students | Monthly | Principal | 4/22/2013 | 179SQI4A5932 | We will use Title One funds to pay for admissions fees as well as Bart and Bus tickets for students. | 3010-Title I | 5829-ADMISSION FEES | | 0 | \$3,899.41 |
| Have Attendance meetings once a month with the school social worker and the attendance person. | Attendance | All Students | Monthly | Principal | 5/17/2013 | 179SQI4A5933 | Meet once a month with the school social worker and the attendance staff person to review how to best support students who are absent or connect them with services. | N/A | | | 0 | \$0.00 |
| We have a bilingual Family Caseworker who supports all families by connecting them to district and city resources, putting on workshops, and publishing the weekly school newsletter in English and Spanish. | | | | | 5/17/2012 | 179SQI4A3898 | Caseworker | N/A | | | 0 | \$0.00 |
| Three times a year we have Academic Parent Meetings by grade level. | | | | | 5/17/2012 | 179SQI4A3913 | Food for parents at Academic Parent Meetings | N/A | | | 0 | \$0.00 |
| We have three cultural events each year to highlight our main three ethnic groups (African American, Asian, and Latino) | | | | | 5/17/2012 | 179SQI4A3914 | Three Cultural Events | N/A | | | 0 | \$0.00 |
| As part of our Afterschool program we have parent meetings once a month on academic topics. The teachers, principal, and ASP staff all take turns presenting at different meetings. | | | | | 5/17/2012 | 179SQI4A3915 | ASP Meetings once a month | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|-------------------------------------|------------------|--------|-----------|-----------|--------------|----------------------------------|----------------|--|------------|-----|-------------|
| We have a bilingual Family Caseworker who supports all families by connecting them to district and city resources, putting on workshops, and publishing the weekly school newsletter in English and Spanish. | | | | | 5/17/2012 | 179SQI4A4577 | Caseworker | N/A | | | 0 | \$0.00 |
| We have a bilingual Family Caseworker who supports all families by connecting them to district and city resources, putting on workshops, and publishing the weekly school newsletter in English and Spanish. | | | | | 5/17/2012 | 179SQI4A4578 | Caseworker | N/A | | | 0 | \$0.00 |
| We will use Lep funds to pay for part of our bilingual teachers salaries. | Local assessments (benchmarks, PWA) | English Learners | Weekly | Principal | 4/4/2013 | 179SQI4A5324 | .20 of bilingual teachers salary | 7091-EIA - LEP | | TCHBIL0003 | 0.2 | \$13,681.59 |
| We will use LEP funds to pay .20 of our bilingual teachers salary so we can afford to have three biligual teachers and reduce class sizes in these classrooms. | Local assessments (benchmarks, PWA) | English Learners | Weekly | Principal | 5/17/2013 | 179SQI4A5323 | .20 of bilingual teachers salary | 7091-EIA - LEP | | K12TCH0822 | 0.2 | \$16,275.24 |
| We will use LEP funds to pay .20 of our bilingual teachers salary so we can afford to have three biligual teachers and reduce class sizes in these classrooms. | Local assessments (benchmarks, PWA) | English Learners | Weekly | Principal | 5/17/2013 | 179SQI4A5325 | .20 of bilingual teachers salary | 7091-EIA - LEP | | TCHBIL0109 | 0.2 | \$16,043.42 |

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Manzanita Community School

Principal: EYANA SPENCER

From OUSD Strategic Plan:

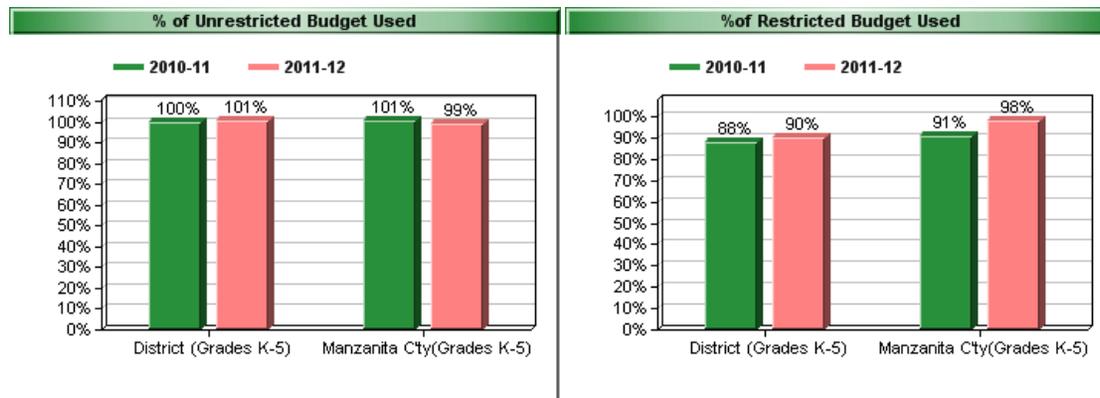
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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

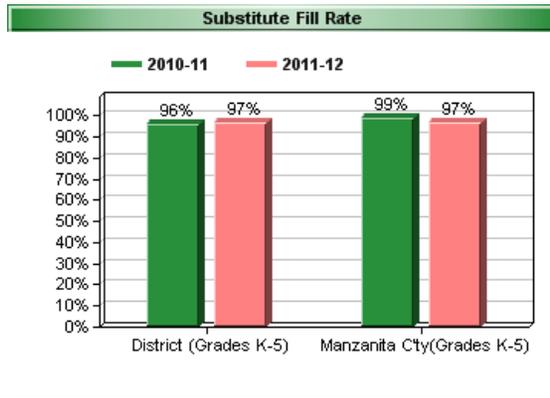
A quality school...

- 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



School Data

- I have been getting district support for my new Admin who is new to OUSD. I am hoping after the August trainings she will be completely up to speed.

Data Analysis

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

Theory of Action

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

;

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

| State Program | Projected Budget | Final Budget |
|---|---------------------|--------------|
|  Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090 | \$58,981.84 | |
|  Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091 | \$47,760.56 | |
|  Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400 | \$205,958.25 | |
| Total Amount of Preliminary Projected State Categorical Funds Allocated to this School | \$312,700.65 | |

| Federal Program | Projected Budget | Final Budget |
|--|--------------------|--------------|
|  Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010 | \$68,156.95 | |
|  Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010 | \$1,618.73 | |
| Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School | \$69,775.68 | |

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: Manzanita Community
Site Number: 179

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 March 18, 2013; April 22, 2013; May 9, 2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 2/4/13, 4/26/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Patricia De la Torre
SSC Chairperson's Signature

Manaluz
ELAC Chairperson's Signature

[Signature]
Principal's Signature

[Signature]
Executive Officer's Signature

Suzana Ramirez
Director, State & Federal Compliance Signature

Patricia De la Torre
SSC Chairperson's Name (printed) 4/26/13
Date

Maria delourdes Cruz
ELAC Chairperson's Name (printed) 4/26/13
Date

Tiana Spencer
Principal's Name (printed) 4/26/13
Date

Janette Hernandez
Executive Officer's Name (printed) 5/10/13
Date

Suzana Ramirez
Director, State & Federal's Name (printed) 6/4/13
Date

School Site Council Membership Roster – Elementary School

School Name: MCS

School Year 2012-2013

| | |
|---|---|
| Chairperson: Patricia De La Torre | Vice Chairperson: Maria Morris |
| Secretary: Georgina Chavez | DAC Representative: Sergio Perez |

Check Appropriate Representation

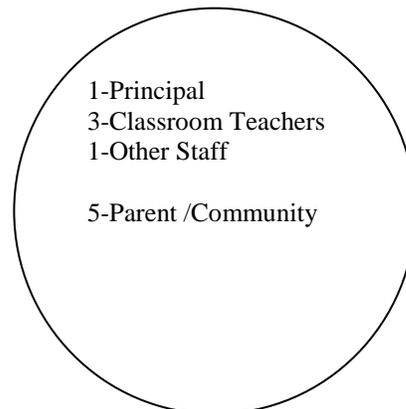
| Members' Names | Address | Principal | Classroom Teacher | Other Staff | Parent/Comm |
|---------------------------|---|-----------|-------------------|-------------|-------------|
| Eyana Spencer * | | X | | | |
| Acianita Lucero | | | X | | |
| Lesbiah Morones | | | | X | |
| Patricia de la Torre | 2914 East 25 th Oakland Ca 94601 | | | | X |
| Mariah Morris | 2555 Foothill Blvd. #214 Oakland Ca 94601 | | | | X |
| Amy Jones | | | X | | |
| Micaela Rienstien | | | X | | |
| Georgina Chavez | 1900 55t h Ave. Oakland Ca 94621 | | | | X |
| Maria Cruz | 2860 Brookdale #C Oakland 94601 | | | | X |
| Sergio Perez | 2830 School Street Oakland 94601 | | | | X |
| | | | | | |
| | | | | | |
| DAC Representative | | | | | |
| Sergio Perez | | | | | |
| Home Ph. 878-0198 | Email: | | | | |

*Ms. Spencer was on leave until Jan. 2013 in her absence M. Hartney was one of the acting principals and she attended the SSC meetings.

| | |
|-------------------------|---|
| Meeting Schedule | 10/15, 10/28, 11/26, 12/17, 1/8, 2/25, 3/18, 4/22, 5/20 |
|-------------------------|---|

SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013
Manzanita Community School

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

Involvement of Parents in the Title I Program

Manzanita Community School agrees to implement the following statutory requirements:

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

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

- Offer a flexible number of meetings for parents.
- We give regular updates to parents at our SSC meetings and our monthly After School Meetings.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
- This happens through monthly SSC meetings and our Monthly After School Meetings.
- Provides parents of Title I students with timely information about Title I programs.
- Please see above.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- We do this update at our After School Program parent meetings and at our three times a year parent academic meetings we give updates about curriculum, assessments and proficiency levels. We also send home data updates and progress reports after every benchmark exam K-5.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- We have not had any parents ask for additional meetings beyond the ones mentioned above. But we would try to meet a parents request if that is what they asked for.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *This takes place at report card conference times and at Parent Academic Meetings as well as some After School Program monthly parent meetings.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *We talk to parent all the time about being partners with the school and have multiple volunteer and partner opportunities for them to take part in for example volunteering at the Salad Bar, Farmer's Market, in the classroom, and the Family Resource Center. We also invite parents to help plan school events, present at meetings, join the SSC and ELAC.*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *We hold regular Parent meetings and workshops for both Title One parents and non Title One Parents.*
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *We send home a weekly home school letter in English and Spanish which is also posted on every teacher's board and a monthly calendar to inform parents of all school events. We also use the Auto Dialer to inform parents of upcoming meetings or events.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Accessibility

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

Adoption

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

This policy was adopted by the MCS School Site Council at our April Meeting and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The MCS notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Eyana Spencer

(Principal's Signature)

3/26/12

(Date)

School – Parent Compact

Manzanita Community School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2013-2014 school year.

School Responsibilities - Manzanita Community School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

Because we offer small class sizes and we are a small school we are better able to monitor and support our students. We offer an After School Program that is targeted for our FBB and BB students with teacher intervention two times a week. We also pay our K and 1st grade teachers to do small group intervention after school two to three times a week. Sylvan is our SES program to also support students who need additional academic intervention.

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

We hold Parent Conferences three times a year following the District Calendar for report cards. Teachers are required to meet with the parents of any students that they are concerned about in terms of retention or other academic needs all three report card times. Parents of students who are on benchmark will meet with the teacher twice a year unless they request a mid year conference.

3) Provide parents with frequent reports on their children's progress.

We have a weekly newsletter in which we report out students who have read 600 minutes or more each month. We also report to the parents the names of students who bench mark on the district assessments or students who have made 10% progress from the assessment before. Teachers also send out their own newsletters and progress reports to parents.

4) Provide parents reasonable access to staff.

The principal has an open door policy and meets with parents usually the same day they request a meeting. Teachers will meet with any parent who requests a meeting with them.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

We have extensive opportunities for parents to volunteer including; working at our salad bar, helping out at our weekly farmers market, being a member of SSC or ELAC, being a parent rep, and being a school safety patrol parent. Parents are also able to visit their child's classroom whenever they want providing they have signed in the office.

Parent Responsibilities –

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

- *Monitoring attendance*

- *Make sure homework is completed*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*

_____ *Parent Signature*

_____ *Student Signature*

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

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|--|--|---|---|-------------------------|----------------------|----------------------|-----------------------|
| 1. Instructional Program | 1.1 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"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 1.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | <p>Instructional Program Materials All students are assessed, placed, and provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <input checked="" type="checkbox"/> X All Students. <input type="checkbox"/> X ELs. <input type="checkbox"/> X SWDs.</p> <p>Use Identify all that apply: <input type="checkbox"/> X Basic core and/or CCSS-aligned materials are used as designed. <input type="checkbox"/> X Ancillary materials are used as designed.</p> | | | | |
| Documentation | | Additional Comments | | | | | |
| | Reading/Language Arts/ELD | <p>All students are provided with standard-based core instructional program materials as well as ancillary materials that are used for differentiating instruction.</p> | | | | | |
| 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"> • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 1.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | <p>Appropriate Instructional Program Materials All EL students are appropriately assessed, placed, and provided appropriate locally-adopted, standards-aligned, instructional program materials.</p> <p>Appropriate Use X Materials/ELD components are used as designed.</p> | | | | |
| Documentation | | Additional Comments | | | | | |
| | Reading/Language Arts/ELD | All teachers at SEED are trained in ELD instruction and integrate ELD instruction into content instruction on a daily basis. Content instruction is modified to ensure the access of studnets with different English proficiency levels. Student proficiecnny is monitored on the CELDT as well as writen and oral language samples throughout the year. | | | | | |
| 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. | <p>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.</p> <ul style="list-style-type: none"> Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 | | | | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are assessed, placed, and provided appropriate intervention program materials.</p> <table border="1" data-bbox="1402 646 2022 776"> <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>12</td> <td>10</td> <td>N/A</td> </tr> <tr> <td>All Intensive ELs</td> <td>11</td> <td>7</td> <td>N/A</td> </tr> <tr> <td>All Intensive SWDs</td> <td>1</td> <td>3</td> <td>N/A</td> </tr> </tbody> </table> <table border="1" data-bbox="1392 808 2032 959"> <thead> <tr> <th colspan="4">Number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td>12</td> <td>10</td> <td>N/A</td> </tr> <tr> <td>Intensive ELs</td> <td>11</td> <td>7</td> <td>N/A</td> </tr> <tr> <td>Intensive SWDs</td> <td>1</td> <td>3</td> <td>N/A</td> </tr> </tbody> </table> <p>Appropriate Use <input checked="" type="checkbox"/> X Materials are used as designed.</p> | | | | | | | | Number of Intensive Intervention Students | | | | | Gr. 4 | Gr. 5 | Gr. 6 | All Intensive learners | 12 | 10 | N/A | All Intensive ELs | 11 | 7 | N/A | All Intensive SWDs | 1 | 3 | N/A | Number/Percentage Provided Intensive Intervention | | | | | Grade 4 | Grade 5 | Grade 6 | Total Intensive Students | 12 | 10 | N/A | Intensive ELs | 11 | 7 | N/A | Intensive SWDs | 1 | 3 | N/A |
| Number of Intensive Intervention Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Gr. 4 | Gr. 5 | Gr. 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive learners | 12 | 10 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive ELs | 11 | 7 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive SWDs | 1 | 3 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number/Percentage Provided Intensive Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Grade 4 | Grade 5 | Grade 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Intensive Students | 12 | 10 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intensive ELs | 11 | 7 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intensive SWDs | 1 | 3 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Documentation | | Additional Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading/Language Arts/ELD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Purchase Date: | | SWD receive pull-out intervention in Reading using the Voyager program. ELs who are in need of intensive support receive intensive intervention with differentiated materials in English and in Spanish. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. | Objective | Fully | Substantially | Partially | Minimally |
| 1.4 | | | | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| <p align="center">Key Components</p> <p>Instructional Program Materials All students are assessed, placed, and provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <input checked="" type="checkbox"/> All Students. <input type="checkbox"/> ELs. <input type="checkbox"/> SWDs.</p> <p>Appropriate Use Identify all that apply: <input type="checkbox"/> Basic core and/or CCSS-aligned materials are used as designed. <input checked="" type="checkbox"/> 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. | | | | | | | |

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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. | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|----------------------|----------------------|-----------------------|-----------|---|--|--|--|--|-------|-------|-------|------------------------|----|----|-----|-------------------|----|---|-----|--------------------|---|---|-----|
| 1. Instructional Program | <p>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.</p> <p>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.</p> | <p>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.</p> <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | | | | |
| 1.5 | | | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Key Components</p> <p>Appropriate Instructional Program Materials All students are assessed, placed, and provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:</p> <table border="1" data-bbox="1388 675 2003 805"> <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>12</td> <td>10</td> <td>N/A</td> </tr> <tr> <td>All Intensive ELs</td> <td>11</td> <td>7</td> <td>N/A</td> </tr> <tr> <td>All Intensive SWDs</td> <td>1</td> <td>3</td> <td>N/A</td> </tr> </tbody> </table> <p>Appropriate Use X Materials are used as designed.</p> | | | | | | | | Number of Intensive Intervention Students | | | | | Gr. 4 | Gr. 5 | Gr. 6 | All Intensive learners | 12 | 10 | N/A | All Intensive ELs | 11 | 7 | N/A | All Intensive SWDs | 1 | 3 | N/A |
| Number of Intensive Intervention Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Gr. 4 | Gr. 5 | Gr. 6 | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive learners | 12 | 10 | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive ELs | 11 | 7 | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive SWDs | 1 | 3 | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| Documentation | | Additional Comments | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Mathematics intervention is provided in class by the classroom teacher in 4th and 5th grades. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Purchase Date: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Distribution Date: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classroom Distribution Date: | | Attach publisher PO documentation for sets of classroom basic core materials. | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|-----------|----------------------|----------------------|-----------------------|---|--|--|--|--|---|-----|-----|--------------|----|----|----|-----|----|----|----|------|----|----|----|
| | | | Review and identify which key components apply. Circle the most appropriate rating. | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Instructional Time | 2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions. | Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | | | | |
| | | | 2.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | | | | |
| | | | Key Components | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Allocation of Instructional Time X Time is given priority and protected from interruptions. | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Identify the number of instructional minutes (length of periods) offered at each grade level. | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <table border="1"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1-3</th> <th>4-5</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td align="center">60</td> <td align="center">90</td> <td align="center">90</td> </tr> <tr> <td>ELs</td> <td align="center">60</td> <td align="center">90</td> <td align="center">90</td> </tr> <tr> <td>SWDs</td> <td align="center">60</td> <td align="center">90</td> <td align="center">90</td> </tr> </tbody> </table> | | | | | Number of instructional minutes at each grade level | | | | | K | 1-3 | 4-5 | All Students | 60 | 90 | 90 | ELs | 60 | 90 | 90 | SWDs | 60 | 90 | 90 |
| Number of instructional minutes at each grade level | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 1-3 | 4-5 | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 60 | 90 | 90 | | | | | | | | | | | | | | | | | | | | | | | | |
| ELs | 60 | 90 | 90 | | | | | | | | | | | | | | | | | | | | | | | | |
| SWDs | 60 | 90 | 90 | | | | | | | | | | | | | | | | | | | | | | | | |
| Documentation | | Additional Comments | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading/Language Arts/ELD | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Instructional Regulations: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Instructional Regulations: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attach appropriate documents | | | | | | | | | | | | | | | | | | | | | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|---|---|---|--|----------------|----------------------|----------------------|-----------------------|
| 2. Instructional Time | 2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA. | Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 2.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | Allocation of Instructional Time Time is given priority and protected from interruptions. | | | | |
| Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students | | | | | | | |
| | | | K-1st | 2nd-5th | | | |
| | | | Additional time provided identified Strategic students | 30 min | 60 min | | |
| | | | Additional time provided identified Strategic ELs | 30 min | 60 min | | |
| | | | Additional time provided identified Strategic SWDs | 30 min | 60 min | | |
| Documentation | | Additional Comments | | | | | |
| Readina/Lanauage Arts/ELD | | Additional time is provided in K/1 through pull-out intervention following the RTI model, and in 2nd-5th in the after school program. | | | | | |
| 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 | 2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions. | Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | |
| | | | 2.3 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | |
| <p align="center">Key Components</p> <p>Allocation of Instructional Time Identify all that apply: ___X Time is given priority and protected from interruptions. ___X ELD instruction is additional time in the schedule.</p> <p>Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.</p> <table border="1" data-bbox="1394 857 2032 1084"> <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>20</td> <td>64</td> <td>27</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td>60 min</td> <td>60 min</td> <td>60 min</td> </tr> </tbody> </table> | | | | | | | | Proficiency Levels | Levels 1–2 | Level 3 | Level 4–5 | Number of Students | 20 | 64 | 27 | Number of Instructional minutes in ELD (beyond 2.1 and 2.2) | 60 min | 60 min | 60 min |
| Proficiency Levels | Levels 1–2 | Level 3 | Level 4–5 | | | | | | | | | | | | | | | | |
| Number of Students | 20 | 64 | 27 | | | | | | | | | | | | | | | | |
| Number of Instructional minutes in ELD (beyond 2.1 and 2.2) | 60 min | 60 min | 60 min | | | | | | | | | | | | | | | | |
| Documentation | | Additional Comments | | | | | | | | | | | | | | | | | |
| Reading/Language Arts/ELD | | ELD instruction is integrated in to all content lessons taught in English. | | | | | | | | | | | | | | | | | |
| 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 | 2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. | <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"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 | | | | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p align="center">Key Components</p> <p>Allocation of Instructional Time X Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" data-bbox="1417 737 2032 867"> <thead> <tr> <th colspan="6">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>30</td> <td>30</td> <td>N/a</td> <td>N/a</td> <td>N/a</td> </tr> <tr> <td>Intensive Els</td> <td>30</td> <td>30</td> <td>N/a</td> <td>N/a</td> <td>N/a</td> </tr> <tr> <td>Intensive SWDs</td> <td>60</td> <td>60</td> <td>N/a</td> <td>N/a</td> <td>N/a</td> </tr> </tbody> </table> | | | | | | | | Number of instructional minutes at each grade level | | | | | | | 4 | 5 | 6 | 7 | 8 | All Intensive learners | 30 | 30 | N/a | N/a | N/a | Intensive Els | 30 | 30 | N/a | N/a | N/a | Intensive SWDs | 60 | 60 | N/a | N/a | N/a |
| Number of instructional minutes at each grade level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive learners | 30 | 30 | N/a | N/a | N/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intensive Els | 30 | 30 | N/a | N/a | N/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intensive SWDs | 60 | 60 | N/a | N/a | N/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Documentation | | Additional Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading/Language Arts/ELD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | 2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions. | Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and is protected from interruptions. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | |
| | | | 2.5 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | |
| | | | Key Components Allocation of Instructional Time X Time is given priority and protected from interruptions. Identify number of instructional minutes offered at each grade level: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">K</th> <th style="text-align: center;">1st-3rd</th> <th style="text-align: center;">4th-5th</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">45</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">45</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">45</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> </tr> </tbody> </table> | | | | | Number of instructional minutes at each grade level | | | | | K | 1st-3rd | 4th-5th | All Students | 45 | 60 | 60 | ELs | 45 | 60 | 60 | SWDs |
| Number of instructional minutes at each grade level | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 1st-3rd | 4th-5th | | | | | | | | | | | | | | | | | | | | | |
| All Students | 45 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | |
| ELs | 45 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | |
| SWDs | 45 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | |
| Documentation | | Additional Comments | | | | | | | | | | | | | | | | | | | | | | |
| | Mathematics | | | | | | | | | | | | | | | | | | | | | | | |
| District Instructional Regulations: | | | | | | | | | | | | | | | | | | | | | | | | |
| School Instructional Regulations: | | | | | | | | | | | | | | | | | | | | | | | | |
| Attach appropriate documents | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|--|---|-----------|----------------------|----------------------|-----------------------|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---------------|---|---|---|---|----|----|-------------------|---|---|---|---|----|---|--------------------|---|---|---|---|---|---|--|--|--|--|--|--|--|--|---|---|---|---|---|---|--|----|----|----|----|----|----|--|----|----|----|----|----|----|---|----|----|----|
| 2. Instructional Time | 2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics. | Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> • Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. • Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. • For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 2.6 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <p align="center">Key Components</p> <p>Appropriate Allocation of Instructional Time X Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p> <table border="1" data-bbox="1417 771 2022 971"> <thead> <tr> <th colspan="7">Number of students at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>6</td> <td>5</td> <td>7</td> <td>7</td> <td>12</td> <td>10</td> </tr> <tr> <td>All Strategic ELs</td> <td>4</td> <td>3</td> <td>4</td> <td>4</td> <td>11</td> <td>7</td> </tr> <tr> <td>All Strategic SWDs</td> <td>2</td> <td>2</td> <td>3</td> <td>3</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <table border="1" data-bbox="1417 998 2005 1396"> <thead> <tr> <th colspan="7">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> | | | | | Number of students at each grade level | | | | | | | | K | 1 | 2 | 3 | 4 | 5 | All Strategic | 6 | 5 | 7 | 7 | 12 | 10 | All Strategic ELs | 4 | 3 | 4 | 4 | 11 | 7 | All Strategic SWDs | 2 | 2 | 3 | 3 | 1 | 3 | Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students | | | | | | | | K | 1 | 2 | 3 | 4 | 5 | Additional time provided to strategic students | 30 | 30 | 30 | 30 | 30 | 30 | Additional time provided to identified EL strategic students | 30 | 30 | 30 | 30 | 30 | 30 | Additional time provided to identified SWD strategic students | 60 | 60 | 60 |
| Number of students at each grade level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Strategic | 6 | 5 | 7 | 7 | 12 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Strategic ELs | 4 | 3 | 4 | 4 | 11 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Strategic SWDs | 2 | 2 | 3 | 3 | 1 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional time provided to strategic students | 30 | 30 | 30 | 30 | 30 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional time provided to identified EL strategic students | 30 | 30 | 30 | 30 | 30 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional time provided to identified SWD strategic students | 60 | 60 | 60 | 60 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|-----------|-------------------------------|-------------------|--------------------|--|--|--|--|--|--|--|---|---|---|---|-------------------------------|------------------------|---|---|-----|-----|-----|-------------------|---|---|-----|-----|-----|--------------------|---|---|
| 2. Instructional Time | 2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. | Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. For districts using the 2007 SBE-adoption: <ul style="list-style-type: none"> The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE-adoptions: <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program. | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 2.7 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Key Components Allocation of Instructional Time _____ Time is given priority and protected from interruptions. Indicate total number of additional minutes: <table border="1" data-bbox="1434 704 2011 1011"> <thead> <tr> <th colspan="6">Number of additional instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td>3</td> <td>7</td> <td>N/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>All Intensive ELs</td> <td>2</td> <td>4</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>All Intensive SWDs</td> <td>1</td> <td>3</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table> | | | | | Number of additional instructional minutes at each grade level | | | | | | | 4 | 5 | 6 | 7 | Pre-algebra/Algebra Readiness | All Intensive Learners | 3 | 7 | N/a | n/a | n/a | All Intensive ELs | 2 | 4 | n/a | n/a | n/a | All Intensive SWDs | 1 | 3 |
| Number of additional instructional minutes at each grade level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 5 | 6 | 7 | Pre-algebra/Algebra Readiness | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive Learners | 3 | 7 | N/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive ELs | 2 | 4 | n/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Intensive SWDs | 1 | 3 | n/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Documentation | | Additional Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Instructional Regulations: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Instructional Regulations: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attach appropriate documents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|---|---|--|---|-----------|-------------------|-------------------|--------------------|
| 3. Lesson Pacing Guide | 3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. | Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 3.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | <p align="center">Key Components</p> <p>Instructional/Assessment Pacing Guides _____X Distributed to each grade level. _____X In use at every grade level.</p> <p>Pacing Guide Use Monitored _____X 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 Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|---|---|--|---|-----------|-------------------|-------------------|--------------------|
| 3. Lesson Pacing Guide | 3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment. | Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 3.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | <p align="center">Key Components</p> <p>Instructional/Assessment Pacing Guides ___X Distributed to each grade level. ___X In use at every grade level.</p> <p>Pacing Guide Use Monitored ___X Principal monitors use.</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. | | | | |
|---|--|--|--|-----------|----------------------|----------------------|-----------------------|
| | | | 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. | Full implementation means the district validates that-the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum framework language and the academic content standards addressed in the materials; The use of the instructional/assessment pacing guide; Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 4.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | Principal _____X Training in RLA/ELD. _____X Coaching, as resources permit. | | | | |
| | | | Vice Principal(s) _____n/a Training in RLA/ELD. _____n/a Coaching, as resources permit. | | | | |
| Suggested Documentation | | Additional Comments | | | | | |
| | RLA/ELD | | | | | | |
| | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components | | | | |
|---|--|---|---|-----------|----------------------|----------------------|-----------------------|
| | | | Review and identify which key components apply. Circle the most appropriate rating. | | | | |
| 4. Professional Development for School Administrators | 4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs. | <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 may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 4.3 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | Type of professional development/ support: | | | | |
| | | | <ul style="list-style-type: none"> • Teacher coaching and observation protocols • Training on Common Core State Standards • Training on data inquiry | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Suggested Documentation | | | Additional Comments |
|-------------------------|---------|-------------|---------------------|
| | RLA/ELD | Mathematics | |
| | | | |
| | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components | | | | |
|---|--|--|--|-----------|----------------------|----------------------|-----------------------|
| | | | 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% |
| | | | Key Components | | | | |
| | | | 100% Percentage of fully credentialed, highly-qualified teachers. | | | | |
| Documentation | | Additional Comments | | | | | |
| | RLA/ELD | Mathematics | 4 teachers have national board certification. | | | | |
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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. | | | | |
|---|---|--|--|-----------------|--------------------------|----------------------|-----------------------|
| 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"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student | Objective | Fully | Substantially | Partially | Minimally |
| | | | 5.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | Indicate number of teachers at each grade level engaged in professional development. | | | | |
| | | | Number of Teachers | Training | Classroom Support | | |
| Grade 1 | | | 3 | 3 | 3 | | |
| Grade 2 | | | 2 | 2 | 2 | | |
| Grade 3 | | | 2 | 2 | 2 | | |
| Grade 4 | | | 1 | 1 | 1 | | |
| Grade 5 | | | 2 | 2 | 2 | | |
| Grade 6 | | | n/a | n/a | n/a | | |
| Grade 7 | | | n/a | n/a | n/a | | |
| Grade 8 | | | n/a | n/a | n/a | | |

California Department of Education
Academic Program Survey—Elementary School Level

| | | | |
|---------------|---------|---|--|
| | | <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"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned Individualized Education Program (IEP). • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. | |
| Documentation | | Additional Comments | |
| | RLA/ELD | Professional Development focus areas included : Curriculum planning for common core with an emphasis on evidenced based writing and using complex text, curriculum development, and data inquiry. | |
| | | | |
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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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|-----------|-------------------|-------------------|--------------------|--|--------------------|----------|-------------------|---------|---|---|---|---------|---|---|---|---------|---|---|---|---------|---|---|---|---------|---|---|---|---------|-----|-----|-----|---------|-----|-----|-----|-----------|-----|-----|-----|-------------------------------|
| 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"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: | Objective | Fully | Substantially | Partially | Minimally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5.3 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <p style="text-align: center;">Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</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>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Grade 2</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Grade 3</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Grade 4</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Grade 5</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Grade 6</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Grade 7</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Algebra 1</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Pre-algebra/Algebra Readiness</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table> | | | | | | Number of Teachers | Training | Classroom Support | Grade 1 | 2 | 2 | 2 | Grade 2 | 1 | 1 | 1 | Grade 3 | 1 | 1 | 1 | Grade 4 | 1 | 1 | 1 | Grade 5 | 1 | 1 | 1 | Grade 6 | n/a | n/a | n/a | Grade 7 | n/a | n/a | n/a | Algebra 1 | n/a | n/a | n/a | Pre-algebra/Algebra Readiness |
| | Number of Teachers | Training | Classroom Support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | n/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 7 | n/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra 1 | n/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-algebra/Algebra Readiness | n/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

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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"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. | |
| Documentation | | Additional Comments | |
| | Mathematics | | |
| | | | |
| | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|--|---|---|--|-----------|----------------------|----------------------|-----------------------|
| 6. Ongoing Instructional Assistance and Support for Teachers | 6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. | Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 6.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | <p align="center">Key Components</p> <p>Coaches/content experts/specialists Type of instructional assistance: Curriculum planning</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: Teacher receive assistance from Expeditionary Learning coach on curriculum development and implementation.</p> <p>Describe criteria used for identifying and providing coaching support: Priority was given to new teachers</p> <p>Monitoring Coaching System X Principal structures/monitors instructional assistance services.</p> | | | | |
| Documentation | | Additional Comments | | | | | |
| School Plan for Assistance and Support to Teachers: | 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 Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|--|---|---|---|-----------|----------------------|----------------------|-----------------------|
| | | | Objective | Fully | Substantially | Partially | Minimally |
| 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"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 6.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | Coaches/content experts/specialists: Type of instructional assistance: curricular planning | | | | |
| | | | Describe type of classroom/teacher assistance regularly provided to teachers: Teacher receive assistance from Expeditionary Learning coach on curriculum development and implementation. | | | | |
| | | | Describe criteria used for identifying and providing coaching support: Priority was given to new teachers | | | | |
| | | | Monitoring Coaching System X Principal structures/monitors instructional assistance services. | | | | |
| Documentation | | Additional Comments | | | | | |
| | Mathematics | | | | | | |
| School Plan for Assistance and Support to Teachers: | | | | | | | |
| Attach appropriate documents. | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components | | | | |
|---|--|---|---|-----------|-------------------|-------------------|--------------------|
| | | | Review and identify which key components apply. Circle the most appropriate rating. | | | | |
| 7. Student Achievement Monitoring System | 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. | <p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 7.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| | | | <p>Ongoing Assessment and Monitoring System</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>Training on Accessing and Using Electronic Data System</p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p>Using Formative Assessment Results</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 | | | | | | | |
| Classroom: | District | | | | | | |
| Attach appropriate documents. | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|--|--|---|--|-------------------------|----------------------|-------------------|-----------------------|
| 7. Student Achievement Monitoring System | 7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction. | Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 7.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | Key Components | | | | |
| Ongoing Assessment and Monitoring System <input 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. | | | | | | | |
| Training on Accessing and Using Electronic Data System <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system. | | | | | | | |
| Using Formative Assessments Results <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 | | | | | | |
| Attach appropriate documents. | | | | | | | |

California Department of Education
Academic Program Survey—Elementary School Level

| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|---|---|---|--|-----------|-------------------|-------------------|--------------------|
| 8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal | 8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring. | Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 8.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | <p align="center">Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p>____ 2: Number per month.</p> <p>____X All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p>____X Meetings are structured; protocols/tools are developed and used.</p> <p>____X Training for collaboration meeting protocols provided to teachers.</p> <p>____X Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p>____X Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content</p> <p>____X Using and analyzing timely student common assessment results from all students.</p> <p>____X Strengthening program implementation.</p> <p>____X Designing and improving lessons and instruction.</p> <p>____X Identifying research-based strategies to support specific skill needs of all students.</p> | | | | |
| Documentation | | Additional Comments | | | | | |
| School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans: | 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 Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|---|---|--|--|-----------|-------------------|-------------------|--------------------|
| 8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal | 8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring. | Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 8.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| <p style="text-align: center;">Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p>_____ 1: Number per month.</p> <p>_____X All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p>_____X Meetings are structured; protocols/tools are developed and used.</p> <p>_____X Training for collaboration meeting protocols provided to teachers.</p> <p>_____X Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p>_____X Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content</p> <p>_____X Using and analyzing timely student common assessment results from all students.</p> <p>_____X Strengthening program implementation.</p> <p>_____X Designing and improving lessons and instruction.</p> <p>_____X 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"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 9.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | <p align="center">Key Components</p> <p>Allocation of Funds ___X District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___X 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
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| Essential Program Component | Objective | Criteria and Clarifications | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. | | | | |
|---------------------------------------|--|--|---|-----------|----------------------|----------------------|-----------------------|
| 9. Fiscal Support | 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"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. | Objective | Fully | Substantially | Partially | Minimally |
| | | | 9.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |
| | | | <p align="center">Key Components</p> <p>Allocation of Funds _____X District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds _____X 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. | | | | | | | |