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 – Emerson Elementary School

Action Requested:

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

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Emerson Elementary

6001812

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

VISION

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Emerson Elementary **Principal:** KATHRENE HATZKE

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:

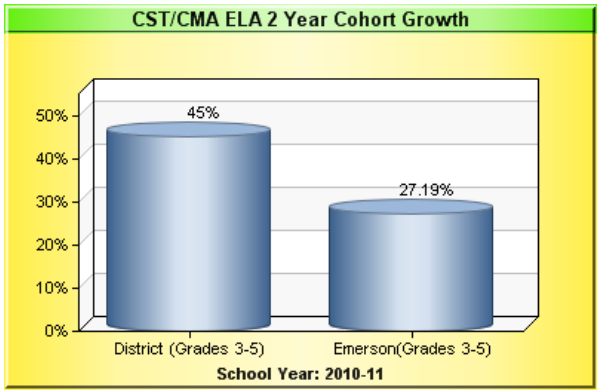
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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.

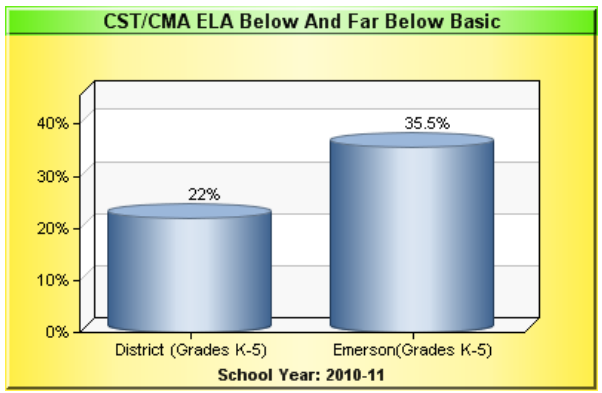
District-level Goals

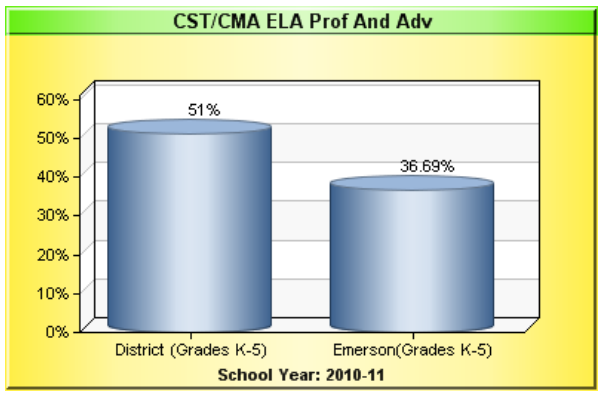
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels 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.







Data Analysis

- 37% of our students were proficient/advanced on CST in 2010-2011; 36% our our students were FBB/BB on CST in 2010-2011
- 33% of our African American Students were proficient/advanced on CST (AAF 44%, AAM 20%)
- 20% of our Latino Students were proficient/advanced on CST (LF 0%, LM 33%)
- Highest percentages of students proficient/advanced were White Students (80%), Unspecified Students (63%), and Asian Students (60%)

Theory Action

- If we implement a Differentiated Balanced Literacy Structure K-5 that incorporates: a phonics block, reading block, writing block, and explicit vocabulary instruction
- If we implement a standards-based readers and writer's workshop, that balances teacher-directed instruction and student-directed practice, and instruction that is whole class, small group, and individual
- If we implement guided reading instruction in all classrooms to meet individual students' needs and ensure at least one year's reading level growth
- If we implement diagnostic reading assessment at least three times per year to measure students guided reading level to guide instructional practices
- Then students will build strong literacy skill foundations, develop a love of reading, and be successful in achieving the highest levels of academic proficiency.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Design and Implement School Structures to Support Literacy Instruction	Teachers will recieve support and training in identified areas of need and students will grow 1.5 levels as a result of teachers' instructional practices	All Students	twice a month at PD sessions	Principal, ILT	5/21/2012	115SQI1A1510		Non-SSC approved			0	$0.00
Design and Implement School Structures to Support Literacy Instruction	School will have own data to progress monitor student growth and ensure students are moving in reading level	All Students		Principal, ILT	5/21/2012	115SQI1A1511		Non-SSC approved			0	$0.00

	groups											
Intervention Teacher provides supplemental instructional services which support improved student academic achievement	Use of Data to determine intervention needed for students	FBB, BB and BAS	Quarterly	Principal, ILT	5/21/2012	115SQI1A1509	.10 Intervention Teacher	3010-Title I		TCEEIP9999	0.1	$7,804.33
Intervention Teacher provides supplemental instructional services which support improved student academic achievement	Use of Data to determine intervention needed for students	FBB, BB and BAS	Quarterly	ILT, Principal	5/21/2012	115SQI1A1513	.25 Intervention Teacher	7090-EIA - SCE		TCEEIP9999	0.25	$19,510.83
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	CST, District Benchmark Assessments, Guided Reading Assessments	All Students	Quarterly	ILT, Principal	5/21/2012	115SQI1A2773	Purchase supplemental materials and supplies to support Balanced Literacy	3010-Title I	4310-SUPPLIES		0	$2,048.47
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	CST, District Benchmark Assessments, Guided Reading Assessments	All Students	Quarterly	ILT, Principal	5/21/2012	115SQI1A2775	Purchase supplemental materials and supplies to support Balanced Literacy Instruction	7090-EIA - SCE	4310-SUPPLIES		0	$4,492.04
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	CST, District Benchmark Assessments, Guided Reading Assessments	English Learners	Quarterly	ILT, Principal	5/21/2012	115SQI1A4781	Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	7091-EIA - LEP	4310-SUPPLIES		0	$178.73

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Emerson Elementary **Principal:** KATHRENE HATZKE

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:

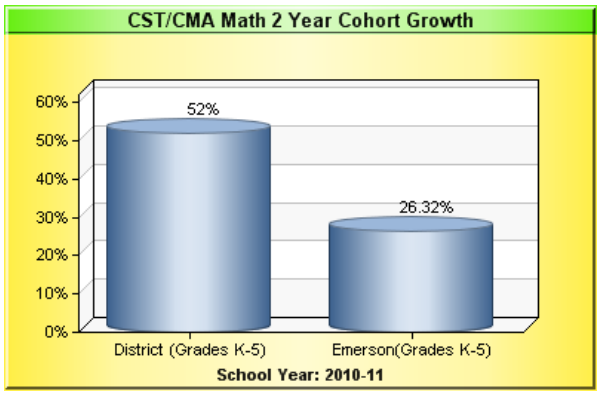
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

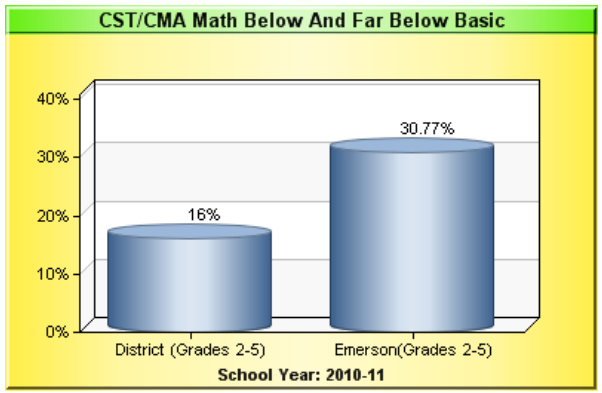
District-level Goals

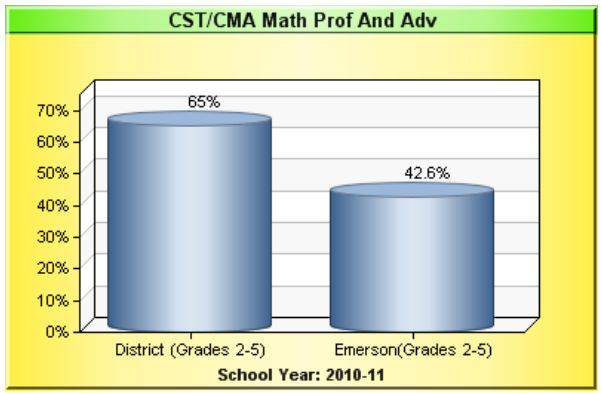
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science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

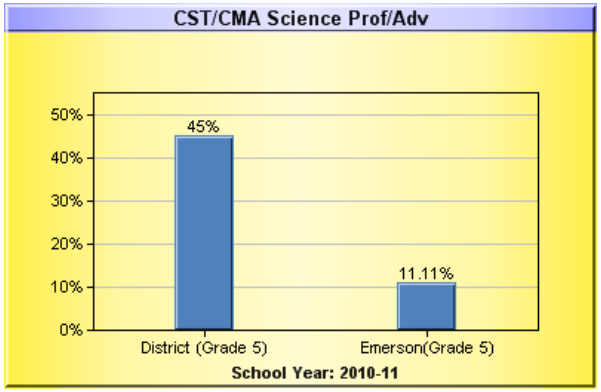
School Federal and State Academic Achievement Goals:

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









Data Analysis

- 42.6% of our students were Proficient/Advanced on Math CST; 30.77% were BB/FBB
- 11.11% of our students were Proficient/Advanced on Science CST

Theory Action

- If our students are engaged in hands-on science projects that are integrated with literacy and math
- If we provide opportunities for challenge in math and science beyond the classroom
- If we provide opportunities for teachers to collaborate to integrate STEM and to share effective teaching practices
- Then our students will be able to solve problems and think critically; and student achievement and engagement will grow.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide support to teachers to implement math and science curriculum	CST, District Benchmarks	All Students	August 2012-June 2013	Principal, ILT, Lead Science Teacher	5/3/2012	115SQI1B4135	Provide collaboration time for teachers to work on science and math currculum	N/A			0	$0.00
Provide support to teachers to implement math and science curriculum	CST, District Benchmarks	All Students	August 2012-June 2013	Principal, ILT, Lead Science Teacher	5/3/2012	115SQI1B4136	Teacher science weekly for 90 minutes in every classroom integrated with literacy	N/A			0	$0.00
Mathematics instruction is connected to building students' critical thinking skills through the solving of real world problems	CST, District Benchmarks	All Students	August 2012-June 2013	Principal, ILT	5/3/2012	115SQI1B4137	Daily mathematics instruction is aligned to key grade level State Standards and assessments (performance, formative) drive instruction	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Emerson Elementary **Principal:** KATHRENE HATZKE

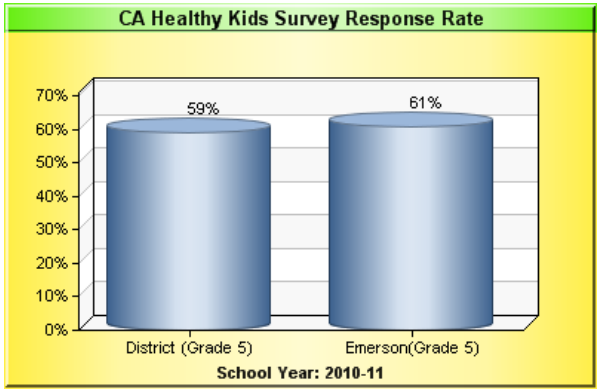
School Quality Standards relevant to this Strategic Priority

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.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide transitioning activities for incoming Kindergarten students.	Parent response	Pre-Kindergarten	Spring and Summer of 2012	Principal	5/18/2012	115SQI1C4623	Provide informational meetings and tours for families of incoming Kindergarten students which support their positive and smooth transition into the school community.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Emerson Elementary **Principal:** KATHRENE HATZKE

School Quality Standards relevant to this Strategic Priority

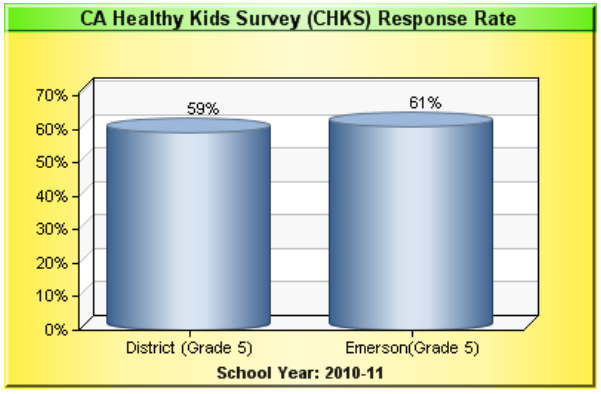
A quality school...

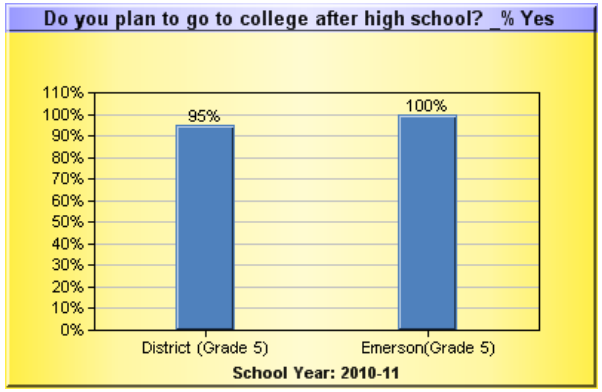
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities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





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: Emerson Elementary **Principal:** KATHRENE HATZKE

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%

Data Analysis

- 16% of English Learners were Proficient/Advanced on CST ELA; 42% of English Learners were FBB/BB on CST ELA

Theory Action

- If we implement a Differentiated Language Block to explicitly teach Academic English to all students
- If we implement a standards-based readers and writer's workshop, that balances teacher-directed instruction and student-directed practice, and instruction that is whole class, small group, and individual.
- If teachers provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those in the middle,
- Then the academic achievement gap is eliminated for historically unsuccessful students and we are able to accelerate and advance all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide 30 minutes per day of Structured English Language Development for English Learners	Increase percentage of EL's who are proficient/advanced on CST by 20%	English Learners	June 2012	ILT, Principal, Intervention Teacher	5/3/2012	115SQI1E1514	.25 Intervention Teacher	7091-EIA - LEP		TCEEIP9999	0.25	$19,510.83
Reduce Class Size in K-2 as an intervention strategy to support improved student achievement	CST, District Benchmark Assessments, Guided Reading Assessments	All Students	Quarterly	ILT, Principal	5/3/2012	115SQI1E2790	Teacher to reduce class size in K-2	3010-Title I		K12TCH1596	0.5	$30,015.88
Reduce Class Size in K-2 as an intervention strategy to support improved student achievement	CST, District Benchmark Assessments, Guided Reading Assessments	All Students	Quarterly	ILT, Principal	5/3/2012	115SQI1E2791	Teacher to reduce class size in K-2	7090-EIA - SCE		K12TCH1596	0.5	$30,015.88
Teachers organize classroom environments	CST, District						Implement Culturally					

that create multiple opportunities for students, particularly African American males, to move around and interact with peers.	Benchmark Assessments, Guided Reading Assessments	All Students	August 2012-June 2013	Principal, Teachers	5/3/2012	115SQI1E4140	Responsive Teaching and Learning Strategies during instructional and non-instructional times	N/A			0	$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	CST, District Benchmarks, Disciplinary Referrals, Suspension Data	All Students	August 2012-June 2013	Principal, Teachers, Classified Support Personnel	5/3/2012	115SQI1E4142	Clearly and consistently implement Positive Behavior Supports at school	N/A			0	$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	CST, District Benchmarks, Disciplinary Referrals, Suspension Data	All Students	August 2012-June 2013	Principal, Teachers, Classified Support Personnel	5/3/2012	115SQI1E4143	Teach school wide expectations to all students for all areas of the campus	N/A			0	$0.00
Provide opportunities for differentiation for GATE students	CST, District Benchmarks	GATE	August 2012-June 2013	Principal, Teachers	5/3/2012	115SQI1E4145	Provide classroom extension activities, built into regular curriculum (Khan Academy, Book Report Projects, Technology)	N/A			0	$0.00
Provide opportunities for differentiation for GATE students	CST, District Benchmarks	GATE	August 2012-June 2013	Principal, Teachers	5/3/2012	115SQI1E4146	Implement differentiation program for students with high-interest, challenging activities	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Emerson Elementary **Principal:** KATHRENE HATZKE

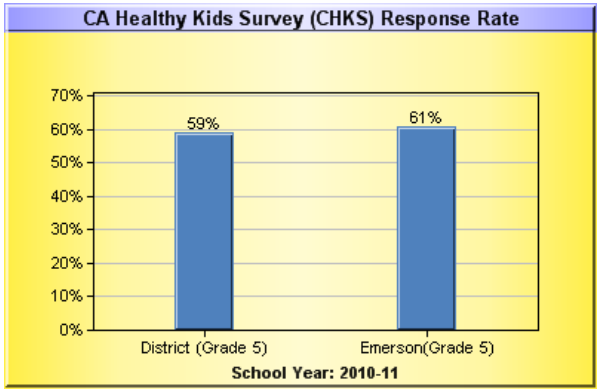
School Quality Standards relevant to this Strategic Priority

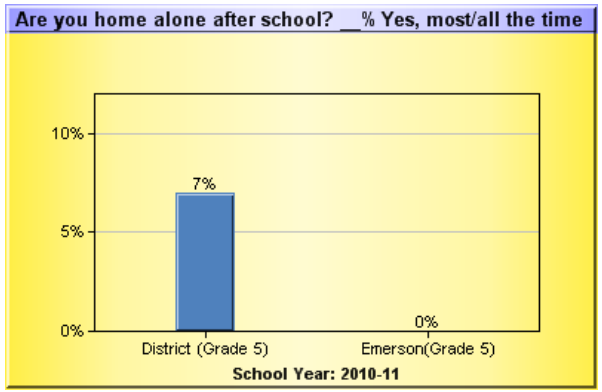
A quality school...

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

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

School: Emerson Elementary **Principal:** KATHRENE HATZKE

School Quality Standards relevant to this Strategic Priority

A quality school...

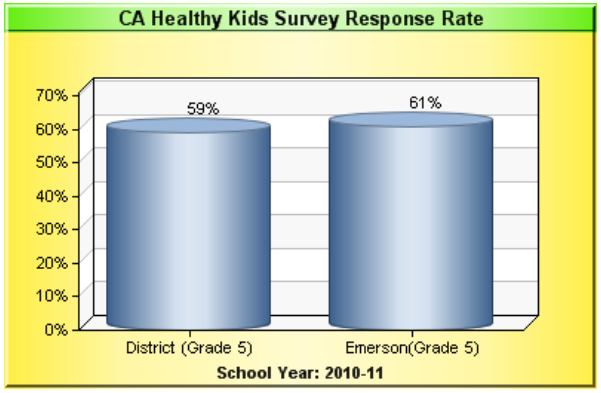
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students 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

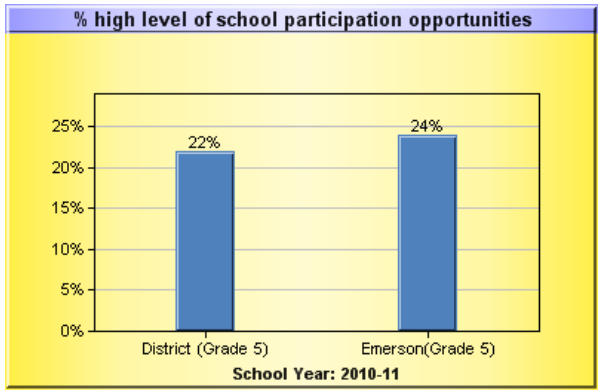
From OUSD Strategic Plan:

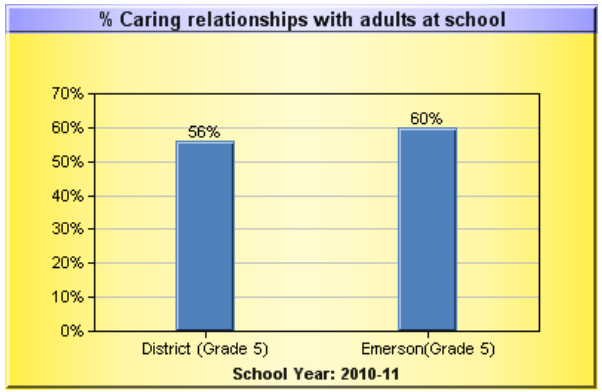
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include 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.

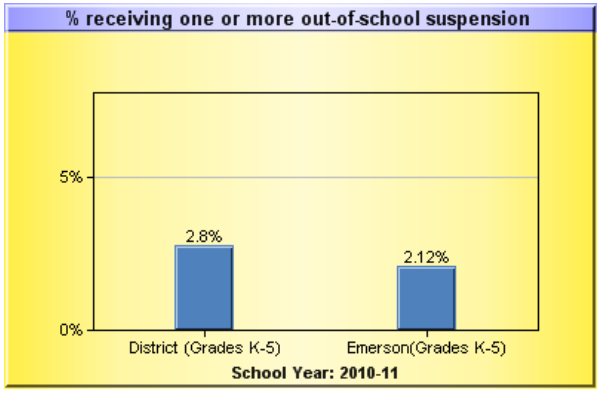
District-level Goals

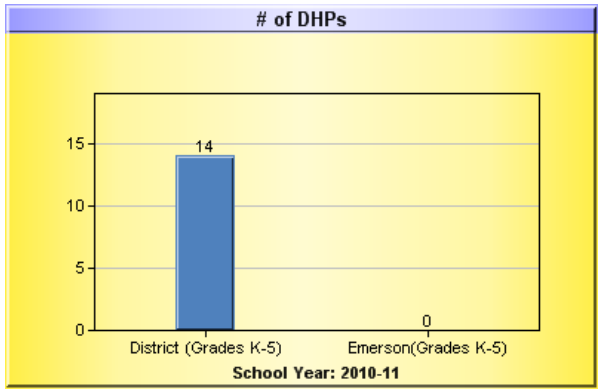
- Reduce Disciplinary Hearing Process referrals by 20%

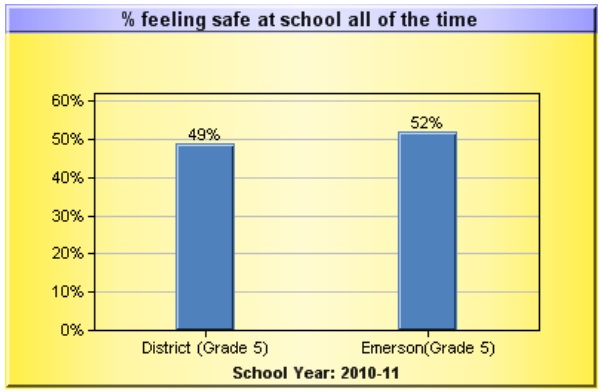












Data Analysis

- 60% of Emerson 5th graders indicate that they have a caring relationship with an adult at school.
- 52% of Emerson 5th graders indicate that they feel safe at school at all times.

Theory Action

- If we create an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences
- If we continue to implement and refine our Caring School Community Practices in order to promote social emotional growth and development in students.
- If we create a system to provide support to students who are struggling academically and/or social-emotionally.
- Then students who experience acceptance at school are more highly motivated, engaged in learning and committed to school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement Caring School Communities Curriculum	Suspension and referral data, CHKS	All Students	August 2012-June 2013	Principal, ILT, CSC Lead Teacher	5/3/2012	115SQI2A1518	Hold Class Meetings regularly in all classrooms in order for students to set class norms and goals, create plans, make decisions, and solve problems related to classroom life	Non-SSC approved			0	$0.00
Implement Caring School Communities Curriculum	Suspension and referral data, CHKS	All Students	August 2012-June 2013	Principal, ILT, CSC Lead Teacher	5/3/2012	115SQI2A4149	Participate in Cross Age Buddies program so that students learn to give and receive help and see themselves as caring and competent individuals	N/A			0	$0.00
Implement Caring School Communities Curriculum	Suspension and referral data, CHKS	All Students	August 2012-June 2013	Principal, ILT, CSC Lead Teacher	5/3/2012	115SQI2A4151	Use the Homeside Activities as a way to create a cycle of learning that starts in the classroom, develops at home, and concludes in the classroom	N/A			0	$0.00
							Consultants will work with school staff and train them in the implementation of					

Implement Welcoming School Curriculum.	Suspension and referral data, CHKS	All Students		Principal, SSC, Operations Committee	5/3/2012	115SQI2A1521	Welcoming School Curriculum in order to create a more welcoming, inclusive environment at the school site as well as decrease the incidents of bullying.	3010-Title I	5825-CONSULTANTS		0	$6,500.00
Implement Welcoming School Curriculum.	Suspension and referral data, CHKS	All Students		Principal, SSC, Operations Committee	5/3/2012	115SQI2A4150	Provide support at school for all students and their families so that they feel safe, welcomed, and a part of the community.	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Emerson Elementary **Principal:** KATHRENE HATZKE

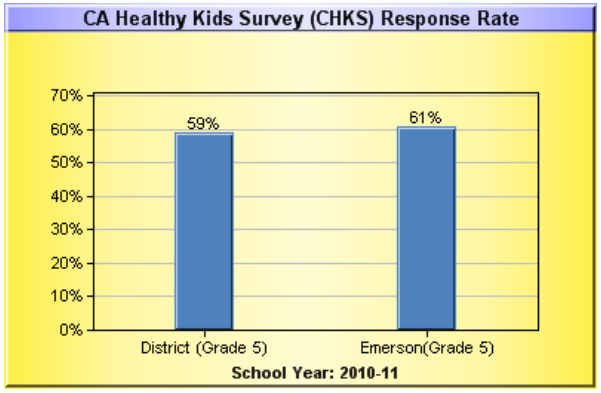
School Quality Standards relevant to this Strategic Priority

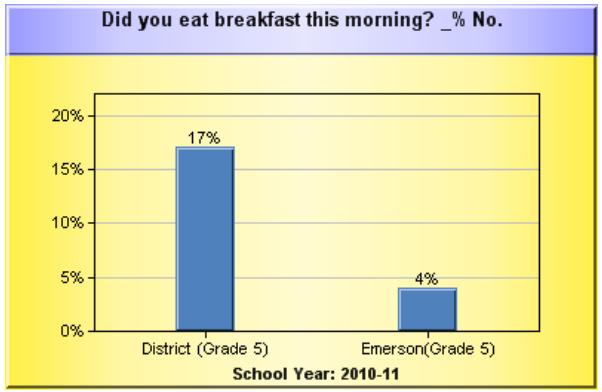
A quality school...

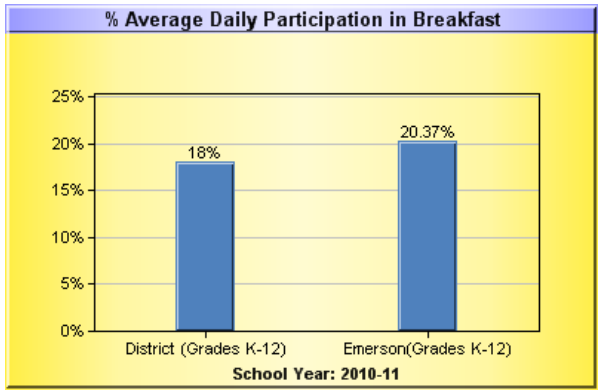
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

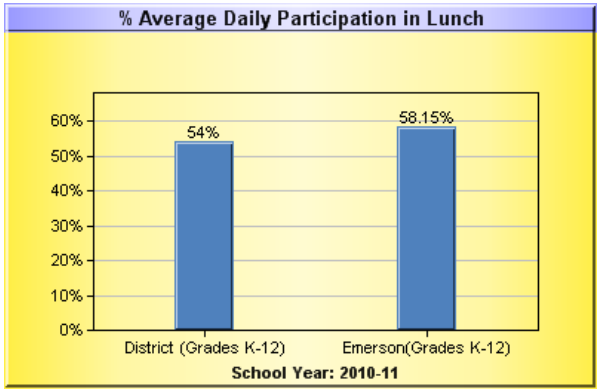
From OUSD Strategic Plan:

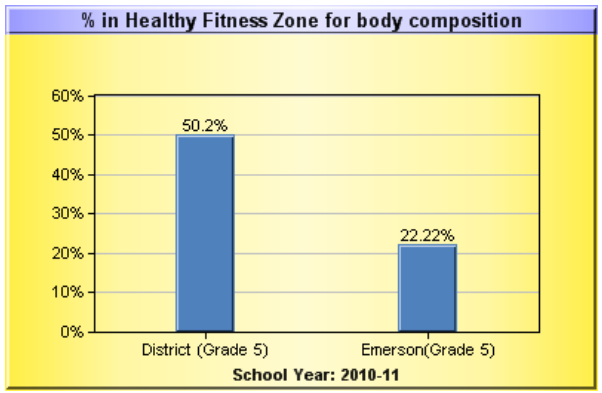
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

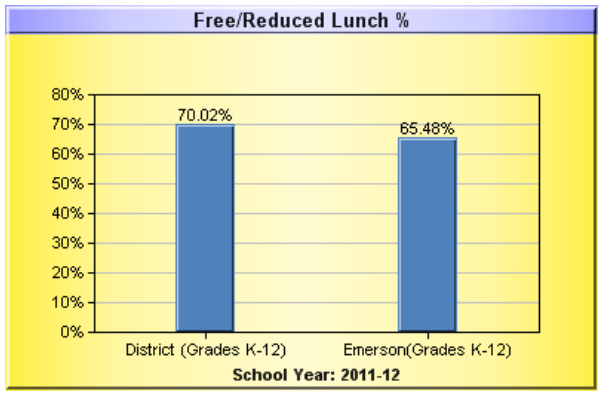


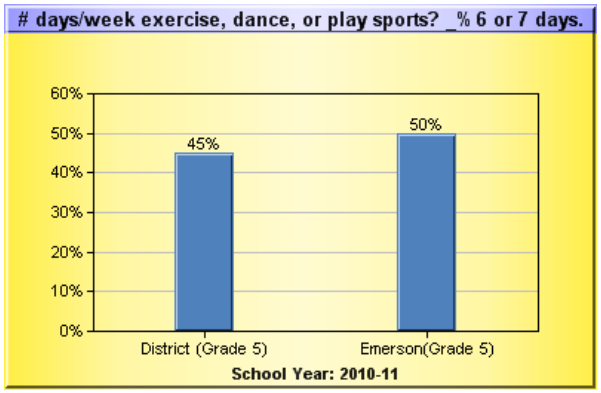


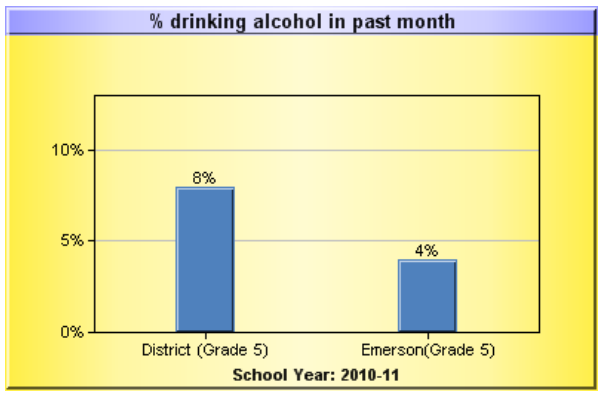



% Average Daily Participation in Lunch
60%
50%
40%
30%
20%
10%
0%
54%
58.15%
District (Grades K-12)
Emerson(Grades K-12)
School Year: 2010-11


% in Healthy Fitness Zone for body composition
60%
50%
40%
30%
20%
10%
0%
50.2%
22.22%
District (Grade 5)
Emerson(Grade 5)
School Year: 2010-11


Free/Reduced Lunch %
80%
70%
60%
50%
40%
30%
20%
10%
0%
70.02%
65.48%
District (Grades K-12)
Emerson(Grades K-12)
School Year: 2011-12


days/week exercise, dance, or play sports? _% 6 or 7 days.
60%
50%
40%
30%
20%
10%
0%
45%
50%
District (Grade 5)
Emerson(Grade 5)
School Year: 2010-11


% drinking alcohol in past month
10%
5%
0%
8%
4%
District (Grade 5)
Emerson(Grade 5)
School Year: 2010-11

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Emerson Elementary **Principal:** KATHRENE HATZKE

School Quality Standards relevant to this Strategic Priority

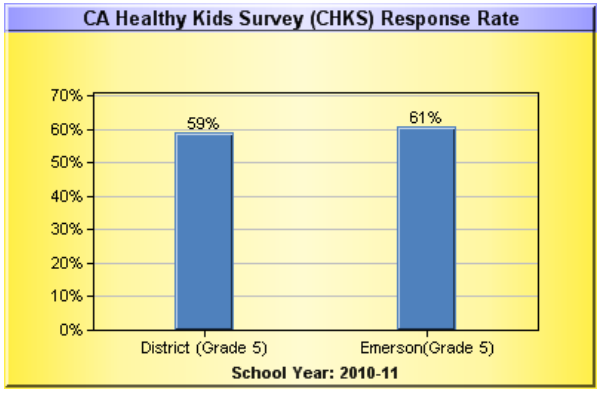
A quality school...

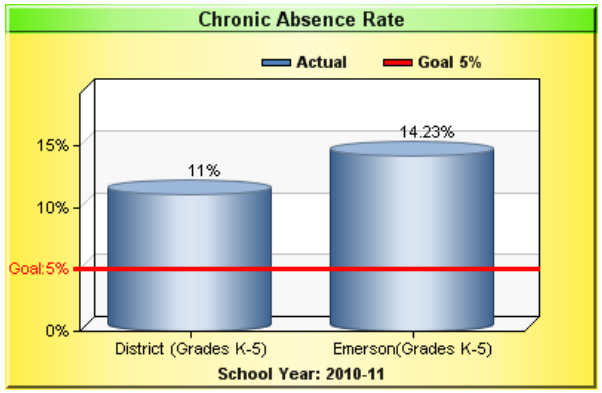
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

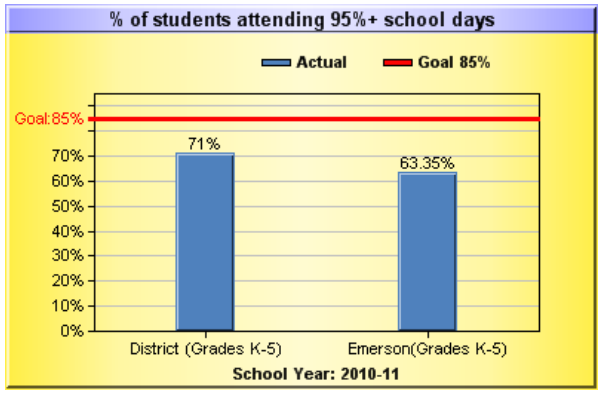
From OUSD Strategic Plan:

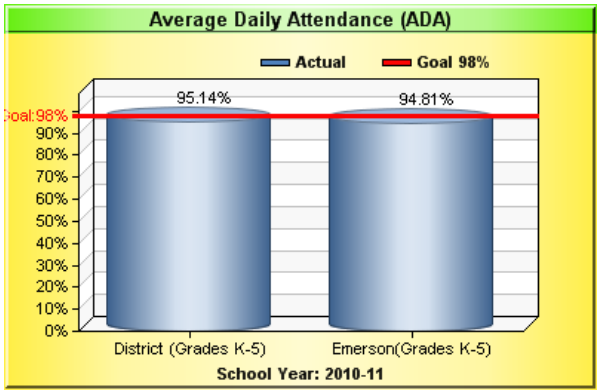
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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









Data Analysis

- High chronic absence, low satisfactory attendance
- African American Students(largest subgroup) have highest chronic absence rates (19%) and lowest satisfactory attendance rates (56%)
- Chronic absence is highest in K-1, decreases in 2nd-3rd grade, and then rises again in 4th-5th grade

Theory Action

- If we focus outreach & education in K-1 and with African American families across all grade levels
- If we recognize attendance like we recognize academic achievement
- If we implement SARB and SST process consistently
- If we engage families and community partners and promote parent-to-parent engagement and support regarding attendance
- Then students will feel motivated and inspired to come to a school that has reached out to them due to high expectations and caring.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges	Daily attendance meets attendance goals, including targeted areas (K-1 and African American subgroup focus). Students with chronic absences attend school more frequently after our efforts to reach out.	All Students	Quarterly	Principal, Attendance Clerk, Teachers	1/5/2012	115SQI2C250	Home visits for truant students	N/A			0	$0.00
Reach out to parents of students with chronic	Daily attendance meets attendance goals, including targeted areas											

absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges	(K-1 and African American subgroup focus). Students with chronic absences attend school more frequently after our efforts to reach out.	All Students	Quarterly	Principal, Attendance Clerk, Teachers	1/5/2012	115SQI2C251	Part-time attendance clerk	N/A			0	$0.00
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges	Daily attendance meets attendance goals, including targeted areas (K-1 and African American subgroup focus). Students with chronic absences attend school more frequently after our efforts to reach out.	All Students	Quarterly	Principal, Attendance Clerk, Teachers	1/5/2012	115SQI2C252	Form site attendance team that convenes biweekly; Principal, attendance clerk, parent liasion	N/A			0	$0.00
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges	Daily attendance meets attendance goals, including targeted areas (K-1 and African American subgroup focus). Students with chronic absences attend school more frequently after our efforts to reach out.	All Students	Quarterly	Principal, Attendance Clerk, Teachers	1/5/2012	115SQI2C253	Teacher phone calls home	N/A			0	$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events	Daily attendance improves after parent education events		Weekly for 9 weeks twice per year	Attendance Team	1/5/2012	115SQI2C254	Parent Meetings-Childcare	N/A			0	$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events	Daily attendance improves after parent education events		Weekly for 9 weeks twice per year	Attendance Team	1/5/2012	115SQI2C255	Parent Meetings-Materials/Supplies	N/A			0	$0.00
Engage parents and community in	Daily											

supporting improving attendance (K-1 and African American subgroup focus) through parent events	attendance improves after parent education events		Weekly for 9 weeks twice per year	Attendance Team	1/5/2012	115SQI2C256	Parent Meetings-Snacks	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Emerson Elementary **Principal:** KATHRENE HATZKE

School Quality Standards relevant to this Strategic Priority

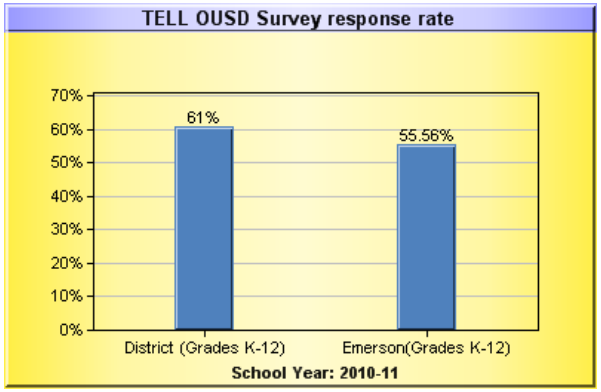
A quality school...

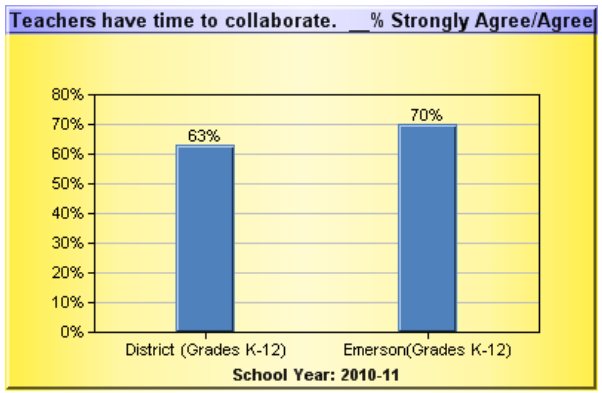
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes 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.

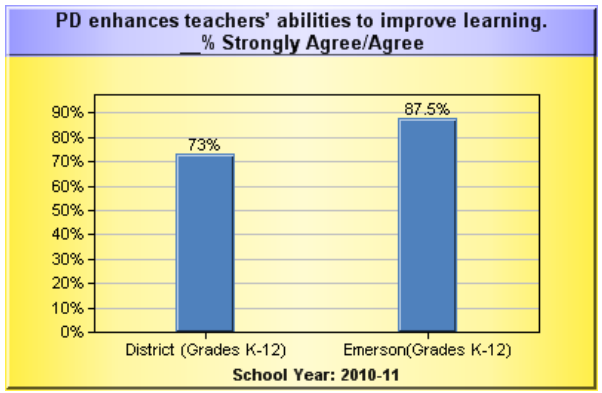
From OUSD Strategic Plan:

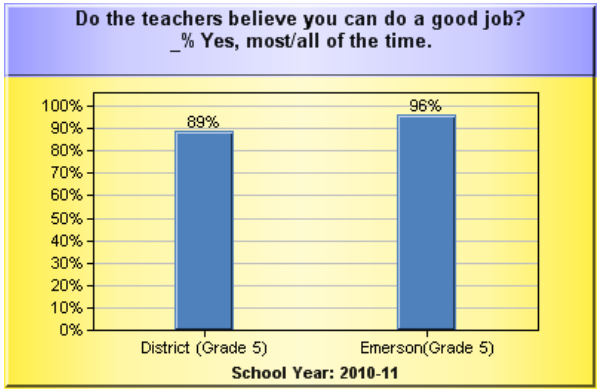
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, 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.

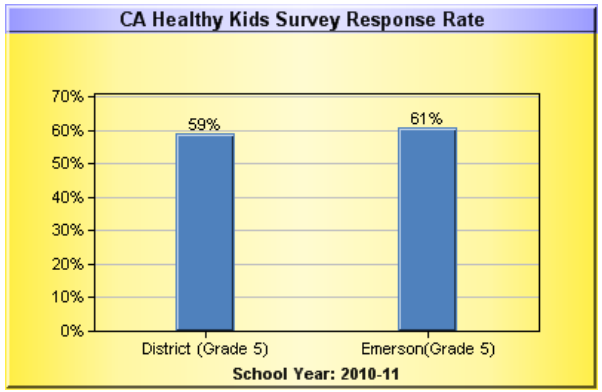
1. Improve the conditions in schools to retain 80% of effective teachers











Theory Action

- If we continue to promote teacher leadership structures that allow teachers to have a direct impact on the decision making that impacts the direction of the school
- If teachers continue to take leadership responsibilities to impact classroom actions and school wide practices
- If we continue to work together as a professional learning community
- Then we will be able to support one another and hold each other accountable for the success of our students

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	PD Agendas	All Students		Principal, ILT	5/3/2012	115SQI3A2801	School Improvement Coach will work with ILT and Principal in the use of data analysis and will assist with planning site based professional development.	3010-Title I	5711-INTERPGM - OPERATION SUPPORT		0	$13,500.00

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

Strategic Priority A. Family & Community Engagement

School: Emerson Elementary **Principal:** KATHRENE HATZKE

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

- Active PTO with at least 10% of families participating in events and fundraisers; Monthly community events open to all families
- Monthly newsletter sent out via email

Data Analysis

- Technological divide exists-school newsletter is currently sent out via email and not all families receive copies of it
- Parent surveys indicate that they want to be more involved in what their children are learning and are looking for meaningful ways to partner with the school
- Special Day Classes are not as currently involved and included in all activities

Theory Action

- If we partner meaningfully with parents and community members
- Then community engagement, together with school efforts, promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)		All Students			4/1/2012	115SQI4A2795	Provide a 9 Week Parent Education Program for parents in the Fall and Spring	3010-Title I	5825-CONSULTANTS		0	$12,000.00
Plan for and implement												

increased school and teacher engagement with families (e.g via newsletters, home visits)		All Students			4/1/2012	115SQI4A2797	Provide Refreshments for Parent Involvement	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,500.00
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)		All Students			4/1/2012	115SQI4A2799	Purchase materials and supplies to support Parent Engagement	9901-Title I - Parent Participation	4310-SUPPLIES		0	$118.02

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Emerson Elementary **Principal:** KATHRENE HATZKE

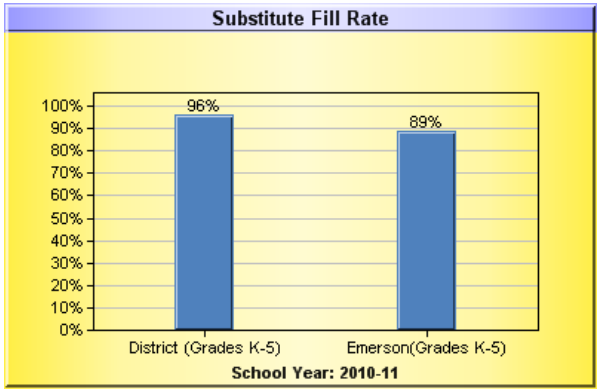
School Quality Standards relevant to this Strategic Priority

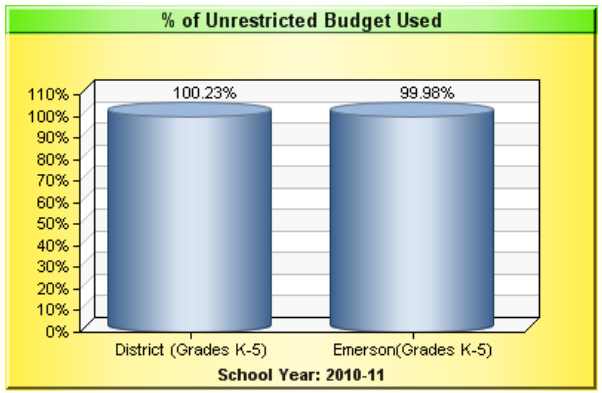
A quality school...

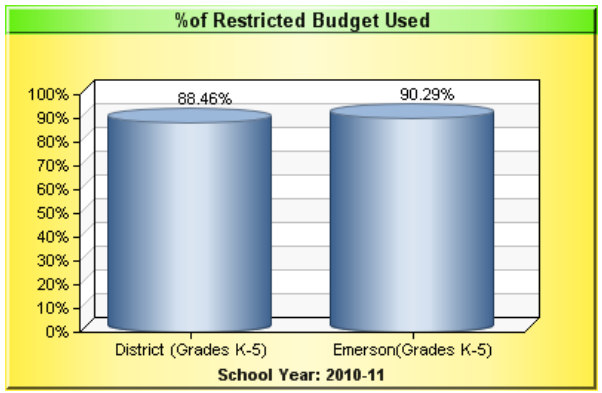
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems 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.







Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: Emerson
Site Number: 115

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 April 23, 2012.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 23, 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:

SSC Chairperson's Signature	Nagwa Salih SSC Chairperson's Name (printed)	Date 05/04/12
ELAC Chairperson's Signature	Nagwa Salih ELAC Chairperson's Name (printed)	Date 05/04/12
Principal Signature	Kathy Hatzke Principal's Name (printed)	Date 4/23/12 5/14/12
Executive Officer's Signature	Mia Settles-Tidwell Executive Officer's Name (printed)	Date 6/7/12

Susana Ramirez

School Site Council Membership Roster – Elementary School

School Name: Emerson **School Year** 2011-2012

Chairperson: Nagwa Salih	Vice Chairperson:
Secretary: Myra Cummiskey	**DAC Representative:**

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Kathy Hatzel	4803 Lawton Ave, Oak 94609	X		X	
Verna Springer	4803 Lawton Ave. Oak 94609			X	
Kathy Mader	6028 Romany Rd Oakland 94618		X		
Michelle Beal	1832 Nason Street Alameda CA		X		
Carla Aiello	4803 Lawton Ave oak ca 94609 94501		X		
Myra Cummiskey	4191 Emerald St Oakland CA				X
Jessica Lefebvre	2601 Peralta St #A1 Oakland 94607				X
Nagwa Salih	2306 Chestnut St 94607				X
Khadega Dharhan	920 12ND #2 94608				X
Nagat Mohamed	3005 Coolidge Ave 94602				X
DAC Representative					
Myra Cummiskey	" "				
Home Ph.	Email:				

Meeting Schedule	1st Monday 5:00 - 6:00 pm

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 OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

Title I School Parental Involvement Policy 2012-2013
Emerson Elementary

Involvement of Parents in the Title I Program

Emerson School agrees to implement the following statutory requirements:

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

Building Parent Capacity for Involvement

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

- Offers a flexible number of meetings for parents and involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I Parent Involvement Policy
- Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
    - The State of California's academic content standards
    - The State of California's student academic achievement standards
    - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    - Academic proficiency levels students are expected to achieve
    - The requirements of the Title I Program
    - How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

Emerson School will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title I Program
- How the school implements the Title I Program
- The requirements of the Title I Program
- The parents' right to be involved
- The parents; right to participate in the development of the District's Title I Plan

School-Parent Compact

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

Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by the SSC Meeting on April 23, 2012 and the Title I Annual Back to School Night in September 2011.

This policy was adopted by the Emerson School Site Council on 4/23/12 and will be in effect for the period of 2012-2013. The school will distribute this policy to all parents of participating Title I, Part A, children on or before the Title I Annual Back to School Night Meeting in September 2012. It will be made available to the local community on or before the same meeting. The Emerson School's notification to parents of this policy will be in an understandable format and, to the extent practicable, provided in a language the parents can understand.

Principal's Signature

4/23/12

Date

Emerson School-Parent Compact

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

This School-Parent Compact is in effect during the 2012-2013 school year.

School Responsibilities-

Emerson School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State of California's student achievement standards as follows:
    a. Emerson School will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment as written in the 2012-2013 school plan.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
    a. Parent Teacher Minimum Day Conferences will be held in October 2012, December 2012, and March 2012.
3. Provide parents with frequent reports on their children's progress
    a. Report cards are sent out three times during the school year: December, March, and June. Assessment Data is reviewed during Parent-Teacher conferences. Progress Reports are designed for students whom need additional parent/teacher support.
4. Provide parents reasonable access to staff
    a. Teachers will be available to confer with parents during Parent-Teacher conferences, Student Success Team Meetings, and Individual Educational Plan Meetings. Teachers set up appointments before school, after school, and during minimum days scheduled for parent/teacher conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
    a. Parents are encouraged to volunteer and participate in their child's class activities. They may sign up through the Parent Teacher Organization as Room Parents or through Faith Network. Faith Network works in conjunction with the school district to have volunteers screened before they work with students. Parents are encouraged and invited to volunteer when we have an evening activity. Sign up lists are available at the following events: Title 1 Annual Back to School Night, Winter Holiday Instructional Music Program, Black History Celebration, Fiesta Celebration, PTO Meetings, and our First Friday Mingles.

Parent Responsibilities-

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

- Monitoring attendance
- Monitoring when the student goes to bed
- Make sure that homework is completed
- Monitoring the amount of screen time
- Promoting positive use of the child's time out of school
- Monitoring nutrition
- Providing a quiet space for homework

Student Responsibilities-

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

- Do my homework every day
- Ask for help when I need it
- Read for at least 30 minutes every day outside of school
- Arrive to school on time
- Go to bed by 9 PM
- Participate in physical activities outside of school
- Eat nutritious foods
- Find a quiet space to complete homework

Emerson 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.
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.	Objective: 1.1 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 students are X assessed, X placed, and X provided appropriate SBE-adopted instructional program materials. **Number of Students:** 242 All Students. 52 ELs. 54 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.

Emerson 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.
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% (circled) — 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.		

Emerson 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.
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.	

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 6 Gr. 5 6 Gr. 6 __
All Intensive ELs: Gr. 4 2 Gr. 5 2 Gr. 6 __
All Intensive SWD's: Gr. 4 2 Gr. 5 2 Gr. 6 __

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

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.

Emerson 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.
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 1.4: 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 students are __ assessed, __ placed, and __ provided appropriate SBE-adopted instructional program materials. **Number of Students**: 262 All Students. 52 ELs. 54 SWDs. **Appropriate Use** Identify all that apply: __ Core materials are used daily as designed. __ 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.		

Emerson 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.
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.	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: 1.5 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% (circled) Minimally: 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 6 Gr. 5 6 Gr. 6 ___ All Intensive ELs: Gr. 4 2 Gr. 5 2 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.		

Emerson 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.
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
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:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom core materials.		

Emerson 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	2.1 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.	Objective: 2.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 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	120	120			
ELs	60	150	150	150	120	120			
SWDs	60	150	150	150	120	120			

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

Emerson 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	2.2 The school/district complies with and monitors daily implementation of additional instructional time 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.	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 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,	**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.

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

Number of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	4	2	10	4	10	10			
All HP Strategic									
All HP Strategic provided 30-45 additional minutes or a support period									

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 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	30	30	30	30	30	30			
Additional time provided all HP Strategic ELs									
Additional time provided all HP Strategic SWDs									

Describe assessment and placement criteria for high-priority strategic students.

Describe differentiated support for students not needing an additional strategic period:

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

Emerson 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	2.3 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.	Objective 2.3: Fully 4 (100%); Substantially 3 (At least 75%); Partially 2 (At least 50%) ✓; Minimally 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 | 5 | 20 | 27 # of Instructional Minutes in ELD (beyond 2.1 and 2.2) | | |

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

Emerson 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	2.4 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.	**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:**

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

Number of Instructional Minutes at each grade level					
	4	**5**	**6**	**7**	**8**
All Intensive learners	120	120			
Intensive Els					
Intensive SWDs					

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

Emerson 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.	

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	30	60	60	60	60	60			
ELs	30	60	60	60	60	60			
SWDs	30	60	60	60	60	60			

 # For Algebra Readiness see 2.7

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

Additional Comments

Emerson 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	2.6 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	

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									
All HP Strategic									
All HP ELs									
All HP SWDs									

taught in the grade-level Algebra I course.
  - 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									
Additional time provided to HP EI strategic students									
Additional time provided to all HP SWD strategic students									

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

Emerson 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	2.7 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.	Objective: 2.7 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% (circled) Minimally: 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** All Intensive Learners: 4 = 15, 5 = 15 All Intenisve ELs: All Intensive SWDs:

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

Additional Comments

Emerson 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.
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 dally 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.	Objective: 3.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 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
	Reading/Language Arts/ELD	
District/School Pacing Plan by Grade Level:		
Attach appropriate documents.		

Emerson 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.
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.	Objective: 3.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Instructional/Assessment Pacing Guides** Y Distributed to each grade level. Y Used daily at every grade level. **Pacing Guide Use Monitored** Y Principal monitors daily use.

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

Emerson 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.
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;	<table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>4.1</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** **Training and Practicum Completed** Principal _X_ 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		

Emerson 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.
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;	Objective: 4.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 59% Minimally: 1 — Less than 50% **Key Components** **Training and Practicum Completed** Principal X 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		

Emerson 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.
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	Fully	Substantially	Partially	Minimally
4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Principal's Professional Development

X Completed.

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

<table>
<tr><td></td><td></td><td>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.</td><td></td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td>Mathematics</td><td rowspan="4"></td></tr>
<tr><td>District AB 430 Completion Records:</td><td></td><td></td></tr>
<tr><td>Approved Provider Information:</td><td></td><td></td></tr>
<tr><td>Date of Offerings:</td><td></td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents</td><td colspan="2"></td></tr>
</table>

Emerson 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.
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.	See nested table below

Objective	Fully	Substantially	Partially	Minimally
5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

100% **Percentage of fully credentialed, highly-qualified teachers.**

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District Senate Bill (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.
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	2	2	2
Grade 2	2	2	2
Grade 3	2	2	2
Grade 4	1.5	1.5	1.5
Grade 5	1.5	1.5	1.5
Grade 6			
Grade 7			
Grade 8			

* 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.		

Emerson 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.
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.	

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	2	2	2
Grade 2	2	2	2
Grade 3	2	2	2
Grade 4	1.5	1.5	1.5
Grade 5	1.5	1.5	1.5
Grade 6			
Grade 7			
Algebra 1			
Algebra Readiness			

* 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.		

Emerson 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.
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% (circled) Minimally: 1 — Less than 50% **Key Components** **Coaches/content experts/specialists** X Type of instructional assistance. _____ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** X Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** 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:**

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

Emerson 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.
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.	Objective: 6.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% (circled) Minimally: 1 — Less than 50% **Key Components** **Coaches/content experts/specialists**: ___ Type of instructional assistance. ___ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** ___ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** ___ Completed SBE-adopted materials-based training (identify which program[s]). ___ Completed ELPD. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:**

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

Emerson 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.
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.	**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.

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

Emerson ES

Academic Program Survey—Elementary School Level

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

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

Emerson 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.
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.

Emerson ES

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.
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: 8.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Scheduled Structured Collaboration Meetings** 3 Number per month. 4 All teachers including strategic, intensive intervention, special education, and ELD teachers participate. 4 Meetings are structured; protocols/tools are developed and used. 4 Training for collaboration meeting protocols provided to teachers. 4 Professional development provided for administrators and teachers on data analysis and data-informed instruction. 4 Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. **Collaborative Meeting Discussion Content** 4 Using and analyzing timely student common assessment results from all students. 4 Strengthening program implementation. 4 Designing and improving lessons and instruction. 4 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.		

Emerson 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.
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.	Objective: 8.2 Fully: 4 — 100% Substantially: 3 — At least 75% (circled) Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Scheduled Structured Collaboration Meetings:** 3 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. P 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.		

Emerson 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.
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: 9.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Funds** X District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** X The SPSA aligns to the goals and activities in the LEA Plan.

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

Emerson 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.
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	Objective: 9.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Funds** ✓ District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** ✓ The SPSA aligns to the goals and activities in the LEA Plan.

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