OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
             Maria Santos, Deputy Superintendent
             Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Esperanza Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Esperanza Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

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 2012-2013 Community Strategic Site Plan application for Esperanza Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Esperanza Elementary

6002190

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students* . In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

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 EFFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT
Esperanza Elementary is an elementary school located in East Oakland. Currently, our student population is composed of 97% Latino, 2% African American, and 1 % Asian. We offer an immersion program where all students can learn English and Spanish. We have implemented a 50/50 program model and focus our attention on how students learn a second language. We set out to design a school that would bring our two neighborhood populations (AA and L) together through instruction of language. The Stonehurst campus is host of an OUSD CDC program for Pre-K students. Much of our Kindergarten students come from the Stonehurst CDC. Newly admitted Kindergarten students transition into Esperanza through a 2 day bridge program that occurs in the summer during the summer. Esperanza Elementary also provides students with an after-school program called High Hopes. High Hopes offers homework help, art classes, and physical education classes for every student throughout the week. High Hopes is designed to service our lowest performing students yet is open to all students after an initial screening process. It is important to point out that Esperanza Elementary has maintained the CDS code of Stonehurst Elementary, connecting our test data to the former campus. Our data indicate the growth Esperanza Elementary has experienced over the past 5 years since opening. We have increased our API score by 160 points, decreased the percentage of students performing at the lowest levels and increased the number of students performing at higher levels on the CST in ELA and Math. Although we have experienced some success in moving our students to higher academic levels, our biggest challenge is supporting our students to achieve at high levels in English Language Arts. Moving our large portion of students performing at Basic towards Proficiency has been a major focus for our school this academic year. School-wide, our focus is on continual intervention through standards based instruction, differentiation, and accelerated intervention for those students performing at the lowest academic levels. We approach all elements of our school-wide foci through the lens of English Language Development since 87.3 percent of our students are designated as English Language Learners. Esperanza School-Wide Plan GOALS: Continuous growth towards grade level standards, as evidenced by *All students scoring Basic (approaching) moving to Proficient (benchmark) in ELA & Math *All students scoring FBB/BB (intensive) moving to Basic (approaching) in ELA &

Math *All English Learners progressing one level on the CELDT (e.g. Beginner to Early Intermediate) *All 1st grade students read fluently (40 wpm) and develop proficiency in essential ELA and Math standards *All K students know their letters and sounds and develop proficiency in essential ELA and Math standards *All Students will demonstrate behaviors consistent with the Esperanza core values: Perseverance, Consciousness, Scholarliness, Respect Our school-wide plan provides details for what teachers are expected to do, what leadership will do and what the organization will do to support standards-based instruction, differentiation, and English Language Development. Due to space limitations, the details cannot be delineated in one area in the CSSSP tool. We also offer a number of student services at Esperanza. Students can participate in extra-curricular activities that happen during the school day or after-school: student council, school newspaper, Upward Roots (4th and 5th grade program to build social consciousness), Techbridge (5th grade girls in science focus), and an advisory program. All of our programs are supported by classroom teachers through our committee structure. Along with extra-curricular activities, students and their families access emotional services through our COST team and SST process.

VISION

At Esperanza, our students graduate with confidence in their leadership and are academically prepared to succeed in any environment. They are unique individuals who aspire toward successful futures. Our students are academically strong in two languages, English and Spanish. They respect themselves and their community. They think critically about their environment and are determined to create social change.

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

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

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

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

The School Accountability Plan
* The Instructional Leadership Team will meet bi-weekly to monitor our progress towards implementing our school-wide instructional plan. See Appendix for Esperanza School-Wide Plan. *The principal will monitor progress on our school-wide plan by aligning instructional walkthroughs that focus on the school-wide instructional plan, align the evaluation of teachers and support staff with the school wide instructional plan and our asset map, and have monthly family meetings so that community have the opportunity to provide Esperanza with feedback (SSC, ELAC, Classroom Representatives). *Buy Back Days, school-wide retreats, and sub released PLC days will also be utilized to monitor progress on our school-wide instructional map and our assets map. *COST Team process and procedure. *Intervention Procedures *Committee Structure: Advisory, Culture, Student Council, Newspaper

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college
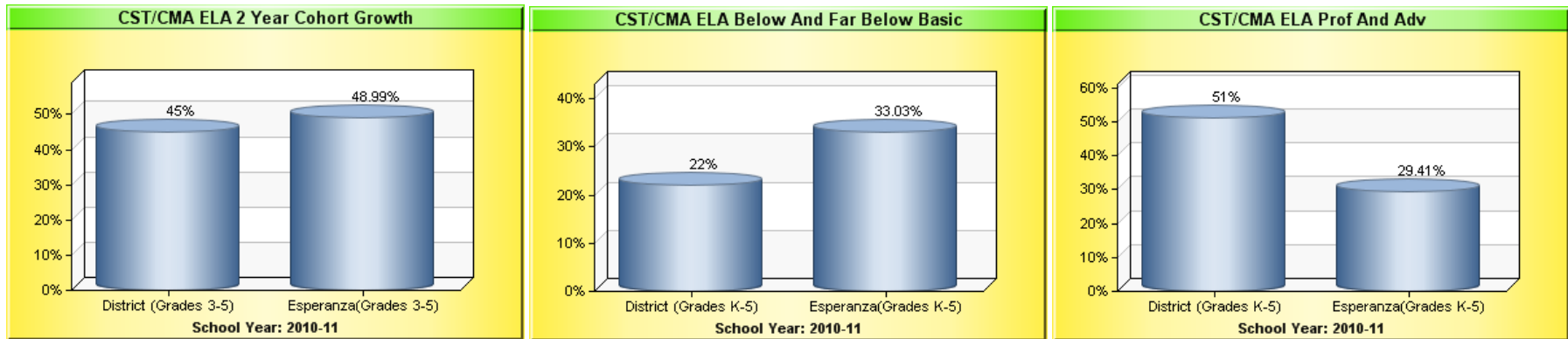
From OUSD Strategic Plan:

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.

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CST/CMA ELA 2 Year Cohort Growth — District (Grades 3-5): 45%; Esperanza (Grades 3-5): 48.99%; School Year: 2010-11

CST/CMA ELA Below And Far Below Basic — District (Grades K-5): 22%; Esperanza (Grades K-5): 33.03%; School Year: 2010-11

CST/CMA ELA Prof And Adv — District (Grades K-5): 51%; Esperanza (Grades K-5): 29.41%; School Year: 2010-11

School Data

- Benchmark results: K= 22%below, 28% bench; 1st= 8% below, 92% bench; 2nd=38% below, 62% bench; 3rd=53% below, 47% bench; 4th=65%below, 35% bench; 5th=41% below, 59% bench.
- Progress out of below from B1 to B2: 3rd=61% decrease to 15%; 4th=50% to 33%; 5th=22% to 7%. Increase P from B1 to B2: 3rd=15% to 38%; 4th=13% to 37%; 5th=15% to 30% advanced.

Data Analysis

- K-2 language arts instruction is in Spanish and produces our strongest levels of literacy outcomes for students.
- 3-5 language arts instruction is in English. Benchmark 2 data represents double digit growth in proficient and advanced from Benchmark 1 and a significant decrease in the "below" performance level.
- Students in grades 3-5 are monitored through a computerized reading program called Accelerated Reader. Most students struggle to complete their reading logs. Teachers track progress of reading goals using AR.
- CELDT data indicate that students remain stagnate at level 3. Most of our K and 1 students perform at the lowest levels (B, EI) of CELDT.

Theory Action

- At Esperanza, we believe that if we identify the reading level of every student throughout the year and orient our instruction toward those levels with acceleration in mind, then our students will continually grow towards grade-level standards.
- Teachers will focus on standards-based instruction through backwards planning of assessments and instruction from essential standards, identification of weekly focus standards, and administering weekly common assessments.
- Teachers will differentiate instruction by using data to provide targeted intervention, guide students to create individualized goals 3 times a year, and use portfolios to monitor progress.
- Teachers will strengthen English language development instruction: Communicate language objectives, implement the daily lesson design, assess ELD progress regularly, adjust instruction, and provide daily structured language practice.
- Leadership practices and organizational practices support standards-based instruction, differentiation, and English language development. See school-wide plan.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create workshop structure where all support services push-in to the classroom.	More students will score proficient on	FBB, BB	2012-2013	Aguilera	5/3/2012	177SQI1A2517	Workshop Structure:	7090-EIA -		TCSTIP0269	0.4	$14,370.30

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Hire STIP sub to support reading intervention.	formative and summative assessments.	and BAS					STIP	SCE			
Design workshop structure to focus on the increase of reading levels for English Language Learners (ELLs). Hire STIP sub to support workshop structure.	Increase in percentage of students scoring at proficient and advanced as measured by formative and summative assesssments. Increase of a CELDT level for all ELLs.	English Learners	2012-2013	Aguilera	5/3/2012	177SQI1A2518	ELD Intervention: STIP	7091-EIA - LEP		TCSTIP0269	0.6	$21,555.44
Instructional Facilitator coaches teachers in all subject areas, especially in English Language Development. Leads PLC days, supports intervention structures, teaches intervention classes.	ELLs increase a CELDT level.	English Learners	2012-2013	Aguilera	5/3/2012	177SQI1A2522	Improve ELD Instruction: IF	7091-EIA - LEP		TC11IF0093	0.6	$44,118.54
Instructional Facilitator coaches teachers in all subject areas. Leads PLC days, supports intervention structures, teaches intervention classes.	Increase percentage of students scoring proficient and advanced on formative and summative assessments.	FBB, BB and BAS	2012-2013	Aguilera	5/3/2012	177SQI1A2523	Improve Instruction: IF	7090-EIA - SCE		TC11IF0093	0.2	$14,706.18
Supplemental intervention materials to support the core instructional program.	Purchase of intervention materials.	FBB, BB and BAS	2012-2013	Aguilera	5/3/2012	177SQI1A2521	Intervention Materials	3010-Title I	4310-SUPPLIES		0	$1,044.19
Supplemental intervention materials to support the core instructional program.	Purchase of intervention materials.	FBB, BB and BAS	2012-2013	Aguilera	5/3/2012	177SQI1A2520	Intervention Materials	7090-EIA - SCE	4310-SUPPLIES		0	$119.06
Time for teachers to plan academic intervention for ELL students through sub coverage.	Increase in ELD assessments, CELDT	English Learners	2012-2013	Aguilera	5/3/2012	177SQI1A2519	PLC Days: Sub Coverage	7091-EIA - LEP	1150-TEACHERS SUBSTITUTES		0	$1,600.65
Monitor and motivate students to read using Accelerated Reader.	Increase in Reading Goals, Student Reading Levels	All Students	2012-2013	Teachers	5/3/2012	177SQI1A2679	Accelerated Reader	Non-SSC approved			0	$0.00
Reduce class sizes so that workshop structures for literacy development can be implemented.	Small group instruction and workshop.	All Students	August 2012	Aguilera	5/3/2012	177SQI1A4156	Hire Additional Teacher	3010-Title I		TCHBIL0123	0.8	$72,868.50
Weekly grade-level meetings for designing and implementing reading intervention for struggling students.	Weekly Lesson Design, Standards maps	All Students	Weekly 2012-2013	ALL	5/3/2012	177SQI1A4157		3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	$3,940.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

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.
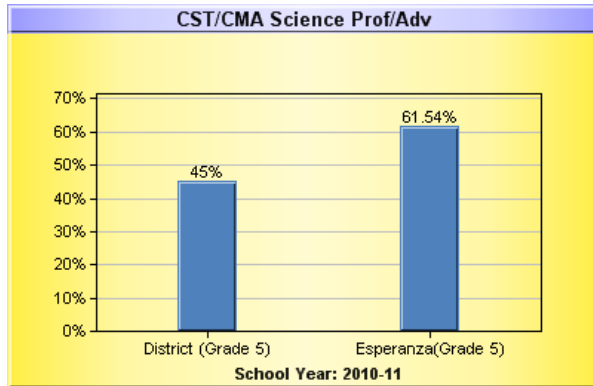
District-level Goals

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.

CST/CMA Math 2 Year Cohort Growth — District (Grades K-5): 52%, Esperanza(Grades K-5): 55.48%. School Year: 2010-11

CST/CMA Math Below And Far Below Basic — District (Grades 2-5): 16%, Esperanza(Grades 2-5): 13.57%. School Year: 2010-11

CST/CMA Math Prof And Adv — District (Grades 2-5): 65%, Esperanza(Grades 2-5): 67.87%. School Year: 2010-11

CST/CMA Science Prof/Adv

School Year: 2010-11

District (Grade 5): 45%
Esperanza(Grade 5): 61.54%
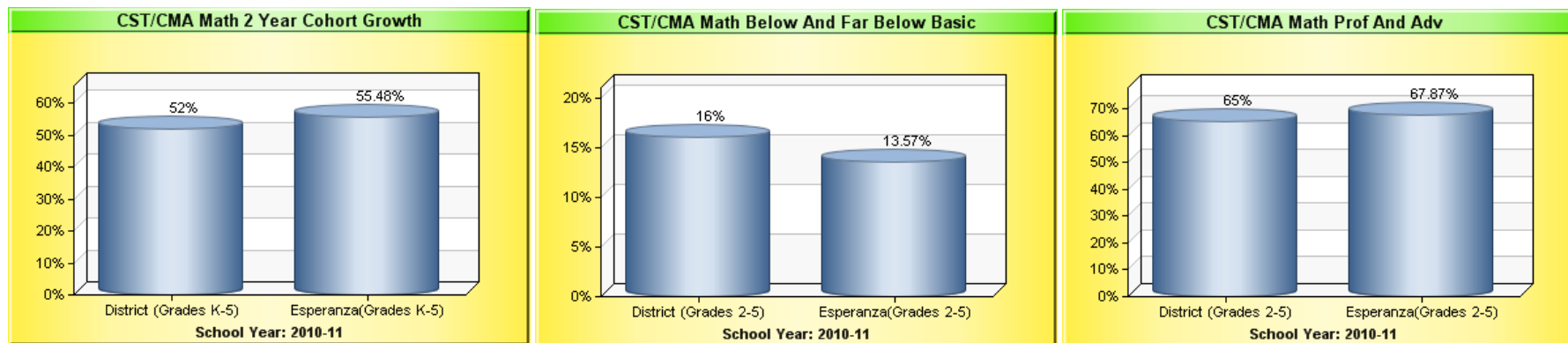
School Data

- Math data from Benchmark 2; Below=B and Proficient and Advanced =P/A: K=12% B, 88% P/A; 1st=7% B, 93% P/A; 2nd=20% B, 80% P/A; 3rd=22% B, 78% P/A; 4th=58% B, 42% P/A; 5th= 19% B, 81% P/A.
- All grade-levels surpass the minimum amount of science instruction per OUSD science instruction policy as indicated in grade-level schedules.

Data Analysis

- 4th grade results are the lowest school-wide. After inquiry, lesson pacing emerged as area of need for teachers.
- K-3 and 5th grade demonstrate academic strengths in math.
- K-5 science instruction allows for 5th grade students to perform well on Science CST. Instruction in the lower grades contribute to positive 5th grade CST results.

Theory Action

- If Esperanza teachers identify weekly focus standards for math and science then students will experience rigorous math and science instruction.
- Esperanza teachers create a year-long math and science standards-based curriculum map.
- Esperanza teachers use their weekly planning time to set weekly objectives through backwards mapping from math and science assessments.
- Esperanza teachers implement Envision math curriculum, the Singapore 8-step approach to problem solving, and FOSS for science instruction.
- Esperanza teachers regularly attend district and outside organization (Lawrence Hall) professional development in math and science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Common weekly planning time.	Weekly lesson objectives.	All Students	2012-2013	Aguilera	3/31/2012	177SQI1B2524	Extended Contracts	N/A			0	$0.00
Teachers attend central and/or outside organization (Lawrence Hall) professional development opportunities.	Increase in percentage of students scoring at proficient and advanced as measured by formative and summative assesssments.	All Students	2012-2013	Teachers, IF	3/31/2012	177SQI1B2525	Professional Development	Centralized Services			0	$0.00

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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.

Theory Action

- If Esperanza instructional program is challenging and engaging, then our students will be motivated to surpass grade-level expectations.
- Teachers will focus on standards based instruction that is organized into themes, using the Understanding by Design approach to creating units of study.
- Teachers will design weekly lesson objectives in all academic areas by grade-levels, ensuring that instruction is consistent across classrooms of the same grade-level.
- Teacher observations and walk-throughs will focus on implementing weekly lesson objectives and thematic teaching.
- The school community will embrace the 4 core values of Esperanza: Respect, Scholarliness, Perserverance, and Consciousness which are designed to prepare students for academic success and create responsible members of society.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
PLC days are used to complete the Esperanza Inquiry cycle, which includes unit designs based on thematic instruction.	Unit Designs	All Students	After Benchmark Assessments Administered	Jacques, Teachers	4/1/2012	177SQI1C2526	PLC Days: Unit Design	N/A			0	$0.00
Implementation of our 4 Core Values: Respect, Scholarliness, Perserverance, and Consciousness.	Core Value Tickets, Common Language, Positive Culture	All Students	2012-2013	Esperanza Community	4/1/2012	177SQI1C2528	Core Values	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

**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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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)
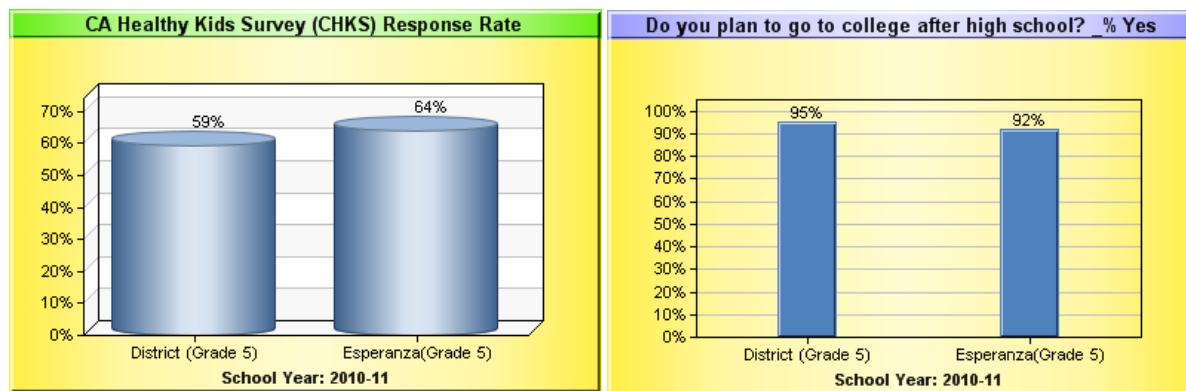
Theory Action

- If Esperanza students are prepared to succeed academically through classroom instruction, then students will have the choice to attend college or explore the carrer of their choice.
- Teachers communicate lesson objectives for all subject areas so that students understand what they are expected to learn.
- Teachers provide students with instruction that is based in our student's reality so that classroom learning is relevant to their lives.

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- As a community, we teach our students the 4 core values to model the way towards successful futures and career choices.
- Provide our 4th and 5th grade students with support through our advisory program so that students learn about career choices and the work necessary to achieve their career choice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support and implement the 4th and 5th grade advisory program. Teachers volunteer their time to provide guidance to our most needy students.	Career Aspirations	All Students	2012-2013	Jacques, Teachers	5/3/2012	177SQI1D2529	Advisory Program	N/A			0	$0.00
Yearly panel of college students that are Stonehurst alumni.	College Panel	All Students	College Spring Break	Aguilera	5/3/2012	177SQI1D2530	College Panel	N/A			0	$0.00
Yearly career panel representative of student's interests.	Career Panel	All Students	Spring 2013	Aguilera, Community	5/3/2012	177SQI1D2531	Career Panel	N/A			0	$0.00
Provide Kindergarten transition meeting for all incoming Kindergarten students.	Transition Meeting	Pre-Kindergarten	August 2012	Vaca	5/3/2012	177SQI1D4159	Pre K Transition Orientation	Non-SSC approved			0	$0.00
GATE students receieve differentiation instruction during workshop structured time.	Workshop for GATE	GATE	2012-2013	Jacques	5/3/2012	177SQI1D4160	GATE Workshop	Non-SSC approved			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 Data

- All teachers and leadership were trained in Systematic ELD to address ELD instruction.
- CELDT Data: % Beg./EI; %Intermediate; % Early Adv./Adv: K= 88%B, 11% I, 0% EA/A; 1st- 65% B, 24% I, 12%EA/A; 2nd=58%B, 29%I, 12%EA/A, 3rd=28%B, 52% I, 21% EA/A; 4th=21% B, 48% I, 33% EA/A; 5th=17 %B, 38% I, 46% EA/A.

Data Analysis

- Most of our lowest CELDT levels are in grades K and 1.
- In 3rd grade, students transition to language arts in Spanish (K-2) to English (3-5).
- 5th grade students have highest percentage of students school-wide on CELDT in EA and A levels: 46%.
- Majority of students, school-wide, score as Intermediate on CELDT.

Theory Action

- If we focus on the development of academic language and literacy levels for all our students, then we will increase the percentage of students that are prepared for the next grade-level.
- To support English Language Learners, teachers will use the Systematic ELD approach (methodology and lesson design) to intervene on stagnate performance of our English Language Learners.
- GATE students will continue to be challenged through differentiation and additional instructional opportunities.
- If every grade-level chooses 15 students of focus, then students will experience targeted intervention designed to support their progress toward grade-level proficiency.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
	Systematic ELD Instruction, more											

Continually support the implementation of Systematic ELD through professional development, coaching, feedback, and peer observations.	students scoring proficient and advanced on formative and summative assessments, and an increase of at least one CELDT level every year.	English Learners	2012-2013	Aguilera, Jacques, Teachers	5/3/2012	177SQI1E2532	Systematic ELD	Centralized Services		0	$0.00
PLC Days: A step in the Esperanza Inquiry Cycle asks for teachers to identify their focal students.	Focal students, differentiation, Push to Proficency	FBB, BB and BAS	2012-2013	Aguilera, Jacques, Teachers	5/3/2012	177SQI1E2533	Push to Proficiency	Non-SSC approved		0	$0.00
SURPLUS	SURPLUS	English Learners	2012-2013	Aguilera	5/3/2012	177SQI1E4158		7091-EIA - LEP	4399-SURPLUS	0	$111.53

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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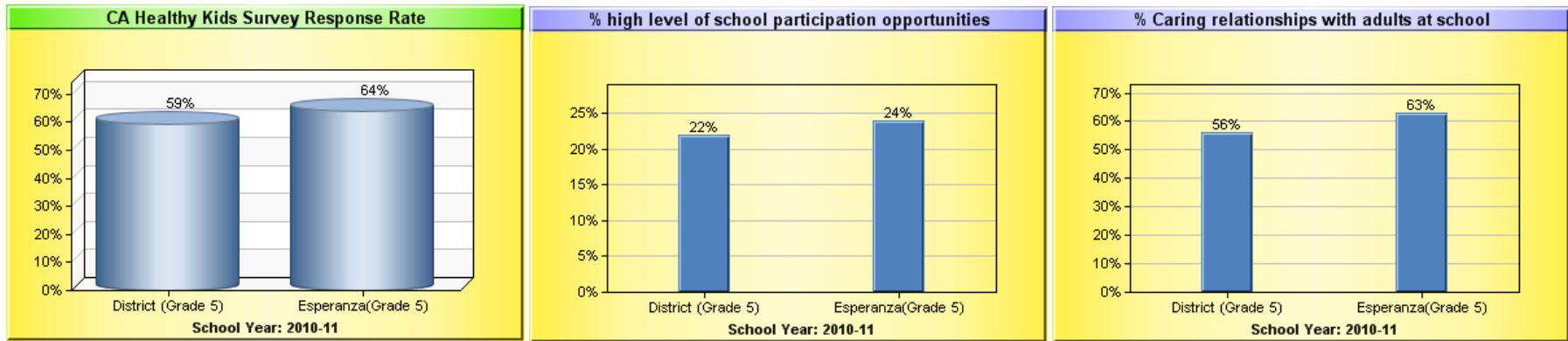
A quality school...

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

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.
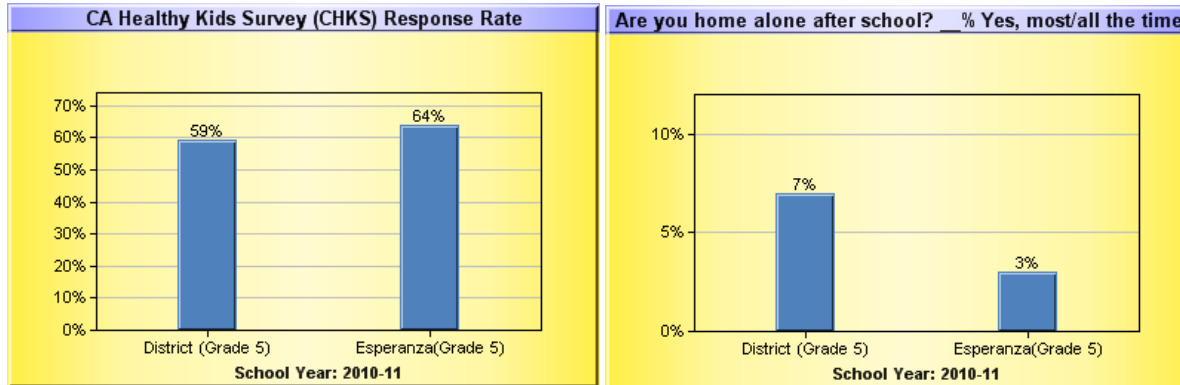
School Data

- Attendance rate of our High Hopes after-school program has been inconsistent and below the target percentage of 80%.

Data Analysis

- After-school program is not yet high quality. High turn-over in mentors and classroom teachers are unsatisfied with the rate of homework completion.
- Grades 3-5 homework is excessive and attributes to low homework completion. Most students do not finish assigned homework in the 1 hour period.

Theory Action

- If we partner with a high quality after-school program provider, then our students will be supported academically and enjoy school.
- If we identify focal students to receive intervention at each grade-level, then students will receieve the necessary support to reach grade-level standards.

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

| Partner with a high-quality after-school provider. | High attendance rate of after-school program. | FBB, BB and BAS | 2012-2013 | Aguilera, Provider | 3/31/2012 | 177SQI1F2535 | High Hopes After-School Program | Non-SSC approved | | | 0 | $0.00 |
| Identify focal students at every grade-level and implement Push to Proficiency, our teacher-driven after-school interevention program. | Focal students | FBB, BB | 2012-2013 | Aguilera, Jacques, Teachers | 3/31/2012 | 177SQI1F2536 | Push to Proficiency | Non-SSC approved | | | 0 | $0.00 |

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

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

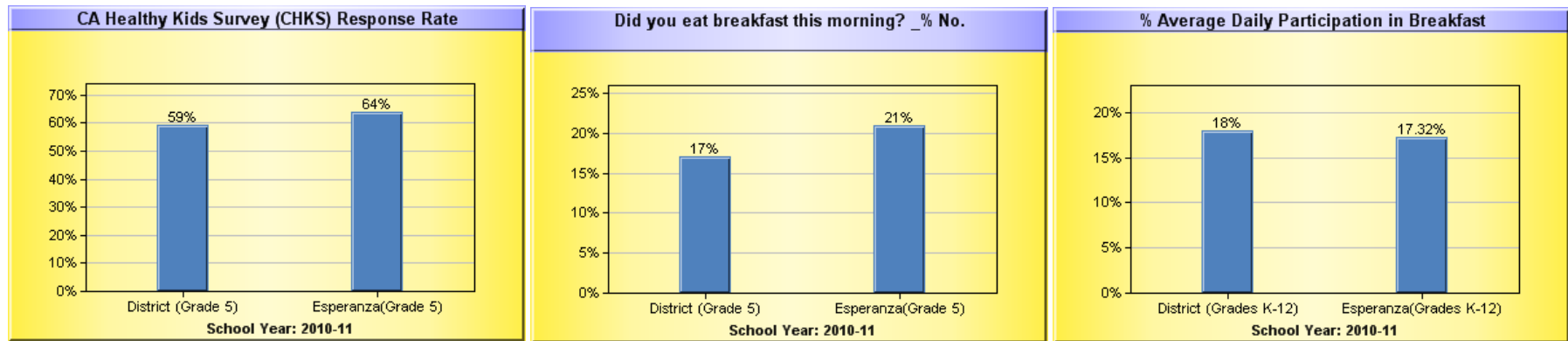**School:** Esperanza Elementary   **Principal:** SONDRA AGUILERA

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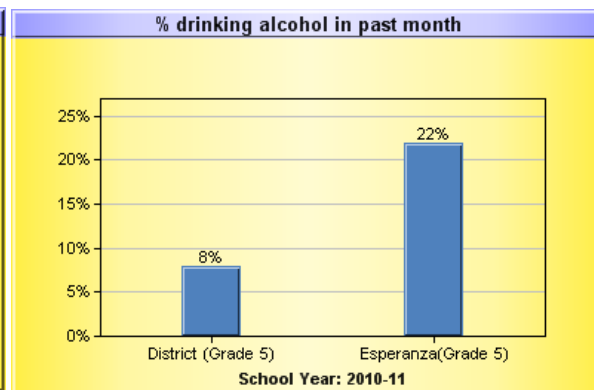
A quality school...

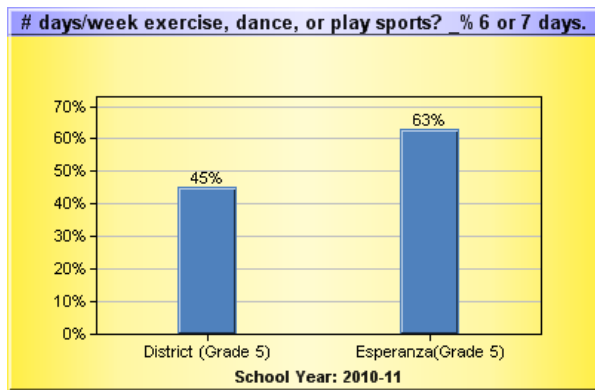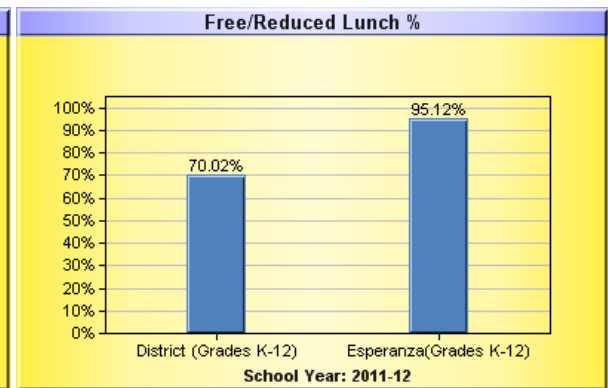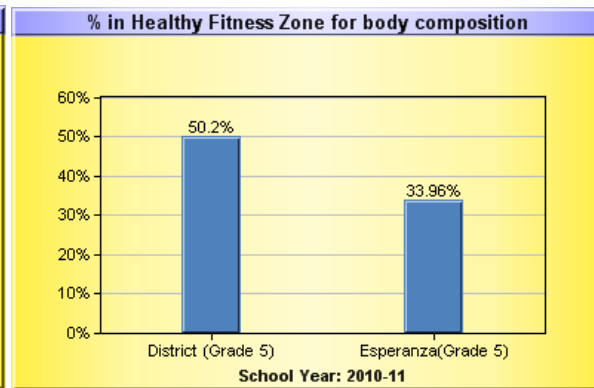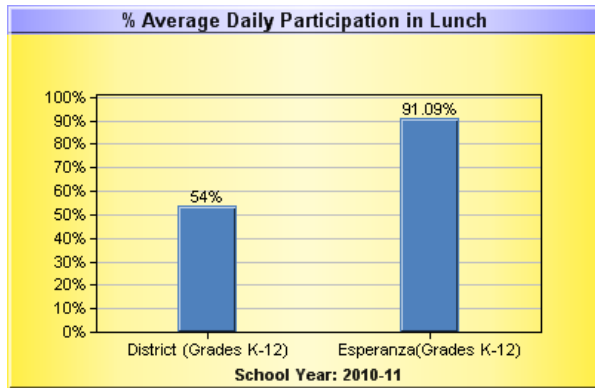1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

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%

CA Healthy Kids Survey Response Rate — District (Grade 5): 59%, Esperanza (Grade 5): 64%. School Year: 2010-11

% high level of school participation opportunities — District (Grade 5): 22%, Esperanza (Grade 5): 24%. School Year: 2010-11

% Caring relationships with adults at school — District (Grade 5): 56%, Esperanza (Grade 5): 63%. School Year: 2010-11

19

% receiving one or more out-of-school suspension
District (Grades K-5): 2.8%
Esperanza(Grades K-5): 0.88%
School Year: 2010-11

# of DHPs
District (Grades K-5): 14
Esperanza(Grades K-5): 0
School Year: 2010-11

% feeling safe at school all of the time
District (Grade 5): 49%
Esperanza(Grade 5): 57%
School Year: 2010-11

School Data

- Low disciplinary incidents at Esperanza.
- COST Team system helps coordination of services. Teachers complain that the SST and subsequent testing process takes too long.

Data Analysis

- Teacher and leadership presence deters student incidents.
- Inconsistently use Esperanza Core Values Tickets.
- COST Team can improve communication with teacher that refers students so that the teacher knows how the student will be supported.

Theory Action

- If Esperanza creates a school culture which is based on caring relationships, high expectations, and focused on academic progress and success, then students will have successful academic and social futures.
- Esperanza will continue to sustain and improve preventative and earily intervention structures so that students are progressing toward grade-level standards.
- Esperanza will improve the use of our Core Value system so that positive student behavior is recognized, creating the "Esperanza Way" of conduct for students.
- The COST team will continue to meet every week to review our SST process. The COST team will begin to review student academic data for students receiving emotional support.
- Esperanza will continue to offer student extra-curricular activities like student council, newspaper, Upward Roots, and advisory.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Refine Push to Proficiency Structure: Early intervention based on formative assessments, standards-based focus every 3-weeks.	Standards Focus, Focal students	FBB, BB and BAS	2012-2013	ILT	4/1/2012	177SQI2A2554	Push to Proficiency	Non-SSC approved			0	$0.00
Refine and remind teachers and staff to use Core Values systems: Core Values Tickets and Monthly value focus instruction in the classroom.	Minimal discipline incidents, Core Values system	All Students	2012-2013	ILT	4/1/2012	177SQI2A2555	Core Values	N/A			0	$0.00

Refine COST team process that supports SSTs. Add student academic data of students receiving emotional support to the discussion. Also review attendance data.	Improved SST process, better communication to teachers during the SST process	All Students	2012-2013	COST	4/1/2012	177SQI2A2556	COST Team, SSTs	N/A			0	$0.00
Continue extra-curricular activities to engage students: Student Council, newspaper club, Upward Roots, and advisory program.	Minimal discipline incidents	All Students	2012-2013	ILT	4/1/2012	177SQI2A2557	Extra-Curricular Opportunities	N/A			0	$0.00
Increase amount of psychological services for students.	Less incidents of student discipline	All Students	2012-2013	Aguilera	4/1/2012	177SQI2A2585	On-Site Psychological Services	7090-EIA - SCE		PSYCHL0052	0.199998	$17,910.76

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

Strategic Priority B. Health & Wellness

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

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.

CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 5): 59%, Esperanza(Grade 5): 64%. School Year: 2010-11

Did you eat breakfast this morning? _% No. — District (Grade 5): 17%, Esperanza(Grade 5): 21%. School Year: 2010-11

% Average Daily Participation in Breakfast — District (Grades K-12): 18%, Esperanza(Grades K-12): 17.32%. School Year: 2010-11

% Average Daily Participation in Lunch

District (Grades K-12): 54%
Esperanza(Grades K-12): 91.09%
School Year: 2010-11

% in Healthy Fitness Zone for body composition

District (Grade 5): 50.2%
Esperanza(Grade 5): 33.96%
School Year: 2010-11

Free/Reduced Lunch %

District (Grades K-12): 70.02%
Esperanza(Grades K-12): 95.12%
School Year: 2011-12

 # days/week exercise, dance, or play sports? _% 6 or 7 days.

District (Grade 5): 45%
Esperanza(Grade 5): 63%
School Year: 2010-11

% drinking alcohol in past month

District (Grade 5): 8%
Esperanza(Grade 5): 22%
School Year: 2010-11

School Data

- No junk food policy is supported by Esperanza community.
- Referrals for emotional services often outweigh our capacity, even with increasing the FTE of our psychologist, partnering with Lincoln Child Center, and with OUSD Intern program.

Theory Action

- If Esperanza creates an enviornment for the formation of healthy habits, then our students will have the foundation for living fuller, healthier, and longer lives.
- Esperanza will continue to partner with district services to provide students with drug and alcohol awareness programs.
- Esperanza will continue to partner with outside agencies to coordinate health services (clinics), gang prevention, and mental health services.
- Esperanza will continue to partner with central services to improve the cleanliness of our campus, including the organization of resources.
- Esperanza will continue to implement a no junk food policy that includes a state and county sponsored and family sponsored healthy snack program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide drug and alcohol awareness program, include as topics for advisory program.	CHKS Survey data	All Students	2012-2013	Aguilera, OUSD	4/1/2012	177SQI2B2561	Drug and Alcohol Prevention	N/A			0	$0.00

Coordination of health services (clinics), gang prevention, and emotional support services.	Access to health services	All Students	2012-2013	Aguilera, COST	4/1/2012	177SQI2B2562	Health and Wellness access	N/A			0	$0.00
Coordination of health services (clinics), gang prevention, and emotional support services.	Access to health services	All Students	2012-2013	Aguilera, COST	4/1/2012	177SQI2B2564	Mental Health Services Contract	Non-SSC approved			0	$0.00
On-site management of custodial services, improve cleanliness standards.	Cleaner School	All Students	2012-2013	Aguilera, Custodial Services	4/1/2012	177SQI2B2565	Management of Custodial Services	Centralized Services			0	$0.00
Healthy snack program and healthy diet education.	Health snacks, dietary education		2012-2013	Teachers, County, Food Services, Cafeteria Manager	4/1/2012	177SQI2B2566	County Services: Diet education	Funded by Community Partner			0	$0.00
Healthy snack program and healthy diet education.	Health snacks, dietary education		2012-2013	Teachers, County, Food Services, Cafeteria Manager	4/1/2012	177SQI2B2567	Snacks: Cafeteria Manager	Centralized Services			0	$0.00
Coordination of athletic education: Consultant	Organized games and class game time	All Students	2012-2013	Aguilera	4/1/2012	177SQI2B2568	Athletic Program Coordinator	Non-SSC approved			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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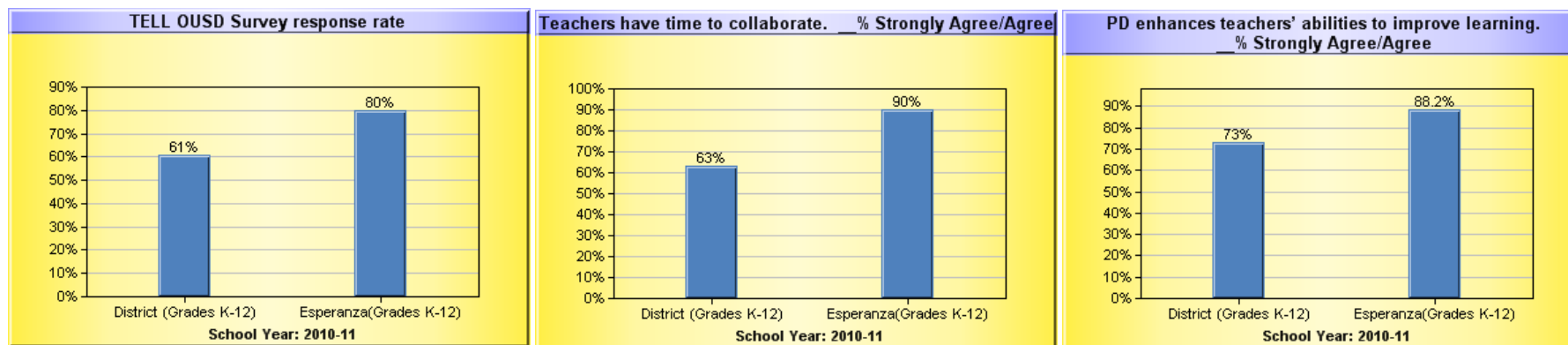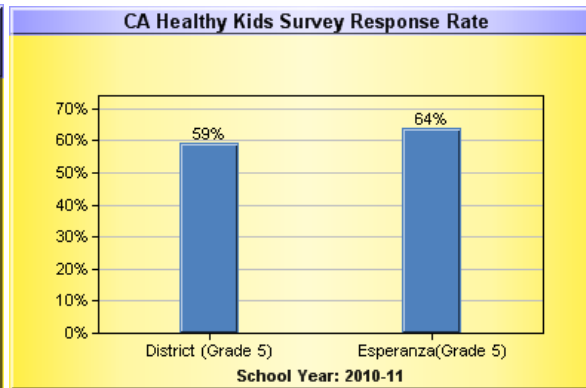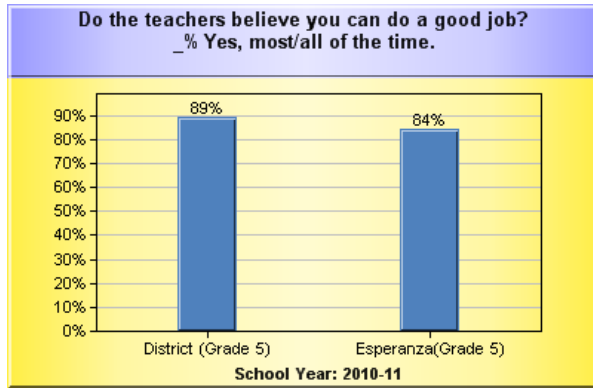A quality school...

- 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

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)

Average Daily Attendance (ADA)

School Year: 2010-11
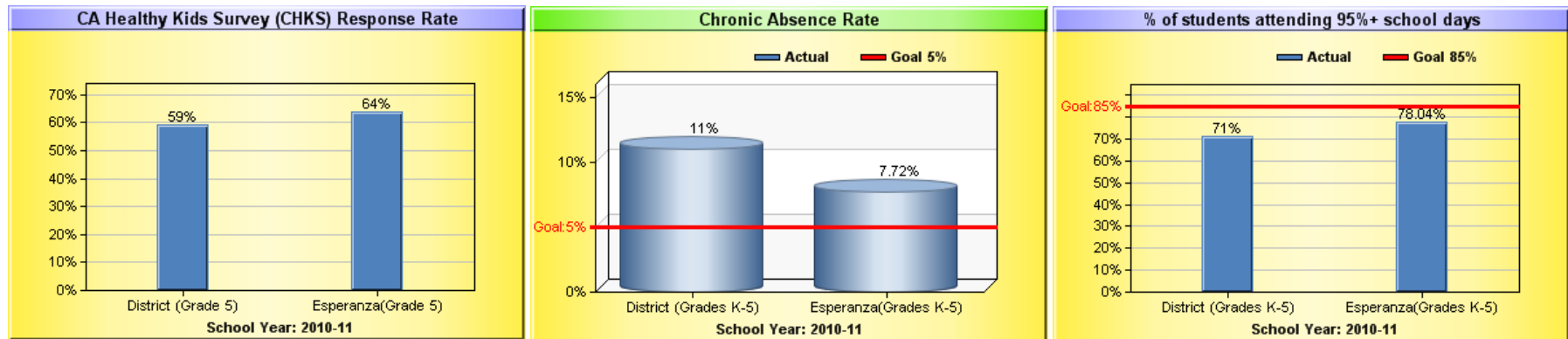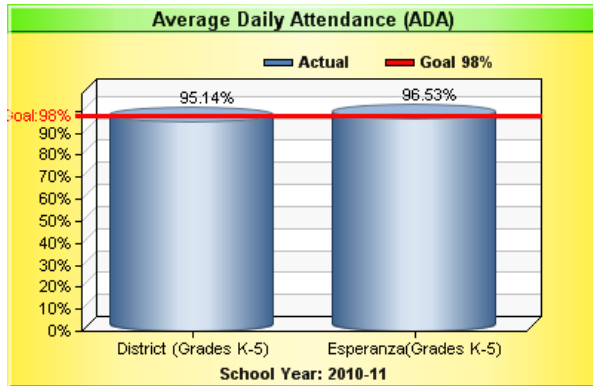
School Data

- We struggle with students arriving to school on time, arriving 5-10 minutes late every day.
- 26 students (8%) were chronically absent 2010-2011. Lowest 95 % attendance rates: K(72%) and 1st (78%). 78% of students school-wide attend school 95% of the time.

Data Analysis

- K and 1st students have the lowest attendance rate. We are not sure if the rate is low because students were really sick or if a child said they weren't feeling well and family chose to keep them at home.
- Chronic absence is lowest in grades 4 and 5, although one 5th grade class is struggling more so than others.

Theory Action

- If Esperanza staff (attendance clerk, community assistant, teachers, support staff) monitors attendance, then our students and their families will understand the importance of attending school everyday.
- If we provide positive incentives and recognition to students and their families to achieve 98% attendance, then more families will prioritize student attendance.
- If we implement attendance systems that include intervention strategies, then families will improve student attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
K and 1st grade Family Attendance meetings	Increase percentage of students attending 95% of the time.	All Students	Every Statistical Month	Attendance Clerk, Community Assistant, Principal	4/1/2012	177SQI2C2569	K/1 Attendance Meetings	Non-SSC approved			0	$0.00
Implement SART process. Set small incremental attendance goals for students with low attendance rates.	SARTs	All Students	On-going: 2012-2013	Attendance Clerk, Community Assistant	4/1/2012	177SQI2C2570	SARTs	Non-SSC approved			0	$0.00
Implement SART process. Set small incremental attendance goals for students with low attendance rates.	SARTs	All Students	On-going: 2012-2013	Attendance Clerk, Community Assistant	4/1/2012	177SQI2C2572	Attendance Improvement Certificates	Non-SSC approved			0	$0.00
Recognize students and				Attendance								

parents with high attendance rates.	Attendance Certificates	All Students	On-going: 2012-2013	Clerk, Community Assistant	4/1/2012	177SQI2C2571	Attendance Certificates	Non-SSC approved			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: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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.

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

Do the teachers believe you can do a good job?
_% Yes, most/all of the time.

District (Grade 5): 89%
Esperanza (Grade 5): 84%
School Year: 2010-11

CA Healthy Kids Survey Response Rate

District (Grade 5): 59%
Esperanza (Grade 5): 64%
School Year: 2010-11

School Data

- All grade-levels meet each week to create instructional plans.
- Annually, classroom teachers complete at least 2 teacher directed inquiry cycles and attend weekly professional development.

Theory Action

- If our Esperanza community of employees work together, then our students and families will have an improved school experience.
- Esperanza teachers must collaborate on a weekly basis to create weekly lesson objectives based on data to provide quality instruction.
- Esperanza teachers must engage in our cycle of inquiry to understand student achievement, connect success with teaching practice, learn new strategies, adjust and determine if adjustments are working.
- Esperanza families must be seen as a source of knowledge and insight on how to improve instruction.
- Esperanza staff must approach their jobs through professional learning that is situated in their everyday contexts and be open to making changes so that we become improved practioners.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Weekly grade-level meetings.	Grade-level Deliverables	All Students	2012-2013	Aguilera, Jacques, Teachers	4/1/2012	177SQI3A2577	Grade-level meetings	Non-SSC approved			0	$0.00
PLC days to begin Esperanza Inquiry Cycle.	Improved instruction, teacher evaluations	All Students	2012-2013	Aguilera, Jacques, Teachers	4/1/2012	177SQI3A2578	PLC Days	N/A			0	$0.00
Instructional Leadership Team (ILT) sets professional development scope and sequence.	PD Calendar	All Students	2012-2013	ILT	4/1/2012	177SQI3A2579	ILT	Non-SSC approved			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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

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 Data

- 40 families attend SSC and ELAC meetings regularly.
- 90% of families participate in home visits where teachers go into the community to meet with families in their homes.

Data Analysis

- Families are less excited to attend business type meetings like SSC where school finance is discussed.
- Families that do attend SSC and ELAC have more access to student data and learn how to access academic intervention when needed.
- Weekly newsletter is not read by all families although information about school activities and services are communicated.

Theory Action

- If Esperanza families are accessed as a source of knowledge by Esperanza staff, then Esperanza will create a culture of collective ownership of our students outcomes.
- If Esperanza families attend data discussions with classroom teachers, then families will know how to determine if their child is meeting grade-level expectations.
- Esperanza families must know the academic levels of their children, celebrate success and growth and know how to access and support school interventions.
- Esperanza families must engage in the decision making process on campus to inform Esperanza staff of priorities and aspirations they hold for their children.
- Esperanza must provide families with access to our school through a staff person dedicated to supporting their needs as it pertains to the academic and emotional success of their children.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Community assistant to serve struggling families, including a high Spanish speaking population. Guide families through interventions for low academic achievement, including accessing intervention services.	Family involvement that supports academic achievement, especially ELL students.	FBB, BB and BAS	2012-2013	Aguilera	4/1/2012	177SQI4A2583	Community Engagement: Community Assistant	7090-EIA - SCE		CMRAIB0001	0.2	$12,470.92
Community assistant to serve struggling families, including a high Spanish speaking population. Guide families through interventions for low academic achievement, including accessing intervention services.	Family involvement that supports academic achievement, especially ELL students.	FBB, BB and BAS	2012-2013	Aguilera	4/1/2012	177SQI4A2584	Community Engagement: Community Assistant	3010-Title I		CMRAIB0001	0.4	$24,941.85
Community assistant to serve struggling families, including a high Spanish speaking population. Guide families through interventions for low academic achievement, including accessing ELL services.	Family involvement that supports academic achievement, especially ELL students.	English Learners	2012-2013	Aguilera	4/1/2012	177SQI4A2582	Community Engagement: Community Assistant	7091-EIA - LEP		CMRAIB0001	0.3	$18,706.39
Provide families with childcare during meetings to increase participation.	High percentage of family and community engagement	All Students	2012-2013	Community Assistant	4/1/2012	177SQI4A2581	Childcare	9901-Title I - Parent Participation	2222-CLASSSUPPT SALARIES EXTRA COMP		0	$1,700.00
Family engagement meeting supplies.	Meeting Supplies	All Students	Monthly Meetings	Community Assistant	4/1/2012	177SQI4A2580	Family education supplies	9901-Title I - Parent Participation	4310-SUPPLIES		0	$345.03

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Esperanza Elementary   **Principal:** SONDRA AGUILERA

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.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

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.
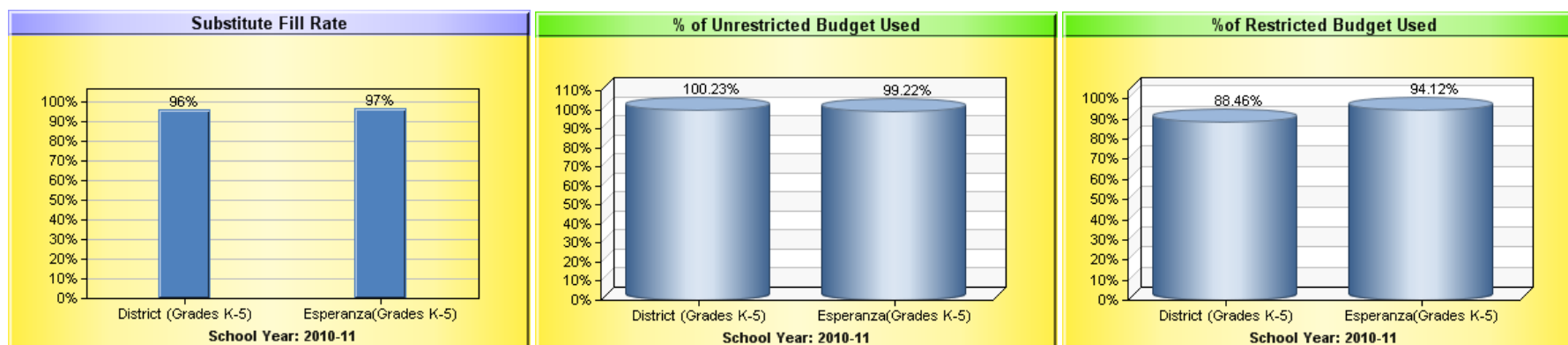
School Data

- ILT monitors progress of the implementation of our school-wide plan and school goals. ILT uses a scorecard to track progress.
- Teachers are observed as described by the evaluation process. Teachers that are not being formally evaluated also set teaching objectives for the year.

Data Analysis

- Teachers are held accountable for their contributions toward school-wide plan and goals. Few Esperanza support staff have learning goals and know the school-wide plan.
- Although there are school-wide systems and structures in place for supporting instruction, many of these systems and structures can be improved.
- Teachers being formally evaluated are observed with more frequency than those teachers not being formally evaluated.

Theory Action

- If all school resources are managed and leveraged to support the academic success of every Esperanza student then we will reach the district vision of creating full service community schools for all Oakland families.
- Esperanza staff is expected to align to school-wide plan, school goals, and identify personal learning goals. Progress is monitored toward individual goals and staff is accountable for outcomes.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
ILT meets at least once monthly to set professional development priorities, track progress on school-wide plan, and discuss school culture.	Functioning ILT	All Students	2012-2013	ILT	4/1/2012	177SQI5A2619	ILT Meetings	Non-SSC approved			0	$0.00
IF and principal meet weekly to coordinate aspects of the instructional program.	Coordinated Instructional Program	All Students	2012-2013	Aguilera, Jacques	4/1/2012	177SQI5A2621	Weekly Instructional Program Coordination Meetings	N/A			0	$0.00
All teachers set performance objectives and are observed not only during an evaluation cycle.	Observation and Walkthrough calendar	All Students	2012-2013	Aguilera	4/1/2012	177SQI5A2623	Performance Objectives: Teachers	N/A			0	$0.00
All support staff set performance objectives and meet at least monthly to track progress.	Meetings with Support Staff	All Students	2012-2013	Aguilera, Support Staff	4/1/2012	177SQI5A2625	Performance Objectives: Support Staff	N/A			0	$0.00

ASSURANCES
2012-2013

School Site: Esperanza Elementary
Site Number: 177

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 2012-2013 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 02/17/2012.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 05/04/2012.

6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:
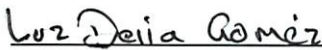
(signature)	Marisol Soto	06/04/2012
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
Luz Delia Gomez	Delia Gomez	05/04/12
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
(signature)	Sondra Aguilera	05/04/2012
Principal Signature	Principal's Name (printed)	Date
(signature)	Kimi Kean	5/11/12
Executive Officer's Signature	Executive Officer's Name (printed)	Date
(signature)	Susana Ramirez	6/8/12

Director, State + Federal Compliance

School Site Council Membership Roster – Elementary School

School Name: Esperanza Elementary_   **School Year** 2011-2012_____

Chairperson: Marisol Soto	Vice Chairperson: Karolina Gutierrez
Secretary: Cecia Barrera	**DAC Representative:** Yajaira Rivera

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Marisol Soto	Esperanza Elementary				X
Karolina Gutierrez	Esperanza Elementary				X
Delia Gomez	Esperanza Elementary				X
Cecia Barrera	Esperanza Elementary				X
Yajaira Rivera	Esperanza Elementary				X
Maria Vaca	Esperanza Elementary			X	
Dolores Beleche	Esperanza Elementary		X		
Maryam Lara	Esperanza Elementary		X		
Rebecca Syrowski	Esperanza Elementary		X		
Sondra Aguilera	Esperanza Elementary	X			
DAC Representative	Yajaira Rivera				X
Home Ph. 750-9717	Email:				

Meeting Schedule	9/23/11, 10/21/11, 11/17/11, 12/16/11, 1/19/12, 2/24/12, 3/16/12, 4/20/12, 5/18/12

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff
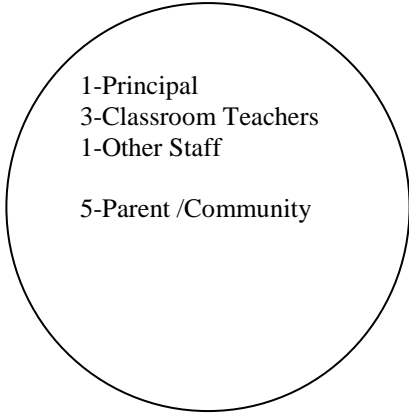
5-Parent /Community

Esperanza
Family School Integration Plan and Involvement Policy

Parents, families, and community members have been involved in Esperanza since the design phase. Building on this early partnership, our school program is structured to continue fostering strong and mutually accountable relationships between home and school. Integrating families and the community into every aspect of the school program is one of the three pillars of our theory of action for increasing student achievement. Some of the elements that support family school integration are:

Home School Compact
After enrolling their students in Esperanza, all families are given a copy of the family school agreement. The home school compact is a contract between the student, their teacher, and their parent or guardian. There are many ways that we ask all families to be involved in supporting their child's education at ESPERANZA. These are detailed in the Family School Agreement. All families must sign the agreement before the first day of school. Through the Family School Agreement, ESPERANZA families pledge to support their child at home and at school by:

- Making sure they get at least 9-10 hours of sleep a night
- Making sure they eat breakfast
- Limiting the amount of time they watch TV and play video games
- Talking to them about what they are learning in school
- Reading to them and/or providing a quiet place to complete schoolwork
- Bringing them to school on time
- Respecting the school uniform policy
- Sending only healthy snacks to school
- Attending 3 meetings with my child's teacher each year
- Receiving the classroom teacher in their home at the beginning of the school year for home visits
- Communicating with my child's teacher
- Attending 1-2 student assemblies
- Following school rules and showing respect for myself and others
- Volunteering in your child's classroom, 2 hours per month
- Chaperoning field trips

Resources and support for families:

Family Resource Center
The family resource center is located on the Stonehurst campus and provides the opportunity for parents to socialize as well as further their own education. The resource center is shared by all of the schools on the site, and available to all of the families in the Stonehurst community. The center is run by the family school coordinator, who will create a welcoming environment that meets the needs of our diverse and multi-lingual community of families. The center will contain a computer with Internet access, printer, and library of resources and references for parents, as well as a comfortable seating area with coffee and other refreshments.

Community Relations Assistant
The community relations assistant serves as the primary liaison between the school and families. They serve on the SSC, parent representative groups, will develop the Family Resource Center, coordinate

parent outreach and collaborate with the after-school program staff to offer additional services to families based on need, such as curriculum workshops, and family literacy. The coordinator oversees and trains family and community volunteers and supports families in identifying ways in which families can get involved.

Home Visits
At ESPERANZA teachers will go beyond the walls of the classroom and school building in order to foster strong relationships with families. At ESPERANZA, we believe that all families want the best for their children and that if they can not come to our school, we will go to them.

Classroom Representatives
The primary purpose of the representatives is to facilitate communication between the teacher and the classroom families. There are two representatives for each classroom. Family members choose 2 representatives in the first week of September at the first classroom meeting. Classroom representatives attend classroom representative meetings and work as the communityt leadership on our campus.

Esperanza Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

_____
Student

_____
Teacher

_____
Parent/Guardian

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	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	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 current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have 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) that are to 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 Plan (IEP), to enable them to participate successfully in a basic core classroom.	The following is a rating table and key components section (see below).				

Implementation Status and Key Components (detail)

Objective	Fully	Substantially	Partially	Minimally
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional program materials
All students are _X__ assessed, __X_placed, and _X__provided appropriate SBE-adopted instructional program materials.

Number of Students:
_317___ All Students.
_316___ ELs.
_10___ SWDs.

Appropriate Use
Identify all that apply:
__X__ Core materials are used daily as designed.
__X__ Ancillary materials are used daily as designed.

Documentation	Additional Comments

	Reading/Language Arts/ELD
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Attach publisher purchase order (PO) documentation for sets of classroom core materials.

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 either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment.	**Objective** / 1.2	**Fully** / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately _X__assessed, _X__placed, and __X_ provided appropriate SBE-adopted or SBE-approved instructional program materials.

If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:

Appropriate Use
__X___ Materials/ELD components are used daily 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 core materials.		

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 the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. • Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.	*(see detail below)*

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

Key Components

Appropriate Instructional Program Materials
All students are __X_assessed, _X__placed, and _X__provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 4_8_ Gr. 5_11_Gr. 6__
All Intensive ELs: Gr. 4_8_ Gr. 5_11_Gr. 6__
All Intensive SWD's: Gr. 4_2_ Gr. 5_4_Gr. 6__

Number/% Provided SBE-Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	8	11	
Intensive ELs	8	11	
Intensive SWDs	2	4	

Appropriate Use
___X__ Materials are used daily 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 core materials.

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 the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to 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. • 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

Second sub-table within Implementation Status column:

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

Key Components

Appropriate Instructional Program Materials
All students are __X__ assessed, _X__placed, and _X__provided appropriate SBE-adopted instructional program materials.

Number of Students:
_317____ All Students.
_316____ ELs.
_10____ SWDs.

Appropriate Use
Identify all that apply:
____X_ Core materials are used daily as designed.
__X___ Ancillary materials are used daily as designed.

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

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

1. Instructional Program

1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program 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 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.

Criteria and Clarifications:

Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.

- For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace 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%

Key Components

Appropriate Instructional Program Materials
All students are _X__assessed, __X_placed, and __X_provided appropriate SBE-adopted instructional program materials. Students served:

Number of Intensive Intervention Students:
All Intensive learners: Gr. 4 _8__ Gr. 5 __3_ Gr. 6 ____
All Intensive ELs: Gr. 4 _8__ Gr. 5 _3__ Gr. 6 ____
All Intensive SWDs: Gr. 4 __2_ Gr. 5 __2_ Gr. 6 ____

Appropriate Us
 ____X_ Materials are used daily as designed.

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

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	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. • Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.	Objective	Fully	Substantially	Partially	Minimally

Objective	Fully	Substantially	Partially	Minimally
1.6	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 SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 8 ___
All Intensive ELs: Gr. 8 ___
All Intensive SWDs: Gr. 8 ___

Number Provided SBE-Algebra Readiness	
	Grade 8
Total Students	
ELs	
SWDs	

Appropriate Use
 _____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		8th grade ALgebra is not an aspect of our K-5 program.
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom core materials.		

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 complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 2.0 hours (or up to two periods)	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	See below				

Implementation Status:

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

Key Components

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

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

Number of Instructional Minutes at each grade level	K	1	2	3	4	5	6	7	8
All Students	60	150	150	150	150	150			
ELs	60	150	150	150	150	150			
SWDs	60	150	150	150	150	150			

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

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 complies with and monitors daily implementation of additional instructional time	Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning	Objective	Fully	Substantially	Partially	Minimally
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.

- Kindergarten through grade six: 30 minutes
- Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.

difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.

- This time is given priority and protected from interruptions
- Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.
- All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.
- This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.
- For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core.
  - For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.
  - Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional

Key Components

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

Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.

Number of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	6	3	5	7	25	15			
All HP Strategic	6	3	5	7	25	15			
All HP Strategic provided 30-45 additional minutes or a support period	6	3	5	7	25	15			

targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.

- The SBE-basic core adopted 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.

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students

	K	1	2	3	4	5	6	7	8
Additional time provided all HP Strategic students	45	45	45	45	45	45			
Additional time provided all HP Strategic ELs	45	45	45	45	45	45			
Additional time provided all HP Strategic SWDs	45	45	45	45	45	45			

Describe assessment and placement criteria for high-priority strategic students.
Battery of diagnostic tests are given to students to determine high priority.
Describe differentiated support for students not needing an additional strategic period:
Workshop is leveled by the grade-level and students participate in after-school intervention twice a week.

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

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 complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period)	Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.	(see below)

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

Key Components

Appropriate Allocation of Daily Instructional Time
Identify all that apply:
__X___ Time is given priority and protected from Interruptions.
__X___ ELD instruction is additional time in the schedule.

Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students	131	92	56
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	30	30	30

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

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.

Essential Program Component	Objective	Criteria and Clarifications					
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods)	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. • 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 appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction.					

Objective	Fully	Substantially	Partially	Minimally
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Indicate total length (minutes) designated for intensive intervention:

Number of Instructional Minutes at each grade level					
	4	**5**	**6**	**7**	**8**
All Intensive learners	54025	54025			
Intensive Els	54025	54025			
Intensive SWDs	54025	54025			

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

Esperanza ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. • Kindergarten: 30 minutes • Grades one through six: 60 minutes • Grades six through eight: 50-60 minutes (or one period)	Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. • This time is given priority and is protected from interruptions.	(see below)

Implementation Status and Key Components

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

Key Components

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

Identify Number (#) of Instructional Minutes offered at each grade level:

# of Instructional Minutes @ each grade level	K	1	2	3	4	5	6	7	8
All Students	60	60	60	60	60	60			
ELs	60	60	60	60	60	60			
SWDs	60	60	60	60	60	60			

 # For Algebra Readiness see 2.7

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. • Kindergarten through grade six: 15-30 minutes • Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course.	Full implementation means that the school schedule allocates sufficient 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. • For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. • For grades six and seven, strategic students are assessed and need additional instructional time beyond the core. – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course. – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. • For grade eight, strategic learners are assessed and need additional instructional time beyond the core. – For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.	(see below)

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

Key Components

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

Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.

# of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	30	30	30	30	30	30			
All HP Strategic	30	30	30	30	30	30			
All HP ELs	30	30	30	30	30	30			
All HP SWDs	30	30	30	30	30	30			

- Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.
- For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.

	K	1	2	3	4	5	6	7	8
Additional time provided to all HP strategic students	45	45	45	45	45	45			
Additional time provided to HP El strategic students	45	45	45	45	45	45			
Additional time provided to all HP SWD strategic students	45	45	45	45	45	45			

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

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 complies with and monitors implementation of instructional time for the current SBE-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. • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. For districts using the 2007 SBE-adoption: • Grade eight: One period of Algebra Readiness daily for identified intervention students.	Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are 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. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. **For districts using the 2008 SBE-adoption:** • The SBE-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 grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. **For districts using the 2001 SBE adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	See table and components below

Implementation Status and Key Components

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

Key Components

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

Indicate total number of additional minutes:

# of Instructional Minutes at each grade level	4	5	6	7	Algebra Readiness
All Intensive Learners	60	60			
All Intenisve ELs	60	60			
All Intensive SWDs	60	60			

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

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
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

3. Lesson Pacing Guide

3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Full implementation means that the annual district instructional/assessment pacing guides are in daily use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).

- Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
- The 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 RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

Key Components

Instructional/Assessment Pacing Guides
__X____ Distributed to each grade level.
___X___ Used daily at every grade level.

Pacing Guide Use Monitored
___X___ Principal monitors daily use.

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The 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 adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.					

Implementation Status and Key Components

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
____X__ Distributed to each grade level.
____X__ Used daily at every grade level.

Pacing Guide Use Monitored
___X___ Principal monitors daily use.

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The current RLA/ELD core or intensive reading intervention materials. • 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; and • The use of the instructional/assessment pacing guide. The remaining eight hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;					

Implementation Status and Key Components:

Objective	Fully	Substantially	Partially	Minimally
4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed
Principal
_____ Training in RLA/ELD.
_____ Structured Practicum.*****

Vice Principal
_____ Training in RLA/ELD.
_____ Structured Practicum.*****

* Refer to suggested practicum activities in EPC 3.3.

	Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	

Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The current SBE adopted mathematics 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; and • The use of the instructional/assessment pacing guide. The remaining eight-hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;	See table and key components below				

Objective	Fully	Substantially	Partially	Minimally
4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%

Key Components

Training and Practicum Completed

Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

Vice Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

* Refer to suggested targeted professional development and support list.

	*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	

Documentation		Additional Comments
	Mathematics	
District AB 430 Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents		

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

Essential Program Component	Objective	Criteria and Clarifications					

4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.
		
		Targeted professional development and support may include:
		• Development, use, and monitoring of classroom observation protocols to include:
		  – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.
		  – 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 data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
		• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.
		• Participation in Modules 2 and 3 of the Administrator Training Program.
		• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.
		• Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention; and
			Objective 4.3	**Fully** 4 100%	**Substantially** 3 At least 75%	**Partially** 2 At least 50%	**Minimally** 1 Less than 50%

Key Components

Principal's Professional Development
_____ Completed.

Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)

implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training 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. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components __95____ **Percentage of fully credentialed, highly-qualified teachers.**				

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District Senate Bill (SB) 472, Completion Records:			One classroom teacher is a visiting teacher from Mexico and therefore, does not have her full CA teaching credential.
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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 a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of

Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing 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 variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.
Some practicum activities might include:

- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.
- Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.

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

Key Components

Training and Practicum Completed:

Indicate number of teachers at each grade level and number completing training and practicum.

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	3	X	X
Grade 2	3	X	X
Grade 3	3	X	X
Grade 4	3	X	X
Grade 5	3	X	X
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

* Refer to suggested practicum activities.

	school/district professional development plan.	- Participation in a 40-hour English language learner professional development institute 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 adopted curriculum provided by a coach or mentor. - Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. - Training on RtI^2 including support on providing tiered intervention. - Implementation and monitoring of standards-based 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	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the

Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing 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 variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.

Some practicum activities might include:
- Use of the SBE adopted four through seven 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: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.

Implementation Status and Key Components

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

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum.

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	3	0	0
Grade 2	3	1	0
Grade 3	3	0	0
Grade 4	3	1	0
Grade 5	3	1	0
Grade 6	0	0	0
Grade 7	0	0	0
Algebra 1	0	0	0
Algebra Readiness	0	0	0

* Refer to suggested practicum activities.

	adopted program and the goals of school/district professional development plan.	• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute 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 adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based 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		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Elementary School Level

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

Key Components

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

Describe type of classroom/teacher assistance regularly provided to teachers:
• Coaching in school-wide instructional priorities, observation, and feedback. Evaluation cycle also provides observation and feedback to teachers.

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
___**X**___ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
___**X**___ Completed SBE-adopted materials-based training (identify which program[s]).
___X___ Completed English Learner Professional Development (ELPD).
Describe type of training/ support planned and/or provided for coaches/content experts/specialists:
Monthly coaches meetings and Systematic ELD follow-up sessions for coach.

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

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.				

Essential Program Component	Objective	Criteria and Clarifications					
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program 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.	<table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>6.2</td><td>4 100%</td><td>3 At least 75%</td><td>2 At least 50%</td><td>1 Less than 50%</td></tr></table> **Key Components** **Coaches/content experts/specialists**: __X____ Type of instructional assistance. ___X___ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** Mathematics is prioritized in the teacher evaluation cycle. **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** ___**X**___ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** ____**X**___ Completed SBE-adopted materials-based training (identify which program[s]). ____X___ Completed ELPD. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:** District supported pd for coaches provided.			

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

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • 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.	(see table below)

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

Key Components

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

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

Using Formative Assessment Results

Academic Program Survey—Elementary School Level

			__X___ Common curriculum embedded/formative assessments administered frequently. ___X__ School-wide assessment calendar developed and used. __X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
	Documentation		Additional Comments
	Reading/Language Arts/ELD		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels			
Classroom:			
District:			
Attach appropriate documents.			

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

Essential Program Component	Objective	Criteria and Clarifications					
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 current SBE-adopted basic core mathematics and intensive intervention 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 on student placement, diagnosis, progress, and effectiveness of instruction. .	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • 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

_X____ District supported electronic data management system.

__X___ District-wide reporting and analysis of assessment results.

_X____ School-wide reporting and analysis of assessment results.

__X___ Timely data from assessments available to

and easily accessible by administrators and teachers.

_X____ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System

___X__ Staff trained on using and accessing data from the electronic data system.

Academic Program Survey—Elementary School Level

			Using Formative Assessments Results ___X__ Curriculum embedded/formative assessments administered frequently. __X___ School-wide assessment calendar developed and used. __X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels -			
Classroom:			
District			
Attach appropriate documents.			

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.				

Essential Program Component	Objective	Criteria and Clarifications					

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 assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		   – Entry-level placement and/or diagnostic;
		   – Progress monitoring, including frequent formative and curriculum-embedded; and
		   – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the 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
_4_____ Number per month.
__X____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
__X____ Meetings are structured; protocols/tools are developed and used.
__X____ Training for collaboration meeting protocols provided to teachers.
__X____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__X____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports 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 assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: 　− Entry-level placement and/or diagnostic; 　− Progress monitoring, including frequent formative and curriculum-embedded assessments; and 　− Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.	(see rating table and key components below)

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:
_1_____ Number per month.
__X____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_X_____ Meetings are structured; protocols/tools are developed and used.
____X__ Training for collaboration meeting protocols provided to teachers.
__X____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
___X___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	**Objective** / **Fully** / Substantially / Partially / Minimally 9.1 / **4 100%** / 3 At least 75% / 2 At least 50% / 1 Less than 50% **Key Components** **Allocation of Funds** _X_____ District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** ___X___ The SPSA aligns to the goals and activities in the LEA Plan.				

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

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

Objective	Fully	Substantially	Partially	Minimally
9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

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