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 Emerson 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 Emerson Elementary School.

Community Schools Strategic Site Plan
Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Emerson Elementary

6001812

School Year: 2013-2014

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

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

VISION

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

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

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

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

The School Accountability Plan

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

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

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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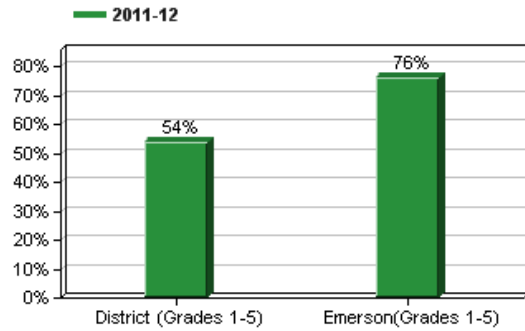- provides and ensures equitable access to curriculum and courses that prepare all students for college

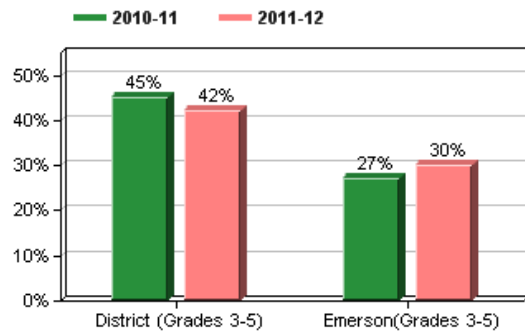**Benchmark**

ELA MidYear % At/Above BMark in Reading Comprehension

— 2011-12

	District (Grades 2-5)	Emerson (Grades 2-5)
2011-12	61%	56%
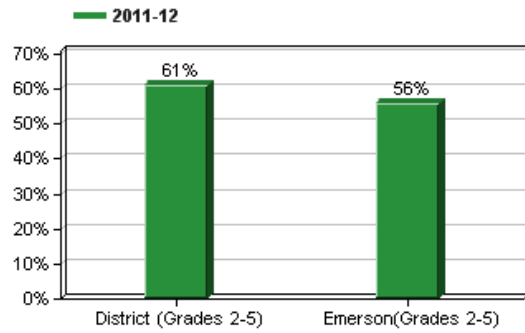
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

— 2011-12

	District (Grades 1-5)	Emerson (Grades 1-5)
2011-12	54%	76%

CST

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

— 2010-11   — 2011-12

	District (Grades 3-5)	Emerson (Grades 3-5)
2010-11	45%	27%
2011-12	42%	30%

CST/CMA ELA % BB/FBB

— 2010-11   — 2011-12

	District (Grades 2-5)	Emerson (Grades 2-5)
2010-11	22%	36%
2011-12	22%	28%
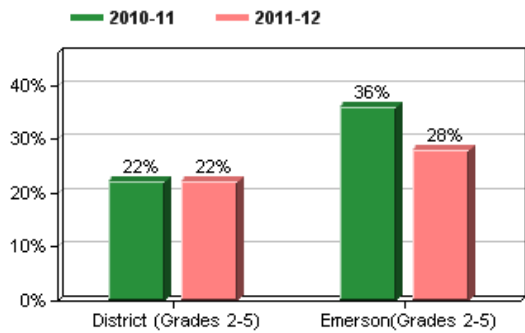
CST/CMA ELA % Prof/Adv

— 2010-11   — 2011-12

	District (Grades 2-5)	Emerson (Grades 2-5)
2010-11	51%	37%
2011-12	52%	44%

DIBELS

SRI

2011-12 SRI Participation Rate: 81%
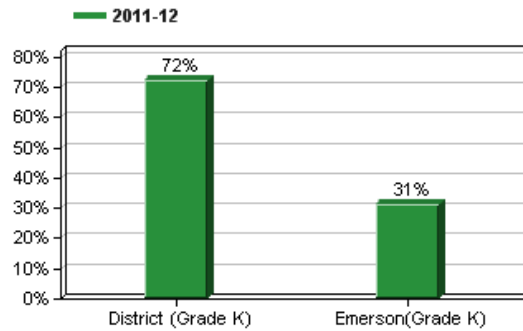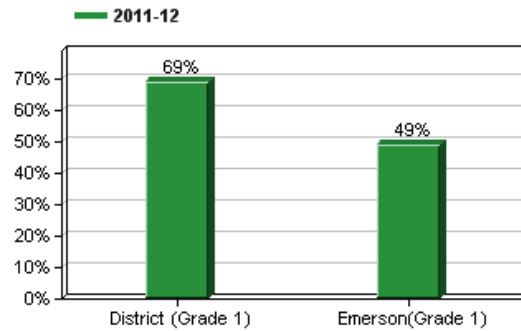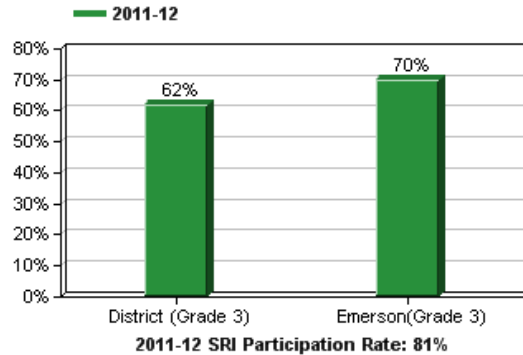
Data Analysis

- 44% of our students were proficient/advanced on CST in 2011-2012 (2nd grade 70%, 3rd grade 31%, 4th grade 35%, 5th grade 39%); 28% our our students were FBB/BB on CST in 2011-2012 (2nd grade 16%, 3rd grade 33%, 4th 31%, 5th grade 29%)
- 41% of our African American Students were proficient/advanced on CST (AAF 54%, AAM 29%)
- 37% of our Latino Students were proficient/advanced on CST (LF 38%, LM 36%)
- Highest percentages of students proficient/advanced were Asian Students (80%) followed by White Students (44%), African American(41%) , and Latino Students (37%).
- 70% of 3rd grade students were at or above grade level for reading according to SRI data

Theory of Action

- If we implement a Differentiated Balanced Literacy Structure K-5 that incorporates: a phonics block, reading block, writing block, and explicit vocabulary instruction
- If we implement a standards-based readers and writer's workshop, that balances teacher-directed instruction and student-directed practice, and instruction that is whole class, small group, and individual
- If we implement guided reading instruction in all classrooms to meet individual students' needs and ensure at least one year's reading level growth

- If we implement diagnostic reading assessment at least three times per year to measure students guided reading level to guide instructional practices
- Then students will build strong literacy skill foundations, develop a love of reading, and be successful in achieving the highest levels of academic proficiency.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Design and Implement School Structures to Support Literacy Instruction					5/21/2012	115SQI1A1510		N/A			0	$0.00
Design and Implement School Structures to Support Literacy Instruction					5/21/2012	115SQI1A1511		N/A			0	$0.00
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/4/2013	115SQI1A2773	Purchase supplemental materials and supplies to support Balanced Literacy	7090-EIA - SCE	4310-SUPPLIES		0	$3,670.09
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction					4/4/2013	115SQI1A2775	Purchase supplemental materials and supplies to support Balanced Literacy Instruction	N/A			0	$0.00
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/4/2013	115SQI1A4781	Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	3010-Title I	4310-SUPPLIES		0	$842.12
Intervention Teacher provides supplemental professional development support services which result in improved student academic achievement	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Marking Period	Leadership Team	5/1/2013	115SQI1A1509	Provide professional development support by releasing teachers to engage in collaborative activities that focus on improving the instructional program.	3010-Title I		TCEEIP0140	0.4	$41,721.40
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	SRI		Every Other Week	Leadership Team	5/1/2013	115SQI1A2801	ILT and Principal will meet regularly and analyze student data to assist with planning site based professional development.	N/A			0	$0.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)		Every Other Week	Leadership Team	5/1/2013	115SQI1A6008	Teachers will meet regularly in PLCs to analyze student data and plan instruction accordingly	N/A			0	$0.00
Instructional Leadership Team to meet on a regular	Local		Every				Teachers will be provided release time					

| basis to monitor the school plan and work to improve the instructional program. | assessments (benchmarks, PWA) | | Marking Period | Leadership Team | 5/1/2013 | 115SQI1A6009 | for professional development each trimester. | Non-SSC approved | | | 0 | $0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

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

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

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

District-level Goals

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

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

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

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

CST
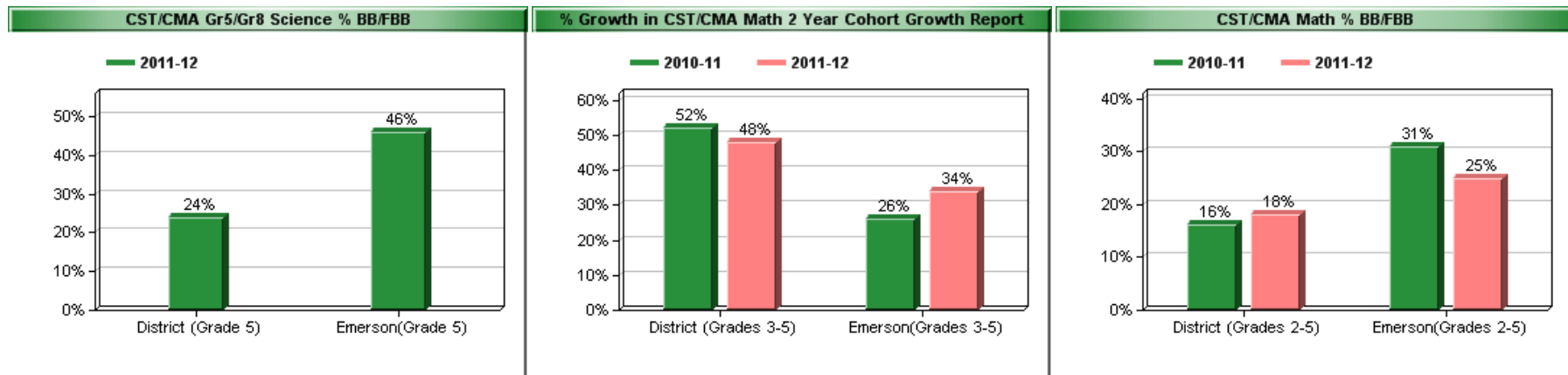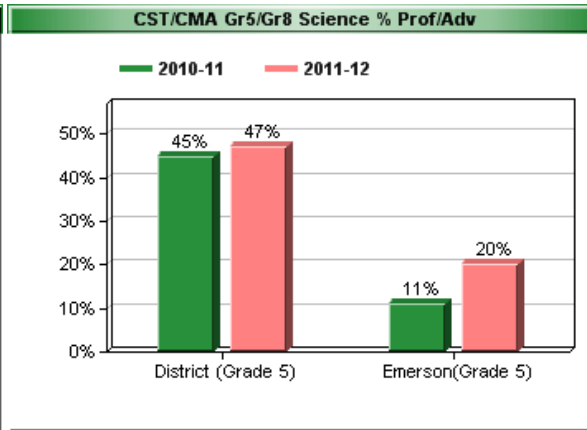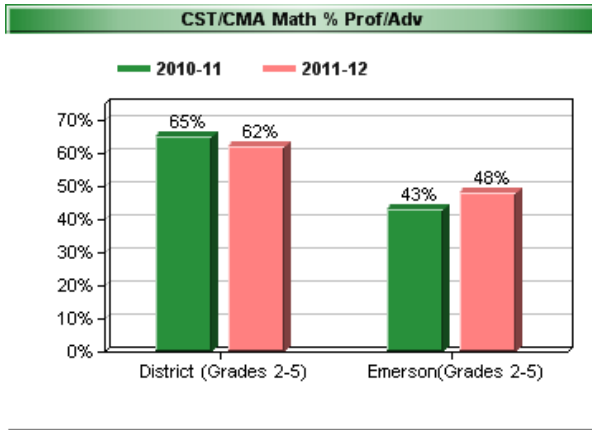
Data Analysis

- There has been an increase in the number of students Proficient/Advanced on the Math CST. 48% our students were Proficient/Advanced on Math CST which is an increase of 6% over the previous school year
- There has been a decrease in the number of students FBB/BB on the Math CST. 25% of our students were FBB/BB which is a decrease of 6% compared to the previous school year.
- There has been an increase in the number of students Proficient/Advanced on the Science CST. 20% of our students were Proficient/Advanced which is an increase of 9% compared to the previous school year.

Theory of Action

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide support to teachers to implement math and science curriculum					4/4/2013	115SQI1B4135	Provide collaboration time for teachers to work on science and math currculum	N/A			0	$0.00
Provide support to teachers to implement math and science curriculum					4/4/2013	115SQI1B4136	Teach science weekly for 90 minutes in every classroom integrated with literacy	N/A			0	$0.00
Mathematics instruction is connected to building students' critical thinking skills through the solving					5/3/2012	115SQI1B4137	Daily mathematics instruction is aligned to key grade level State Standards and assessments	N/A			0	$0.00

of real world problems						(performance, formative) drive instruction					

School Quality Indicator 1: Quality Learning Experiences for All Students
Strategic Priority C. Transitions & Pathways PreK-12

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

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

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

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide transitioning activities for incoming Kindergarten students.					4/4/2013	115SQI1C4623	Provide informational meetings and tours for families of incoming Kindergarten students which support their positive and smooth transition into the school community.	N/A			0	$0.00
Provide transitioning activities for incoming Kindergarten students.					4/4/2013	115SQI1C5407	Hold monthly community playdates to welcome new families and interested community members into the school	N/A			0	$0.00
Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	CELDT	English Learners	End of Year	Leadership Team	4/4/2013	115SQI1C5418	Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	7091-EIA-LEP	4310-SUPPLIES		0	$561.02
Provide a coordinated and integrated system of academic and												

learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Discipline/CSC	All Students	Every Marking Period	Principal	4/4/2013	115SQI1C5519	Hire Intervention Teacher to work with identified students	3010-Title I		TCSTIP9999	0.15	$5,123.64
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Discipline/CSC	All Students	Every Marking Period	Principal	4/4/2013	115SQI1C5520	Hire Intervention Teacher to work with identified students	7090-EIA - SCE		TCSTIP9999	0.25	$8,539.39

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

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

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - High Standards

High standards for academic performance-Agree/StronglyAgree

5%

0%

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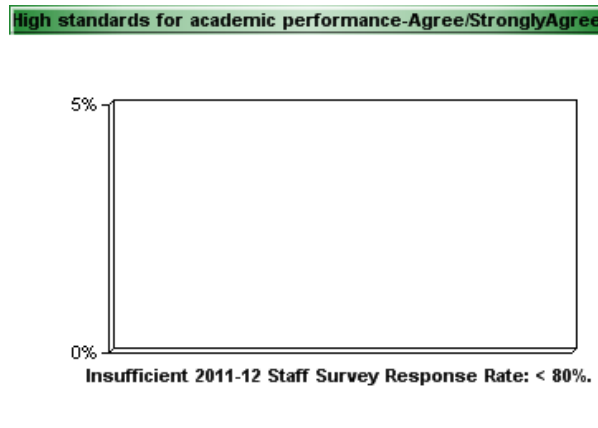
Survey - Success

School promotes academic success. __% Agree/Strongly Agree
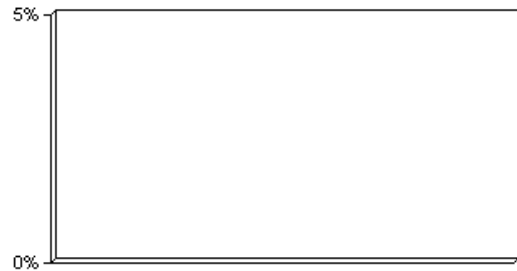
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Do you plan to go to college after high school? _% Yes
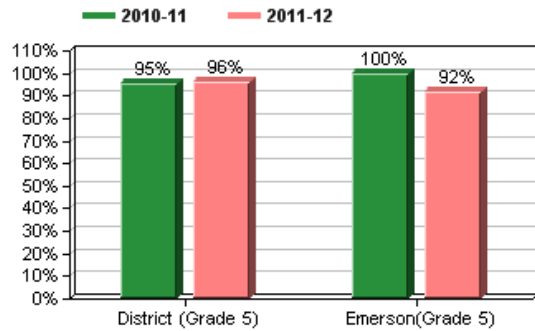
Legend: 2010-11 (green), 2011-12 (pink)

	District (Grade 5)	Emerson (Grade 5)
2010-11	95%	100%
2011-12	96%	92%

2010-11 CHKS Survey Response Rate: 61%
2011-12 CHKS Survey Response Rate: 57%

School Quality Indicator 1: Quality Learning Experiences for All Students

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

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

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

Data Analysis

- 32% of English Learners were Proficient/Advanced on CST ELA which is an increase of 16% over the previous year; 43% of English Learners were Proficient/Advanced on CST Math which is an increase of 10% over the previous year
- 29% of English Learners were FBB/BB on CST ELA which is a decrease of 13% over the previous year; 29% of English Learners were FBB/BB on CST Math which is a decrease of 7% over the previous year

Theory of Action

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Intervention Teacher provides supplemental professional development support services which result in improved student academic achievement	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Marking Period	Leadership Team	5/1/2013	115SQI1E1509	Provide professional development support by releasing teachers to engage in collaborative activities that focus on improving the instructional program.	3010-Title I		TCEEIP0140	0.4	$41,721.40
Provide 30 minutes per day of supplemental		English	Every	Leadership				7091-EIA -				

Structured English Language Development for English Learners	CELDT	Learners	Marking Period	Team	5/9/2013	115SQI1E1514	.20 Intervention Teacher	LEP		TCEEIP0140	0.2	$20,860.70
Reduce Class Size in K as an intervention strategy to support improved student achievement. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional academic support.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Grade level team	5/1/2013	115SQI1E2790	Provide supplemental academic instructional support through the format of reduced class size in Kindergarten.	7090-EIA - SCE		K12TCH0498	0.1	$6,905.47
Reduce Class Size in K as an intervention strategy to support improved student achievement. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional academic support.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Grade level team	5/1/2013	115SQI1E2791	Provide supplemental academic instructional support through the format of reduced class size in Kindergarten.	7090-EIA - SCE		K12TCH1596	0.1	$6,272.56
Reduce Class Size in K as an intervention strategy to support improved student achievement. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional academic support.	Other (OCR, etc)	All Students	Every Marking Period	Grade level team	5/1/2013	115SQI1E5038	Provide supplemental academic instructional support through the format of reduced class size in transitional Kindergarten.	7090-EIA - SCE		K12TCH0855	0.1	$6,380.57
Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.					5/3/2012	115SQI1E4140	Implement Culturally Responsive Teaching and Learning Strategies during instructional and non-instructional times	N/A			0	$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout					5/3/2012	115SQI1E4142	Clearly and consistently implement Positive Behavior Supports at school	N/A			0	$0.00

the system.											
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.					5/3/2012	115SQI1E4143	Teach school wide expectations to all students for all areas of the campus	N/A			0	$0.00
Provide opportunities for differentiation for GATE students					5/3/2012	115SQI1E4145	Provide classroom extension activities, built into regular curriculum (Khan Academy, Book Report Projects, Technology)	N/A			0	$0.00
Provide opportunities for differentiation for GATE students					5/3/2012	115SQI1E4146	Implement differentiation program for students with high-interest, challenging activities	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

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

From OUSD Strategic Plan:
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

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

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

After School Program- Student Impact
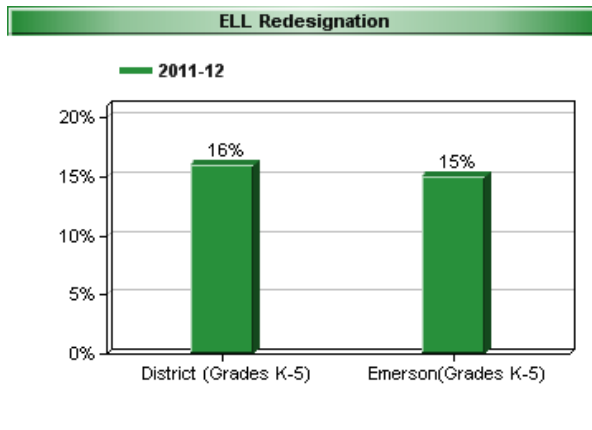
After School Program- Participation

Average Participation Rate

— 2011-12

	District (Grades K-5)	Emerson (Grades K-5)
	85%	89%

ELL

— 2011-12

	District (Grades K-5)	Emerson (Grades K-5)
	36%	17%
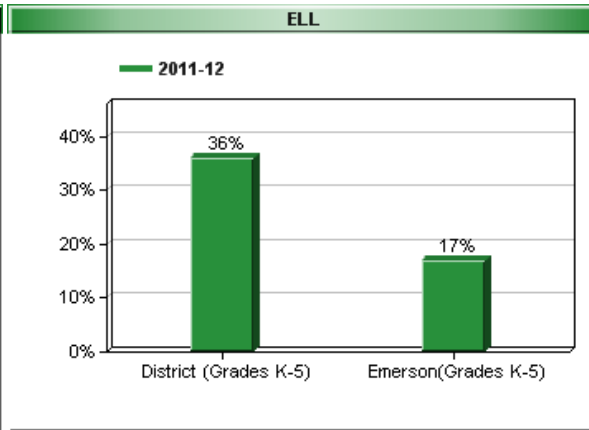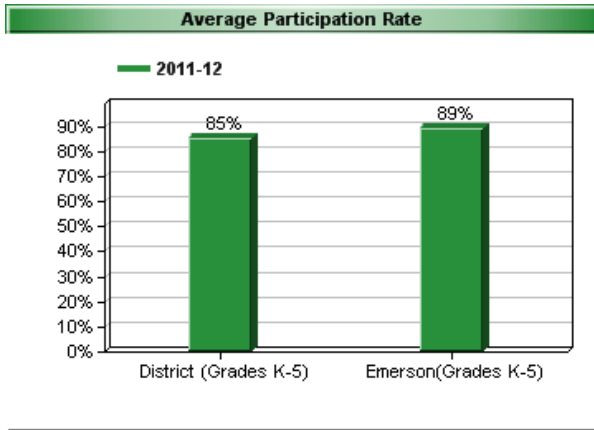
After School Program- Point of Service Quality [Scale of 1-5 (low to high)]
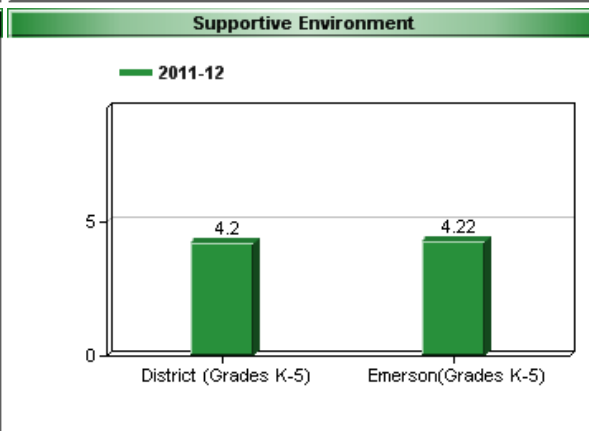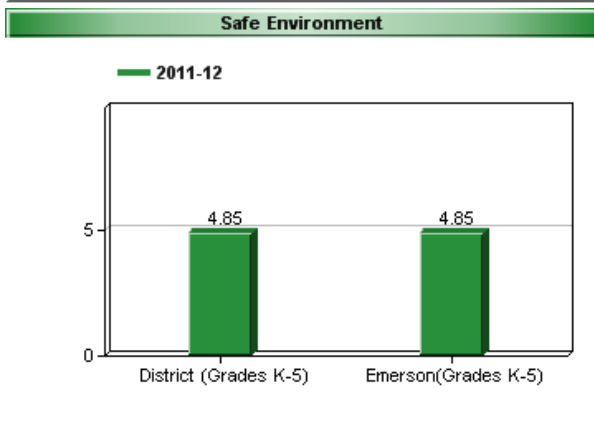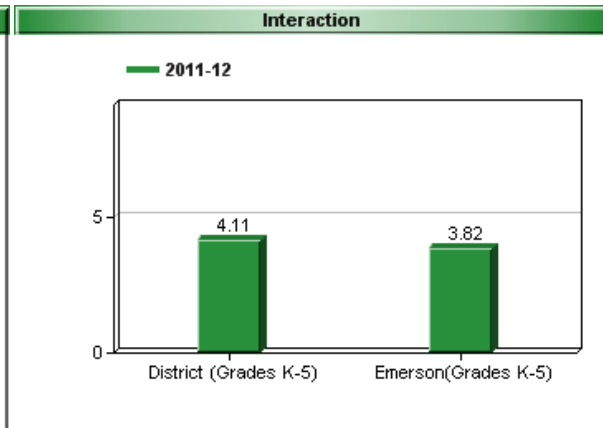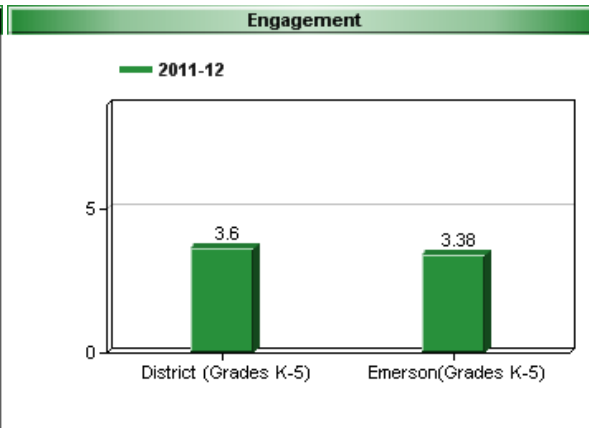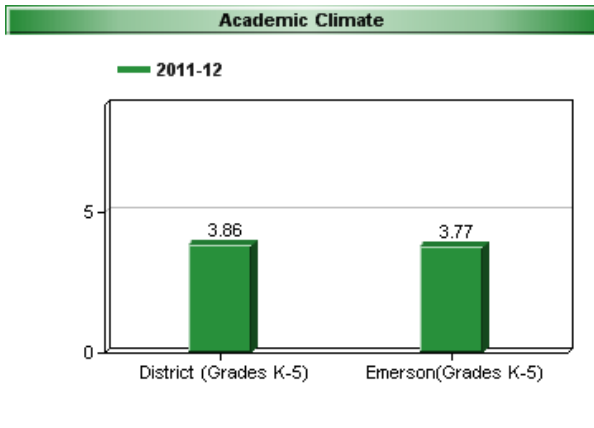
Academic Climate

— 2011-12

	District (Grades K-5)	Emerson (Grades K-5)
	3.86	3.77

Engagement

— 2011-12

	District (Grades K-5)	Emerson (Grades K-5)
	3.6	3.38

Interaction

— 2011-12

	District (Grades K-5)	Emerson (Grades K-5)
	4.11	3.82

Safe Environment

— 2011-12

	District (Grades K-5)	Emerson (Grades K-5)
	4.85	4.85

Supportive Environment

— 2011-12

	District (Grades K-5)	Emerson (Grades K-5)
	4.2	4.22

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

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

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

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce discipline referrals by 10%

- Strategy 1.1:   Implementation of a School-Wide Positive Behavior Support Plan

- Strategy 1.2:   Additional 1:1 volunteers to support academic progress

Goal 2: Reduce the percentage of truant students by 5%

- Strategy 2.1:   The Principal, Teachers, and Attendance Clerk will call parents of truant students when they are absent

- Strategy 2.2:   Send letters of student absences to parents (SART)

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
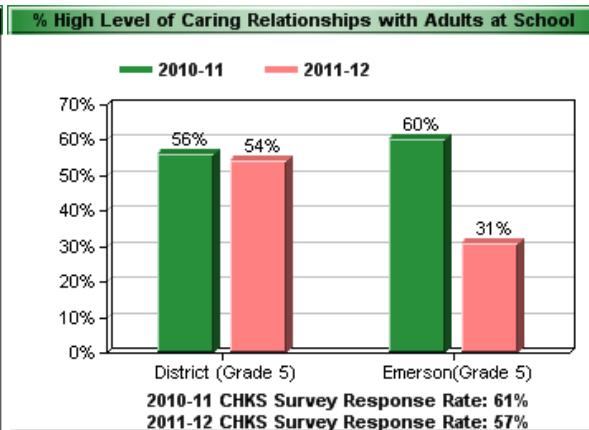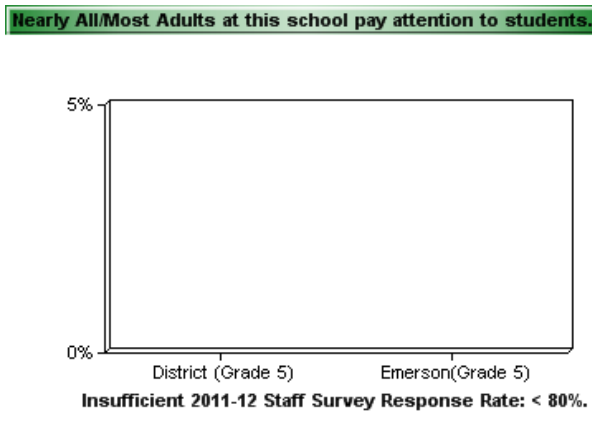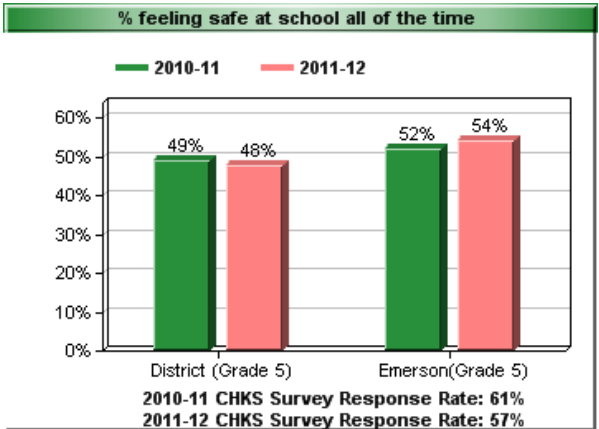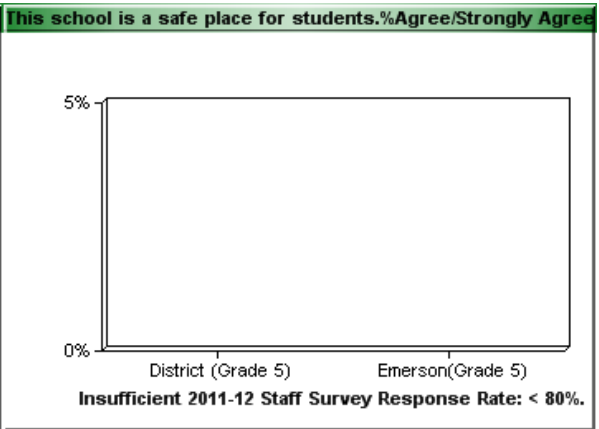
DHP

of DHPs

2010-11 ■ **2011-12**

District (Grades K-5): 2010-11 = 14, 2011-12 = 4	Emerson (Grades K-5): 2010-11 = 0, 2011-12 = 0

Y-axis: 0, 5, 10, 15

Survey - Engagement

Opportunity for students to decide things-Agree/StronglyAgree

District (Grades K-5)   Emerson(Grades K-5)

Y-axis: 0%, 5%

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

% High Level of School Participation Opportunities

2010-11 ■ **2011-12**

District (Grade 5): 2010-11 = 22%, 2011-12 = 19%
Emerson (Grade 5): 2010-11 = 24%, 2011-12 = 28%

Y-axis: 0%, 10%, 20%, 30%

2010-11 CHKS Survey Response Rate: 61%
2011-12 CHKS Survey Response Rate: 57%

Survey - Relationships

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

District (Grade 5)   Emerson(Grade 5)

Y-axis: 0%, 5%

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

% High Level of Caring Relationships with Adults at School

2010-11 ■ **2011-12**

District (Grade 5): 2010-11 = 56%, 2011-12 = 54%
Emerson (Grade 5): 2010-11 = 60%, 2011-12 = 31%

Y-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%

2010-11 CHKS Survey Response Rate: 61%
2011-12 CHKS Survey Response Rate: 57%

Survey - Safety

% Hit or pushed by other kids at school

2011-12

- District (Grade 5): 47%
- Emerson (Grade 5): 54%

2011-12 CHKS Survey Response Rate: 57%

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

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

% feeling safe at school all of the time

2010-11 | **2011-12**

- District (Grade 5): 49% / 48%
- Emerson (Grade 5): 52% / 54%

2010-11 CHKS Survey Response Rate: 61%
2011-12 CHKS Survey Response Rate: 57%

Survey - Welcoming

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

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

Survey- Beliefs

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

2010-11 | **2011-12**

- District (Grade 5): 89% / 89%
- Emerson (Grade 5): 96% / 88%

2010-11 CHKS Survey Response Rate: 61%
2011-12 CHKS Survey Response Rate: 57%

Suspensions

% receiving one or more out-of-school suspension

Data Analysis

- 88% of Emerson 5th graders indicate that they feel that their teachers think they can do a good job at school.
- 54% of Emerson 5th graders indicate that they feel safe at school at all times.
- 6% of Emerson students received at least one out of school suspension during the school year.

Theory of Action

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement Caring School Communities Curriculum					5/3/2012	115SQI2A1518	Hold Class Meetings regularly in all classrooms in order for students to set class norms and goals, create plans, make decisions, and solve problems related to classroom life	N/A			0	$0.00
Implement Caring School Communities Curriculum					5/3/2012	115SQI2A4149	Participate in Cross Age Buddies program so that students learn to give and receive help and see themselves as caring and competent individuals	N/A			0	$0.00

Implement Caring School Communities Curriculum					5/3/2012	115SQI2A4151	Use the Homeside Activities as a way to create a cycle of learning that starts in the classroom, develops at home, and concludes in the classroom	N/A			0	$0.00
Implement Welcoming School Curriculum.					4/4/2013	115SQI2A4150	Provide support at school for all students and their families so that they feel safe, welcomed, and a part of the community.	N/A			0	$0.00
Implement Safe School Ambassador Program	Discipline/CSC	All Students	Every Marking Period	Principal	5/1/2013	115SQI2A5419	Train 4th and 5th grade students to become Safe School Ambassadors. Consultants will work with staff and will train students to notice mistreatment among their peers and intervene to prevent or stop it (the traditional Ambassador role), and lead a series of classroom activities at all grade levels to build a foundation of social skills and relationships that support positive classroom behavior and overall school climate, thereby leading to increased academic achievement.	3010-Title I	5825-CONSULTANTS		0	$7,700.00
Implement Safe School Ambassador Program	Discipline/CSC	All Students	Every Marking Period	Other	5/1/2013	115SQI2A5513	Provide parent workshops so that parents will be able to use proven communication skills and strategies to encourage their children to talk with them about bullying at school, and respond effectively.	Non-SSC approved			0	$0.00
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning,	Discipline/CSC	All Students	Every Marking Period	Principal	5/1/2013	115SQI2A5525	Implement positive social skills program - work with staff and students to teach conflict resolution, communication, and cooperative learning skills in order to create a more positive school environment which	7090-EIA-SCE	5825-CONSULTANTS		0	$28,000.00

etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.							leads to the improvement of social emotional and academic outcomes for all students.					
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.	Discipline/CSC	All Students	Weekly	Principal	5/1/2013	115SQl2A5526	Reinforce school wide personal interaction and behavior expectations, especially on the playground	N/A			0	$0.00
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.	Discipline/CSC	All Students	Weekly	Principal	5/1/2013	115SQl2A5528	Provide students with skills that can be used to resolve conflicts peacefully	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

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

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

Legend: 2010-11 (green), 2011-12 (pink)

	District (Grade 5)	Emerson (Grade 5)
2010-11	50%	22%
2011-12	48%	35%

Lunch

% Average Daily Participation in Lunch

Legend: 2010-11 (green), 2011-12 (pink)

	District (Grades K-12)	Emerson (Grades K-12)
2010-11	54%	58%
2011-12	55%	64%

Socio Economics

Free/Reduced Lunch %

Legend: 2011-12 (green)

	District (Grades K-12)	Emerson (Grades K-12)
2011-12	70%	65%
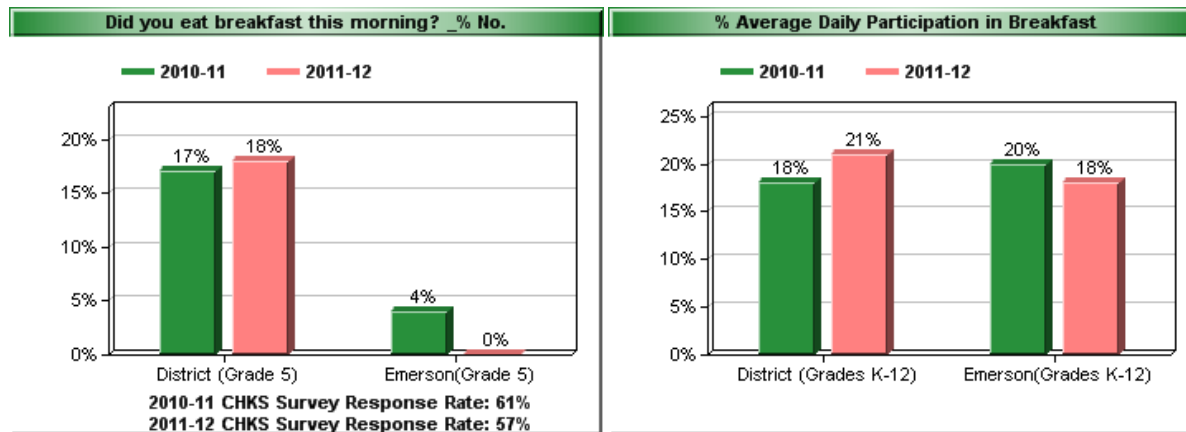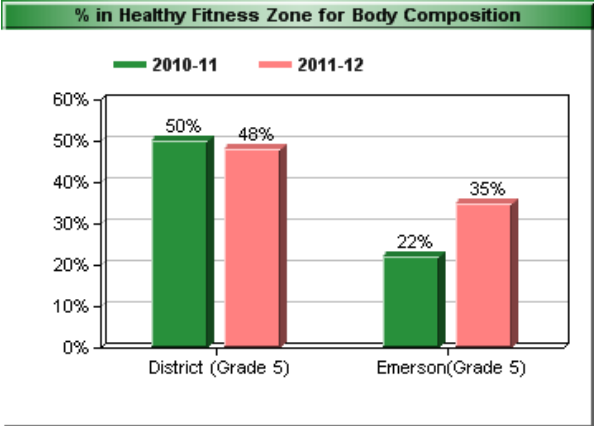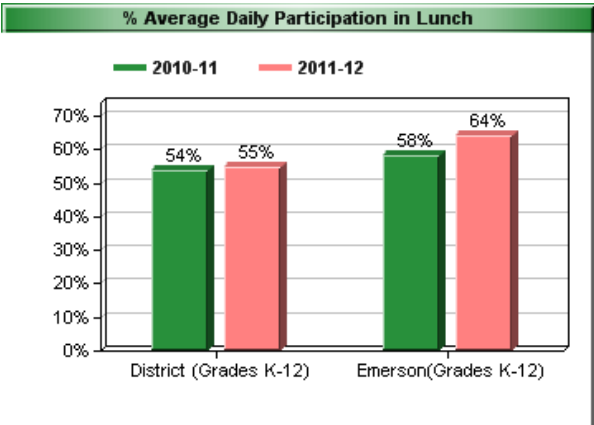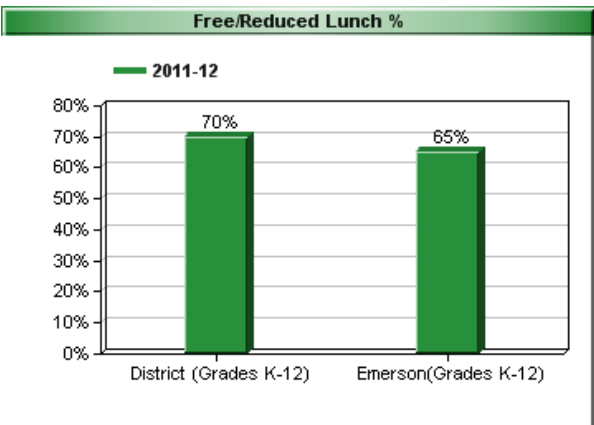
Survey - Drugs / Alcohol

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

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5%


0%
      District (Grades K-12)    Emerson(Grades K-12)
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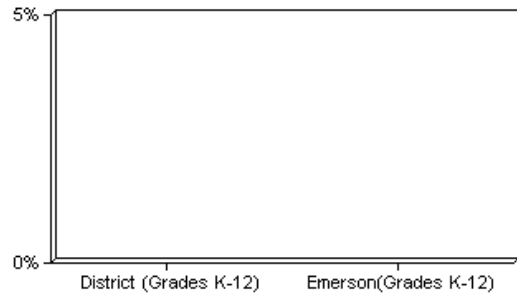
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% drinking alcohol in past month
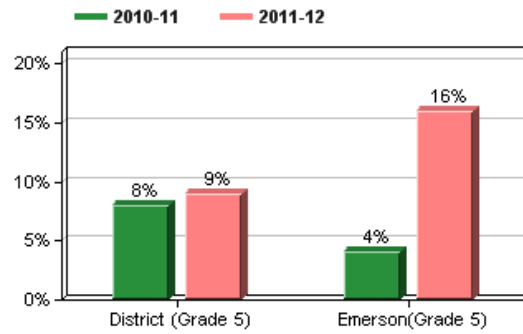
■ 2010-11   ■ 2011-12

```
20%

15%                                    16%

10%         8%    9%

 5%                         4%

 0%
      District (Grade 5)    Emerson(Grade 5)
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2010-11 CHKS Survey Response Rate: 61%
2011-12 CHKS Survey Response Rate: 57%

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

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

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

Theory of Action

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges					1/5/2012	115SQI2C250	Home visits for truant students	N/A			0	$0.00
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges					1/5/2012	115SQI2C251	Part-time attendance clerk	N/A			0	$0.00
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges					1/5/2012	115SQI2C252	Form site attendance team that convenes biweekly; Principal, attendance clerk, parent liasion	N/A			0	$0.00
Reach out to parents of students with chronic												

absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges					1/5/2012	115SQI2C253	Teacher phone calls home	N/A			0	$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events					1/5/2012	115SQI2C254	Parent Meetings-Childcare	N/A			0	$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events					1/5/2012	115SQI2C255	Parent Meetings-Materials/Supplies	N/A			0	$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events					1/5/2012	115SQI2C256	Parent Meetings-Snacks	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

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

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

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

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

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

Survey - Professional Learning

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

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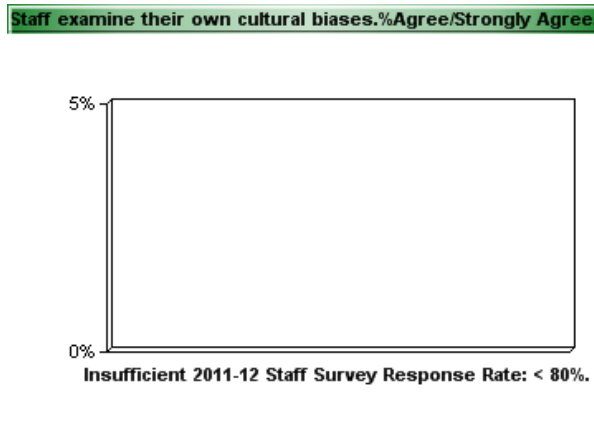
Theory of Action

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	SRI		Every Other Week	Leadership Team	5/1/2013	115SQI3A2801	ILT and Principal will meet regularly and analyze student data to assist with planning site based professional development.	N/A			0	$0.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)		Every Other Week	Leadership Team	5/1/2013	115SQI3A6008	Teachers will meet regularly in PLCs to analyze student data and plan instruction accordingly	N/A			0	$0.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)		Every Marking Period	Leadership Team	5/1/2013	115SQI3A6009	Teachers will be provided release time for professional development each trimester.	Non-SSC approved			0	$0.00

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

Strategic Priority A. Family & Community Engagement

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

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming

School welcomes and facilitates parent involvement.

5%

0%

Insufficient 2011-12 Staff Survey Response Rate: < 80%.
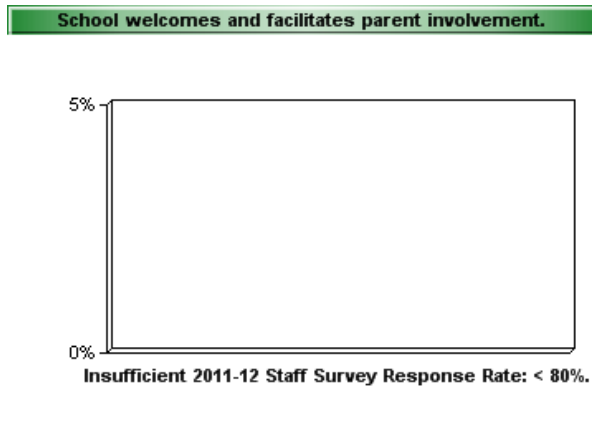
- Active PTO with at least 10% of families participating in events and fundraisers; Monthly community events open to all families
- Monthly newsletter sent out via email

Data Analysis

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

Theory of Action

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

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	CELDT	English Learners	End of Year	Leadership Team	4/4/2013	115SQI4A5418	Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	7091-EIA - LEP	4310-SUPPLIES		0	$561.02
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Discipline/CSC	All Students	Every Marking Period	Principal	4/4/2013	115SQI4A5519	Hire Intervention Teacher to work with identified students	3010-Title I		TCSTIP9999	0.15	$5,123.64
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Discipline/CSC	All Students	Every Marking Period	Principal	4/4/2013	115SQI4A5520	Hire Intervention Teacher to work with identified students	7090-EIA - SCE		TCSTIP9999	0.25	$8,539.39

Implement Safe School Ambassador Program	Discipline/CSC	All Students	Every Marking Period	Principal	5/1/2013	115SQI4A5419	Train 4th and 5th grade students to become Safe School Ambassadors. Consultants will work with staff and will train students to notice mistreatment among their peers and intervene to prevent or stop it (the traditional Ambassador role), and lead a series of classroom activities at all grade levels to build a foundation of social skills and relationships that support positive classroom behavior and overall school climate, thereby leading to increased academic achievement.	3010-Title I	5825-CONSULTANTS		0	$7,700.00
Implement Safe School Ambassador Program	Discipline/CSC	All Students	Every Marking Period	Other	5/1/2013	115SQI4A5513	Provide parent workshops so that parents will be able to use proven communication skills and strategies to encourage their children to talk with them about bullying at school, and respond effectively.	Non-SSC approved			0	$0.00
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.	Discipline/CSC	All Students	Every Marking Period	Principal	5/1/2013	115SQI4A5525	Implement positive social skills program - work with staff and students to teach conflict resolution, communication, and cooperative learning skills in order to create a more positive school environment which leads to the improvement of social emotional and academic outcomes for all students.	7090-EIA-SCE	5825-CONSULTANTS		0	$28,000.00

Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.	Discipline/CSC	All Students	Weekly	Principal	5/1/2013	115SQI4A5526	Reinforce school wide personal interaction and behavior expectations, especially on the playground	N/A			0	$0.00
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.	Discipline/CSC	All Students	Weekly	Principal	5/1/2013	115SQI4A5528	Provide students with skills that can be used to resolve conflicts peacefully	N/A			0	$0.00
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/4/2013	115SQI4A2795	Provide a 9 Week Parent Education Program for parents in the Fall	3010-Title I	5825-CONSULTANTS		0	$5,500.00
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/4/2013	115SQI4A2797	Provide Refreshments for Parent Involvement	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,446.07

visits)

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

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

From OUSD Strategic Plan:
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

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

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

Budget
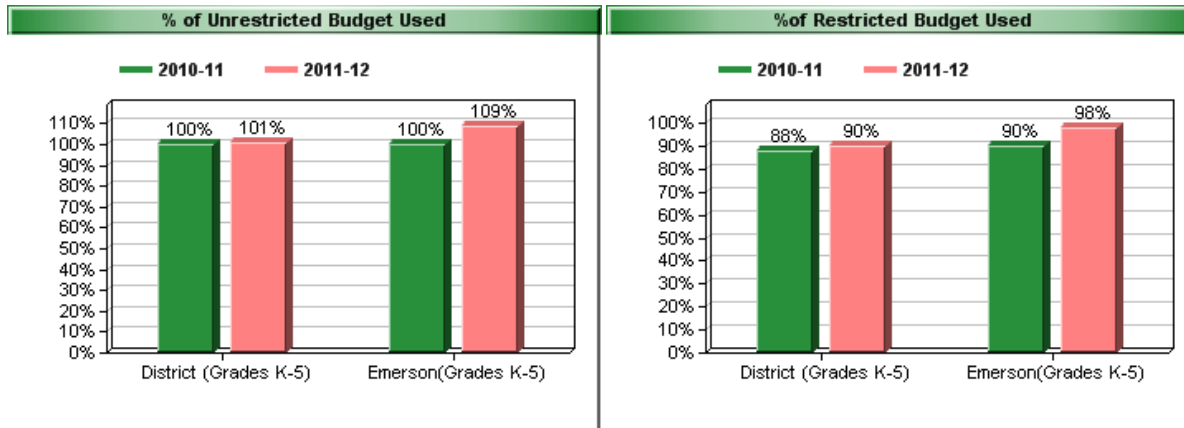
Sub Fill Rate

Substitute Fill Rate

2010-11 **2011-12**

	District (Grades K-5)	Emerson (Grades K-5)
2010-11	96%	89%
2011-12	97%	96%

;
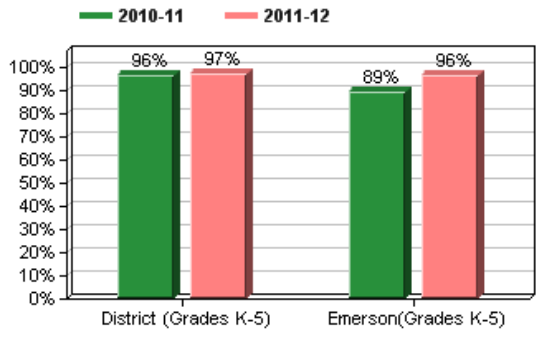
State & Federal Preliminary and Final Budget

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$59,768.10	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$21,421.72	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$81,189.82	

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	$60,887.16	
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	$1,446.07	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$62,333.23	

Appendices

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

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: Emerson Elementary
Site Number: 115

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

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

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

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

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

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on January 11. 2013

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 3. 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:

signature	Molly Brostrom	5/3/13
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
	Sindy Portillo	5/3/13
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
signature	Kathy Hatzke	5/3/13
Principal Signature	Principal's Name (printed)	Date
signature	Sondra Aguilera	5/13/13
Executive Officer's Signature	Executive Officer's Name (printed)	Date
signature	Susana Ramirez	6/5/13
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

School Name: ___Emerson Elementary___   **School Year** _2012-2013_____

Chairperson: Molly Brostrom	Vice Chairperson:
Secretary: Carla Aiello	**DAC Representative:**

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Kathy Hatzke	Emerson Elementary	x			
Michelle Beal	Emerson Elementary		x		
Jennifer Dunn	Emerson Elementary		x		
Carla Aiello	Emerson Elementary		x		
Molly Brostrom	5278 Shafter Ave, Oakland, Ca 94618				x
Myra Cummiskey	4191 Emerald, Oakland, Ca 94609				x
Kia Simon	382 43rd Street, Oakland, Ca 94609				x
Tanasha Stevens	365 49th St #2, Oakland, Ca 94609				x
Verna Springer	Emerson Elementary			x	
My Huynh	859 E 28th Street, Oakland, Ca 94610				x
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	

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
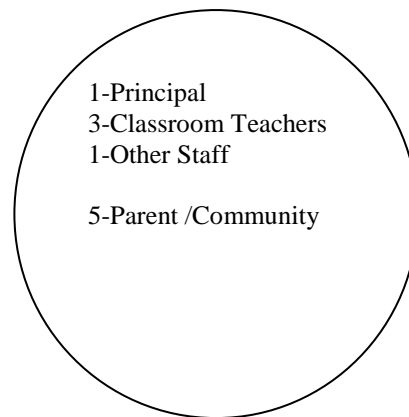
Title I School Parental Involvement Policy 2013-2014
Emerson Elementary

Involvement of Parents in the Title I Program
Emerson School agrees to implement the following statutory requirements:

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

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

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

Annual Title I Meeting

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

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

School-Parent Compact

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

Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by the SSC Meeting on May 3, 2013 and the Title I Annual Back to School Night in September 2012.

This policy was adopted by the Emerson School Site Council on 5/3/13 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I, Part A, children on or before the Title I Annual Back to School Night Meeting in September 2013. It will be made available to the local community on or before the same meeting. The Emerson School's notification to parents of this policy will be in an understandable format and, to the extent practicable, provided in a language the parents can understand.

_____
Principal's Signature

_____
Date
5/3/13

Emerson School-Parent Compact

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

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

School Responsibilities-
Emerson School will:
1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State of California's student achievement standards as follows:
   a. Emerson School will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment as written in the 2013-2014 school plan.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
   a. Parent Teacher Minimum Day Conferences will be held in, December 2013 and March 2013.
3. Provide parents with frequent reports on their children's progress
   a. Report cards are sent out three times during the school year: December, March, and June. Assessment Data is reviewed during Parent-Teacher conferences. Progress Reports are designed for students whom need additional parent/teacher support.
4. Provide parents reasonable access to staff
   a. Teachers will be available to confer with parents during Parent-Teacher conferences, Student Success Team Meetings, and Individual Educational Plan Meetings. Teachers set up appointments before school, after school, and during minimum days scheduled for parent/teacher conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
   a. Parents are encouraged to volunteer and participate in their child's class activities. They may sign up through the Parent Teacher Organization as Room Parents or through Faith Network. Faith Network works in conjunction with the school district to have volunteers screened before they work with students. Parents are encouraged and invited to volunteer when we have an evening activity. Sign up lists are available at the following events: Title 1 Annual Back to School Night, Winter Holiday Instructional Music Program, Black History Celebration, Fiesta Celebration, PTO Meetings, and our First Friday Mingles.

Parent Responsibilities-
We, as parents will support our children's learning in the following ways:
- Monitoring attendance
- Monitoring when the student goes to bed
- Make sure that homework is completed
- Monitoring the amount of screen time
- Promoting positive use of the child's time out of school
- Monitoring nutrition
- Providing a quiet space for homework

Student Responsibilities-

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

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

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. | | | | | |

Implementation Status table:

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 __x_ assessed, __x_ placed, and __x_ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.

Number of Students:
_319___ All Students.
__45__ ELs.
__61__ 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
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 below)

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

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

Key Components

Appropriate Instructional Program Materials
All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials.

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

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

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
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:
___319__ All Students.
_45_____ ELs.
_____ SWDs.
61

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.					

The Implementation Status table (right column) contains:

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 ___ assessed, ___ placed, and ___ 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	3	3	
All Intensive Els	1	2	
All Intensive SWDs	1	1	

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.		

5

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				

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	120	120			
ELs	60	150 150	150	150	120	120			
SWDs	60		150	150	120	120			

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.					

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	5	20	20
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	120	120			
Intensive Els	120	120			
Intensive SWDs	120	120			

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	2.5 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 sub-table below)

Objective	Fully	Substantially	Partially	Minimally
2.5	4 100%	<mark>3 At least 75%</mark>	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	30	60	60	60	60	60			
ELs	30	60	60	60	60	60			
SWDs	30	60	60	60	60	60			

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				

Implementation Status and Key Components

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
__x___ 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									
All Strategic ELs									
All Strategic SWDs									

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									
Additional time provided to identified EL strategic students									
Additional time provided to identified SWD strategic students									

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 rating table and key components below)

Implementation Status and Key Components

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

Key Components

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					
All Intensive ELs					
All Intensive SWDs					

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

California Department of Education
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. **Circle the most appropriate rating.**				
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.	Objective / 3.1	Fully / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Rating table (expanded):

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
3.1	100%	At least 75%	At least 50%	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.				
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). • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.					

Objective	Fully	Substantially	Partially	Minimally
3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
__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.	**Objective / Fully / Substantially / Partially / Minimally**				

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

Key Components

Principal
____x__ Training in RLA/ELD.
___x___ Coaching, as resources permit.

Vice Principal(s)
_____ Training in RLA/ELD.
_____ 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.					

Implementation Status and Key Components

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)
_____ Training in Mathematics.
_____ Coaching, as resources permit.

Suggested Documentation		Additional Comments
	Mathematics	

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Academic Program Survey—Elementary School Level

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

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.)**				

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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

__100____ **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					

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

Objective	Fully	Substantially	Partially	Minimally
5.2	<mark>4 100%</mark>	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		
Grade 2	2		
Grade 3	2		
Grade 4	1.5		
Grade 5	1.5		
Grade 6			
Grade 7			
Grade 8			

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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	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
			Review and identify which key components apply. Circle the most appropriate rating.
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:	(see sub-table below)

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		
Grade 2	2		
Grade 3	2		
Grade 4	1.5		
Grade 5	1.5		
Grade 6			
Grade 7			
Algebra 1			
Pre-algebra/Algebra Readiness			

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		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		

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	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.	**Objective** / **6.2**	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / ==2 At least 50%==	**Minimally** / 1 Less than 50%

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
____x__ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
_____ Provided with materials-based training.

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

Documentation		Additional Comments
	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.					

Implementation Status ratings table:

Objective	Fully	Substantially	Partially	Minimally
7.1	4 100%	<mark>3 At least 75%</mark>	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.	**Objective** / 7.2	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 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.
_____ Common curriculum embedded/formative xassessments 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.				

Essential Program Component	Objective	Criteria and Clarifications	Objective	Fully	Substantially	Partially	Minimally

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	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.
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
___1___ Number per month.
___x___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
___x___ Meetings are structured; protocols/tools are developed and used.
__x____ Training for collaboration meeting protocols provided to teachers.
__x____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
____x__ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

Documentation		Additional Comments
	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.				

Implementation Status and Key Components (for Objective 8.2):

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

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.

Key Components
Scheduled Structured Collaboration Meetings
___1___ Number per month.
____x__ All teachers including strategic, intensive ntervention, special education, and ELD teachers participate.
___x___ Meetings are structured; protocols/tools are developed and used.
__x____ Training for collaboration meeting protocols provided to teachers.
__x____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__x____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

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

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	9.1 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.	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.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	**Objective / Fully / Substantially / Partially / Minimally table below**				

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

Key Components

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

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

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