OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

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

Re: 2012/2013 CSSSP – Hoover Elementary School

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

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

Federal Programs
- ➢ Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Hoover Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Hoover Elementary

6057046

School Year: 2012-2013

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

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

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

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students* . In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

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

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

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

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<h1 style="text-align:center">COMMUNITY SCHOOLS STRATEGIC SITE PLAN</h1>
<h2 style="text-align:center">Context & Vision</h2>

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

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

VISION

Our school-wide vision is to promote a nurturing, safe, nurturing, safe, supportive STEM Enviornmental Science Academy. Students will receive a riogorous cussiculum aligned with the State of California content standrads. Our weel-defined program will use Foss Hands-On Science, Balanced Literacy, Gardening, and Technology to optimize the learning process for all students. We will utilize a variety of apprpriate and effective instructional stategies and techniques (including direct instruction, hands-on learning, environmental studeies, research, recipricol teaching, and cooperative learning) to develop the stduents' basic as well as higher-order thinking skills. Our school will produce independent thinkers who are

ready to enter middle school with STEM knowledge and readiness.

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

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

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

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

The School Accountability Plan

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Hoover Elementary   **Principal:** LARESHA MARTIN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college
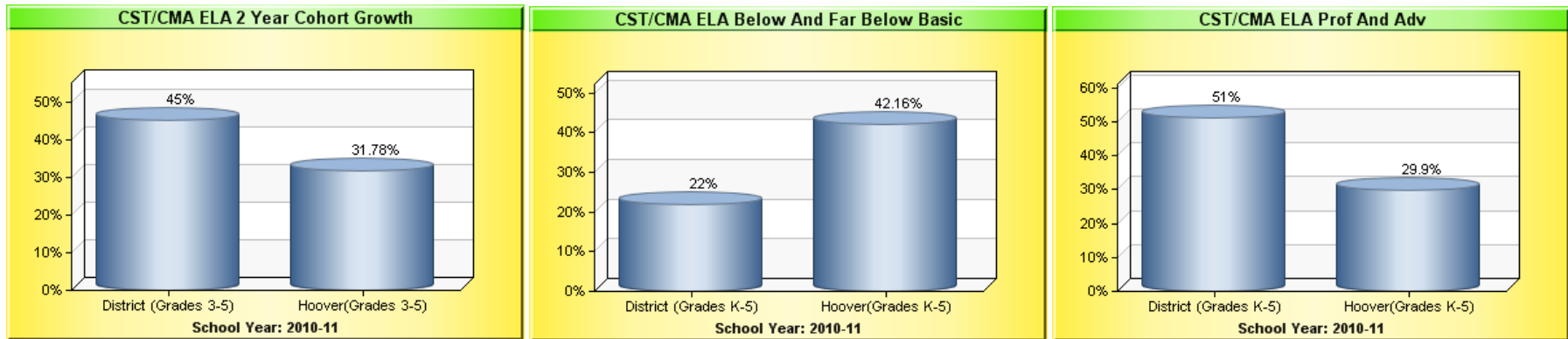
From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

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CST/CMA ELA 2 Year Cohort Growth — School Year: 2010-11: District (Grades 3-5) 45%, Hoover(Grades 3-5) 31.78%

CST/CMA ELA Below And Far Below Basic — School Year: 2010-11: District (Grades K-5) 22%, Hoover(Grades K-5) 42.16%

CST/CMA ELA Prof And Adv — School Year: 2010-11: District (Grades K-5) 51%, Hoover(Grades K-5) 29.9%

School Data

- 6 classrooms had 5-12 students improve 3 or more reading levels from the first DRA or STAR given at the beginning of the year to the second DRA or STAR given in March.
- Consistent implementation of Balanced Literacy, grade level collaboration weekly for 1.5 hours to support backwarsd mapping and planning time for literacy and expository text.

Data Analysis

- Based on 2009-2011 data we found that our FBB/BB increased from 39% to 42% . On the 2011 CST 42% of our 2nd-5th graders scored FBB/BB on the CST. Our African-American females and Latino males were the lowest performing with 54% (AAF) and 41% (LM)
- Based on our 2009-2011 data we found that our P/A student % remained stagnant from 29%-30%. We also found a drop in our P/A students in Gr. 5, scoring 50% to 26%.

Theory Action

- If we implement a Differentiated Balanced Literacy Structure K-5 that incorporates: a phonics block, reading block, writing block, and explicit vocabulary instruction, then student achievement will increase.
- 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, then student achievement will increase.
- If we implement guided reading instruction in all classrooms to meet individual students' needs and ensure 1.5 reading level growth, then student achievement will increase.
- If we implement diagnostic assessments 3x per year aligned with benchmark assessments and progress monitor to move students' reading group levels, then student achievement will increase.
- If we implement recipricol teaching strategies, cooperative learning groups, and high level academic discourse in both reading and writing, then student achievement will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implementation of grade-level collaboration time, 50 minutes per	Teachers will be prepared for whole group, small group, and individual	All Students	Weekly	Teachers, Literacy Coach,	5/18/2012	170SQI1A668	Hire Science Prep Teacher additional 2 days	Non-SSC approved			0	$0.00

week.	instruction for students weekly.			Principal								
Implementation of grade-level collaboration time, 50 minutes per week.	Teachers will be prepared for whole group, small group, and individual instruction for students weekly.	All Students	Weekly	Teachers, Literacy Coach, Principal	5/18/2012	170SQI1A669	Hire Music Teacher 1 day per week	Non-SSC approved			0	$0.00
Implementation of grade-level collaboration time, 50 minutes per week.	Teachers will be prepared for whole group, small group, and individual instruction for students weekly.	All Students	Weekly	Teachers, Literacy Coach, Principal	5/18/2012	170SQI1A671	STIP Substitute	3010-Title I		TCSTIP0309	0.5	$17,962.88
Implementation of grade-level collaboration time, 50 minutes per week.	Teachers will be prepared for whole group, small group, and individual instruction for students weekly.	All Students	Weekly	Teachers, Literacy Coach, Principal	5/18/2012	170SQI1A3782		N/A			0	$0.00
Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	Teachers will receive support and training in identified areas of need and students will grow 1.5 levels as a result of teachers' instructional practices	All Students	bi monthly at Wednesday PD times	Literacy Coach, Principal	5/18/2012	170SQI1A677	Hire Literacy Coach, ..80	3010-Title I		T10TSA0141	0.35	$31,720.99
Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	Teachers will receive support and training in identified areas of need and students will grow 1.5 levels as a result of teachers' instructional practices	All Students	bi monthly at Wednesday PD times	Literacy Coach, Principal	5/18/2012	170SQI1A678	Hire Literacy Consultant, 1 day a week	N/A			0	$0.00
Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	Teachers will receive support and training in identified areas of need and students will grow 1.5 levels as a result of teachers' instructional practices	All Students	bi monthly at Wednesday PD times	Literacy Coach, Principal	5/18/2012	170SQI1A1138	Hire Literacy Coach	7090-EIA - SCE		T10TSA0141	0.35	$31,720.99
Purchase Accelerated	School will have own data to progress											

Reader, DRA kits and SRI materials in order to implement diagnostic assessments	monitor student growth and ensure students are moving in reading level groups	All Students	6/2012	Principal	5/18/2012	170SQI1A679	Purchase Accelerated Reader	3010-Title I	4310-SUPPLIES		0	$1,172.00
Purchase Accelerated Reader, DRA kits and SRI materials in order to implement diagnostic assessments	School will have own data to progress monitor student growth and ensure students are moving in reading level groups	All Students	6/2012	Principal	5/18/2012	170SQI1A680	Purchase 2 additional DRA kits	7090-EIA - SCE	4310-SUPPLIES		0	$133.00
Purchase Accelerated Reader, DRA kits and SRI materials in order to implement diagnostic assessments	School will have own data to progress monitor student growth and ensure students are moving in reading level groups	All Students	6/2012	Principal	5/18/2012	170SQI1A1140		N/A			0	$0.00
Purchase leveled texts and workshop materials to support differentiated, small group reading instruction.	Students will have a sufficient number of leveled texts that support the literacy and science standards	All Students	6/2012	Principal, Literacy Coach	5/18/2012	170SQI1A681	Students divided by reading levels	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$2,453.00
Purchase leveled texts and workshop materials to support differentiated, small group reading instruction.	Students will have a sufficient number of leveled texts that support the literacy and science standards	All Students	6/2012	Principal, Literacy Coach	5/18/2012	170SQI1A1141		N/A			0	$0.00
Implement professional development plan that supports on-going balanced literacy training, including guided reading, vocabulary and word work instruction and writers' workshop	Teachers will receive support and training in identified areas of need and students will grow 1.5 levels as a result of teachers' instructional practices	English Learners	bi monthly at Wednesday PD times	Literacy Coach & Principal	5/18/2012	170SQI1A4755	Hire Literacy Coach	7091-EIA - LEP		T10TSA0141	0.1	$9,063.14

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Hoover Elementary   **Principal:** LARESHA MARTIN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

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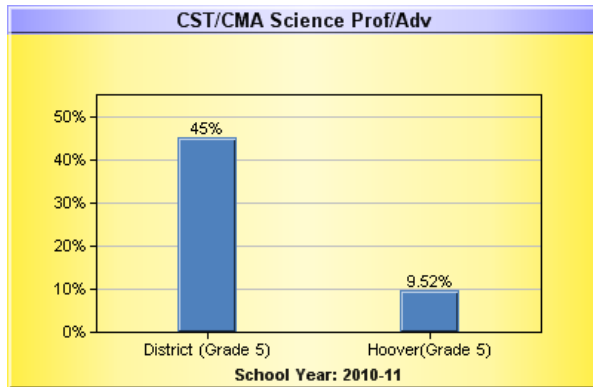
District-level Goals

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

School Federal and State Academic Achievement Goals:

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

CST/CMA Math 2 Year Cohort Growth — District (Grades K-5): 52%, Hoover (Grades K-5): 57.69%. School Year: 2010-11

CST/CMA Math Below And Far Below Basic — District (Grades 2-5): 16%, Hoover (Grades 2-5): 16.67%. School Year: 2010-11

CST/CMA Math Prof And Adv — District (Grades 2-5): 65%, Hoover (Grades 2-5): 56.86%. School Year: 2010-11

CST/CMA Science Prof/Adv

District (Grade 5): 45%
Hoover (Grade 5): 9.52%
School Year: 2010-11
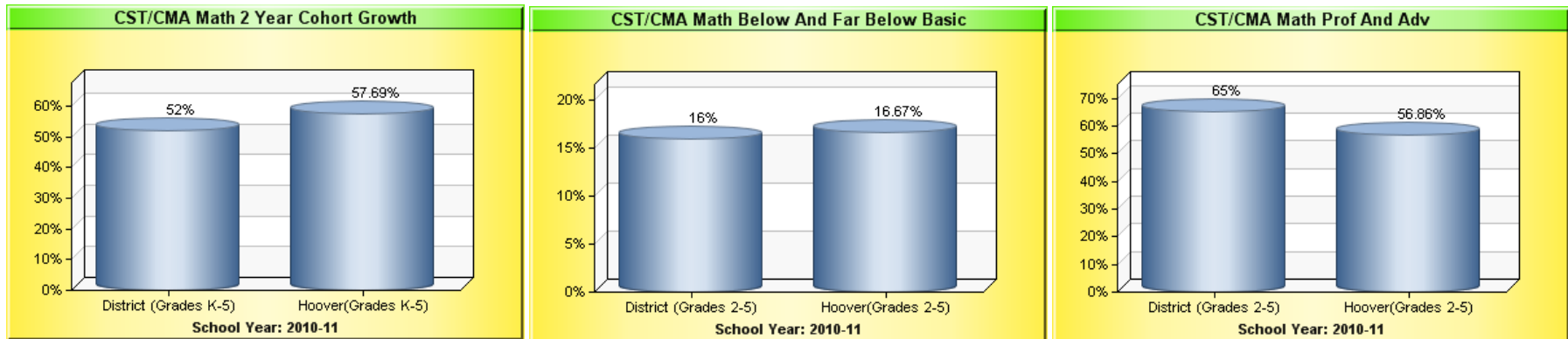
School Data

- Attendance at STEM meetings with our West Oakland Cohort, which included planning sessions and powerpoint presentation of our change for am=n Environmental Science Academy.
- Science class periods extended to 60 and 90 minutes for K-5 grade, collaboration time weekly for 1.5 hours for grade levels to backwards map for Balanced Literacy and Science, after-school STEM activities, and a gardening class to support STEM.

Data Analysis

- Based on 2009-2011 CST Math data, we found that the majority of our students remained stagnant, with 58% scoring proficient in 09-10 and 57% proficient in 2011-2012
- Based on our 2010-2011 CST Math data, only 9% of our fifth graders scored proficient on the science portion of the CST, compared to 45% of fifth graders district-wide.
- Based on our 2010-2011 CST Math data, only 46% of our African American students scored proficient or advanced, while 61% of our Latino students scored proficient or advanced.

Theory Action

- If, we enter the Elementary and Science Cohort, then teachers can significantly improve Science instruction and literacy integration.
- If, site Leadership Teams, LCI, and external partners will work together to accelerate science learning outcomes and deepen instructional practices aligned to the new K-12 Sci. Frame, NGSS, CC, and Foss, then students achievement will increase.
- If, teachers and Science LT attend a 2 Wk. and 1 Wk. Summer Science Academy focused on content, pedagogical practices, literacy strategies, and instructional planning, then student achievement will increase.
- If, the following events occur: monthly staff meetings, weekly on-site coaching, two school-wide science events, regional collaboration 4x per year, then student achievement will increase.
- If, we introduce a new Science schedule with Balanced Literacy aligning w/Science, Gardening classes, and a weekly schedule to support Science and hands-on experiences, then student achievement will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Production of a variety of instructional materials to support mastery of state	Benchmark Assessments	All Students	ongoing	Clerical Staff	5/18/2012	170SQI1B1174	Maintenance contracts on our technology	3010-Title I	5610-EQUIP MAINTENANCE AGREEMT		0	$8,000.00

standards												
Hire a garden teacher	Hands-On experiences w/Science		All Year	Garden Teacher, Science Teacher, Literacy Coach	5/18/2012	170SQI1B3294	Garden Teacher	Funded by Community Partner			0	$0.00
Weekly LCI Science Coach	Effective Foss Implementation with Literacy Standards.	All Students	All Year	Teachers, Science Teacher, Literacy Coach	5/18/2012	170SQI1B3300	Weekly LCI Coach	Centralized Services			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Hoover Elementary   **Principal:** LARESHA MARTIN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide transition activities for incoming Kdg. students.	Use Your Voice Survy	Pre-Kindergarten	School year	Principal	5/18/2012	170SQI1C4694	Include Pre-K students from CDC in Hoover activities such as halloween Parade and Family Movie Nights, to nurture smooth transitions	N/A			0	$0.00
Provide transition activities for incoming Kdg. students.	Use Your Voice Survey	Pre-Kindergarten	Spring 2013	K teachers	5/18/2012	170SQI1C4686	Provide Open houses and kindergarten class visits for potential students, as well as rising Pre-K students at Harriet Tubman CDC	N/A			0	$0.00
Provide transition activities for incoming Kdg. students.	Use Your voice survey	Pre-Kindergarten	Spring 2013	Kdg. Teachers	5/18/2012	170SQI1C4702	Provide informational meetings and tours for families of incoming Kindergarten students which support their positive and smooth transition into the school community .	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Hoover Elementary   **Principal:** LARESHA MARTIN

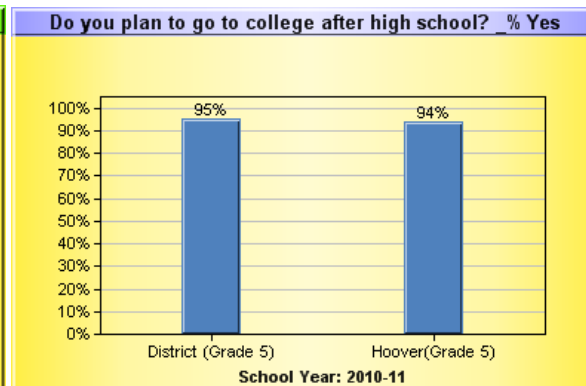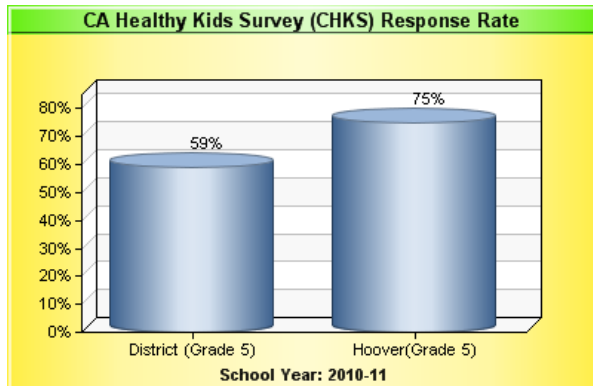**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

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

CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 5): 59%, Hoover (Grade 5): 75%. School Year: 2010-11

Do you plan to go to college after high school? _ % Yes — District (Grade 5): 95%, Hoover (Grade 5): 94%. School Year: 2010-11

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Hoover Elementary   **Principal:** LARESHA MARTIN

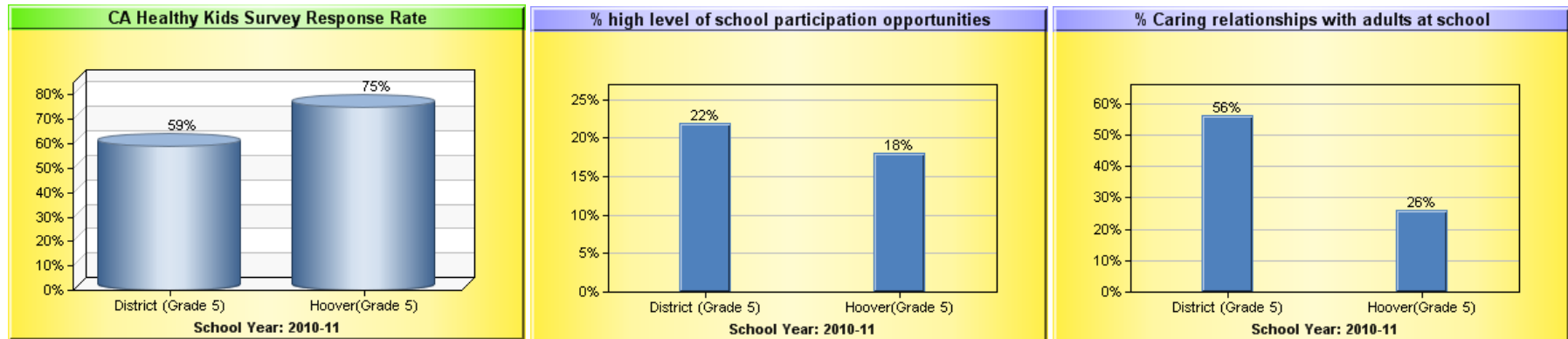**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

From OUSD Strategic Plan:

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

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide program for GATE students.	Benchmark assessments	GATE	Ongoing through school year	Principal	5/18/2012	170SQI1E4673	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the classroom instructional program.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Hoover Elementary   **Principal:** LARESHA MARTIN

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

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

From OUSD Strategic Plan:
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.
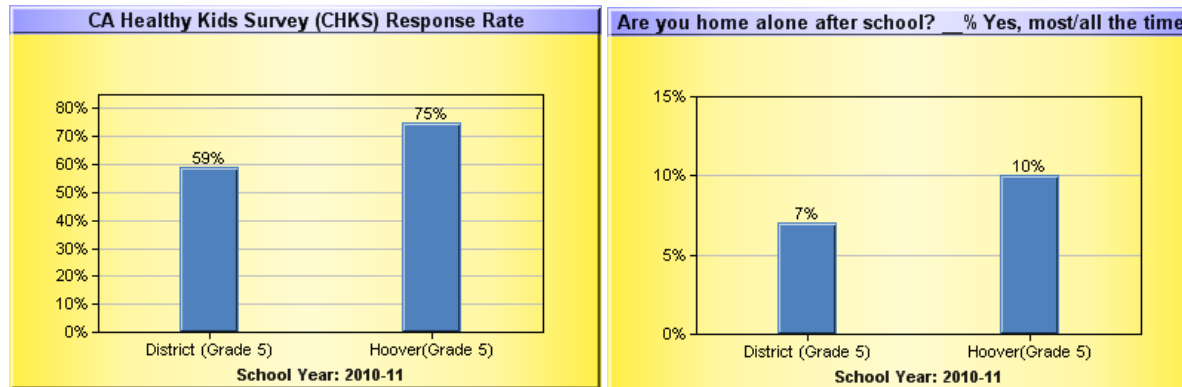
School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

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

School: Hoover Elementary   **Principal:** LARESHA MARTIN

School Quality Standards relevant to this Strategic Priority

A quality school...

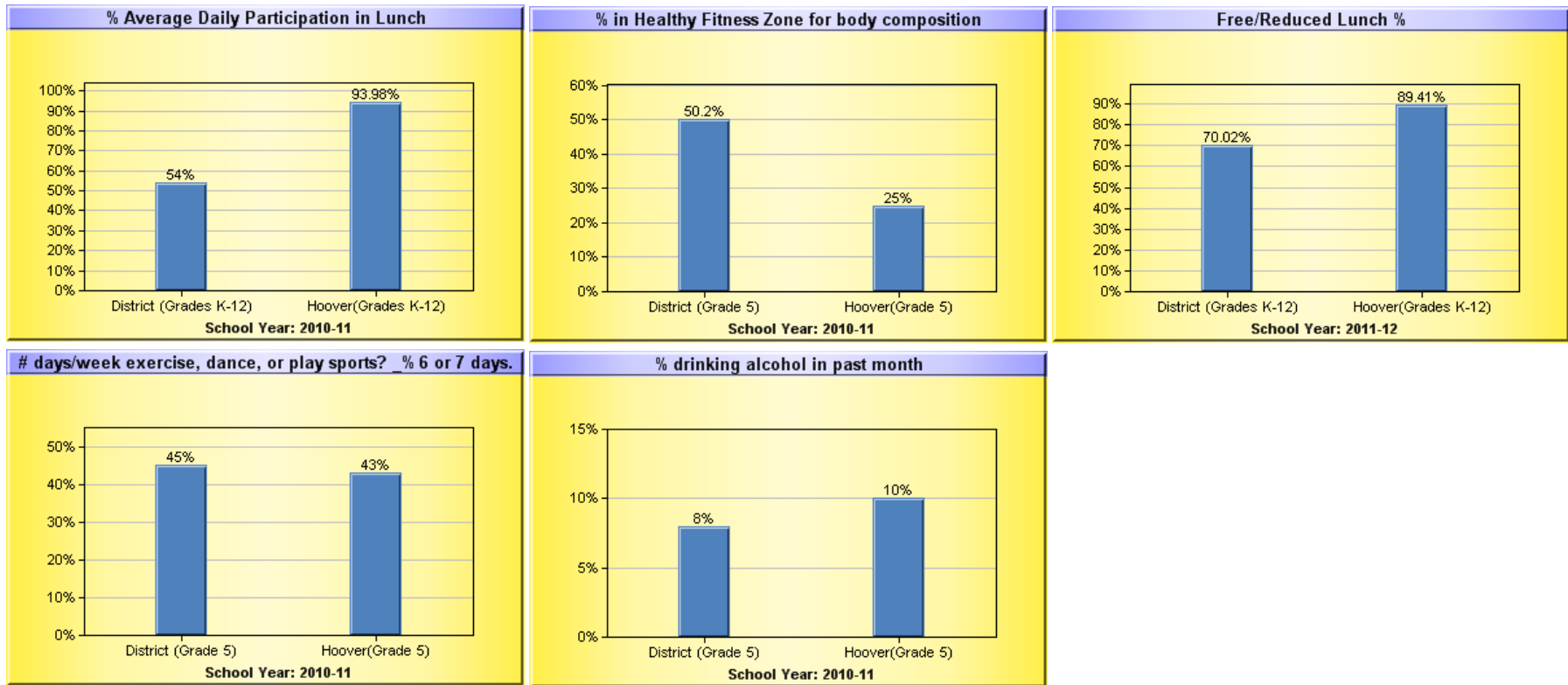1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

CA Healthy Kids Survey Response Rate

District (Grade 5): 59%
Hoover(Grade 5): 75%
School Year: 2010-11

% high level of school participation opportunities

District (Grade 5): 22%
Hoover(Grade 5): 18%
School Year: 2010-11

% Caring relationships with adults at school

District (Grade 5): 56%
Hoover(Grade 5): 26%
School Year: 2010-11

18

% receiving one or more out-of-school suspension

	%
District (Grades K-5)	2.8%
Hoover (Grades K-5)	6.92%

School Year: 2010-11

# of DHPs

	#
District (Grades K-5)	14
Hoover (Grades K-5)	3

School Year: 2010-11

% feeling safe at school all of the time

	%
District (Grade 5)	49%
Hoover (Grade 5)	32%

School Year: 2010-11

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support of special programs that engage students in higher order thinking skills	Use Your Voice	All Students	ongoing	Activity Specialist	5/18/2012	170SQI2A1176	An academic mentor to develop engagement activities	7090-EIA - SCE	2928-OTHERCLASS SALARIES HOURLY		0	$10,000.00
Provide program for GATE students.	District Assessments	GATE	Entire school year	Parent Engagement Specialist	5/18/2012	170SQI2A4730	GATE students manage and coordinate school store, with activities related to the operation of the store.	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Hoover Elementary   **Principal:** LARESHA MARTIN

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 5): 59%, Hoover (Grade 5): 75%. School Year: 2010-11

Did you eat breakfast this morning? _% No. — District (Grade 5): 17%, Hoover (Grade 5): 24%. School Year: 2010-11

% Average Daily Participation in Breakfast — District (Grades K-12): 18%, Hoover (Grades K-12): 32.52%. School Year: 2010-11

20

% Average Daily Participation in Lunch	% in Healthy Fitness Zone for body composition	Free/Reduced Lunch %

School Data

- 100% Free-Reduced School as to provide free breakfast and lunch for all students K-5. The salad bar operates daily in which 80% of our students eat fresh fruit and vegetables from the salad bar.
- Currently, we have a Farmer's Market in which 50% of the school community utilize every Tuesday. Students receive coupons for positive behavior that can be redeemed in the market.

Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase students participation in the breakfast program through announcements, flyers, engaging with parents amd students.	Percentage of studnets who eat breakfast will increase.	All Students	Monthly	Cafeteria Manager, Activities Coordinator, Principal	5/18/2012	170SQI2B4745		N/A			0	$0.00
Increase the number of minutes students participate in Physical Education.	Increase the percentage of students that meet the healthy fitness zone for body composition and increase students amount of exercise, dance, and sports activity.		Weekly	Prep Teacher, Principal	5/18/2012	170SQI2B4744		N/A			0	$0.00
Continue to provide healthy eating choices to students through our school Farmer's Market, Salad Bar, and morning snacks.	Increase percentage of students that meet the healthy fitness zomne for body composition. Students will make better eating choices.	All Students	Weekly	Activities Coordinator, Cafeteria Manager, Parent Volunteers	5/18/2012	170SQI2B4743		Non-SSC approved			0	$0.00
Provide mentoring programs, assemblies, and partnerships with community organizations.	Decrease the percentage of students who partcipate in unhealthy life choices.		Monthly	Nurse and Outreach Consultant	5/18/2012	170SQI2B4742		Non-SSC approved			0	$0.00
Gardening, Cooking and Recyclying program to promote healthy eating choices and waste reduction and management.	Students will participate the in the gardening program and practice the 4 R's.		Monthly	Gardening teacher, Science Teacher, Activities Coordinator.	5/18/2012	170SQI2B4741		Non-SSC approved			0	$0.00
Gardening, Cooking and Recyclying program to promote healthy eating choices and waste reduction and management.	Students will participate the in the gardening program and practice the 4 R's.		Monthly	Gardening teacher, Science Teacher, Activities Coordinator.	5/18/2012	170SQI2B4746		N/A			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Hoover Elementary   **Principal:** LARESHA MARTIN

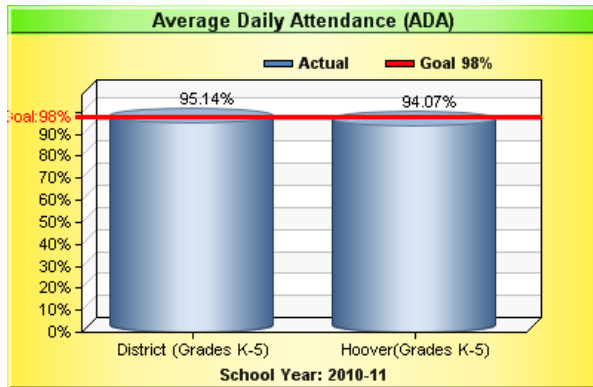**School Quality Standards relevant to this Strategic Priority**
A quality school...

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

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

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

CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 5): 59%, Hoover (Grade 5): 75%. School Year: 2010-11

Chronic Absence Rate — Actual, Goal 5%. District (Grades K-5): 11%, Hoover (Grades K-5): 15.36%. School Year: 2010-11

% of students attending 95%+ school days — Actual, Goal 85%. District (Grades K-5): 71%, Hoover (Grades K-5): 59.8%. School Year: 2010-11

Average Daily Attendance (ADA)

Actual — Goal 98%

Goal 98%

95.14% 94.07%

District (Grades K-5) Hoover(Grades K-5)

School Year: 2010-11

School Data

- Current daily phone calls home, regular use of ABI, COST meetings, and charting chronically absent students in an effort to reduce absentism.
- Assemblies and awards to recognize student attendance. End of year assembly to recognize those students that have not been absent or tardy the entire school year.

Data Analysis

- Based on our 2010-2011data, we found that K-2 had the highest chronically absent students. 26% African American students were chronically absent (41 out of 159). 24% (4 out of 17) of students with disabilities were chronically absent.
- Based on our 2011-2012 data from Aug. 29-Dec. 9, 2011, we found that K-1 had the highest chronically absent students. 20% African American population was chronically absent and 15% of the Latino population.

Theory Action

- If we focus on outreach and education of K-1 African-American and Latino parents where chronic absence rates are high in order to set a pattern for the rest of students' elementary years, then students will have more academic success.
- If we consistently utilize the ABU attendance system to monitor attendance, then as a school we will be aware of the attendance rate on a daily basis and identify early intervention.
- If we recognize attendance like we recognize academic achievement and teacher build strong reltionships with students, and find the root causes of absences, then students will feel motivated and inspired to come to school.
- If we promote parent-to-parent engagement and support regarding attendance and involve the community, through home visits and PC, then students will have a stronger relationships with adults and feel motivated and encouraged to attend school.
- If we put in place an Attendance Committee that meets bi-weekly with the Outreach Consultant, office clerk, counselor, family parent liason, and Principal, then we can startegize on individualized intervention for chronically absent students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Phone call home for Chronically absent K-1 African-American	Daily attendance meets attendance goals, including targeted areas			Principal, Ms. Ortiz,								

24

and Latino students. More information on outreach consultant duties in section on parent engagement	(K-1) focus. Students with chronic absence attend school more frequently after our efforts.	Ethnicity	Bi-weekly	Outreach Consultant and Teachers	5/18/2012	170SQI2C318	Hire outreach consultant	3010-Title I		ORCNST0018	0.4	$27,101.53
Engage parents and community in supporting improving student attendance (K-1 focus) through parent events.	Daily attendance improves after parent education events.	Ethnicity	Monthly	Outreach Consultant, Parent Liasion, Ms. Ortiz	5/18/2012	170SQI2C319	Monthly parenting classes	N/A			0	$0.00
Engage parents and community in supporting improving student attendance (K-1 focus) through parent events.	Daily attendance improves after parent education events.	Ethnicity	Monthly	Outreach Consultant, Parent Liasion, Ms. Ortiz	5/18/2012	170SQI2C320	Refreshments for meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,183.00
Engage parents and community in supporting improving student attendance (K-1 focus) through parent events.	Daily attendance improves after parent education events.	Ethnicity	Monthly	Outreach Consultant, Parent Liasion, Ms. Ortiz	5/18/2012	170SQI2C321	Supplies for meetings	9901-Title I - Parent Participation	4310-SUPPLIES		0	$549.50
Engaging students in maintaining a positive attendance record.	Higher percentage of students receiving Attendance awards.	Ethnicity	Quarterly	Principal, Teachers, Ms. Ortiz and Students	5/18/2012	170SQI2C323	Incentives/awards for positve attendance	N/A			0	$0.00
Chronically Absent Student Attendance Board.	Staff is more aware of chronically absent students and can intervene quickly to improve attendance.	Ethnicity	Daily	Front office staff and teachers	5/18/2012	170SQI2C322	Supplies for attendance board	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Hoover Elementary   **Principal:** LARESHA MARTIN

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

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

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

1. Improve the conditions in schools to retain 80% of effective teachers
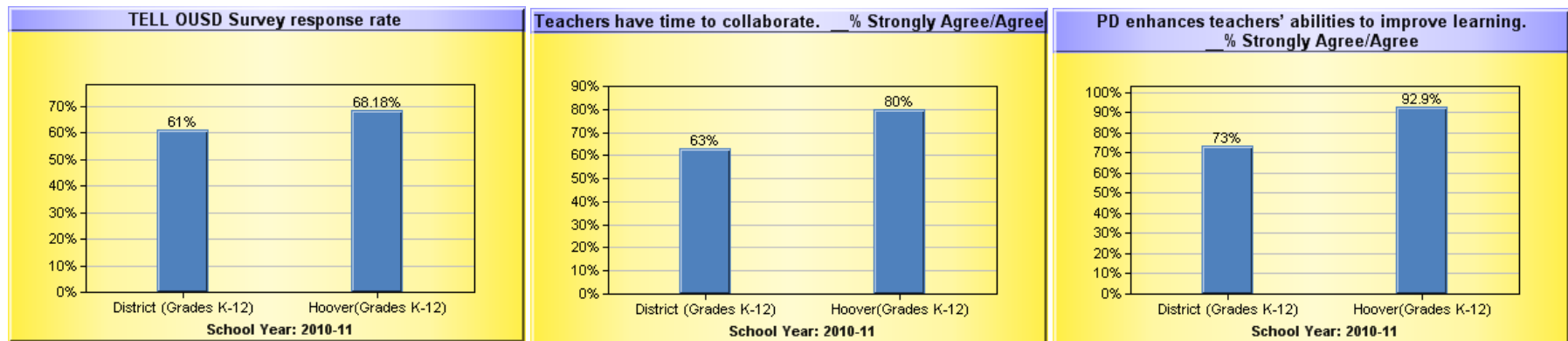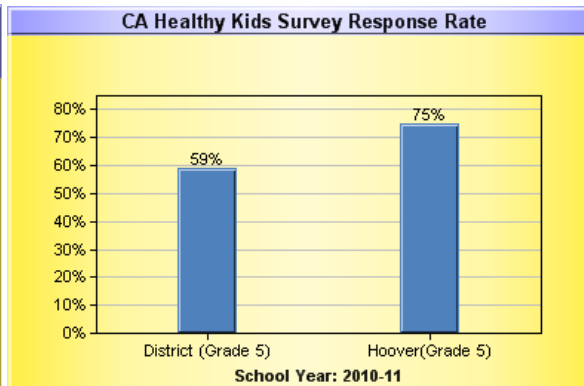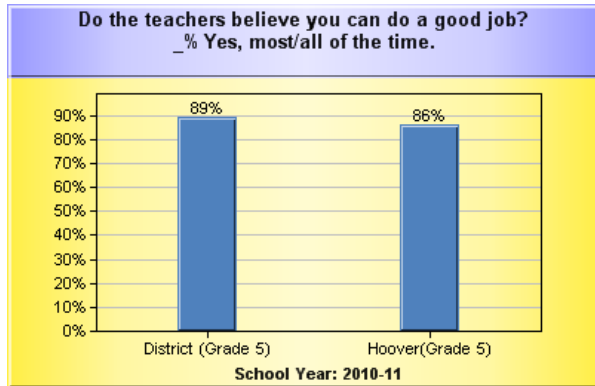
Do the teachers believe you can do a good job?
_% Yes, most/all of the time.

	District (Grade 5)	Hoover(Grade 5)
	89%	86%

School Year: 2010-11

CA Healthy Kids Survey Response Rate

	District (Grade 5)	Hoover(Grade 5)
	59%	75%

School Year: 2010-11

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	CST	All Students	ongoing	ILT	3/1/2012	170SQI3A1168	Regular ILT Meetings	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	$1,600.00
Provide release time for teachers to meet with parents, administration, literacy coach to help ensure mastery of state standards	CST	All Students	ongoing	Literacy Coach, Principal	3/1/2012	170SQI3A1171	Release time	3010-Title I	1150-TEACHERS SUBSTITUTES		0	$5,000.00

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

Strategic Priority A. Family & Community Engagement

School: Hoover Elementary   **Principal:** LARESHA MARTIN

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

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

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

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide on-going parent participation opportunitites	Use Your Voice Survey	All Students	06/2012	Principal	4/19/2012	170SQI4A1166	Parent Engagement Specialist	7090-EIA - SCE	5825-CONSULTANTS		0	$10,500.00
Maintain clear communication with parents about howthey can support their child's success	Use Your Voice	All Students	Ongoing	Office Staff, Teachers	4/19/2012	170SQI4A1175	Mailings to parents	9901-Title I - Parent Participation	5910-POSTAGE		0	$450.00
Provide bilingual support for parents and students to ensure cooperation in all phases of school activities	Use Your Voice	English Learners	ongoing	Bilingual Clerical Staff	4/19/2012	170SQI4A1177	Bilingual Office Staff	7091-EIA - LEP		CLKBIL0037	0.5	$23,944.32
Active ELAC group with parenting classes	Use your Voice	English Learners	ongoing	Bilingual Clerk	4/19/2012	170SQI4A1178	Supplies for notices, classes	7091-EIA - LEP	4310-SUPPLIES		0	$706.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Hoover Elementary   **Principal:** LARESHA MARTIN

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

Substitute Fill Rate

District (Grades K-5): 96%
Hoover (Grades K-5): 95%
School Year: 2010-11

% of Unrestricted Budget Used

District (Grades K-5): 100.23%
Hoover (Grades K-5): 99.41%
School Year: 2010-11

% of Restricted Budget Used

District (Grades K-5): 88.46%
Hoover (Grades K-5): 92.23%
School Year: 2010-11
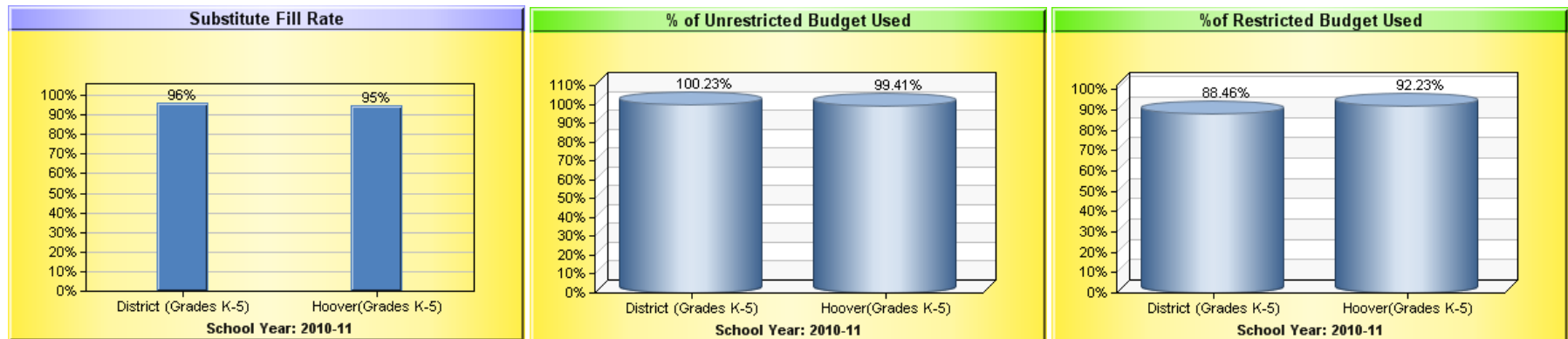
Type into the gray boxes, then print and sign.

<div align="center">

ASSURANCES
2012-2013

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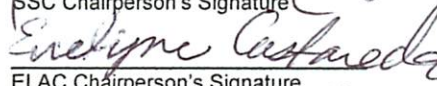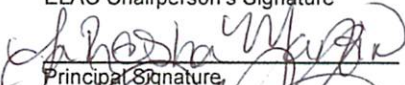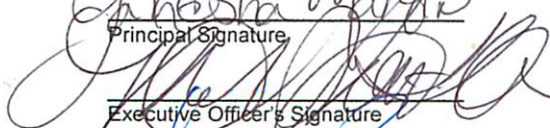
School Site: Hoover Elementary
Site Number: 170

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

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

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

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

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 2/8/12.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 3/14/12.

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	Richard Fuentes	5/10/12
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
signature	Eveline Castaneda	5/10/12
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
signature	Laheesha Martin	5/10/12
Principal Signature	Principal's Name (printed)	Date
signature	Mia Settles-Tidwel	5/16/12
Executive Officer's Signature	Executive Officer's Name (printed)	Date
signature	Susana Ramirez	6/7/12
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

School Name: Hoover Elementary School   **School Year** 2011-12

Chairperson: Richard Fuentes	**Vice Chairperson:** Anthony Hall
Secretary: Kathy Emam	**DAC Representative:** Ebony Miller Alts: Kathy Emam, Richard Fuentes

Parlimentarian:

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Anthony Hall*					X
Ebony Miller					x
Richard Fuentes					x
Patricia Figueroa					x
Ericka Kirby*					x
LaResha Martin	890 Brockhurst, Oakland 94608	x			
Yesika Casillas	890 Brockhurst, Oakland 94608		x		
Jeffrey Franey	890 Brockhurst, Oakland 94608		x		
Diana Bolanos	890 Brockhurst Oakland 94608			s	
Karen Rowe	890 Brockhurst, Oakland 94608		x		
* Denotes members serving	2nd year of 2 year term				
Aeeshah Clottey*	Aeeshah@sbcglobal.net, Kathy Emam, Jacqueline Gonzalez				alternates
DAC Representative					
Ebony Miller					
Alternates: Kathy Emam **&**					

Meeting Schedule	**Third Thursday of each month at 7:45 AM in the teachers' lounge Sept. 21, Oct. 19, Nov. 30, Dec. 14, Jan. 18, Feb. 15, March 21, April 18, May 16**

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;

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
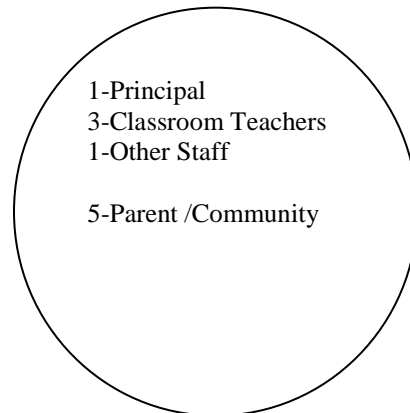
Hoover Elementary School
Title I School Parental Involvement Policy   2012 - 2013

Involvement of Parents in the Title I Program

Hoover Elementary School agrees to implement the following statutory requirements:

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

Building Parent Capacity for Involvement

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

1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
   - Annual Title I Meeting in the Fall
   - Monthly SSC meetings
   - Date With Data Grade Level Meetings
   - Hire Parent Engagement Specialist

2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of the Title 1 Program
- How to monitor their child's progress

These topics are covered in a variety of ways:
- Back to School Night in the fall
- Grade Level Parent Meetings
- Dispersal of the Parent Guide to OUSD
- Date with Data Evenings
- Annual Title I meeting
- Parent Trainings

3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic

       achievement.
- Individual parent conferences
- Monthly newsletters
- Monthly updated current contact information for all families

4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Professional Development topic
- Outreach consultant professional development topic

5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- Family Literacy Night
- Math Night
- Science Night
- Family Activity Nights
- Grade Level Parent meetings

6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Back to School Night
- Annual Title I Meeting

7) Provides support, during meetings, for parental activities requested by Title I Program parents.
- Grade Level Parent Meetings
- Individual Parent Conferences
- COST team meetings for referred students
- SST meetings for individual targeted students

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

Annual Title I Meeting

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

- The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact
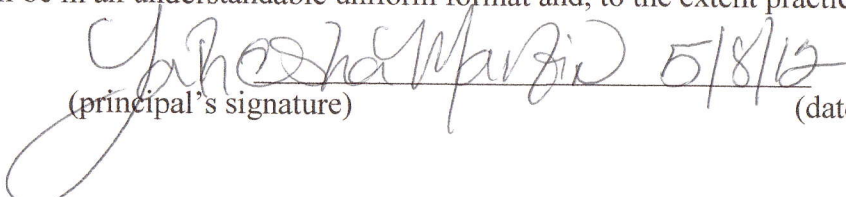
Hoover Elementary School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The compact was approved by SSC on March 21, 2012..

Adoption

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

- Inclusion in the Parent Handbook in the fall of 2012
- Policy presented for review on February 15, 2012
- Policy discussion March 21, 2012.
-

This policy was adopted by the Hoover School Site Council on March 21, 2012 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 1, 2010. It will be made available to the local community on or before October 1, 2012 The Hoover Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____ 5/8/12

(principal's signature)   (date)

<div align="center">

Hoover Elementary School Compact
Working Together to Achieve High Academic Standards

</div>

THE TEACHER PLEDGE:

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

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

I will teach grade level standards, skills and concepts.

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

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

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

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

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

I will communicate homework and class work expectations.

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

I will exhibit sensitivity to multicultural issues.

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

I will distribute all school notices in a timely manner.

_____ _____

Teacher's Signature Date

THE STUDENT PLEDGE:

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

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

I will get to the class on time every day.

I will be ready to learn and will work hard.

I will dress in the Hoover School Uniform.

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

I will return completed work on time.

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

I will be a cooperative learner.

I will ask for help when needed.

I will limit my TV watching, and will read or study every day after school.
I will respect the school, my classmates, Hoover School Staff and families.
I will give my parents all school notices in a timely manner.

_____ _____

Student's Signature Date

THE PARENT/GUARDIAN PLEDGE:

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

_____ _____

Parent's Signature Date

Academic Program Survey—Elementary School Level

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

| 1. Instructional Program | 1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current." | Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.

• At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.

• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.

• Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom. | |

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

Key Components

Appropriate Instructional program materials
All students are ___ assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
____ All Students.
____ ELs.
____ SWDs.

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

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

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective		Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2	The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment.					

Objective	Fully	Substantially	Partially	Minimally
1.2	**4** **100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately ____assessed, ____placed, and ____ provided appropriate SBE-adopted or SBE-approved instructional program materials.

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

Appropriate Use
 _____ Materials/ELD components are used daily as designed.

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

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

| **1. Instructional Program** | 1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current." | Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.

• Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction.

• The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.

• Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. | | | | | |

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

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 4__ Gr. 5__Gr. 6__
All Intensive ELs: Gr. 4__ Gr. 5__Gr. 6__
All Intensive SWD's: Gr. 4__ Gr. 5__Gr. 6__

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

Appropriate Use
_____ Materials are used daily as designed.

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

Attach publisher PO documentation for sets of classroom core materials.

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	**Objective**: 1.4 **Fully**: 4 / 100% **Substantially**: 3 / At least 75% **Partially**: 2 / At least 50% **Minimally**: 1 / Less than 50% **Key Components** **Appropriate Instructional Program Materials** All students are _____ assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. **Number of Students**: _____All Students. _____ELs. _____SWDs. **Appropriate Use** Identify all that apply: _____ Core materials are used daily as designed. _____ Ancillary materials are used daily as designed.				

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.					

Implementation rating table:

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

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Students served:

Number of Intensive Intervention Students:
All Intensive learners: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___
All Intensive ELs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___
All Intensive SWDs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___

Appropriate Us
 _____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

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

| 1. Instructional Program | 1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. | Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. • Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. | (see below) |

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

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

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

Appropriate Use
_____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 2.0 hours (or up to two periods)	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective / Fully / Substantially / Partially / Minimally				

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

Key Components

Appropriate Allocation of Daily Instructional Time
_____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									
ELs									
SWDs									

Documentation / **Additional Comments**

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components

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

2. Instructional Time

2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.

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

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

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

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

Key Components

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

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

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

teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.

- The SBE-basic core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students									
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Additional time provided all HP Strategic students									
Additional time provided all HP Strategic ELs									
Additional time provided all HP Strategic SWDs									

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

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

	Documentation	Additional Comments

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

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

| **2. Instructional Time** | 2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.

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

Implementation Status and Key Components table:

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

Key Components

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

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

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students	40	20	20
# 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	

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

| 2. Instructional Time | 2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.

• Grades four through six: 2.5-3.0 hours
• Grades six through eight: 2.5-3.0 hours (or up to three periods) | Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs.

• This time is given priority and protected from interruption.
• Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.
• The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers.
• The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction. | (see below) |

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

Key Components

Appropriate Allocation of Daily Instructional Time
_____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					
Intensive Els					
Intensive SWDs					

Documentation	Additional Comments

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

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

| 2. Instructional Time | 2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions.
• Kindergarten: 30 minutes
• Grades one through six: 60 minutes
• Grades six through eight: 50-60 minutes (or one period) | Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.
• This time is given priority and is protected from interruptions. | (see table below) |

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

Key Components

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

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

# of Instructional Minutes @ each grade level	K	1	2	3	4	5	6	7	8
All Students	50	60	60	60	60	60			
ELs									
SWDs									

 # For Algebra Readiness see 2.7

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

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

2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials.
	
	• Kindergarten through grade six: 15-30 minutes
	• Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.
	• Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course.
		Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
		• For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.
		• For grades six and seven, strategic students are assessed and need additional instructional time beyond the core.
		   – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course.
		   – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.
		• For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.
		• For grade eight, strategic learners are assessed and need additional instructional time beyond the core.
		   – For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills
			(see table below)

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

Key Components

Appropriate Allocation of Daily Instructional Time

_____ Time is given priority and protected from interruptions.

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

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

<table>
<tr><td></td><td>

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

</td><td>

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

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

</td></tr>
</table>

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. For districts using the 2007 SBE-adoption: • Grade eight: One period of Algebra Readiness daily for identified intervention students.	Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. **For districts using the 2008 SBE-adoption:** • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. **For districts using the 2001 SBE adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	(see table below)

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

Key Components

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

Indicate total number of _additional_ minutes:

# of Instructional Minutes at each grade level	4	5	6	7	Algebra Readiness
All Intensive Learners	30	30			
All Intenisve ELs					
All Intensive SWDs					

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

Academic Program Survey—Elementary School Level

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

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

Key Components

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

Pacing Guide Use Monitored
_____ Principal monitors daily use.

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

Academic Program Survey—Elementary School Level

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

Essential Program Component	Objective	Criteria and Clarifications					
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	**Objective** / 3.2	**Fully** / **4** **100%**	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 1 Less than 50%

Key Components

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

Pacing Guide Use Monitored
_____ Principal monitors daily use.

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The current RLA/ELD core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;	<table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>4.1</td><td>4 100%</td><td>3 At least 75%</td><td>2 At least 50%</td><td>1 Less than 50%</td></tr></table> **Key Components** **Training and Practicum Completed** Principal _____ Training in RLA/ELD. _____ Structured Practicum.* Vice Principal _____ Training in RLA/ELD. _____ Structured Practicum.* * Refer to suggested practicum activities in EPC 3.3.				

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

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

Academic Program Survey—Elementary School Level

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

| 4. School Administrator Instructional Leadership Training | 4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program. | Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.

The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:
• The current SBE adopted mathematics materials used in the school;
• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;
• Curriculum Framework language and the academic content standards addressed in the materials; and
• The use of the instructional/assessment pacing guide.

The remaining eight-hours focus on the following:
• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;
• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; | |

Implementation Status and Key Components table:

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

Key Components

Training and Practicum Completed
Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

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

* Refer to suggested targeted professional development and support list.

		*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	
Documentation			Additional Comments	
	Mathematics			
District AB 430 Completion Records:				
Approved Provider Information:				
Date of Offerings:				
Attach appropriate documents				

Academic Program Survey—Elementary School Level

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

4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.
		
		Targeted professional development and support may include:
		• Development, use, and monitoring of classroom observation protocols to include:
		  – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.
		  – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
		• Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
		• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.
		• Participation in Modules 2 and 3 of the Administrator Training Program.
		• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.
		• Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention; and
			Implementation Status and Key Components				

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

Key Components

Principal's Professional Development
_____ Completed.

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

implementation and monitoring of standards-based IEP.
- Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.
- Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.
- Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.

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

Academic Program Survey—Elementary School Level

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

	Documentation		Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District Senate Bill (SB) 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of	Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.	(see below)				

Implementation Status table:

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

Key Components

Training and Practicum Completed:

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

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	3	40	20
Grade 2	2	40	20
Grade 3	2	40	20
Grade 4	2	40	20
Grade 5	2	40	20
Grade 6			
Grade 7			
Grade 8			

* Refer to suggested practicum activities.

	school/district professional development plan.	- Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. - Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. - Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. - Training on RtI^2 including support on providing tiered intervention. - Implementation and monitoring of standards-based IEP. - Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
	Documentation		Additional Comments
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Elementary School Level

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

5. Credentialed Teachers and Professional Development Opportunity

5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

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

Criteria and Clarifications:

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

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

Some practicum activities might include:
- Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program.
- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.

Implementation Status and Key Components

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

Key Components

Training and Practicum Completed

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

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	3	20	20
Grade 2	2	20	20
Grade 3	2	20	20
Grade 4	2	20	20
Grade 5	2	20	20
Grade 6			
Grade 7			
Algebra 1			
Algebra Readiness			

* Refer to suggested practicum activities.

| | adopted program and the goals of school/district professional development plan. | Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. Training on RtI^2 including support on providing tiered intervention. Implementation and monitoring of standards-based IEP. Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. | |

Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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

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

Implementation Status and Key Components table:

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
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

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

Describe criteria used for identifying and providing coaching support:

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

Trained Coaches/ Content Experts/Specialists
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed English Learner Professional Development (ELPD).

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

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

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	See table below				

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	**3** **At least** **75%**	2 At least 50%	1 Less than 50%

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

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

Trained Coaches/ Content Experts/Specialists
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed ELPD.

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

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

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

Component							

| 7. Student Achievement Monitoring System | 7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction. | Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.

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

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

Key Components

Ongoing Assessment and Monitoring System

_____ District supported electronic data management system.

_____ District-wide reporting and analysis of assessment results.

_____ School-wide reporting and analysis of assessment results.

_____ Timely data from assessments available to and easily accessible by administrators and teachers.

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

Training on Accessing and Using Electronic Data System

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

Using Formative Assessment Results

Academic Program Survey—Elementary School Level

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

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

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
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction. .	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Academic Program Survey—Elementary School Level

			Using Formative Assessments Results
			_____ Curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	

	Mathematics	
Example of Curriculum Embedded Assessments:		
Sample report of assessment at the following levels -		
Classroom:		
District		
Attach appropriate documents.		

Academic Program Survey—Elementary School Level

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

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  − Entry-level placement and/or diagnostic;
		  − Progress monitoring, including frequent formative and curriculum-embedded; and
		  − Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			Objective / **Fully** / **Substantially** / **Partially** / **Minimally** (see below)				

Objective	Fully	Substantially	Partially	Minimally
8.1	**4** **100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

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

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components

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

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

Key Components

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

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

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

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

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

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

Key Components

Allocation of Funds

_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

_____ The SPSA aligns to the goals and activities in the LEA Plan.

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

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. | (see rating table and key components 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
_____ District and site categorical and general funding are aligned to support EPC implementation.

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

Documentation	Additional Comments

	Mathematics
Plan uses all revenues appropriately.	

Attach appropriate documents.