

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 Hoover 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 Hoover Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Hoover Elementary

6057046

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

Hoover's three year plan is to become a Full-Service Community Environmental Science Academy. Our plan is to build upon the existing resources at the school that support an Environmental Science Academy. We feel as a school community creating this type of academy will help create a green space in a historically polluted area, increase student and community knowledge about asthma, pollution, sustainable living, and obesity, help build students who are active participants in protecting our resources, and creating critical thinkers. As a school we want to build upon aspects of the school that currently support a STEM Full-Service Community Environmental Science Academy. We currently have a Full-time Science teacher, Part-time Computer teacher, Bechtel sponsored Science and Math enrichment in after-school program, Reading and Writing Workshop, Leveled Library with Expository Text, Participation with EMT of Alameda County, Cooking classes weekly, gardening in after-school, Participation in School and District Science Fair, Recycling Program, Participation in the Science and Literacy Cohort, Participation in SEEK Summer Camp, and field trips and partnerships that support STEM. Our goal is for students to create culminating projects in which they use, technology, research, communication and action projects to present their understanding and awareness of being a student in a STEM Environmental Academy.

VISION

Our school-wide vision is to promote a nurturing, safe, nurturing, safe, supportive STEM Environmental Science Academy. Students will receive a rigorous curriculum aligned with the State of California content standards. Our well-defined program will use Hands-On Science, Balanced Literacy, Gardening, and Technology to optimize the learning process for all students. We will utilize a variety of appropriate and effective instructional strategies and techniques (including direct instruction, hands-on learning, environmental studies, research, reciprocal teaching, and cooperative learning) to develop the students' basic as well as higher-order thinking skills. Our school will

produce independent thinkers who are ready to enter middle school with STEM knowledge and readiness.

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Hoover Elementary

Principal: LARESHA MARTIN

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.

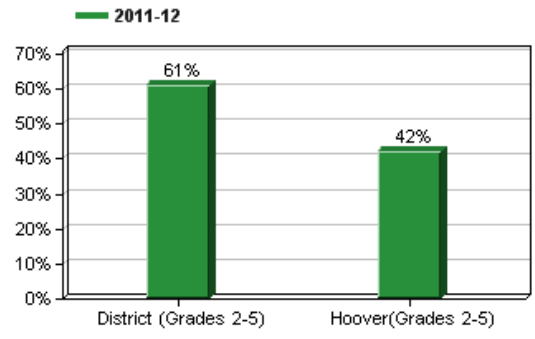
School Quality Standards relevant to this Strategic Priority

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

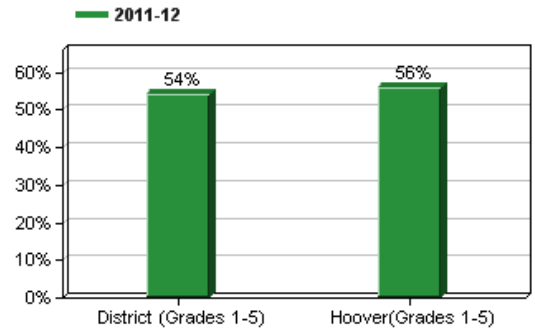
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



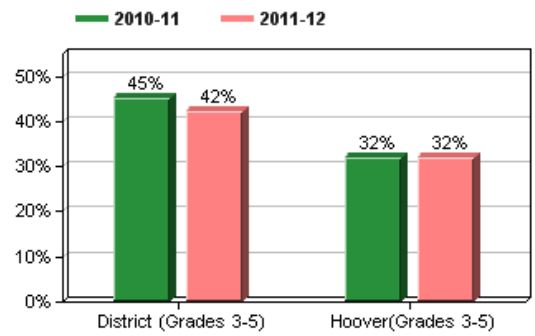
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

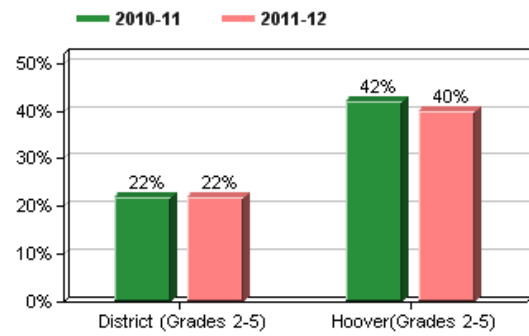


CST

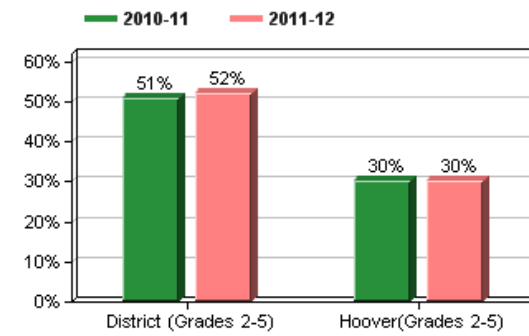
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

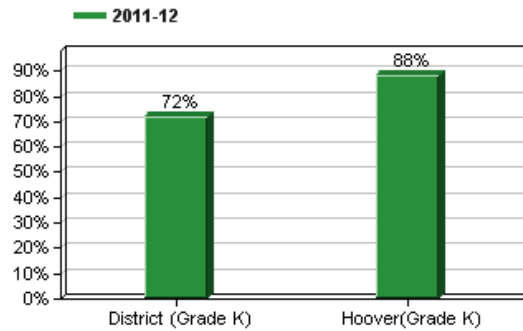


CST/CMA ELA % Prof/Adv

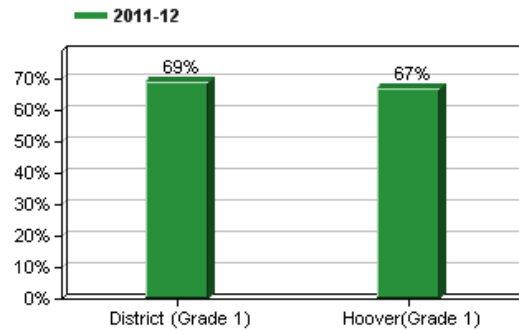


DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

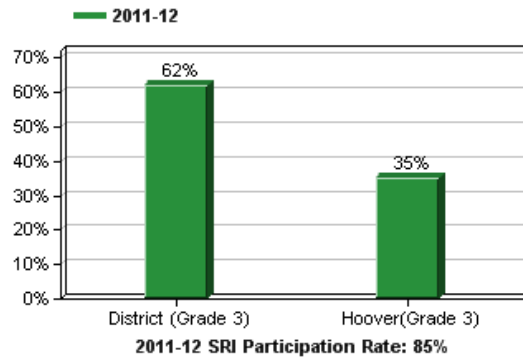


DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI

SRI % At/Above grade level reading



School Data

- Based on STAR and DRA Testing we have the following % of students reading at or above grade level: K- 18%, 1-37%, 2-49%, 3-26%, 4-28%, 5-37%.
- Consistent implementation of Balanced Literacy, grade level collaboration weekly for 1.5 hours to support backwards mapping and planning time for literacy and expository text.

Data Analysis

- Based on 2010-2011 data we found that our FBB/BB increased from 39% to 42%. On the 2011 CST 42% of our 2nd-5th graders scored FBB/BB on the CST. Our African-American females and Latino males were the lowest performing with 54% (AAF) and 41% (LM)
- Based on our 2010-2011 data we found that our P/A student % remained stagnant from 29%-30%. We also found a drop in our P/A students in Gr. 5, scoring 50% to 26%.
- Based on our 2011-12 ELA Benchmark data 42% of 3rd-5th students scored at or above grade level. ELA CST remained stagnant in grade 3-5. Based on the 2011-2012, 35% of our 3rd grade students are reading at grade level compared to the districts 62%.
- In Dibels, 88% of K students scored Low Risk in Letter Naming in comparison to the districts 72%. 67% of 1st graders scored Low Risk in Oral Reading.

Theory of Action

- If we continue to implement a Differentiated Balanced Literacy Structure K-5 that incorporates: a phonics block, reading block, writing block, and explicit vocabulary instruction, then student achievement will increase.
- If we continue with a standards-based readers and writer's workshop (Lucy Calkin's Genre Studies), that balances teacher-directed instruction and student-directed practice then student achievement will increase.
- If we continue to implement guided reading instruction and purchase leveled reading sets that match student needs the student achievement will increase.
- If we continue to implement diagnostic assessments 3x per year aligned with benchmark assessments and progress monitor to move students' reading group levels, then student achievement will increase.
- If we continue to create an intervention block for identified focal students through 30 minute enrichment classes which allow teachers to work with small groups, then student achievement will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implementation of grade-level collaboration time, 50 minutes per week.					4/16/2013	170SQI1A668	Hire Science Prep Teacher additional 2 days	N/A			0	\$0.00
Implementation of grade-level collaboration time, 50 minutes per week.					4/16/2013	170SQI1A669	Hire Music Teacher 1 day per week	N/A			0	\$0.00
Implementation of grade-level collaboration time, 50 minutes per week.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/16/2013	170SQI1A671	STIP substitute will provide release time for teachers to collaborate with a focus on improving their instructional program in English/Language Arts and mathematics by developing appropriate intervention strategies.	3010-Title I		TCSTIP0309	0.3	\$11,315.36
Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/16/2013	170SQI1A677	Hire Literacy Coach to help teachers focus on appropriate intervention strategies that support the mastery of the state standards. Additional supplemental instructional support will be in either one-to-one or small group configurations.	3010-Title I		C10TSA0052	0.2	\$18,474.10
Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	CELDT	English Learners	Every Other Week	Principal	4/16/2013	170SQI1A1138	Hire Literacy Coach to provide specific strategies for our EL learners to increase the mastery of English fluency. Supplemental instructional support will be provided in either one-to-one or small group configuration.	7091-EIA-LEP		C10TSA0052	0.2	\$18,474.10
							Our literacy Coach will lead					

Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/16/2013	170SQI1A5717	many of our weekly collaborative sessions with grade levels to support the mastery of the state standards. Additional supplemental instructional support will be through whole class demonstration lessons of effective methods, or in small group or one-to-one configurations.	7090-EIA - SCE		C10TSA0052	0.35	\$32,329.67
Purchase diagnostic assessments and other instructional materials	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	4/17/2013	170SQI1A679	Purchase a variety of supplemental instructional materials that will support the mastery of the state standards	3010-Title I	4310-SUPPLIES		0	\$246.66
Purchase diagnostic assessments and other instructional materials	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	4/17/2013	170SQI1A680	Purchase a variety of supplemental instructional materials that will support the mastery of the state standards	7090-EIA - SCE	4310-SUPPLIES		0	\$419.17
Purchase leveled texts and workshop materials to support differentiated, small group reading instruction.					4/16/2013	170SQI1A681	Students divided by reading levels	N/A			0	\$0.00
Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/16/2013	170SQI1A4755	Release time for teachers to observe in other classroom and attend trainings and workshops	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$4,999.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

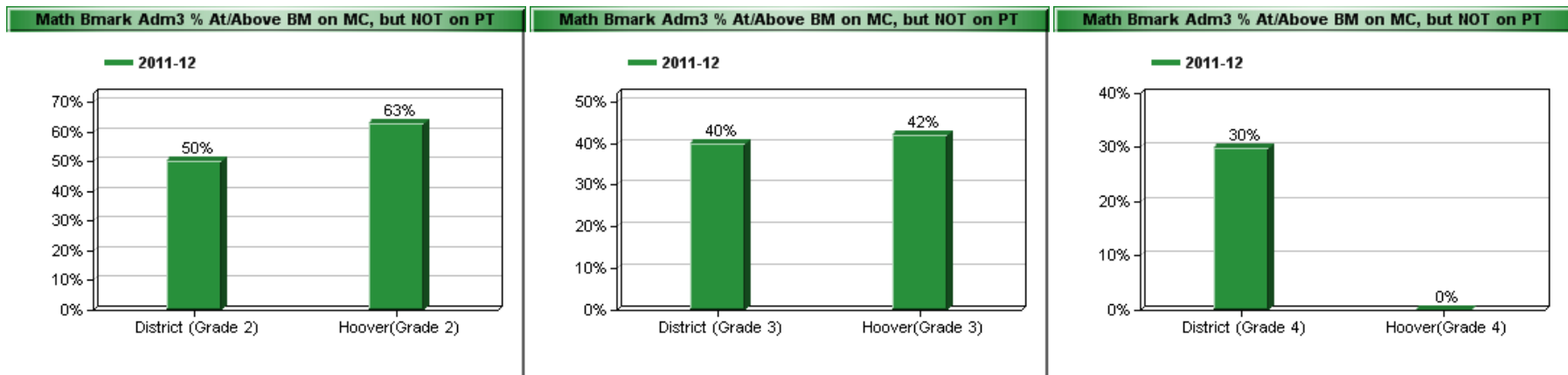
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

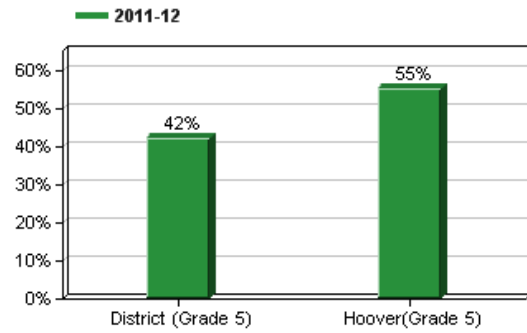
A quality school...

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

Benchmark

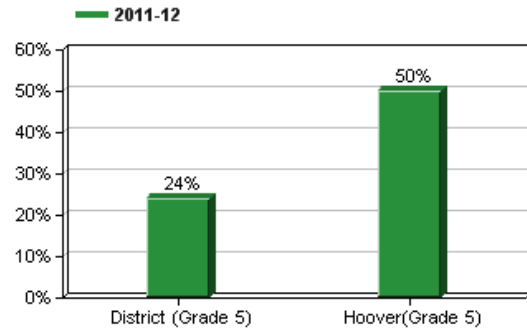


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

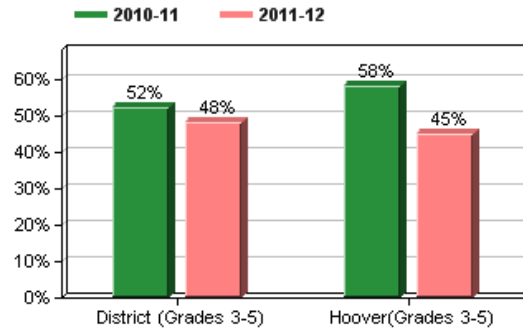


CST

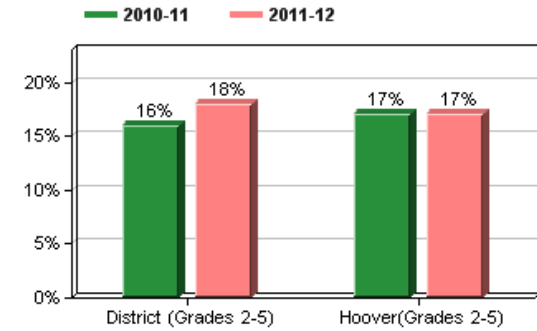
CST/CMA Gr5/Gr8 Science % BB/FBB



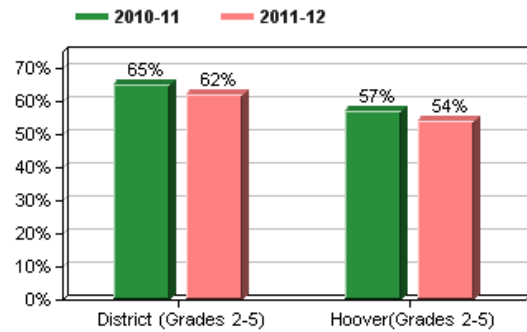
% Growth in CST/CMA Math 2 Year Cohort Growth Report



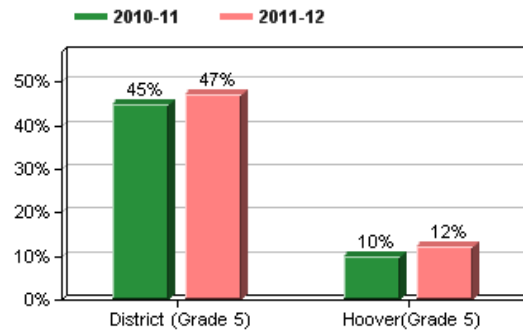
CST/CMA Math % BB/FBB



CST/CMA Math % Prof/Adv



CST/CMA Gr5/Gr8 Science % Prof/Adv



School Data

- Attendance at STEM meetings with our West Oakland Cohort, which included planning sessions and powerpoint presentation of our change for an Environmental Science Academy.
- Science class periods extended to 60 and 90 minutes for K-5 grade, collaboration time weekly for 1.5 hours for grade levels to backwards map for Balanced Literacy and Science, after-school STEM activities, Friday Science Block, Community Service Learning Projects, School-Wide Science Research Reports, School-Wide Composting Program, Community gardening projects, partnerships with community organizations, 1st Annual STEM Night, and a gardening class to support STEM.

Data Analysis

- Based on 2009-2011 CST Math data, we found that the majority of our students remained stagnant, with 58% scoring proficient in 09-10 and 57% proficient in 2010-2011. In 2011-2012, there was a slight decrease in math scores lowering to 54% P/A.
- Based on our 2010-11 Science data, only 10% of our 5th grader scored P/A on the science portion, compared to 45% of 5th grader district-wide. In 2011-12, there was a slight increase in Science increasing to 12% P/A compared to the districts 47%.
- Based on our 2010-2011 CST Math data, only 46% of our African American students scored P/A, while 61% of our Latino students scored proficient or advanced. In 2011-12, AA Students increased to 47% and Latino decreased to 59%. The change was minimal.

Theory of Action

- If, we continue with the Elementary and Science Cohort, then teachers can significantly improve Science instruction and literacy integration.
- If, site Leadership Teams, LCI, and external partners work together to accelerate science learning outcomes and deepen instructional practices aligned to the new K-12 Sci. Frame, NGSS, CC, and Foss, then students achievement will increase.
- If, teachers and Science LT continue to attend a 2 Wk. and 1 Wk. Summer Science Academy focused on content, pedagogical practices, literacy strategies, and instructional planning, then student achievement will increase.
- If, the following events continue to occur: monthly staff meetings, weekly on-site coaching, two school-wide science events, regional collaboration 4x per year, then student achievement will increase.
- If, we continue to align science, enrichment and balanced literacy, increase gardening instruction time, increase students acces to technology by placing computer work stations in every classroom, then student achievement will increase

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Production of a variety of instructional materials to support mastery of state standards	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/16/2013	170SQI1B1174	Maintenance contracts on our technology	3010-Title I	5610-EQUIP MAINTENANCE AGREEMT		0	\$1,000.00
Production of a variety of instructional materials to support mastery of state	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/16/2013	170SQI1B5718	Maintenance contracts on our technology	7090-EIA-SCE	5610-EQUIP MAINTENANCE AGREEMT		0	\$3,300.00

standards												
Production of a variety of instructional materials to support mastery of state standards					4/16/2013	170SQI1B5813		N/A			0	\$0.00
Provide gardening and nutrition experiences for our students to enhance our STEM focus, and support the mastery of our state science and health standards	Health data	All Students	Every Other Week	Principal	4/16/2013	170SQI1B3294	Garden Teacher will provide bi-weekly instructional opportunities in nutrition and gardening to support the mastery of the state standards.	7090-EIA-SCE	2928-OTHERCLASS SALARIES HOURLY		0	\$11,000.00
Weekly LCI Science Coach					5/18/2012	170SQI1B3300	Weekly LCI Coach	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide transition activities for incoming Kdg. students.					5/18/2012	170SQ11C4694	Include Pre-K students from CDC in Hoover activities such as halloween Parade and Family Movie Nights, to nurture smooth transitions	N/A			0	\$0.00
Provide transition activities for incoming Kdg. students.					5/18/2012	170SQ11C4686	Provide Open houses and kindergarten class visits for potential students, as well as rising Pre-K students at Harriet Tubman CDC	N/A			0	\$0.00
Provide transition activities for incoming Kdg. students.					5/18/2012	170SQ11C4702	Provide informational meetings and tours for families of incoming Kindergarten students which support their positive and smooth transition into the school community.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Hoover Elementary

Principal: LARESHA MARTIN

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.

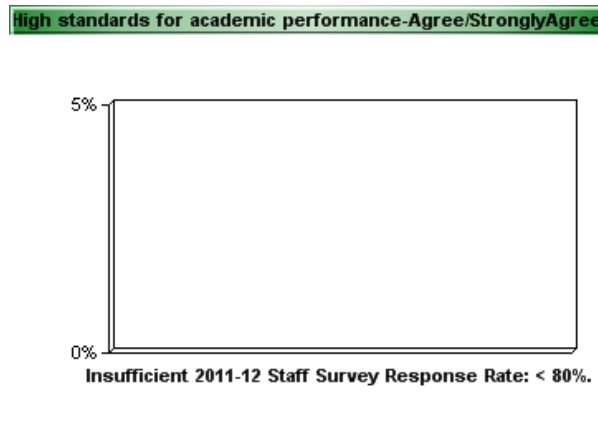
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

A quality school...

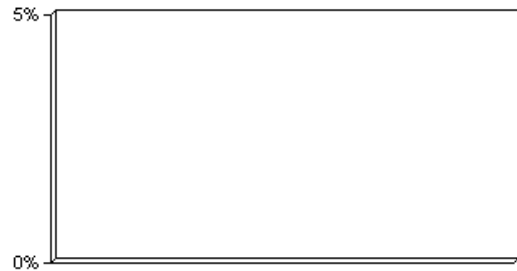
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards



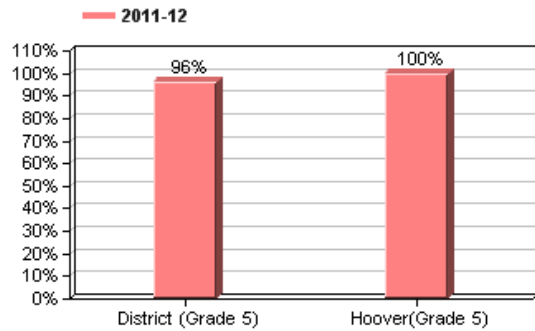
Survey - Success

School promotes academic success. __% Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

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



**2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%**

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: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide program for GATE students.					5/18/2012	170SQ1E4673	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

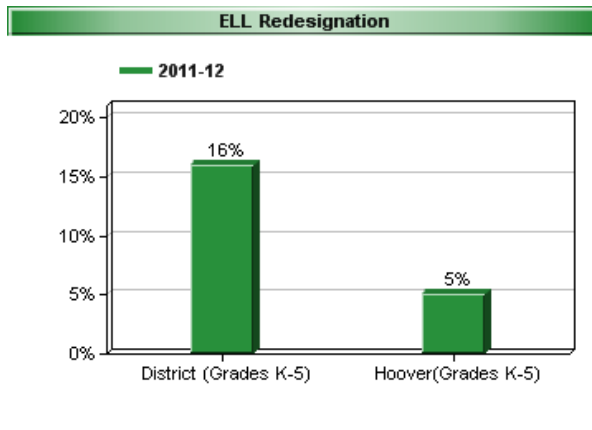
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

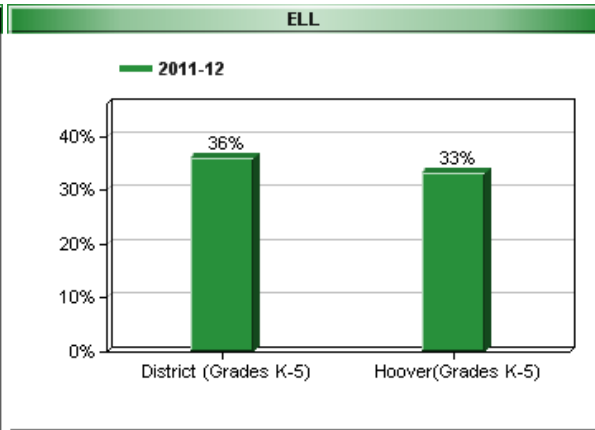
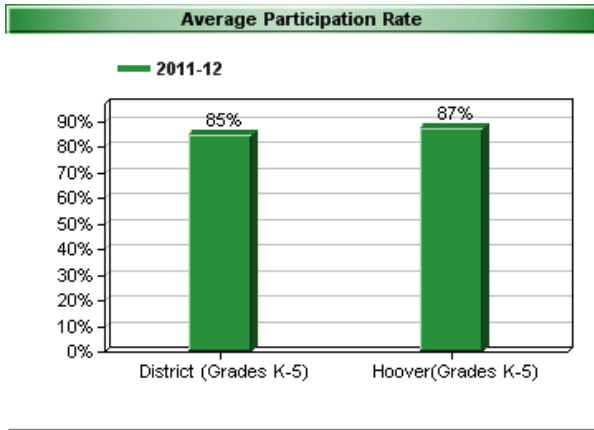
A quality school...

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

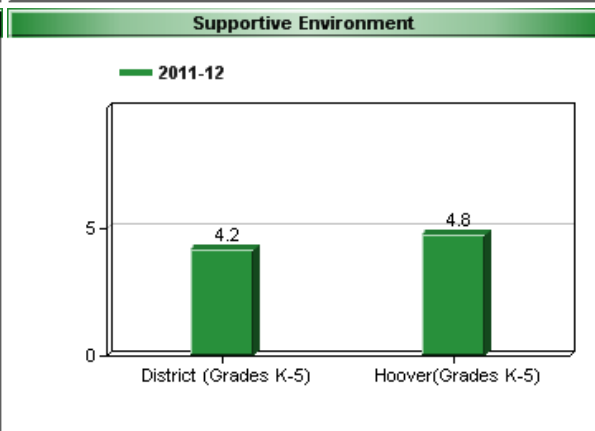
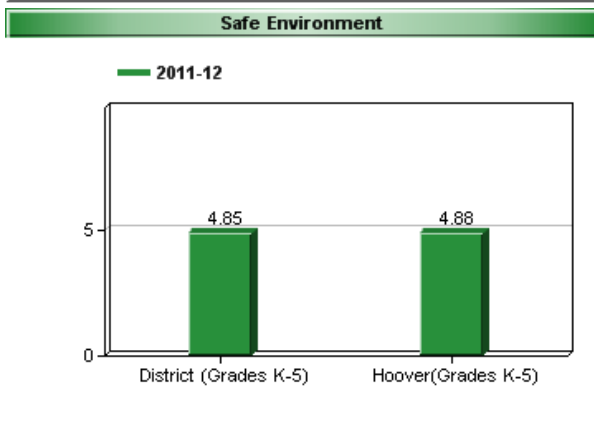
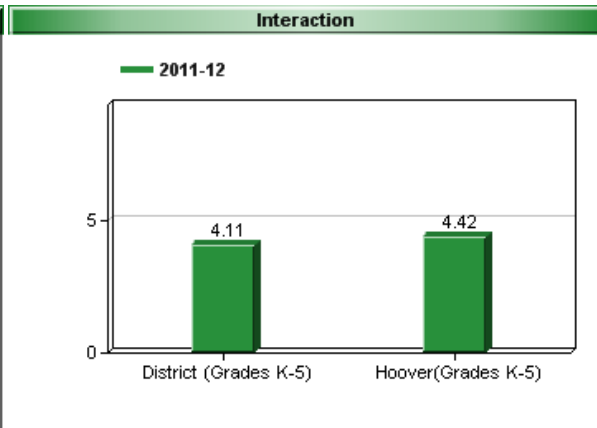
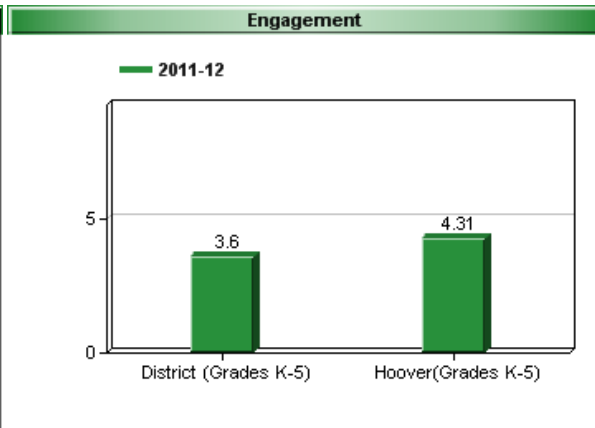
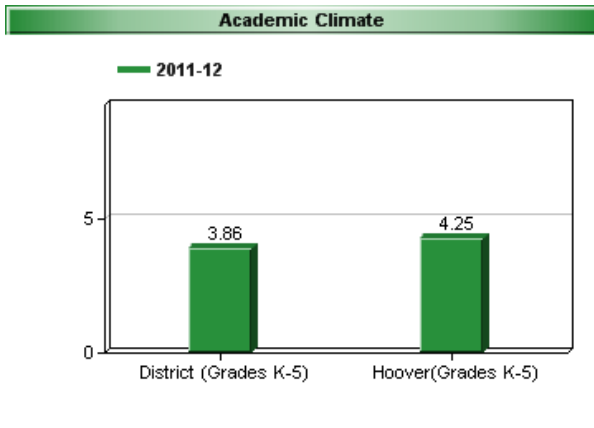
After School Program- Student Impact



After School Program- Participation



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



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

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

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To reduce physical altercations by 10%

- Strategy 1.1: Peer mediation- Students who are having conflicts with one another meet with a trained staff member to facilitate peer mediations, with student generated solutions and behavior agreements.
- Strategy 1.2: School site counseling/mentoring group - Students who are repeatedly acting out in a violent manner are referred for counseling/mentoring with our school counselor. Our counselor meets with students in their classroom, as well as small group and individual settings to provide counseling, build social skills and support the student in solving conflicts without violence.
- Strategy 1.3 Caring School Communities- Every student participates in weekly scheduled caring school class meetings that strengthen our students' engagement and connectedness to school, while teaching responsibility, respect, and social skills.

Goal 2: To increase student engagement and attachment to the school and reduce bullying

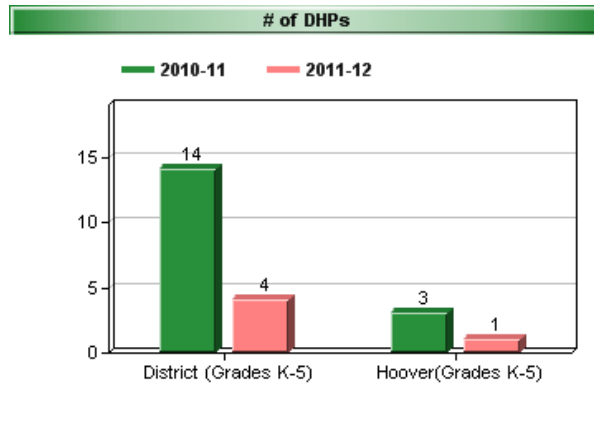
- Strategy 2.1: Caring School Communities- Every student participates in weekly scheduled caring school class meetings that strengthen our students' engagement and connectedness to school, while teaching responsibility, respect, and social skills.
- Strategy 2.2: COST/SST/Parent Partnership meetings- Students who are 'disengaged' with school are referred to the COST team and matched with services to support their needs. These services may include parent meetings, SSTs, physical and mental health screenings, counseling, mentor matching, academic tutoring, etc.

School Quality Standards relevant to this Strategic Priority

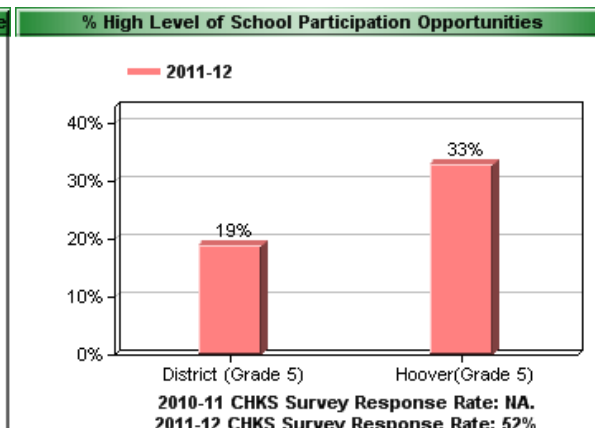
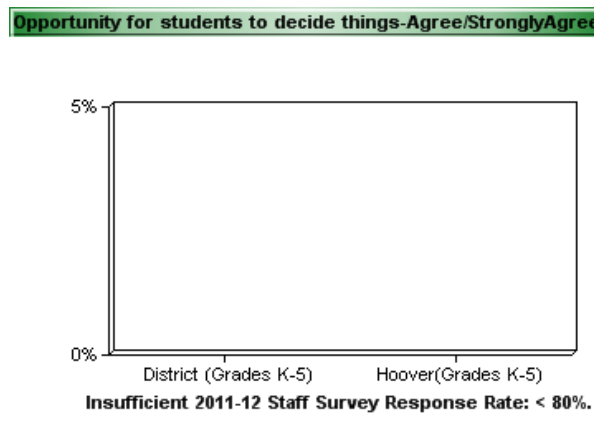
A quality school...

- 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

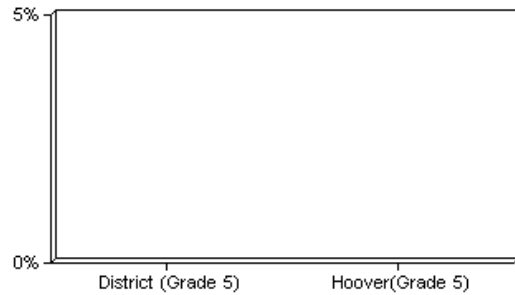


Survey - Engagement



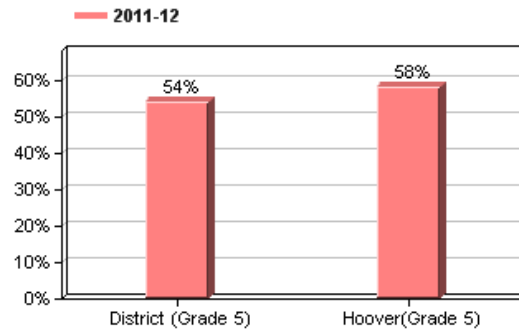
Survey - Relationships

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



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

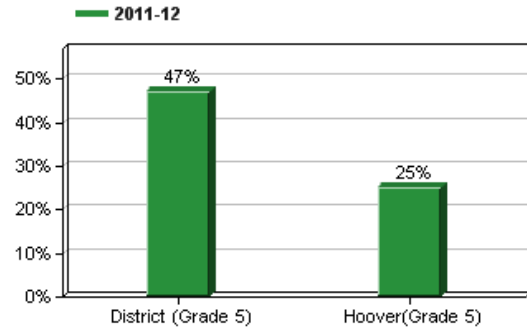
% High Level of Caring Relationships with Adults at School



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

Survey - Safety

% Hit or pushed by other kids at school



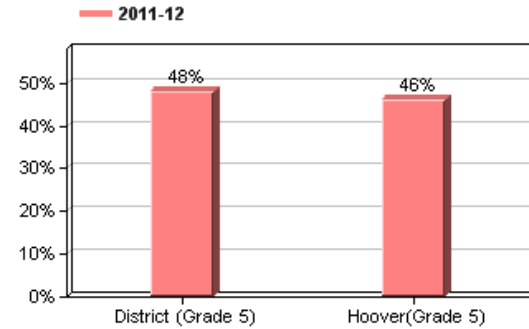
2011-12 CHKS Survey Response Rate: 52%

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



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

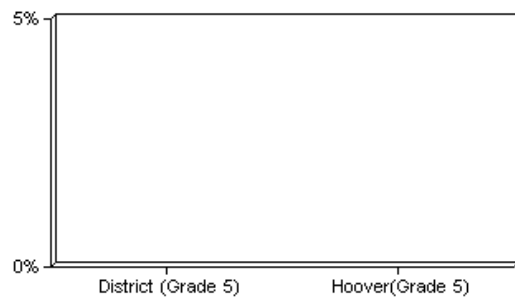
% feeling safe at school all of the time



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

Survey - Welcoming

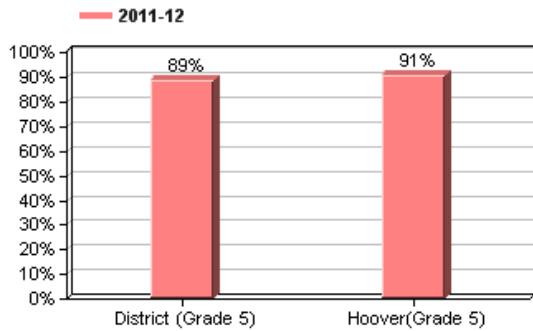
School is a supportive and inviting place. Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Survey- Beliefs

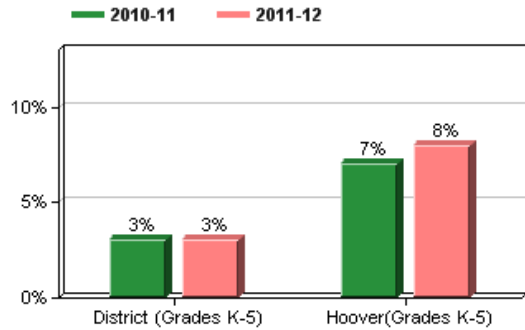
Most/All the time teachers believe you can do a good job.



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

Suspensions

% receiving one or more out-of-school suspension



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support of special programs that engage students in higher order thinking skills					5/18/2012	170SQI2A1176	An academic mentor to develop engagement activities	N/A			0	\$0.00
Provide program for GATE students.					5/18/2012	170SQI2A4730	GATE students manage and coordinate school store, with activities related to the operation of	N/A			0	\$0.00

the store.

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

Strategic Priority B. Health & Wellness

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

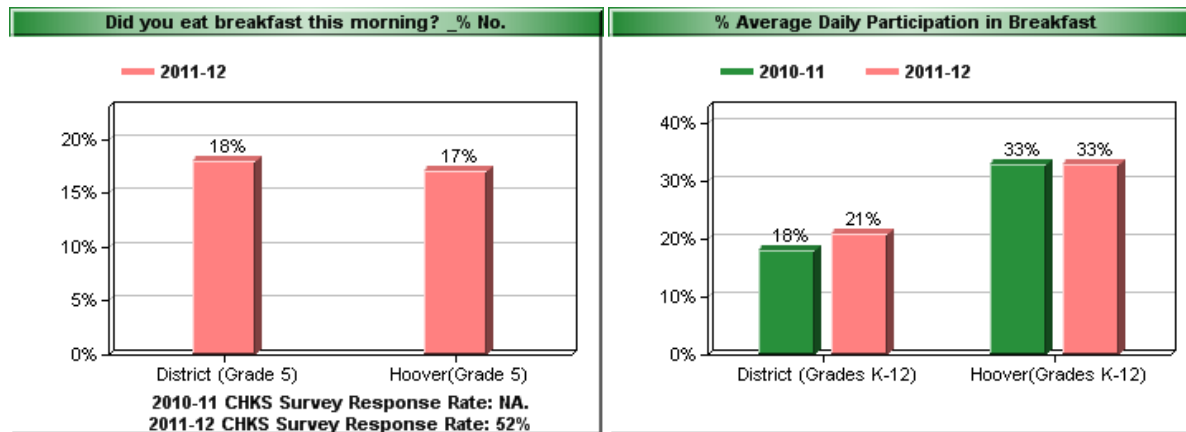
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

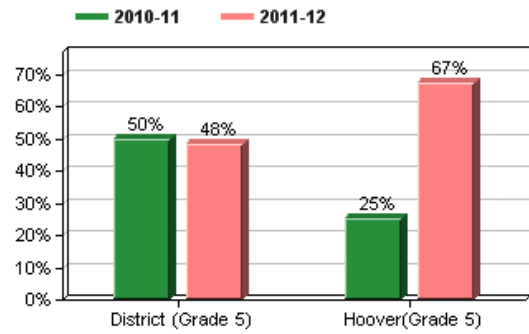
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast



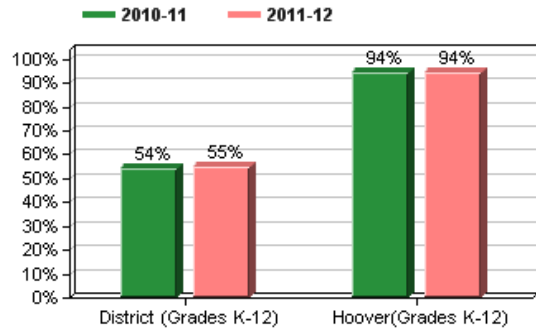
Fitness

% in Healthy Fitness Zone for Body Composition



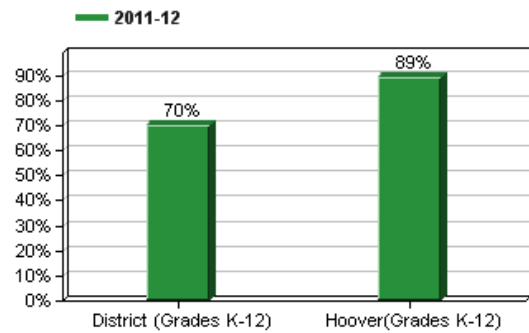
Lunch

% Average Daily Participation in Lunch



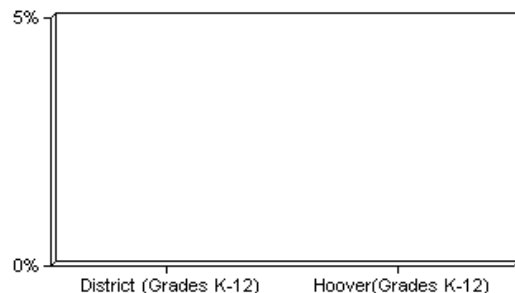
Socio Economics

Free/Reduced Lunch %



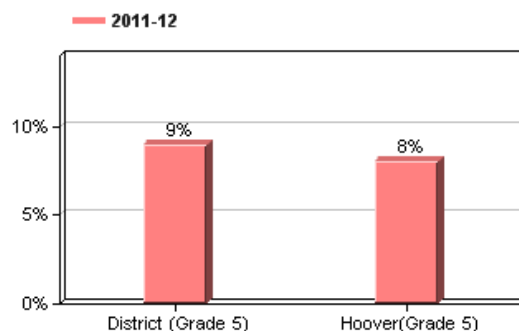
Survey - Drugs / Alcohol

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



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% drinking alcohol in past month



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 52%

School Data

- Currently, we have a Farmer's Market in which 50% of the school community utilize every Tuesday. Students receive coupons for positive behavior that can be redeemed in the market. 4th & 5th graders receive cooking classes. All students have P.E. & gardening classes, where they sample the vegetables that they grow.
- 100% Free-Reduced School as to provide free breakfast and lunch for all students K-5. The salad bar operates daily in which 80% of our students eat fresh fruit and vegetables from the salad bar. Snack program where students receive fruit/vegetable snacks three times per week. We provide parents with a summary/contract of the OUSD Wellness Policy and provide a list of healthy food options for students.

Data Analysis

- Based on our 2010-2011 CHKS 75% of our 5th graders participated in the survey. We found that 24% of our 5th grade students did not eat breakfast the morning of the survey was given.
- According, to the CHKS data 32.5% of K-5 students participate in our daily breakfast program. 93.98% of the students in grades K-5 participate in the daily lunch program. 89.41% of our students and families qualify for free/reduced lunch.
- According, to our 5th grade students 43% exercise, dance, or play sports 6 or 7 days per week. Based on the 5th Physical Fitness test 25% of our students in 5th grade are in the healthy fitness zone for body composition.
- According, to the 2010-2011 CHKS data 10% of our 5th graders responded that they have consumed alcohol in the past month. According to the 2011-2012 CHKS data 8% of our 5th graders responded that they have consumed alcohol in the last month.
- Based on the 2011-2012 Physical Fitness test 67% of our 5th graders are in the healthy fitness zone for body composition. According to the 2011-2012 CHKS data 89% of students participate in the Free/Reduced Lunch program & 33% in breakfast.

Theory of Action

- If we engage students, families, staff, community in healthy eating/living habits and increase parent and student knowledge about the breakfast and lunch program, then student achievement will increase.
- If we recognize classes for healthy eating habits and recognize classes for recycling efforts and provide students with the opportunity to continue participation in cooking classes and gardening, then student achievement will increase.
- If we engage community organizations, businesses, hospitals, and other partners with supporting students to make healthy life choices, then student achievement will increase.
- If we provide more time to students for Physical Fitness activities during the school day and after-school, then student achievement will increase.
- If we provide funds for Farmer's Market and continue to work with parents to participate in the salad bar program, and operate Farmer's Market, then student achievement will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase students participation in the breakfast program through announcements, flyers, engaging with parents and students.					5/18/2012	170SQI2B4745		N/A			0	\$0.00
Increase the number of minutes students participate in Physical Education.					5/18/2012	170SQI2B4744		N/A			0	\$0.00
Continue to provide healthy eating choices to students through our school Farmer's Market, Salad Bar, and morning snacks.					5/18/2012	170SQI2B4743		N/A			0	\$0.00
Provide mentoring programs, assemblies, and partnerships with community organizations.					5/18/2012	170SQI2B4742		N/A			0	\$0.00
Gardening, Cooking and Recycling program to promote healthy eating choices and waste reduction and management.					4/16/2013	170SQI2B4741		N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

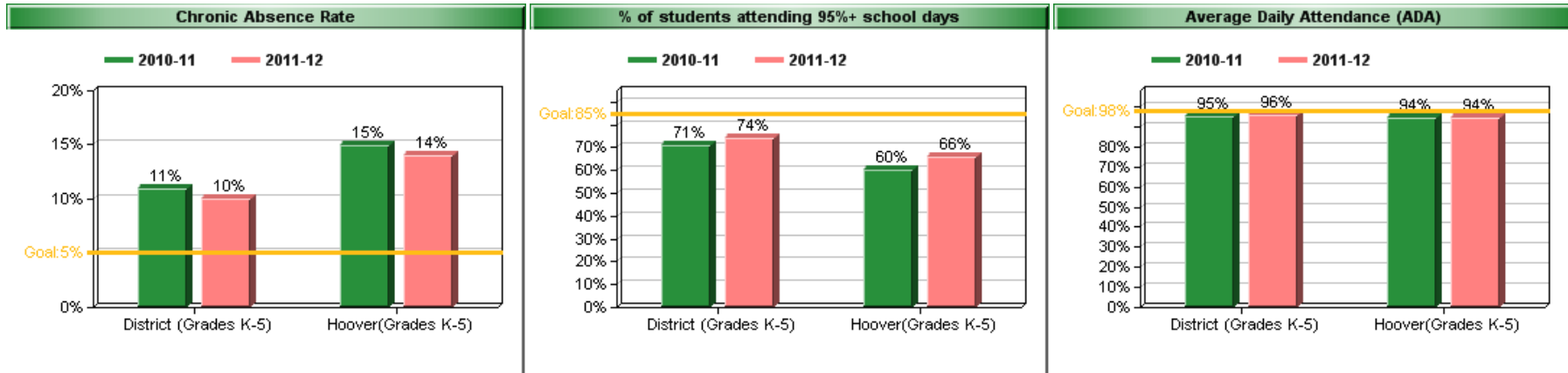
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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



supporting improving student attendance (K-1 focus) through parent events.					4/16/2013	170SQI2C319	Monthly parenting classes	N/A			0	\$0.00
Engage parents and community in supporting improving student attendance (K-1 focus) through parent events.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/16/2013	170SQI2C320	Refreshments for meetings and workshops	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,000.00
Engage parents and community in supporting improving student attendance (K-1 focus) through parent events.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/16/2013	170SQI2C321	Supplies for meetings and workshops	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$399.10
Engaging students in maintaining a positive attendance record.					4/16/2013	170SQI2C323	Incentives/awards for positive attendance	N/A			0	\$0.00
Chronically Absent Student Attendance Board.					5/18/2012	170SQI2C322	Supplies for attendance board	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: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

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

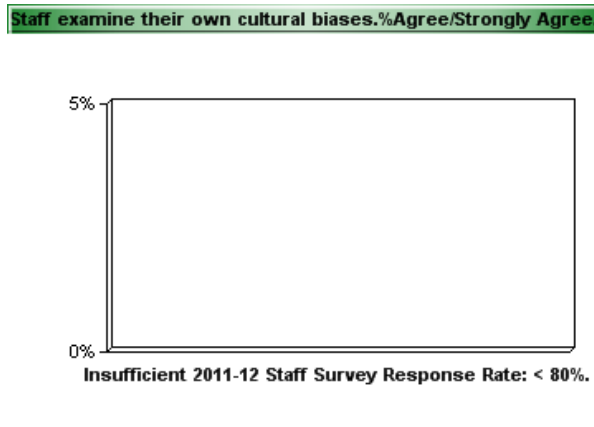
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/12/2013	170SQI3A1168	Regular ILT Meetings	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$1,800.00
Provide release time for teachers to meet with parents, administration, literacy coach to help ensure improvement in language fluency	CELDT	English Learners	Every Marking Period	Principal	4/16/2013	170SQI3A1171	STIP sub to give release time for teachers so they may collaborate with staff and parents with a focus on improving their English Language Development instructional program for identified EL students.	7091-EIA-LEP		TCSTIP0309	0.1	\$3,771.79

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

Strategic Priority A. Family & Community Engagement

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

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

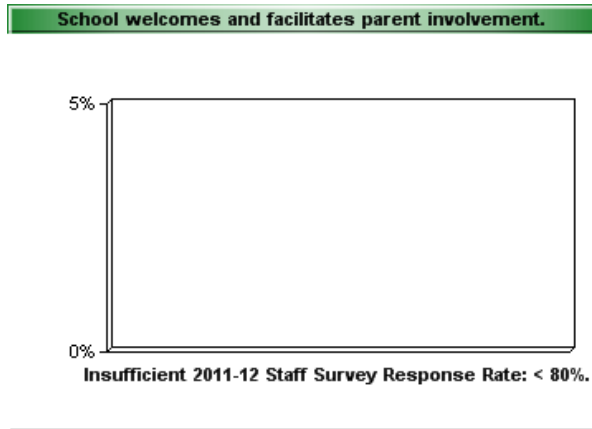
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide on-going parent participation opportunities	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/16/2013	170SQI4A1166	Parent Engagement Specialist will communicate with our parents about trainings and other involvement activities at Hoover and within the community.	7090-EIA - SCE	5825-CONSULTANTS		0	\$10,500.00
Maintain clear communication with parents about how they can support their child's success	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/17/2013	170SQI4A1175	Mailings to parents support improved communication and increased parent engagement.	9901-Title I - Parent Participation	5910-POSTAGE		0	\$230.00
Provide bilingual support for parents and students to ensure cooperation in all phases of school activities	CELDT	English Learners	Weekly	Clerical staff	4/16/2013	170SQI4A1177	Bilingual Office Staff will work under the direction of the principal and other designated school staff to provide both written and verbal support for parents of EL students. Our bilingual clerk will also work individually to help bilingual parents understand the forms and documents of the district and school site.	7091-EIA - LEP		CLKBIL0037	0.27	\$13,492.72
Active ELAC group with parenting classes	CELDT	English Learners	Monthly	Principal	4/16/2013	170SQI4A1178	Supplies for notices and classes, as well as examples of EL instructional materials.	7091-EIA - LEP	4310-SUPPLIES		0	\$403.17

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Hoover Elementary

Principal: LARESHA MARTIN

From OUSD Strategic Plan:

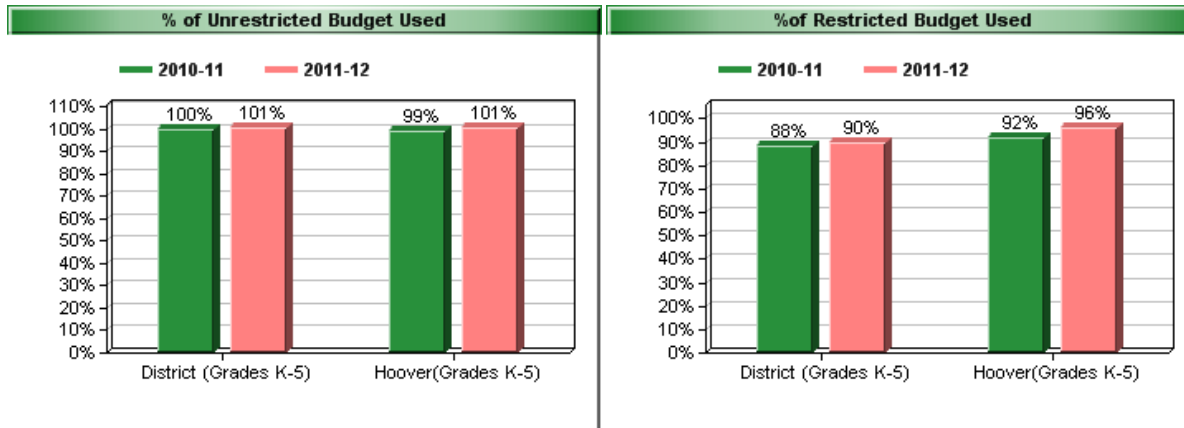
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

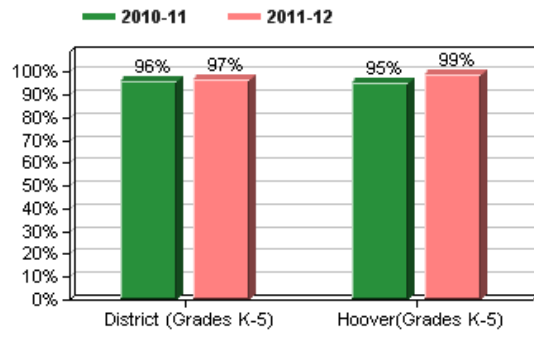
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed,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

Budget



Sub Fill Rate

Substitute Fill Rate







;

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	\$59,374.51	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$36,141.78	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$95,516.29	

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	\$68,593.63	
 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	\$1,629.10	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$70,222.73	

Appendices

- Engagement Timeline
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Hoover Elementary
Site Number: 170

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 5/8/13 4/10/13 2/13/13 2/17/13
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/24/2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

<u>Richard Fuentes</u> SSC Chairperson's Signature	Richard Fuentes SSC Chairperson's Name (printed)	<u>4/24/13</u> Date
<u>Eveline Castaneda</u> ELAC Chairperson's Signature	Eveline Castaneda ELAC Chairperson's Name (printed)	<u>4/24/13</u> Date
<u>Lathasha Martin</u> Principal Signature	Lathasha Martin Principal's Name (printed)	<u>4/24/13</u> Date
<u>Sandra Aguilar</u> Executive Officer's Signature	Sandra Aguilar Executive Officer's Name (printed)	<u>5/17/13</u> Date
<u>Susana Ramirez</u> Director, State & Federal Compliance Signature	Susana Ramirez Director, State & Federal's Name (printed)	<u>6/5/13</u> Date

School Site Council Membership Roster – Elementary School

School Name: Hoover Elementary School

School Year 2012-13

Chairperson: Richard Fuentes	Vice Chairperson: Patricia Figueroa
Secretary: Kathy Emam	DAC Representative: Misty Cross

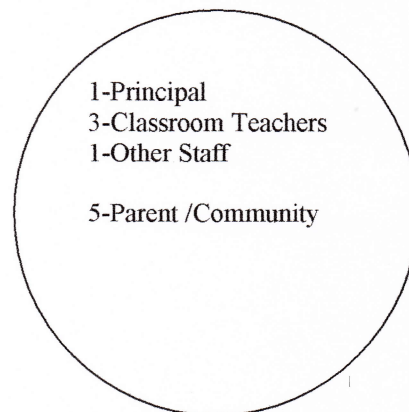
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Richard Fuentes					X
Patricia Figueroa					X
Misty Cross					X
Cesar Escalante					X
Erika Linares					X
Deitra Atkins to 12/12,	LaResha Martin 1/13 to end of year	X			
Yesika Casillas			X		
Jeffrey Franey			X		
Karen Rowe			X		
Diana Bolanos				X	
	Jacqueline Gonzalez, Kathy Emam				
DAC Representative	Misty Cross				X
	682 30 th St, Oakland CA 94609				
Home Ph. (510)230-9808	Email: mcrosse682@gmail.com				

Meeting Schedule	3rd Wednesday at 7:45AM in Room 18 (Sept. 19, Oct. 17, Nov. 14, Dec. 19, Jan. 16, Feb. 20, March 20, Apr. 17, May 15)
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SSC Legal Requirements:

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



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2012. Fax # 273-0488

Hoover Elementary School
Title I School Parental Involvement Policy 2013 - 2014

Involvement of Parents in the Title I Program

Hoover Elementary School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- **Accessibility:** parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Hoover Elementary 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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - Annual Title I Meeting in the Fall
 - Monthly SSC meetings
 - Date With Data Grade Level Meetings
 - Hire Parent Engagement Specialist
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress

These topics are covered in a variety of ways:

- Back to School Night in the fall
 - Grade Level Parent Meetings
 - Dispersal of the Parent Guide to OUSD
 - Date with Data Evenings
 - Annual Title I meeting
 - Parent Trainings
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- Individual parent conferences
 - Monthly newsletters
 - Monthly updated current contact information for all families
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Professional Development topic
 - Outreach consultant professional development topic
- 5) 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.
- Family Literacy Night
 - Math Night
 - Science Night
 - Family Activity Nights
 - Grade Level Parent meetings
- 6) 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.
- Back to School Night
 - Annual Title I Meeting
- 7) Provides support, during meetings, for parental activities requested by Title I Program parents.
- Grade Level Parent Meetings
 - Individual Parent Conferences
 - COST team meetings for referred students
 - SST meetings for individual targeted students

- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

- 1) Hoover Elementary School will convene an annual Title I meeting to inform parents of the following:
- That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan School-Parent Compact

Hoover Elementary 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. The compact was approved by SSC on December 19, 2012

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

- Inclusion in the Parent Handbook in the fall of 2013
- Policy presented for review on November 14, 2012
- Policy discussion December 19, 2012
- Adoption on December 19, 2012

This policy was adopted by the Hoover School Site Council on December 19, 2012 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 1, 2012. It will be made available to the local community on or before October 1, 2012 The Hoover Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(principal's signature)

(date)

Hoover Elementary School Compact
Working Together to Achieve High Academic Standards

THE TEACHER PLEDGE:

I understand the importance of the school experience for every student and our role as educators and models.

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

I will teach grade level standards, skills and concepts.

I will teach interesting and challenging lessons that promote student achievement.

I will strive to address the individual needs of my students.

I will communicate with all my parents regarding their child's progress.

I will provide a safe, positive, supportive and healthy learning environment for my students.

I will correct and return appropriate work in a timely manner.

I will communicate homework and class work expectations.

I will develop my students' basic and critical thinking skills.

I will exhibit sensitivity to multicultural issues.

I will respect the school, students, fellow staff members and Hoover families.

I will distribute all school notices in a timely manner.

Teacher's Signature

Date

THE STUDENT PLEDGE:

I realize that my education is important. I know I am responsible for my own actions. I want to succeed.

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

I will get to the class on time every day.

I will be ready to learn and will work hard.

I will dress in the Hoover School Uniform.

I will take my folder home weekly/daily and explain it to my parents.

I will return completed work on time.

I will be responsible for my own behavior and follow the classroom and school rules.

I will be a cooperative learner.

I will ask for help when needed.

I will limit my TV watching, and will read or study every day after school.

I will respect the school, my classmates, Hoover School Staff and families.

I will give my parents all school notices in a timely manner.

Student's Signature

Date

THE PARENT/GUARDIAN PLEDGE:

I understand that my participation in my student's education will help his/her achievement and attitude.

Therefore, I will carry out the following responsibilities to the best of my ability:
I will ensure that my child complete his/her homework.
I will provide a quiet time and place for homework and monitor my child TV viewing.
I will strive to participate in school activities at least 1 hour per month.
I will attend at least one Back-to-School-Night, Open House, SSC, PTC, PTA and other school events.
I will encourage my child to engage in reading activities for at least 20 minutes every day.
I will make sure my child gets adequate sleep and has a healthy diet.
I will ensure that my child arrives to school and departs on time everyday.
I will have a conversation with my child about his/her school day.
I will attend all parent-Teacher Conferences.
I will communicate to the teacher about my child's homework needs.

Parent's Signature

Date

Compacto de la Escuela Hoover
Trabajando Juntos para Alcanzar Altos Niveles Academicos

Promesa de los Maestros:

Yo entiendo la importancia de experiencia en la escuela para cada estudiante y nuestro papel como educador y modelos. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

- Yo me comprometo a enseñar conforme al grado y al nivel de los estándares, habilidad y conceptos.
- Yo me comprometo a enseñar lecciones interesantes y estimulante para promover la realizacion de los estudiantes.
- Yo me comprometo a esforzarme para prepararme conforme a la necesidad individual de cada estudiante.
- Yo me comprometo a comunicarme con todos los padres para informarle acerca del progreso de su hijo/s.
- Yo me comprometo a proveer un medio ambiente seguro y saludable, positivo, de apoyo para los estudiantes.
- Yo me comprometo a corregir y regresar el trabajo en un tiempo apropiado.
- Yo me comprometo a comunicar la tarea y las expectativas de el trabajo de las clase a los estudiantes.
- Yo me comprometo desarrollar el pensamiento basico y critico de mis estudiantes.
- Yo me comprometo a exhibir sensibilidad a los problemas multiculturales.
- Yo me comprometo a respetar la escuela, los estudiantes, personal de la escuela y las familias de Hoover.
- Yo me comprometo a distribuir todas las notas de la escuela en el tiempo adecuado.

Firma del maestro/a

Fecha

Promesa de los Estudiantes:

Yo realizo que mi educacion es importante. Yo se que soy responsable por mis acciones. Yo quiero progresar. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

- Yo me comprometo a llegar a tiempo a las clases todos los dias.

Yo me comprometo a estar listo y voy a trabajar duro para aprender.
Yo me comprometo a venir uniformado a la escuela.
Yo me comprometo a llevar mi carpeta de trabajo a la casa diario/semanal y voy a explicarla a mis padres.
Yo me comprometo a regresar mi trabajo completo a la clase a tiempo.
Yo me comprometo a ser responsable de mi propia conducta y voy a seguir las reglas de la escuela.
Yo me comprometo a ser un estudiante cooperativo.
Yo me comprometo a pedir ayuda cuando la necesite.
Yo me comprometo a limitar ver television, y voy a leer y estudiar todos los dias despues de la escuela.
Yo me comprometo a respetar la escuela, mis compañeros, el personal de Hoover, y las familias.
Yo me comprometo a darle las notas de la escuela a mis padres cuando mi maestro me lo entregue.

Firma del estudiante

Fecha

Promesa de los Padres/Guardianes:

Yo entiendo que mi participacion en la educacion de mi hijo/a le ayudara en sus logros y actitudes. Por eso, yo estoy de acuerdo de llevar a cabo las siguientes responsabilidades en lo mejor de mi habilidad:

Yo me comprometo a asegurarme que mi hijo/a complete su tarea.
Yo me comprometo a proveerle a mi hijo/a un lugar callado para que pueda hacer su tarea y tambien voy a monitorear lo que ve en la television.
Yo me comprometo a esforzarme por participar en las actividades de la escuela por lo menos 1hora al mes.
Yo me comprometo a atender por lo menos a un Noche-De-regreso-a-la-Escuela, Escuela-Abierta, SSC, PTC o otras actividades de la escuela.
Yo me comprometo a animar a mi hijo/a en ocuparse en leer por lo menos 20 minutos todos los dias.
Yo me comprometo a asegurarme que mi hijo/a tenga un tiempo adecuado para dormir y tambien que tenga una dieta balanceada.
Yo me comprometo a asegurarme que mi hijo venga a la escuela a tiempo y se vaya de la escuela a tiempo.
Yo me comprometo a tener una conversacion con mi hijo/a de como le fue en el dia en la escuela.
Yo me comprometo a atender a las conferencias con el maestro/a de mi hijo/a.
Yo me comprometo a comunicarle al maestro/a sobre las necesidades de mi hijo/a en su tarea.

Firma del padre/madre

Fecha

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: ___ All Students. ___ ELs. ___ SWDs.</p> <p>Use Identify all that apply: ___ Basic core and/or CCSS-aligned materials are used as designed. ___ Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <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 Appropriate Instructional Program Materials All EL students are appropriately ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned, instructional program materials. Appropriate Use _____ Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																											
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <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%																																							
			Key Components																																											
			Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials.																																											
<table border="1" style="width:100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th align="center" colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th align="center">Gr. 4</th> <th align="center">Gr. 5</th> <th align="center">Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th align="center" colspan="4">Number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th align="center">Grade 4</th> <th align="center">Grade 5</th> <th align="center">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners				All Intensive ELs				All Intensive SWDs				Number/Percentage Provided Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students				Intensive ELs				Intensive SWDs			
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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: ___ All Students. ___ ELs. ___ SWDs.</p> <p>Appropriate Use Identify all that apply: ___ Basic core and/or CCSS-aligned materials are used as designed. ___ Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <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 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 708 2003 834"> <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></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use _____ Materials are used as designed.</p>					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners				All Intensive ELs				All Intensive SWDs
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	Gr. 4	Gr. 5	Gr. 6																					
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.2 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																																															
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
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:</p> <p>_____ Time is given priority and protected from interruptions.</p> <p>_____ 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>40</td> <td>20</td> <td>20</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table>								Proficiency Levels	Levels 1–2	Level 3	Level 4–5	Number of Students	40	20	20	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30	30	30
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students. <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																														
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components																																																			
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2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at 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. 	2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.6 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																																															
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Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																												
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																								
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.1 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. 	3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Instructional/Assessment Pacing Guides _____ Distributed to each grade level. _____ In use at every grade level. Pacing Guide Use Monitored _____ Principal monitors use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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%
			Key Components				
			Instructional/Assessment Pacing Guides _____ Distributed to each grade level. _____ In use at every grade level.				
			Pacing Guide Use Monitored _____ Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			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 <input type="checkbox"/> Training in RLA/ELD. <input type="checkbox"/> Coaching, as resources permit.				
			Vice Principal(s) <input type="checkbox"/> Training in RLA/ELD. <input type="checkbox"/> 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				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	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: <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. 	4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
			Principal <input type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Coaching, as resources permit. Vice Principal(s) <input type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Coaching, as resources permit.				
Suggested Documentation		Additional Comments					
	Mathematics						

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support 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. 	4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)				

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			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				
			_____ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	<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		2	40	20			
Grade 2		2	40	20			
Grade 3		2	40	20			
Grade 4		2	40	20			
Grade 5		2	40	20			
Grade 6							
Grade 7							
Grade 8							

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		

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>Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" data-bbox="1394 643 2032 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>20</td><td>20</td></tr> <tr><td>Grade 2</td><td>2</td><td>20</td><td>20</td></tr> <tr><td>Grade 3</td><td>2</td><td>20</td><td>20</td></tr> <tr><td>Grade 4</td><td>2</td><td>20</td><td>20</td></tr> <tr><td>Grade 5</td><td>2</td><td>20</td><td>20</td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td></tr> <tr><td>Grade 7</td><td></td><td></td><td></td></tr> <tr><td>Algebra 1</td><td></td><td></td><td></td></tr> <tr><td>Pre-algebra/Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table>						Number of Teachers	Training	Classroom Support	Grade 1	2	20	20	Grade 2	2	20	20	Grade 3	2	20	20	Grade 4	2	20	20	Grade 5	2	20	20	Grade 6				Grade 7				Algebra 1				Pre-algebra/Algebra Readiness
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California Department of Education
Academic Program Survey—Elementary School Level

		<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						
			Objective	Fully	Substantially	Partially	Minimally		
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. 	Review and identify which key components apply. Circle the most appropriate rating.						
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	Key Components Coaches/content experts/specialists _____ Type of instructional assistance. _____ Works primarily in classrooms. Describe type of classroom/teacher assistance regularly provided to teachers: Describe criteria used for identifying and providing coaching support: Monitoring Coaching System _____ Principal structures/monitors instructional assistance services. Trained Coaches/ Content Experts/Specialists _____ Provided with materials-based training. Describe type of training/ support planned and/or provided for coaches/content experts/specialists:	
Documentation		Additional Comments							
	Reading/Language Arts/ELD								
School Plan for Assistance and Support to Teachers:									
Attach appropriate documents.									

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>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.</p> <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%	<p align="center">Key Components</p> <p>Coaches/content experts/specialists: _____ Type of instructional assistance. _____ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System _____ Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists _____ Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>	
			Documentation		Additional Comments				
School Plan for Assistance and Support to Teachers:	Mathematics								
Attach appropriate documents.									

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. <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. 	7.1	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 type="checkbox"/> District-wide reporting and analysis of assessment results. <input type="checkbox"/> School-wide reporting and analysis of assessment results. <input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.				
			Training on Accessing and Using Electronic Data System <input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.				
			Using Formative Assessment Results <input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input type="checkbox"/> School-wide assessment calendar developed and used. <input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. <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 type="checkbox"/> District-wide reporting and analysis of assessment results. <input type="checkbox"/> School-wide reporting and analysis of assessment results. <input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.				
			Training on Accessing and Using Electronic Data System <input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.				
			Using Formative Assessments Results <input type="checkbox"/> Curriculum embedded/formative assessments administered frequently. <input type="checkbox"/> School-wide assessment calendar developed and used. <input 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.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> 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%
Key Components							
Scheduled Structured Collaboration Meetings							
_____ Number per month.							
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.							
_____ Meetings are structured; protocols/tools are developed and used.							
_____ Training for collaboration meeting protocols provided to teachers.							
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.							
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.							
Collaborative Meeting Discussion Content							
_____ Using and analyzing timely student common assessment results from all students.							
_____ Strengthening program implementation.							
_____ Designing and improving lessons and instruction.							
_____ Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
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%
			Key Components Scheduled Structured Collaboration Meetings _____ Number per month. _____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. _____ Meetings are structured; protocols/tools are developed and used. _____ Training for collaboration meeting protocols provided to teachers. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction. _____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. Collaborative Meeting Discussion Content _____ Using and analyzing timely student common assessment results from all students. _____ Strengthening program implementation. _____ Designing and improving lessons and instruction. _____ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. <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%
			Key Components				
			Allocation of Funds _____ District and site categorical and general funding are aligned to support EPC implementation.				
			Coordination of Funds _____ The SPSA aligns to the goals and activities in the LEA Plan.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
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. 	9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Allocation of Funds _____ District and site categorical and general funding are aligned to support EPC implementation.				
			Coordination of Funds _____ The SPSA aligns to the goals and activities in the LEA Plan.				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							