OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Esperanza Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs
- ➢   Economic Impact Aid/School Compensatory Education
- ➢   Economic Impact Aid/Limited English Proficient
- ➢   Quality Education Improvement Act (QEIA)
- ➢   School Improvement Grant (SIG)

Federal Programs
- ➢   Title I, Part A

Recommendation:
The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Esperanza Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Esperanza Academy

6002190

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT

Esperanza Elementary is an elementary school located in East Oakland. Currently, our student population is composed of 97% Latino, 2% African American, and 1 % Asian. We offer an immersion program where all students can learn English and Spanish. We have implemented a 50/50 program model and focus our attention on how students learn a second language. We set out to design a school that would bring our two neighborhood populations (AA and L) together through instruction of language. The Stonehurst campus is host of an OUSD CDC program for Pre-K students. Much of our Kindergarten students come from the Stonehurst CDC. Newly admitted Kindergarten students transition into Esperanza through a 2 day bridge program that occurs in the summer during the summer. Esperanza Elementary also provides students with an after-school program called High Hopes. High Hopes offers homework help, art classes, and physical education classes for every student throughout the week. High Hopes is designed to service our lowest performing students yet is open to all students after an initial screening process. It is important to point out that Esperanza Elementary has maintained the CDS code of Stonehurst Elementary, connecting our test data to the former campus. Our data indicate the growth Esperanza Elementary has experienced over the past 5 years since opening. We have increased our API score by 160 points, decreased the percentage of students performing at the lowest levels and increased the number of students performing at higher levels on the CST in ELA and Math. Although we have experienced some success in moving our students to higher academic levels, our biggest challenge is supporting our students to achieve at high levels in English Language Arts. Moving our large portion of students performing at Basic towards Proficiency has been a major focus for our school this academic year. School-wide, our focus is on continual intervention through standards based instruction, differentiation, and accelerated intervention for those students performing at the lowest academic levels. We approach all elements of our school-wide foci through the lens of English Language Development since 87.3 percent of our students are designated as English Language Learners. Esperanza School-Wide Plan GOALS: Continuous growth towards grade level standards, as evidenced by *All students scoring Basic (approaching) moving to Proficient (benchmark) in ELA & Math *All students scoring FBB/BB (intensive) moving to Basic (approaching) in ELA & Math *All English Learners progressing one level on the CELDT (e.g. Beginner to Early Intermediate) *All 1st grade students read fluently (40 wpm) and develop proficiency in essential ELA and Math standards *All K students know their letters and sounds and develop proficiency in essential ELA and Math standards *All Students will demonstrate behaviors consistent with the Esperanza core values: Perseverance, Consciousness, Scholarliness, Respect Our school-wide plan provides details for what teachers are expected to do, what leadership will do and what the organization will do to support standards-based instruction, differentiation, and English Language Development. Due to space limitations, the details cannot be delineated in one area in the CSSSP tool. We also offer a number of student services at Esperanza. Students can participate in extra-curricular activities that happen during the school day or after-school: student council, school newspaper, Upward Roots (4th and 5th grade program to build social consciousness), Techbridge (5th grade girls in science focus), and an advisory program. All of our programs are supported by classroom teachers through our committee structure. Along with extra-curricular activities, students and their families access emotional services through our COST team and SST process.

VISION

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

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

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

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

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

The School Accountability Plan

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 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 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 h 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 re 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 6 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 eviden principal observations.

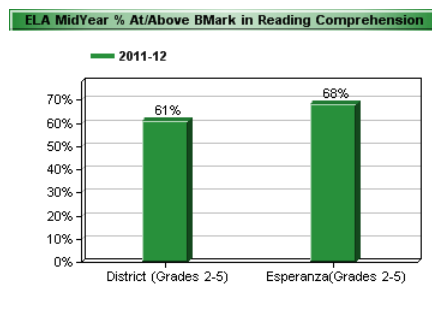**School Federal and State Academic Achievement Goals:**

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

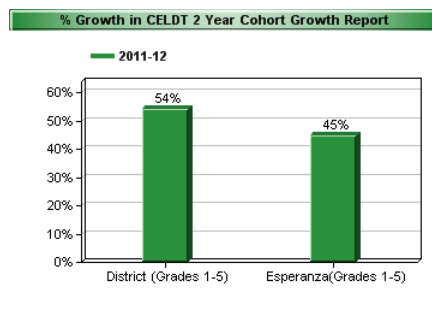**School Quality Standards relevant to this Strategic Priority**

A quality school...

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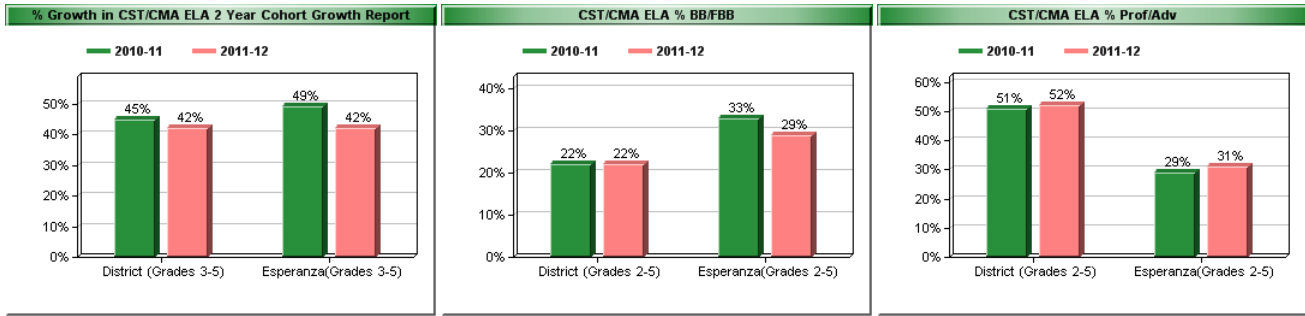- provides and ensures equitable access to curriculum and courses that prepare all students for college
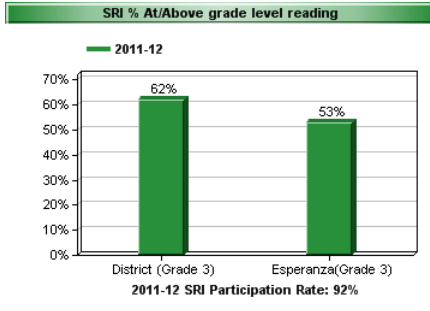
Benchmark

CELDT

CST

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

- 2010-11
- 2011-12

District (Grades 3-5): 45%, 42%
Esperanza (Grades 3-5): 49%, 42%

CST/CMA ELA % BB/FBB

- 2010-11
- 2011-12

District (Grades 2-5): 22%, 22%
Esperanza (Grades 2-5): 33%, 29%

CST/CMA ELA % Prof/Adv

- 2010-11
- 2011-12

District (Grades 2-5): 51%, 52%
Esperanza (Grades 2-5): 29%, 31%

SRI

SRI % At/Above grade level reading

- 2011-12

District (Grade 3): 62%
Esperanza (Grade 3): 53%

2011-12 SRI Participation Rate: 92%

School Data

- 2012 STS (Spanish)- 2nd Grade: 51% Pro/Adv; 3rd Grade: 52%; 4th Grade: 32%; 5th Grade: 19% 2012 CST (English)- 2nd Grade: 22% Pro/Adv; 3rd Grade: 29% ; 4th Grade: 33%; 5th Grade: 38%
- Mid-year Benchmark English LA - 2nd Grade: 44% Pro/Adv; 3rd Grad: 48%; 4th Grade: 25%; 5th Grade: 56% Fall SRI - 96% of 2nd graders, 77% of 3rd graders, 66% of 4th graders, 64% of 4th Graders reading below grade level in English

Data Analysis

- Previously, all K-2 LA instruction was provided in Spanish with almost no Spanish instruction in grades 3-5. Spanish proficiency declines from 2nd through 5th.
- With shift from Spanish to English in grade 3, English proficiency increased slightly by grade (22% to 38%). Most students grew one performance level, yet less than 4/10 5th graders were proficient in ELA.
- A lack of integration across content and language (in addition to limited English literacy instruction in grades K-2) have also contributed to low CELDT growth rate (45%).
- After implementing 50-50 model in 2nd grade (including ELA block and integrated themes), 44% of 2nd graders tested proficient on mid-year ELA benchmark. A stronger English literacy base should allow for great ELA growth in grades 3-5.

Theory of Action

- If we emphasize authentic literacy by creating purposeful literacy experiences and explicitly teaching close reading and text-based discussion and writing, then students will develop critical literacies required by college, career and citizenship.
- If we teach to rigorous language objectives through meaningful content instruction, then English Learners will learn academic language and transfer it across content areas.
- If students engage in large amounts of independent reading, they will develop reader identities, learn to love reading, and raise their lexile levels.
- If we provide a balance of reading, writing, listening and speaking, (including whole-group, guiding and independent reading with appropriately leveled text) then students will develop a range of literacy skills required by the common core.
- If we integrate language and content instruction through thematic units driven by essential questions, then students will develop language skills and understanding of big ideas at the same time.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Create workshop structure where all support services push-in to the classroom (Prep Teacher at .2; Instructional Facilitator; RSP Teacher)					4/4/2013	177SQI1A2517	Workshop Structure: STIP	N/A			0	$0.00
Instructional Facilitator coaches teachers in all subject areas. Leads PLC days, supports intervention structures, teaches intervention classes.	State tests (CST/STAR, PFT)	All Students			4/4/2013	177SQI1A2523	Improve Instruction: IF	7090-EIA - SCE		TC11IF0093	0.4	$28,545.40
Instructional Facilitator coaches teachers in all subject areas. Leads PLC days, supports intervention structures, teaches intervention classes.	State tests (CST/STAR, PFT)	All Students			4/4/2013	177SQI1A5475	Improve Instruction: IF	7091-EIA - LEP		TC11IF0093	0.6	$42,818.10
School-wide reading challenge (100 million words in 2013-14) and reading clubs to motivate students to read and track progress with Accelerated Reader					4/4/2013	177SQI1A2679	Accelerated Reader	N/A			0	$0.00
Weekly grade-level meetings for designing and implementing reading intervention for struggling students.					5/3/2012	177SQI1A4157		N/A			0	$0.00
Use SRI/AR data to track student progress and differentiate instruction during workshop through guided reading and conferences	SRI	All Students		Principal	4/4/2013	177SQI1A5523	SRI data -- students track Lexiles	N/A			0	$0.00
Instructional Facilitator coaches teachers in all subject areas, literacy and content integration. Leads PLC days, supports intervention structures, teaches intervention classes.					4/4/2013	177SQI1A2522	Improve ELD Instruction: IF	N/A			0	$0.00
Class size reduction	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/4/2013	177SQI1A5476	Class size reduction: de la Fuente	3010-Title I		TCHBIL0134	0.3	$26,212.25
Class size reduction	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/4/2013	177SQI1A5477	Class size reduction: Reardon	3010-Title I		TCHBIL0202	0.6	$43,269.11
Non-textbooks for Thematic Units	State tests (CST/STAR, PFT)	English Learners		Principal	4/19/2013	177SQI1A5488	Books for thematic units	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$1,731.90
Teachers will use CCSS to design/refine instructional units at Dual Language Curriculum Institute.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/4/2013	177SQI1A5521	Common Core Curriculum Design	N/A			0	$0.00
Professional development will focus on deeper implementation of instructional plan, including authentic literacy template, language objectives, and content integration.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/4/2013	177SQI1A5522	PD focus on authentic literacy practices	N/A			0	$0.00
GATE students will continue to be challenged through differentiation and additional instructional opportunities.	State tests (CST/STAR, PFT)	GATE	Monthly	Principal	5/15/2013	177SQI1A6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
Monthly inquiry cycles (Plan, implement, reflect) with content focus and sharing of learning at the end	Local assessments (benchmarks, PWA)		Monthly	Principal	4/5/2013	177SQI1A5660	Inquiry Cycles	N/A			0	$0.00
Weekly grade-level meetings to analyze results of common weekly assessment, reflect on practice and adjust instruction	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/5/2013	177SQI1A5662	Grade-level meetings	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Esperanza Academy

Principal: WESLEY JACQUES

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 in 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 and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

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

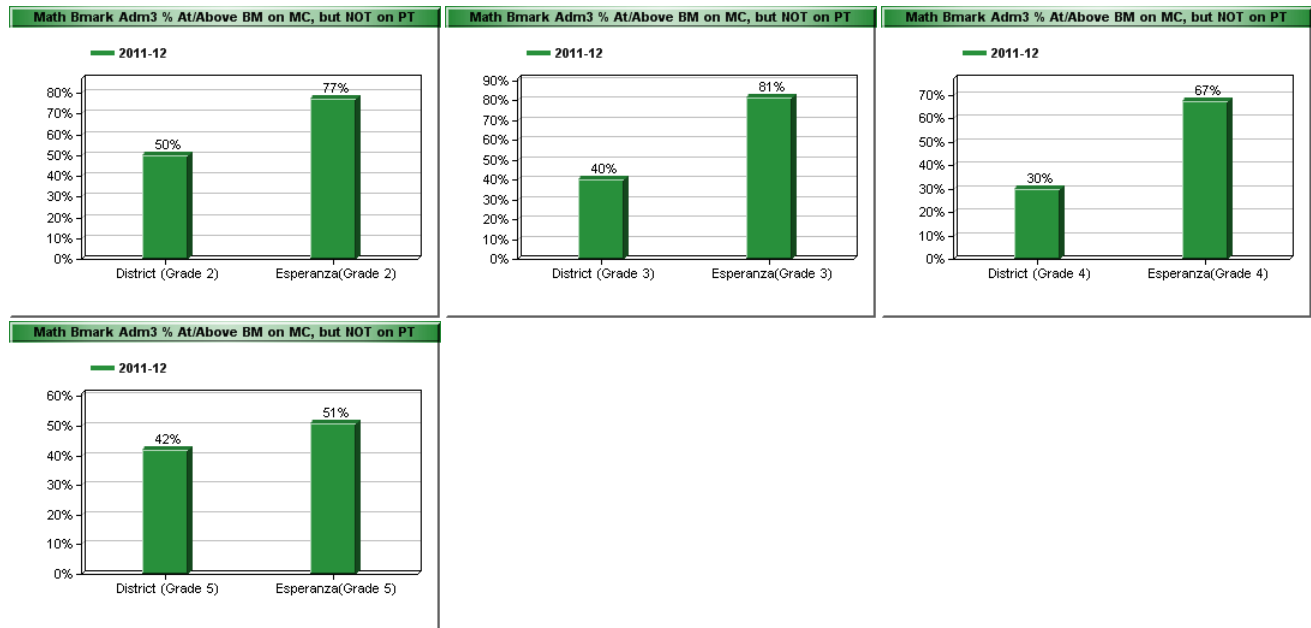**School Federal and State Academic Achievement Goals:**

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

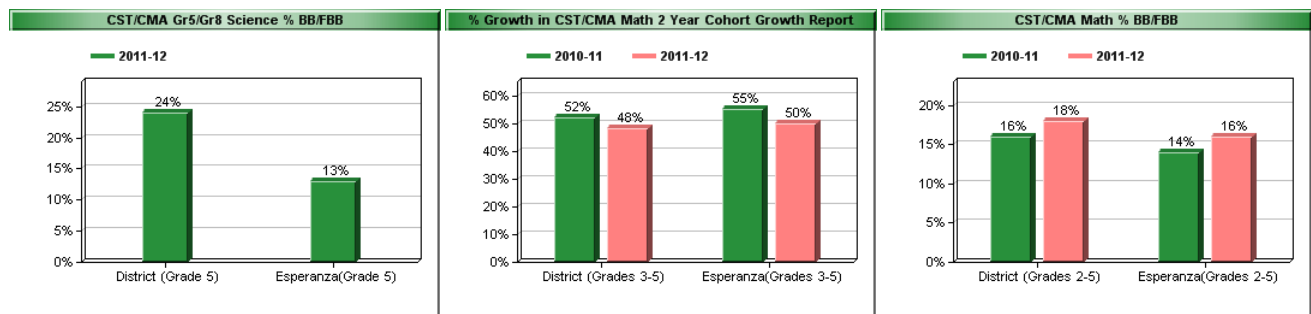**School Quality Standards relevant to this Strategic Priority**
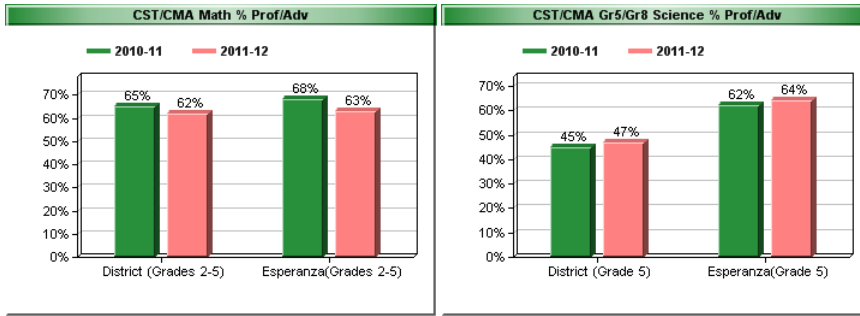
A quality school...

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

Benchmark

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
- District (Grade 2): 50%
- Esperanza (Grade 2): 77%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
- District (Grade 3): 40%
- Esperanza (Grade 3): 81%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
- District (Grade 4): 30%
- Esperanza (Grade 4): 67%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT — 2011-12
- District (Grade 5): 42%
- Esperanza (Grade 5): 51%

CST

CST/CMA Gr5/Gr8 Science % BB/FBB — 2011-12
- District (Grade 5): 24%
- Esperanza (Grade 5): 13%

% Growth in CST/CMA Math 2 Year Cohort Growth Report — 2010-11, 2011-12
- District (Grades 3-5): 52% (2010-11), 48% (2011-12)
- Esperanza (Grades 3-5): 55% (2010-11), 50% (2011-12)

CST/CMA Math % BB/FBB — 2010-11, 2011-12
- District (Grades 2-5): 16% (2010-11), 18% (2011-12)
- Esperanza (Grades 2-5): 14% (2010-11), 16% (2011-12)

CST/CMA Math % Prof/Adv

■ 2010-11 ■ 2011-12

District (Grades 2-5): 65%, 62%
Esperanza (Grades 2-5): 68%, 63%

CST/CMA Gr5/Gr8 Science % Prof/Adv

■ 2010-11 ■ 2011-12

District (Grade 5): 45%, 47%
Esperanza (Grade 5): 62%, 64%

School Data

- Math Mid-year Bemnchmark (% pro/adv overall vs. MC)- K: 95/89, 1: 84/82, 2: 61/81, 3: 44/62, 4: 45/43, 5: 56/54
- All grade-levels surpass the minimum amount of science instruction per OUSD science instruction policy as indicated in grade-level schedules and integrated Science/LA units.

Data Analysis

- 4th grade results are the lowest school-wide. Lesson pacing emerged as area of need for teachers.
- Inclusion of short answer and performance task produce lower proficiency rates in grades 2 and 3. Multiple choice scores are much higher.
- All grades emphasize science instruction, including grade 5 integration of science in Spanish and English. Proficiency rates exceed district averages.

Theory of Action

- If grade-level teams teach to common weekly outcomes and collaboratively analyze results of common weekly assessments, then they will be able to refine practices, adjust pacing and provide timely interventions.
- If Esperanza teachers implement a common intervention structure aligned to weekly outcomes, then students not meeting weekly outcomes will receive timely interventions and move to grade-level.
- If we integrate science and language arts instruction through inquiry-based units with content and language objectives, students will develop academic literacy while learning science content.
- If we provide students with opportunities to engage in rigorous performance tasks, they will be develop mathematical thinking and be more prepared for the demands of the Common Core Standards.
- If teachers engage in inquiry cycles on science and math practice, they will improve practice and enhance student learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Instructional Facilitator coaches teachers in all subject areas, literacy and content integration. Leads PLC days, supports intervention structures, teaches intervention classes.					4/4/2013	177SQI1B2522	Improve ELD Instruction: IF	N/A			0	$0.00
Class size reduction	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/4/2013	177SQI1B5476	Class size reduction: de la Fuente	3010-Title I		TCHBIL0134	0.3	$26,212.25
Class size reduction	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/4/2013	177SQI1B5477	Class size reduction: Reardon	3010-Title I		TCHBIL0202	0.6	$43,269.11
Non-textbooks for Thematic Units	State tests (CST/STAR, PFT)	English Learners		Principal	4/19/2013	177SQI1B5488	Books for thematic units	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$1,731.90
Teachers will use CCSS to design/refine instructional units at Dual Language Curriculum Institute.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/4/2013	177SQI1B5521	Common Core Curriculum Design	N/A			0	$0.00
Professional development will focus on deeper implementation of instructional plan, including authentic literacy template, language objectives, and content integration.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/4/2013	177SQI1B5522	PD focus on authentic literacy practices	N/A			0	$0.00
GATE students will continue to be challenged through differentiation and additional instructional opportunities.	State tests (CST/STAR, PFT)	GATE	Monthly	Principal	5/15/2013	177SQI1B6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
Monthly inquiry cycles (Plan, implement, reflect) with content focus and sharing of learning at the end	Local assessments (benchmarks, PWA)		Monthly	Principal	4/5/2013	177SQI1B5660	Inquiry Cycles	N/A			0	$0.00
Weekly grade-level meetings to analyze results of common weekly assessment, reflect on practice and adjust instruction	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/5/2013	177SQI1B5662	Grade-level meetings	N/A			0	$0.00
Common weekly planning time.					3/31/2012	177SQI1B2524	Extended Contracts	N/A			0	$0.00
Transition to Common Core Math standards by administering common performance tasks, analyzing results and planning instruction.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	5/5/2013	177SQI1B6033	Math Performance Assessments	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 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 culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school 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 course high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing program 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 attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Theory of Action

- If Esperanza instructional program is challenging and engaging, then our students will be motivated to surpass grade-level expectations.
- Teachers will focus on standards based instruction that is organized into themes, using the Understanding by Design approach to creating units of study.
- Teachers will design weekly lesson objectives in all academic areas by grade-levels, ensuring that instruction is consistent across classrooms of the same grade-level.
- If we shift to using common core standards to guide instruction, students will become more prepared for the demands of college.
- The school community will teach the core values and competencies so students will take these skills and dispositions with them once they leave us.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Teachers will use CCSS to design/refine instructional units at Dual Language Curriculum Institute.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/4/2013	177SQI1C5521	Common Core Curriculum Design	N/A			0	$0.00
Professional development will focus on deeper implementation of instructional plan, including authentic literacy template, language objectives, and content integration.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/4/2013	177SQI1C5522	PD focus on authentic literacy practices	N/A			0	$0.00
GATE students will continue to be challenged through differentiation and additional instructional opportunities.	State tests (CST/STAR, PFT)	GATE	Monthly	Principal	5/15/2013	177SQI1C6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
Provide Kindergarten transition meeting for all incoming Kindergarten students.		Pre-Kindergarten			4/15/2013	177SQI1C4159	Pre K Transition Orientation	N/A			0	$0.00
Teach core values through community meetings, school-wide assemblies and core value tickets.					4/2/2013	177SQI1C2528	Core Values	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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, an...
resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning exp...
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 c...
pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupat...
OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - High Standards

High standards for academic performance-Agree/StronglyAgree

2011-12

District (Grades K-5): 93%
Esperanza(Grades K-5): 96%

2011-12 Staff Survey Response Rate: 118%

Survey - Success

School promotes academic success. __% Agree/Strongly Agree

2011-12

District (Grades K-5): 92%
Esperanza(Grades K-5): 89%

2011-12 Staff Survey Response Rate: 118%

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

2011-12

District (Grade 5): 96%
Esperanza(Grade 5): 86%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 88%

Data Analysis

- Only 86% of student intend on attending college (below district average). This indicates not enough emphasis is placed on college and career awareness.

Theory of Action

- If students increase their reading levels by more than on year per grade, they will be prepared to read college level text upon graduation from high school.
- If students are taught about higher education (through classroom colleges, field trips, college student visits, etc.), they will be more likely to see college as a reality for themselves.
- If students practice core values and develop identities of scholars and readers, they will carry their learning to future contexts because they see themselves as capable of success.
-
-

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Support and implement the 4th and 5th grade advisory program. Teachers volunteer their time to provide guidance to our most needy students.					5/3/2012	177SQI1D2529	Advisory Program	N/A			0	$0.00
Yearly panel of college students that are Stonehurst alumni.					5/3/2012	177SQI1D2530	College Panel	N/A			0	$0.00
Yearly career panel representative of student's interests.					5/3/2012	177SQI1D2531	Career Panel	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Esperanza Academy   **Principal:** WESLEY JACQUES

From OUSD Strategic Plan:

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

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

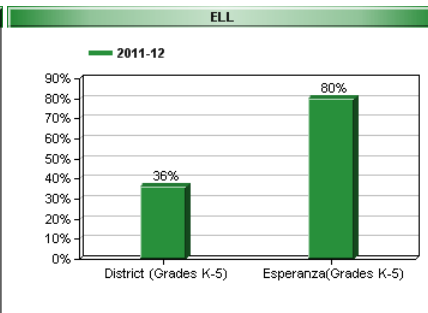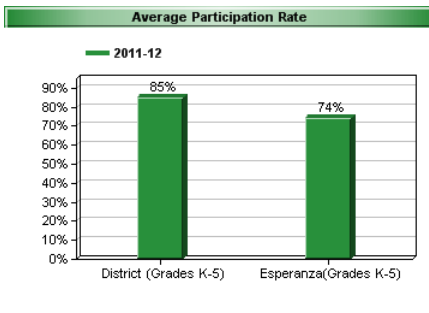**School Quality Standards relevant to this Strategic Priority**

A quality school...

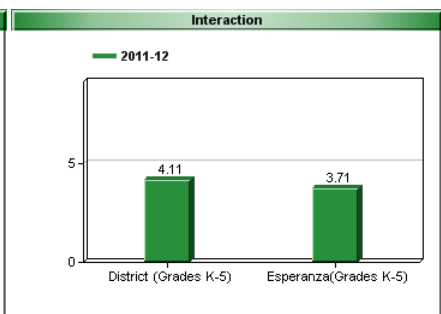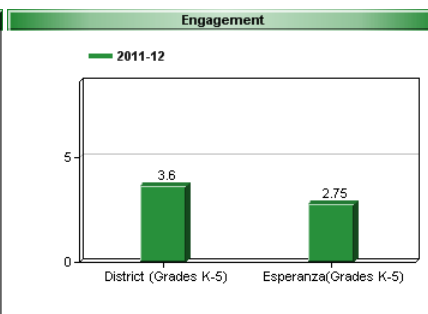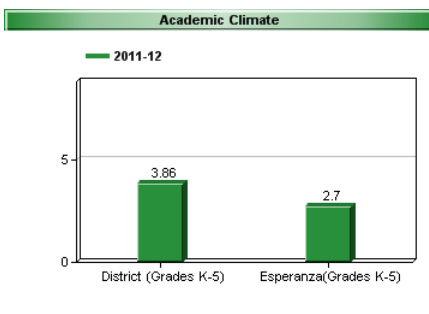- provides academic intervention and broader enrichment supports before, during, and after school

School Data

- CELDT growth rate (+1 or more levels) increased from 45% to 68% from 2011 to 2012. Each grade increased the following amounts: 1: 48% to 79%; 2: 6% - 54%; 3: 61% to 76%; 4: 66% to 69%; 5th: 46% to 61%.
- All teachers and leadership were trained in Systematic ELD to provide targeted ELD instruction.

Data Analysis

- Large increase in CELDT rate was due to training and implementation of Systematic ELD.
- Higher growth rate should lead to higher redesignation by 5th grade.
-
-

Theory of Action

- If we integrate classes across content and language by teaching to language objectives in every subject area, then students will transfer language learning across the curriculum.
- If we systematically teach ELD to students at their level, then students will move at least one CELDT level per year redesignate within 5 years in school.
- GATE students will continue to be challenged through differentiation and additional instructional opportunities.
- If every grade-level chooses 15 students of focus, then students will experience targeted intervention designed to support their progress toward grade-level proficiency.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Continue to support the implementation of Systematic ELD through professional development, coaching, feedback, and peer observations.					4/4/2013	177SQI1E2532	Systematic ELD	N/A			0	$0.00
Teachers identify focal five students to work with families and develop independent plans to support students.					4/4/2013	177SQI1E2533	Push to Proficiency	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Esperanza Academy　　　　　　　　　　　　　　**Principal:** WESLEY JACQUES

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 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 true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

After School Program- Student Impact
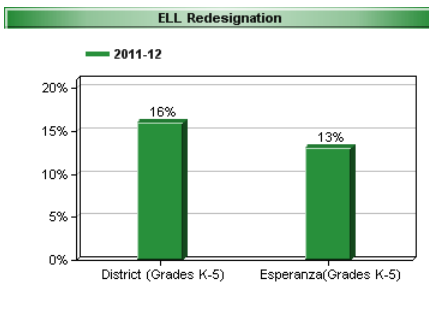
After School Program- Participation

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

Safe Environment	Supportive Environment
2011-12	2011-12

Safe Environment — 2011-12: District (Grades K-5) 4.85, Esperanza (Grades K-5) 4.86

Supportive Environment — 2011-12: District (Grades K-5) 4.2, Esperanza (Grades K-5) 3.71

School Data

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Partner with a high-quality after-school provider.					3/31/2012	177SQI1F2535	High Hopes After-School Program	N/A			0	$0.00
Refine intervention structures to allow for timely interventions of weekly focus standards.					4/5/2013	177SQI1F2554	Push to Proficiency	N/A			0	$0.00
Hire site-based after-school program coordinator (not shared with KDA) and work with staff to align to core instructional program.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/5/2013	177SQI1F6034	Site-based ASP Coordinator	N/A			0	$0.00
Coordination of athletic education: Consultant					4/4/2013	177SQI1F2568	Athletic Program Coordinator	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments
Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensi services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individuali 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 relatio make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as e celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: Reduce physical altercations by 25%

- Strategy 1.1: Students complete reflection log and restorative act after violence occurs (e.g. teachers other students how to resolve conflicts peacefully).
- Strategy 1.2: Train 20 junior coaches to encourage positive behavior and teach conflict resolution at recess.

Goal 2: Increase student attachment to school by reducing bullying.

- Strategy 2.1: Teach core values, including empathy and respect.
- Strategy 2.2: Implement classroom community meetings for students to discuss emotional safety and anti-bullying.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

DHP
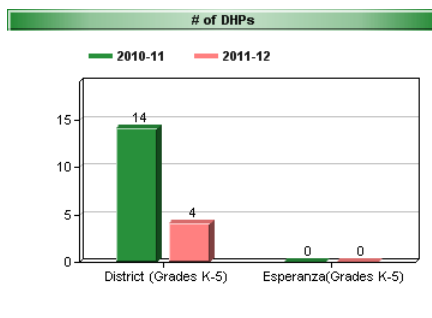
Survey - Engagement
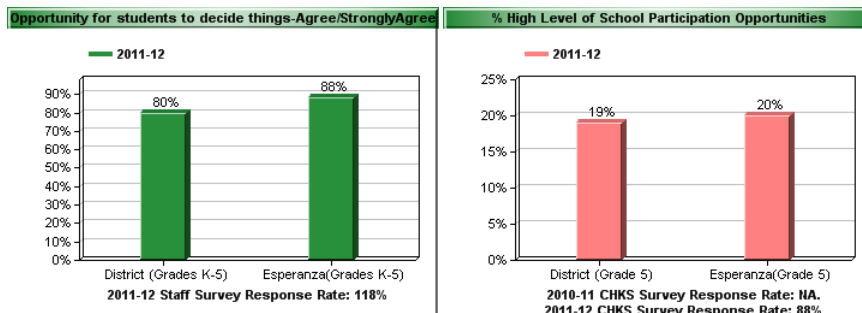
Survey - Relationships

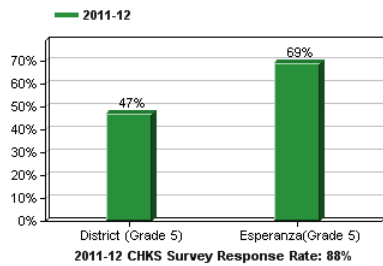**Nearly All/Most Adults at this school pay attention to students.**

2011-12

District (Grades K-5)	93%
Esperanza(Grades K-5)	96%

2011-12 Staff Survey Response Rate: 118%
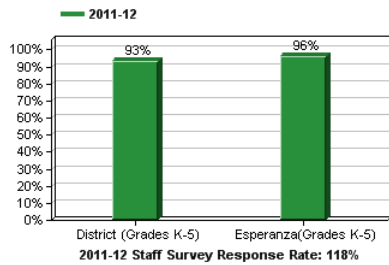
% High Level of Caring Relationships with Adults at School

2011-12

District (Grade 5)	54%
Esperanza(Grade 5)	69%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 88%
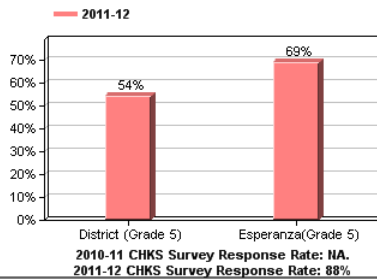
Survey - Safety

% Hit or pushed by other kids at school

2011-12

District (Grade 5)	47%
Esperanza(Grade 5)	69%

2011-12 CHKS Survey Response Rate: 88%

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

2011-12

District (Grades K-5)	89%
Esperanza(Grades K-5)	84%

2011-12 Staff Survey Response Rate: 118%
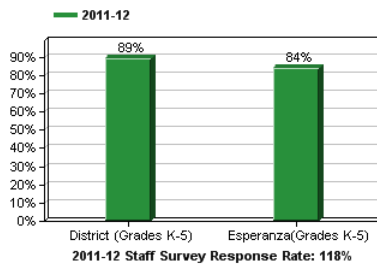
% feeling safe at school all of the time

2011-12

District (Grade 5)	48%
Esperanza(Grade 5)	37%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 88%
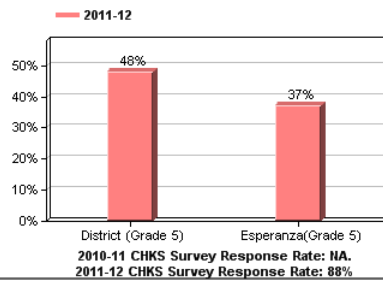
Survey - Welcoming

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

2011-12

District (Grades K-5)	95%
Esperanza(Grades K-5)	96%

2011-12 Staff Survey Response Rate: 118%
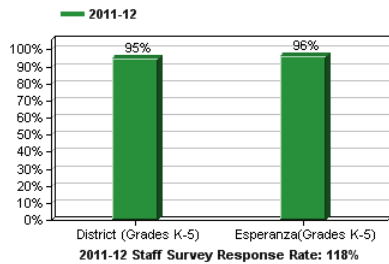
Survey- Beliefs

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

2011-12

District (Grade 5)	89%
Esperanza(Grade 5)	94%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 88%

Suspensions

% receiving one or more out-of-school suspension

Legend: 2010-11, 2011-12

- District (Grades K-5): 3%, 3%
- Esperanza(Grades K-5): 1%, 0%
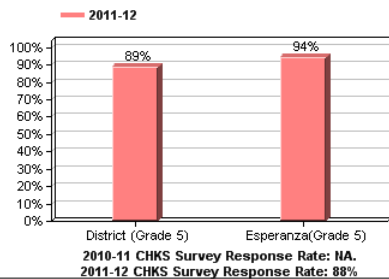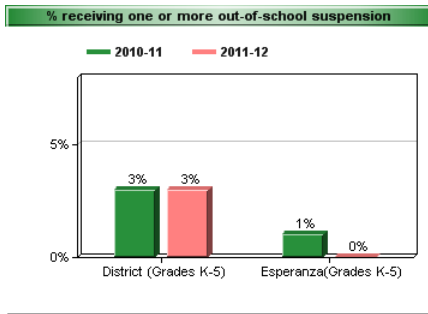
School Data

- COST team meeting held 100% of weeks this school year.
-

Data Analysis

- Only 37% of students felt safe all of the time and 69% had been hit or pushed. This speaks to undercurrent of bullying at the school.
- Almost all students (96%) believe school is supportive and inviting and more than 70% have a caring relationship with an adult. This speaks to positive school climate and advisory program.
-

Theory of Action

- If Esperanza creates a school culture which is based on caring relationships, high expectations, and focused on academic progress and success, then students will have successful academic and social futures.
- If the COST team meets weekly to address student referrals, students will receive interventions and supports they need.
- If teachers explicitly teach and celebrate core values, students will internalize and carry these values with them.
- If teachers hold regular community circles (i.e. Caring School Communities), students will develop social and emotional skills to improve safety at school.
- If students are engaged with co-curriculum activities through the core or extended day, they will be more motivated to demonstrate behaviors consistent with the school's core values.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
GATE students will continue to be challenged through differentiation and additional instructional opportunities.	State tests (CST/STAR, PFT)	GATE	Monthly	Principal	5/15/2013	177SQI2A6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
Teach core values through community meetings, school-wide assemblies and core value tickets.					4/2/2013	177SQI2A2528	Core Values	N/A			0	$0.00
Refine COST team process to ensure more timely SSTs, including focal five students, and communication between teachers and COST team.					4/4/2013	177SQI2A2556	COST Team, SSTs	N/A			0	$0.00
Continue extra-curricular activities to engage students: Student Council, newspaper club, Upward Roots, and advisory program.					4/1/2012	177SQI2A2557	Extra-Curricular Opportunities	N/A			0	$0.00
Use of restorative acts when students hurt the community or other students	Suspension	All Students			4/4/2013	177SQI2A5527	Restorative Justice	N/A			0	$0.00
Community meetings using caring school communities curriculum and instruction of Esperanza core values	Discipline/CSC	All Students		Principal	4/4/2013	177SQI2A5524	Community Meetings	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 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 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 educa (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supp their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Breakfast
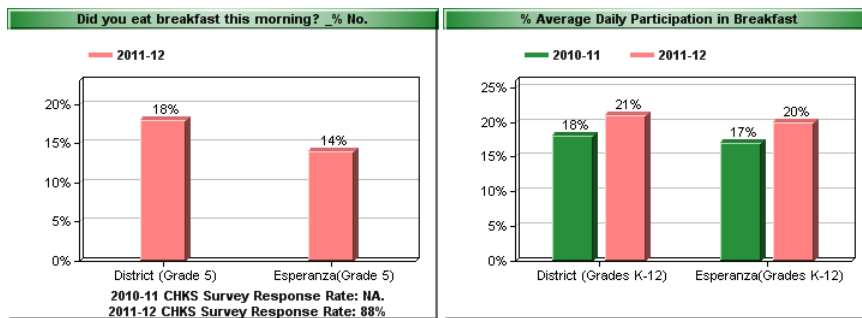
Fitness

Lunch

Socio Economics

Free/Reduced Lunch %

— 2011-12

District (Grades K-12): 70%
Esperanza(Grades K-12): 95%

Survey - Drugs / Alcohol

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

— 2011-12

District (Grades K-5): 0%
Esperanza(Grades K-5): 0%

2011-12 Staff Survey Response Rate: 118%

% drinking alcohol in past month

— 2011-12

District (Grade 5): 9%
Esperanza(Grade 5): 20%

2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 88%
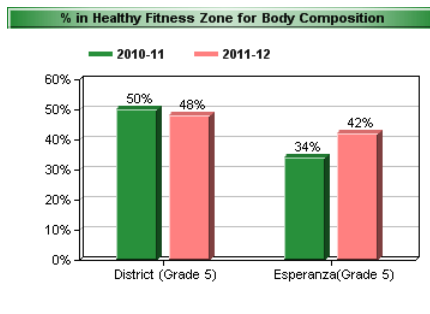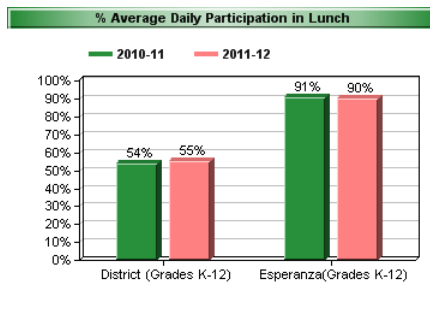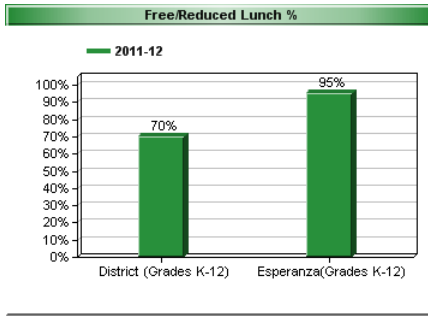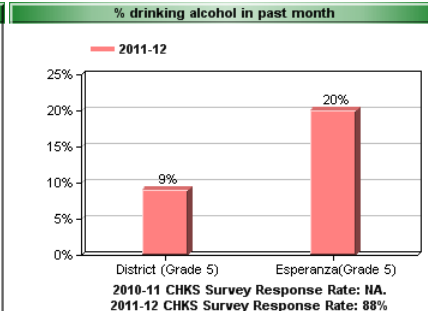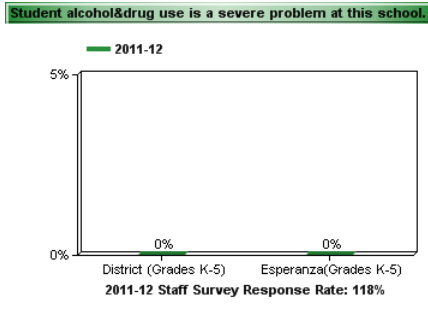
School Data

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

Data Analysis

- Increase in students in healthy body zone reflects a commitment to physical education on campus (regular PE instruction for all classes).
- Unhealthy trends (student alcohol use, many not eating breakfast) shows we must find more regular spaces to discuss these health and wellness with students.

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Coordination of athletic education: Consultant					4/4/2013	177SQI2B2568	Athletic Program Coordinator	N/A			0	$0.00
Community meetings using caring school communities curriculum and instruction of Esperanza core values	Discipline/CSC	All Students		Principal	4/4/2013	177SQI2B5524	Community Meetings	N/A			0	$0.00
Provide drug and alcohol awareness program, include as topics for advisory program.					4/1/2012	177SQI2B2561	Drug and Alcohol Prevention	N/A			0	$0.00
On-site management of custodial services, improve cleanliness standards.					4/1/2012	177SQI2B2565	Management of Custodial Services	N/A			0	$0.00
Healthy snack program and healthy diet education.					4/1/2012	177SQI2B2566	County Services: Diet education	N/A			0	$0.00
Healthy snack program and healthy diet education.					4/1/2012	177SQI2B2567	Snacks: Cafeteria Manager	N/A			0	$0.00
School Psychologist for additional mental health counseling and educational testing for students not succeeding academically.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/19/2013	177SQI2B5284	School Psychologist for additional mental health counseling and educational testing	7090-EIA - SCE		PSYCHL0052	0.2	$18,391.44
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	FBB, BB and BAS	Weekly	Principal	4/4/2013	177SQI2B5479	Lincoln Center Counselors	3010-Title I	5825-CONSULTANTS		0	$4,223.44
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	FBB, BB and BAS	Weekly		4/4/2013	177SQI2B5480		9901-Title I - Parent Participation	5825-CONSULTANTS		0	$1,750.49
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	FBB, BB and BAS	Weekly		4/4/2013	177SQI2B5481		7090-EIA - SCE	5825-CONSULTANTS		0	$3,916.92

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 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 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 lear 3rd grade.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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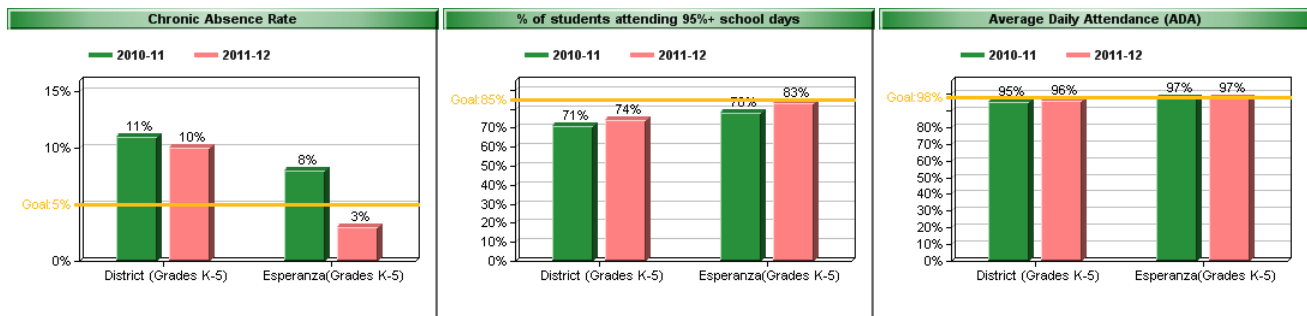
School Data

- Chronic absence has increased from 3% to 8%. This is lower than the district average but has returned to the rate from 2010-11.
- We struggle with students arriving to school on time, arriving 5-10 minutes late every day.

Data Analysis

- We need to be more proactive in identifying and working with families of chronically absent students before attendance becomes a big issue.
- Attendance rates are lowest in kindergarten because we must do a better job in communicating the importance of kindergarten attendance before students have missed too many days.

Theory of Action

- If Esperanza staff (attendance clerk, community assistant, teachers, support staff) monitor and communicate regarding attendance, then our students and their families will understand the importance of attending school everyday.
- If we provide positive incentives and recognition to students and their families to achieve 98% attendance, then more families will prioritize student attendance.
- If we implement attendance systems that include intervention strategies, then families will improve student attendance.
- If we identify chronically absent students from past years and meet with them to start the school year, we can develop attendance plans to stop chronic absence.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
K and 1st grade Family Attendance meetings					4/1/2012	177SQI2C2569	K/1 Attendance Meetings	N/A			0	$0.00
Implement SART process. Set small incremental attendance goals for students with low attendance rates.					4/1/2012	177SQI2C2570	SARTs	N/A			0	$0.00
Implement SART process. Set small incremental attendance goals for students with low attendance rates.					4/1/2012	177SQI2C2572	Attendance Improvement Certificates	N/A			0	$0.00
Recognize students and parents with high attendance rates.					4/1/2012	177SQI2C2571	Attendance Certificates	N/A			0	$0.00
Weekly attendance meetings, communication with families	Attendance	FBB, BB and BAS	Weekly	Principal	4/4/2013	177SQI2C5529	Attendance team meetings	N/A			0	$0.00
Meetings with families of chronically absent students from previous year to develop attendance plans.	Attendance	FBB, BB and BAS	Weekly	Principal	4/4/2013	177SQI2C5530	Attendance plans	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 Induct

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 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 teac school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain ef teachers and leaders committed to Oakland's children.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning

Staff examine their own cultural biases.%Agree/Strongly Agree.

2011-12 Staff Survey Response Rate: 118%
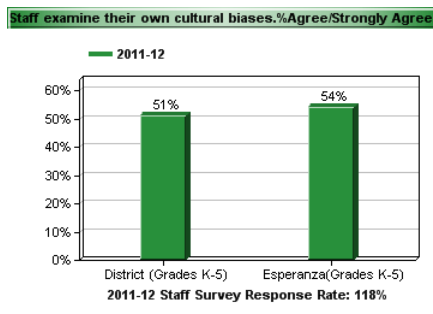
School Data

- All grade-levels meet each week to analyze a weekly assessment and set outcomes for the following week.
- Annually, classroom teachers complete at least 4 teacher directed inquiry cycles and attend weekly professional development.

Data Analysis

- Professional development must provide more opportunities for teachers to examine cultural biases.

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Monthly inquiry cycles (Plan, implement, reflect) with content focus and sharing of learning at the end	Local assessments (benchmarks, PWA)		Monthly	Principal	4/5/2013	177SQI3A5660	Inquiry Cycles	N/A			0	$0.00
Weekly grade-level meetings to analyze results of common weekly assessment, reflect on practice and adjust instruction	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/5/2013	177SQI3A5662	Grade-level meetings	N/A			0	$0.00
Weekly grade-level meetings.					4/1/2012	177SQI3A2577	Grade-level meetings	N/A			0	$0.00
Instructional Leadership Team (ILT) sets professional development scope and sequence.					4/1/2012	177SQI3A2579	ILT	N/A			0	$0.00
Start new Parent-Teacher organization (Unidos por Esperanza/United for Esperanza)to raise funds and coordinate parent volunteerism with assistance from the community assistant	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	177SQI3A5664	Parent-Teacher Organization	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 partnership works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and align 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 studen

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming

School welcomes and facilitates parent involvement.
- 2011-12
- District (Grades K-5): 91%
- Esperanza (Grades K-5): 88%
- 2011-12 Staff Survey Response Rate: 118%
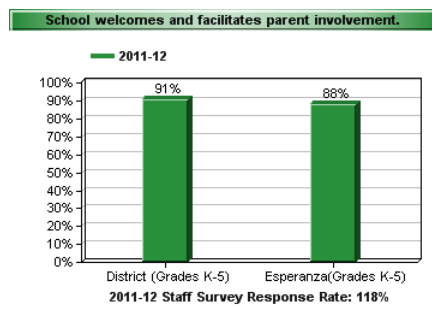
School Data

- The same approximately 30 parents attend SSC, ELAC, and other parent meetings regularly.
-

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
GATE students will continue to be challenged through differentiation and additional instructional opportunities.	State tests (CST/STAR, PFT)	GATE	Monthly	Principal	5/15/2013	177SQI4A6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
School Psychologist for additional mental health counseling and educational testing for students not succeeding academically.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/19/2013	177SQI4A5284	School Psychologist for additional mental health counseling and educational testing	7090-EIA - SCE		PSYCHL0052	0.2	$18,391.44
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	FBB, BB and BAS	Weekly	Principal	4/4/2013	177SQI4A5479	Lincoln Center Counselors	3010-Title I	5825-CONSULTANTS		0	$4,223.44
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	FBB, BB and BAS	Weekly		4/4/2013	177SQI4A5480		9901-Title I - Parent Participation	5825-CONSULTANTS		0	$1,750.49
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	FBB, BB and BAS	Weekly		4/4/2013	177SQI4A5481		7090-EIA - SCE	5825-CONSULTANTS		0	$3,916.92
Weekly attendance meetings, communication with families	Attendance	FBB, BB and BAS	Weekly	Principal	4/4/2013	177SQI4A5529	Attendance team meetings	N/A			0	$0.00
Meetings with families of chronically absent students from previous year to develop attendance plans.	Attendance	FBB, BB and BAS	Weekly	Principal	4/4/2013	177SQI4A5530	Attendance plans	N/A			0	$0.00
Start new Parent-Teacher organization (Unidos por Esperanza/United for Esperanza)to raise funds and coordinate parent volunteerism with assistance from the community assistant	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	177SQI4A5664	Parent-Teacher Organization	N/A			0	$0.00
Community assistant to serve families, primarily Spanish speaking. Guide families through interventions for low academic achievement, including accessing intervention services.	State tests (CST/STAR, PFT)	FBB, BB		Principal	4/19/2013	177SQI4A2583	Community Engagement: Community Assistant	7090-EIA - SCE		CMRAIB0001	0.2	$13,465.09
Community assistant to serve families, primarily Spanish speaking. Guide families through interventions for low academic achievement, including accessing intervention services.	State tests (CST/STAR, PFT)	English Learners		Principal	4/19/2013	177SQI4A2584	Community Engagement: Community Assistant	7091-EIA - LEP		CMRAIB0001	0.7	$47,127.81
Community assistant to serve families, primarily Spanish speaking. Guide families through interventions for low academic achievement, including accessing intervention services.					4/19/2013	177SQI4A5478		N/A			0	$0.00
Community assistant to serve struggling families, including a high Spanish speaking population. Guide families through interventions for low academic achievement, including accessing ELL services.					4/1/2012	177SQI4A2582	Community Engagement: Community Assistant	N/A			0	$0.00
Quarterly class meetings with parents/students to set goals, develop plans and reflect on progress	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/5/2013	177SQI4A5666	Class Meetings	N/A			0	$0.00
Monthly SSC and ELAC meetings to engage families in developing plans	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	177SQI4A5667	SSC/ELAC	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Esperanza Academy   **Principal:** WESLEY JACQUES

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 opera
effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community memb
Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, kn
and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Budget
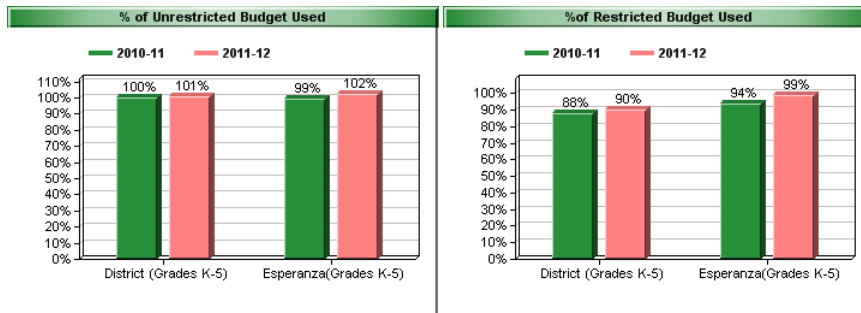
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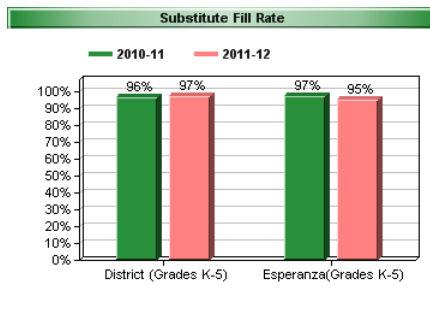
School Data

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
ILT meets at least twice a month to set professional development priorities, track progress on school-wide plan, and propose school-wide instructional agreements.					4/4/2013	177SQI5A2619	ILT Meetings	N/A			0	$0.00
IF and principal meet weekly to coordinate aspects of the instructional program.					4/1/2012	177SQI5A2621	Weekly Instructional Program Coordination Meetings	N/A			0	$0.00
All teachers are observed weekly and meet with principal and/or instructional facilitator to debrief and set goals.					4/4/2013	177SQI5A2623	Performance Objectives: Teachers	N/A			0	$0.00
All support staff set performance objectives and meet at least monthly to track progress.					4/1/2012	177SQI5A2625	Performance Objectives: Support Staff	N/A			0	$0.00
Weekly meetings with clerical staff, after-school coordinator, head custodian, to set goals and communicate progress	Other (OCR, etc)	All Students	Weekly	Principal	4/5/2013	177SQI5A5668	Weekly Meetings	N/A			0	$0.00

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State & Federal Preliminary and Final Budget

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$64,318.85	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$91,677.81	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$155,996.66	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$73,704.79	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,750.49	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$75,455.28	

Appendices

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

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: Esperanza Elementary School
Site Number: 177

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.

2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on (NA. ELAC ceded responsibilities to SSC).

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 19, 2013.

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

Attested:

SSC Chairperson's Signature	Marisol Soto SSC Chairperson's Name (printed)	5/31/13 Date
ELAC Chairperson's Signature	NA ELAC Chairperson's Name (printed)	Date
Principal Signature	Wesley Jacques Principal's Name (printed)	5/3/13 Date
Executive Officer's Signature	Kimi Kean Executive Officer's Name (printed)	5-15-13 Date
Director, State & Federal Compliance Signature	Susana Ramirez Director, State & Federal's Name (printed)	6/5/13 Date

School Site Council Membership Roster – Elementary School

School Name: Esperanza   **School Year**: 2013-14

Chairperson: Marisol Soto	Vice Chairperson: Karolina Gutierrez
Secretary: Isis Caldera	DAC Representative: Maria Medina

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Marisol Soto	9839 C Street				X
Karolina Gutierrez	10325 San Leandro St.				X
Maria Medina	1742 92nd Ave.				X
Isidra Caldera	1832 74th Ave.				X
Maria Vasquez	911 105th Ave.				X
Wesley Jacques		X			
Maryam Lara			X		
Maria de la Fuente			X		
Dolores Beleche			X		
Maria Vaca				X	
DAC Representative					
Maria Medina	1742 92nd Ave.				X
Home Ph. (510)967-0317	Email:				

Meeting Schedule	**3rd Friday of every Month at 8:45 a.m.**

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
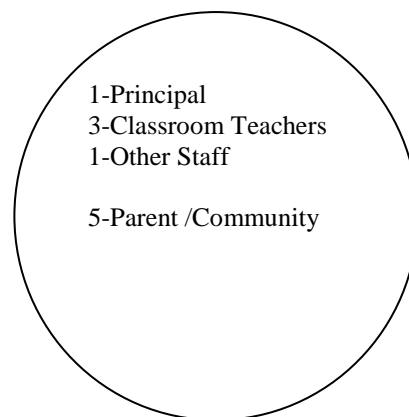
<u>Esperanza Elementary School</u>
<u>Title I School Parental Involvement Policy   2013 - 2014</u>

Esperanza Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The school developed the policy with input from parents at SSC and ELAC meetings. It has distributed the policy to parents of Title I students at an annual Title I meeting. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Esperanza agrees to implement the following statutory requirements:

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

- Esperanza offers a flexible number of meetings for parents. At least two times per month, the school holds a public meeting for parents to communicate with the principal and participate in shaping school policies. School Site Council (SSC) meetings are held the third Friday of the month. The principal hosts an open coffee meeting on the fourth Friday of the month. A new parent-teacher organization is forming to engage families as leaders in school-wide planning. Parent leaders meet to set the monthly agenda for ELAC and SSC meetings the first Friday of the month.

- Esperanza involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Almost all of Esperanza's students are Title I. Ten parents hold positions on SSC and ELAC.

- Esperanza provides parents of Title I students with timely information about Title I programs through an annual Title I meeting in which Title I is described and school allocation of funding is discussed. Parents are involved in determining the use of Title I funding through the development of the school-site plan at monthly SSC meetings.

- Esperanza provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through public assemblies, data posting on bulletin boards, SSC and ELAC meetings and the annual title I meeting.

- Esperanza provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Regular meetings are described above, including ELAC, SSC, and coffee with the principal.

communicate parent-friendly outcomes, and suggest activities to support student learning at home.

- Esperanza educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Teachers are trained in engaging parents and implement a number of strategies, home visits, student goal-setting, parent and student-friendly learning outcomes and communication of student independent reading levels and books read. The community assistant supports parents in implementing parenting techniques to support their children's social and academic development.

- Esperanza coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Parents are encouraged to attend regular meetings (SSC, ELAC) through peer outreach, public postings and the newsletter. The community assistant supports parents in implementing parenting techniques to support their children's social and academic development.

- Esperanza 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. Materials are provided in Spanish and English in parent-friendly language through public meetings (SSC, ELAC, Title I), the monthly newsletter, and public postings.

- Esperanza provides support, during regularly meetings, for parental activities requested by Title I Program parents. Esperanza provides babysitting and holds meetings in Spanish and English.

Accessibility
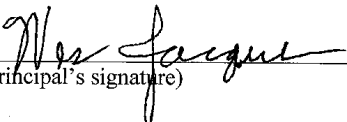
- Esperanza provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. All materials are provided in Spanish and English.

Adoption

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

- Annual Title I meeting
- Monthly SSC and ELAC Meetings

This policy was adopted by the Esperanza School Site Council on 10/19/12 and has been adapted based on parents and teacher feedback for the 2013-14 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 11/16/13. It will be made available to the local community on or before 11/16/13. The Esperanza's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's signature)   5/3/13
                                                            (Date)

Esperanza Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

_____
Student

_____
Teacher

_____
Parent/Guardian

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

| 1. Instructional Program | 1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials. | Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.
• At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
• If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
• Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. | (see table below) |

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

Key Components

Instructional Program Materials
All students are ___ assessed, ___ placed, and ___ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
_328_ All Students.
_252_ ELs.
_10_ SWDs.

Use
Identify all that apply:
_X_ Basic core and/or CCSS-aligned materials are used as designed.
_X_ Ancillary materials are used as designed.

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. - Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. - At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment.	Objective	==Fully==	Substantially	Partially	Minimally

| | | | 1.2 | ==4 100%== | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately _X_ assessed, _X_ placed, and _X_ provided appropriate locally-adopted, standards-aligned, instructional program materials.

Appropriate Use
__X__ Materials/ELD components are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. • 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.	(see detail below)

Implementation Status and Key Components

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 intervention program materials.

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	10	10	
All Intensive Els	10	10	
All Intensive SWDs	2	4	

Number/Percentage Provided Intensive Intervention			
	Grade 4	Grade 5	Grade 6
Total Intensive Students	10	10	
Intensive ELs	10	10	
Intensive SWDs	2	4	

Appropriate Use
__X__ Materials are used as designed.

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

Attach publisher PO documentation for sets of classroom basic core materials.

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. • At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	**Objective**	**Fully**	Substantially	Partially	Minimally

Below the objective row:

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

Key Components

Instructional Program Materials
All students are _x__ assessed, _x_placed, and _x_ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
_328_ All Students.
_252_ ELs.
_10_ SWDs.

Appropriate Use
Identify all that apply:
__X_ Basic core and/or CCSS-aligned materials are used as designed.
__X_ Ancillary materials are used as designed.

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	See key components table below			

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are _X_ assessed, _X_ placed, and _X_ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:

Number of Intensive Intervention Students			
	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	5	5	
All Intensive Els	5	5	
All Intensive SWDs	2	2	

Appropriate Use
_X_ Materials are used as designed.

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.	(see below)

Implementation Status and Key Components

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

Key Components

Allocation of Instructional Time
_X_ Time is given priority and protected from interruptions.

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

2. Instructional Time

2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.

Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.

- This time is given priority and protected from interruptions.
- Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level.
- Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction.
- The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

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

Key Components

Allocation of Instructional Time
_X_ Time is given priority and protected from interruptions.

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided identified Strategic students	30	30	30	30	30	30			
Additional time provided identified Strategic ELs	30	30	30	30	30	30			
Additional time provided identified Strategic SWDs	30	30	30	30	30	30			

Documentation	Additional Comments

	Reading/Language Arts/ELD
District Instructional Regulations:	
School Instructional Regulations:	

Attach appropriate documents

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction.	*(see below)*				

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

Key Components

Allocation of Instructional Time
Identify all that apply:
__X__ Time is given priority and protected from interruptions.
__X__ ELD instruction is additional time in the schedule.
Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students	136	100	57
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	30	30	30

Documentation	Additional Comments

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

California Department of Education
Academic Program Survey—Elementary School Level

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

2. Instructional Time

2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.

Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students.

- This time is given priority and protected from interruption.
- Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.
- The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework.
- The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time.

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

Key Components

Allocation of Instructional Time
__X_ Time is given priority and protected from interruptions.

Indicate total length (minutes) designated for intensive intervention:

Number of instructional minutes at each grade level					
	4	5	6	7	8
All Intensive learners	30	30			
Intensive Els	30	30			
Intensive SWDs	30	30			

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. • This time is given priority and is protected from interruptions.	*(see detail below)*

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

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

Key Components

Allocation of Instructional Time
__X__ Time is given priority and protected from interruptions.

Identify number of instructional minutes offered at each grade level:

Number of instructional minutes at each grade level	K	1	2	3	4	5	6	7	8
All Students	75	75	75	75	75	75			
ELs	75	75	75	75	75	75			
SWDs	75	75	75	75	75	75			

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.	(see below)				

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

Key Components

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

Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.

Number of students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	5	5	8	10	8	9			
All Strategic ELs	5	5	8	10	8	9			
All Strategic SWDs	0	0	0	2	2	2			

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students									
	K	1	2	3	4	5	6	7	8
Additional time provided to strategic students	15	15	15	15	15	15			
Additional time provided to identified EL strategic students	15	15	15	15	15	15			
Additional time provided to identified SWD strategic students	15	15	15	15	15	15			

California Department of Education
Academic Program Survey—Elementary School Level

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. **For districts using the 2007 SBE-adoption**: • The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. **For districts using the 2001 and 2005 SBE-adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program.	(see detail below)

Implementation Status and Key Components

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

Key Components

Allocation of Instructional Time
__X_ Time is given priority and protected from interruptions.

Indicate total number of additional minutes:

Number of additional instructional minutes at each grade level					
	4	5	6	7	Pre-algebra/Alge-bra Readiness
All Intensive Learners	15	15			
All Intensive ELs	15	15			
All Intensive SWDs	15	15			

Documentation	Additional Comments

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

Interventions are provided in all Math standards, include Algebra.

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
___X___ Distributed to each grade level.
___X___ In use at every grade level.

Pacing Guide Use Monitored
___X___ Principal monitors use.

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

California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school).	3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school).

- Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
- The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

Key Components

Instructional/Assessment Pacing Guides
__X__Distributed to each grade level.
__X__In use at every grade level.

Pacing Guide Use Monitored
___X__ Principal monitors use.

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	<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** **Principal** ___X__ Training in RLA/ELD. ___X__ Coaching, as resources permit. **Vice Principal(s)** ___NA__ Training in RLA/ELD. ___NA__ Coaching, as resources permit.				
	Suggested Documentation		Additional Comments				
		RLA/ELD					

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	**Objective** / **Fully** / Substantially / Partially / Minimally			

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

Key Components

Principal
__X__ Training in Mathematics.
__X__ Coaching, as resources permit.

Vice Principal(s)
__NA__ Training in Mathematics.
__NA__ Coaching, as resources permit.

Suggested Documentation		Additional Comments
	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

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

4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	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.
		  – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
		• Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices.
		• Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners.
		• Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback.
		• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.
		• Training on Response to Instruction and Intervention (RtI[2]) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs.
		• Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials.
		• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.					

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

Key Components

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

The district provides monthly and on-going professional development for administrators and lead teachers in a variety of topics, including standards-aligned assessment, data analysis, strategic planning, special education, and instructional monitoring and feedback.

California Department of Education
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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components __94%__ **Percentage of fully credentialed, highly-qualified teachers.**				

	Documentation		Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some 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	Objective / 5.2	Fully / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	2	2	2
Grade 2	3	3	3
Grade 3	3	3	3
Grade 4	2	2	2
Grade 5	2	2	2
Grade 6			
Grade 7			
Grade 8			

California Department of Education
Academic Program Survey—Elementary School Level

		progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-aligned Individualized Education Program (IEP). • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
	Documentation		Additional Comments
	RLA/ELD		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include: • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings:	Objective	==Fully==	Substantially	Partially	Minimally

Implementation Status row:

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

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	2	2	2
Grade 2	3	3	3
Grade 3	3	3	3
Grade 4	2	2	2
Grade 5	2	2	2
Grade 6			
Grade 7			
Algebra 1			
Pre-algebra/Algebra Readiness			

California Department of Education
Academic Program Survey—Elementary School Level

		weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-aligned IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
Documentation		Additional Comments	
	Mathematics		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.					

	Objective	Fully	Substantially	Partially	Minimally
	6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Describe type of classroom/teacher assistance regularly provided to teachers:

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___ Provided with materials-based training.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

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

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California Department of Education
Academic Program Survey—Elementary School Level

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

			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	6.2	**4** **100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Describe type of classroom/teacher assistance regularly provided to teachers:

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__ Provided with materials-based training.

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.		

California Department of Education
Academic Program Survey—Elementary School Level

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

7. Student Achievement Monitoring System

7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.

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-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs.
- For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.
- Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.

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

Key Components

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

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.					

Implementation Status and Key Components table:

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.

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.	

California Department of Education
Academic Program Survey—Elementary School Level

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• 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 locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			Objective / 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
___2__ Number per month.
___X__ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
___X__ Meetings are structured; protocols/tools are developed and used.
___X__ Training for collaboration meeting protocols provided to teachers.
___X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
___X__ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
		• 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 locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.					

Objective	Fully	Substantially	Partially	Minimally
8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components
Scheduled Structured Collaboration Meetings
___X__ Number per month.
___X__ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
___X__ Meetings are structured; protocols/tools are developed and used.
___X__ Training for collaboration meeting protocols provided to teachers.
___X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__X___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content
__X___ Using and analyzing timely student commonXassessment 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.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. • 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.					

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

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

California Department of Education
Academic Program Survey—Elementary School Level

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

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

Key Components

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

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

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