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 – Dewey High School

Action Requested:

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

Community Schools **Strategic Site Plan**

Single Plan for Student Achievement

School: Dewey High School

0132688

School Year: 2012-2013

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

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

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

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

GOAL AREAS:
Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT

Dewey centrally located in Oakland?s Lake Merritt district, Dewey High School, founded in 1964 currently serve 273 students. As in most continuation high schools, our population is very transient; at any given time, about 25% of our students are newly enrolled. All students are behind on credits. As of the writing of this report, our ethnic population is as follows: 49.8% African American, 33.3% Latino, 11.4% Asian, 1.5% Pacific Islander, 0.7% White, and 1% Multi-racial. Our students are 54 % male and 46 % female. Sixty eight percent of students qualify for a free and reduced lunch while 17.2% are English Language Learners and 6.4% are students with special needs.

VISION

Dewey is an academic learning environment where talents of students and staff are celebrated and nurtured. We work collaboratively to develop a reality-based, engaging, powerful, and positive learning community that is safe and respectful. Mission: Dewey will provide students with a safe and nurturing environment, which offers meaningful academic culture and social learning experiences, so that they may successfully demonstrate their collective learning in a real world context of either high education or in the world of work.

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

Strategic priorities will be monitored at Dewey Acad. through our instructional leadership team working in collaboration with admin. couns. and clerical staff. For example,on standard 2,"All students demonstrate progress on academic and social goals each year", the Dewey staff will monitor, CAHSEE scores, which is a significant metric for students in Continuation School as well as GPA's for graduation. Standard 5, "All students demonstrate critical thinking skills and apply those skills towards solving complex tasks", will be monitored through classroom observation and Wednesday Professional Development. The Instructional Leadership Team will work with the principal to help teachers continue to develop their strategies for accelerating the use of critical thinking skills in the classroom with students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

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
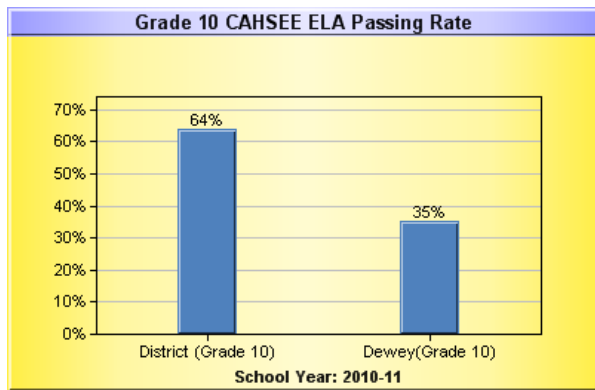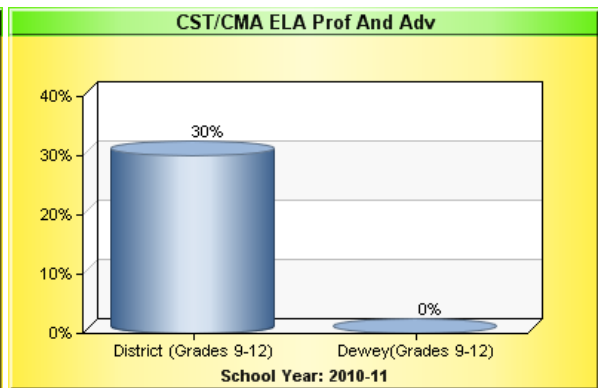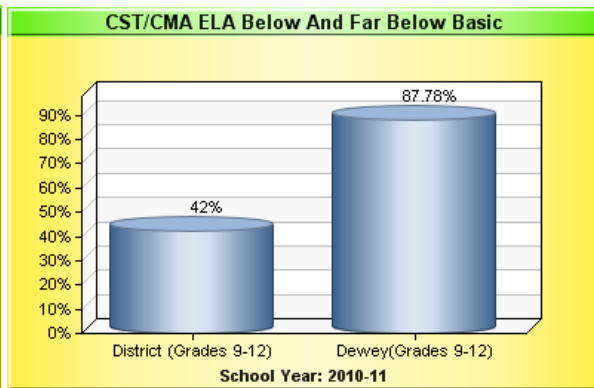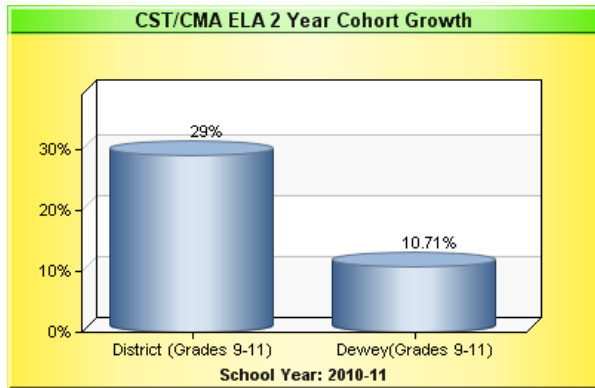
From OUSD Strategic Plan:

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.

CST/CMA ELA 2 Year Cohort Growth
District (Grades 9-11): 29%
Dewey (Grades 9-11): 10.71%
School Year: 2010-11

CST/CMA ELA Below And Far Below Basic
District (Grades 9-12): 42%
Dewey (Grades 9-12): 87.78%
School Year: 2010-11

CST/CMA ELA Prof And Adv
District (Grades 9-12): 30%
Dewey (Grades 9-12): 0%
School Year: 2010-11

Grade 10 CAHSEE ELA Passing Rate
District (Grade 10): 64%
Dewey (Grade 10): 35%
School Year: 2010-11

Data Analysis

- Twelth grade was administered the SRI, a total of 142 students. 29% scored proficient and above in reading and 71% are reading at basic and below with a lexile of 521
- 11th graders SRI scores showed only 15% at proficient or above and 85% at basic or below

Theory Action

- Assess all incoming students using SRI to see and understand students' lexile scores. PD, with Literacy Specialist, to read scores and strategies to address areas of need.
- PD on varieties of strategies to be used accross the curriculum. This will result in agreed upon skills and strategies.
- Writing across curriculum which will be assessed through our SLCs using our Focal 15 as a trial. Ultimately, we will use curriculum from successful trials across core subjects.
- CAHSEE 380 strategies for CAHSEE Prep.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
working on writing skills, writing across the	CST,	English	Sept.2012-				dictionaries for ELL students to access	7091-EIA -	4200-BOOKS-			

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curriculum in alignment with WASC	CAHSEE,CELDT	Learners	June 2013	Principal	3/1/2012	310SQI1A715	core vocabulary for English mastery	LEP	OTHER THAN TEXTBOOKS		0	$1,934.00
working on writing skills, writing across the curriculum in alignment with WASC	CST, CAHSEE,CELDT	English Learners	Sept.2012- June 2013	Principal	3/1/2012	310SQI1A716	software for designated ELL students to master the English language	7091-EIA - LEP	4315- COMPUTER SUPPLIES		0	$1,278.26
usage of CAHSEE 380/Revolutionary Prep to access key ELA concepts on the CAHSEE	CAHSEE	FBB, BB and BAS	Sept. 2012- June. 2013	ELA teacher and Principal	3/1/2012	310SQI1A717	Usage of CAHSEE tutorial programs in additional English class	7090-EIA - SCE		TCHDPT0059	0.2	$21,891.42
usage of CAHSEE 380/Revolutionary Prep to access key ELA concepts on the CAHSEE	CAHSEE	FBB, BB and BAS	Sept. 2012- June. 2013	ELA teacher and Principal	3/1/2012	310SQI1A1154	teach an additional ELA class for students who have not passed the ELA component of the CAHSEE.	3010-Title I		TCHDPT0008	0.2	$17,152.08
Instruct teachers to use key strategies to allow students to access core curriculum	CAHSEE, CST	FBB, BB and BAS	Sept. 2012- June 2013	Instructional Leadership Team	3/1/2012	310SQI1A718	The development of Professional Development for teachers to learn key strategies for students to access core curriculum	7090-EIA - SCE	1122- TEACHERS SALARIES EXTRA COMP		0	$4,550.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

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 Biology Prof/Adv

School Year: 2010-11
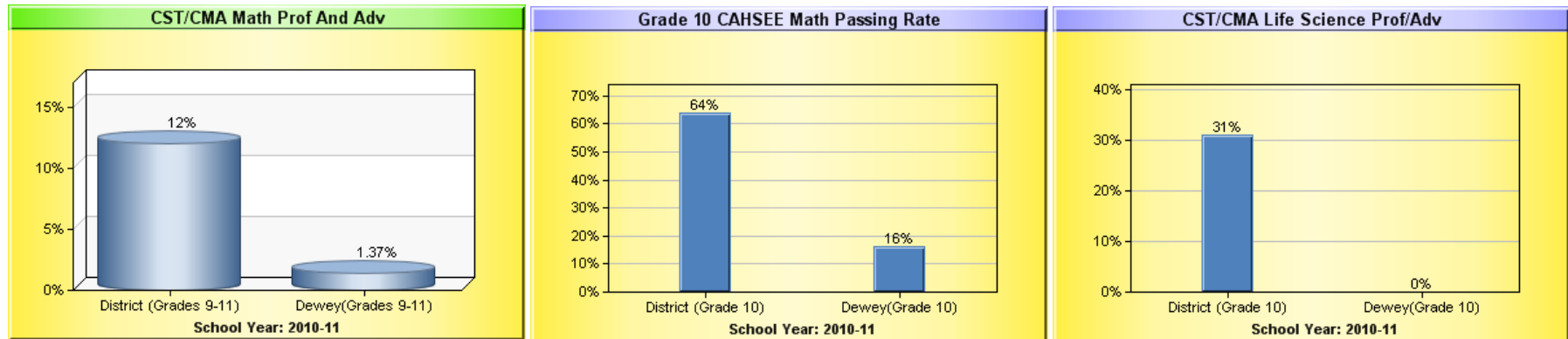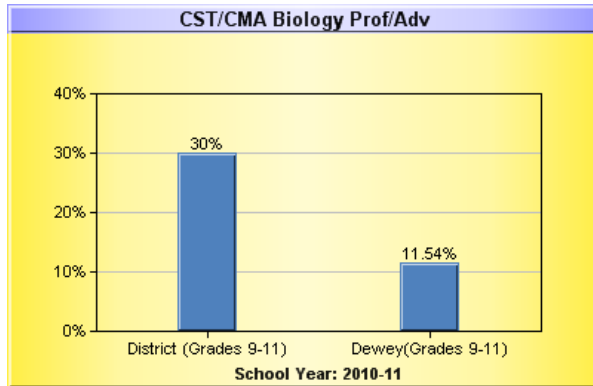
School Data

- Students were given entry math assessment.

Data Analysis

- Entry level math exam given to students over course of year. 30% of students have deficiencies in basic math skills

Theory Action

- Dewey will work to revise entry math assessment and will give to all incoming students
- Dewey will implement CAHSEE prep as part of the core curriculum. It also will be implemented in the after school program. Tutors from the East Bay Consortium and Moving Forward Education will tutor students in deficient areas of Math
- Staff, Tutors and case managers from EBAYC, EBAC, Moving Forward and East Bay Consortium will analyze Data and emphasize area of need for designated students

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
prepare students to take the CAHSEE revoluntary prep and tutotial...	CST, CAHSEE, etc.	FBB, BB and BAS	2012-2013 school year	Principal	3/1/2012	310SQI1B710	teach an additional math class for students who have not passed the math component of the CAHSEE	3010-Title I		TCHDPT0058	0.2	$19,100.37
prepare students to take the CAHSEE revoluntary prep and tutotial...	CST, CAHSEE, etc.	FBB, BB and BAS	2012-2013 school year	Principal	3/1/2012	310SQI1B711	Computers for use by students who are employing Cyber High Software in self paced instruction to master content of courses required for graduation	3010-Title I	4420-Computer $500-4,999		0	$8,045.14
prepare students to take the CAHSEE revoluntary prep and tutotial...	CST, CAHSEE, etc.	FBB, BB and BAS	2012-2013 school year	Principal	3/1/2012	310SQI1B712	Teacher Extra Pay to support extra work by Teachers in developing their professional skills	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	$5,260.00
instruction for ELL students using specific strategies in accessing the core curriculum in	CST	English Learners	Sept. 2012-June 2013	Principal and Science	3/1/2012	310SQI1B714	Usage of specific strategies for ELL students to access the core curriculum in	7091-EIA - LEP		K12TCH1723	0.2	$10,813.30

Science			Teacher			Science and obtain English proficiency					

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

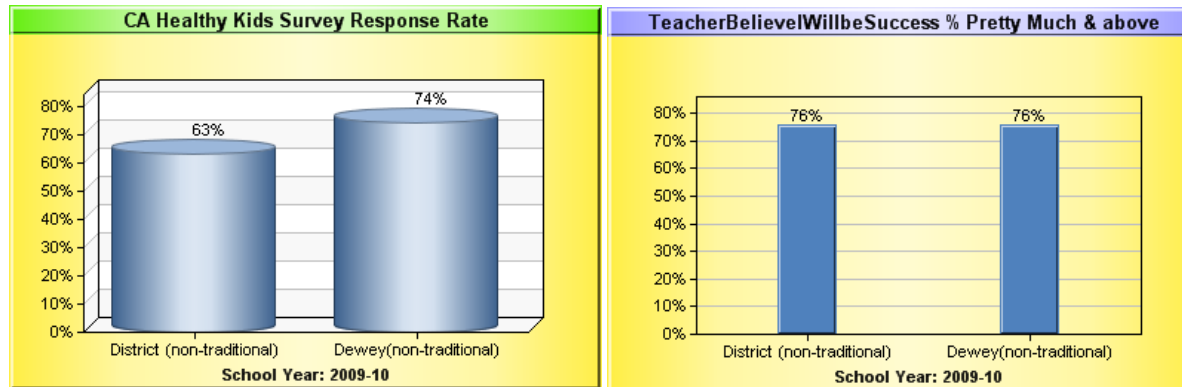**School:** Dewey High School   **Principal:** ROBIN BAILER-GLOVER

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.

CA Healthy Kids Survey Response Rate — District (non-traditional): 63%, Dewey(non-traditional): 74%, School Year: 2009-10

TeacherBelievelWillbeSuccess % Pretty Much & above — District (non-traditional): 76%, Dewey(non-traditional): 76%, School Year: 2009-10

Theory Action

- Advisories work with students on after school plans. The Senior Project which is developed and completed through advisory includes the FAFSA, an application to one of the Peralta Colleges, a resume and the students' plans
- Dewey works with community college representatives to, understand college offerings and apply to their schools.
- New pathway has been developed through the district's School To Career in Heath and Fitness. Students enjoy guest speakers and researching applicable careers

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

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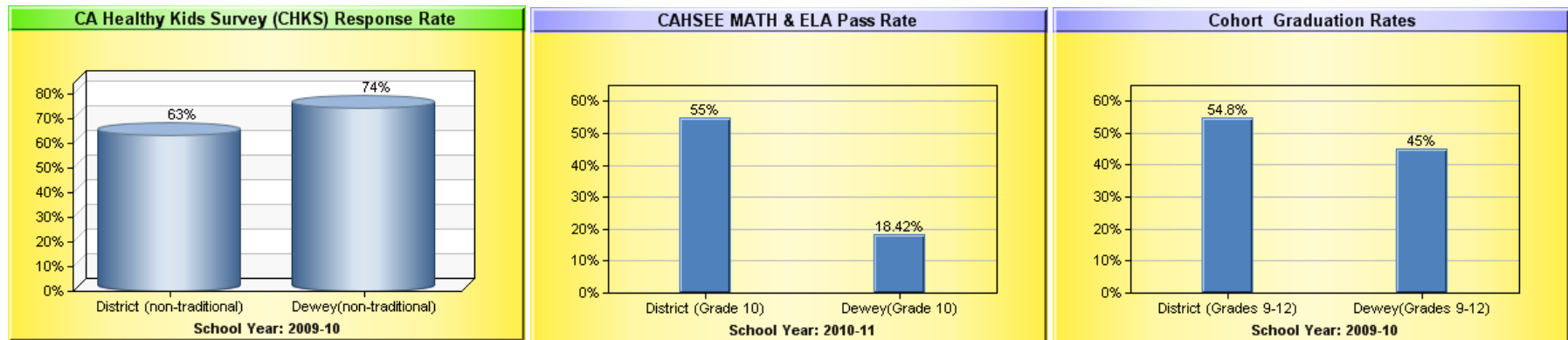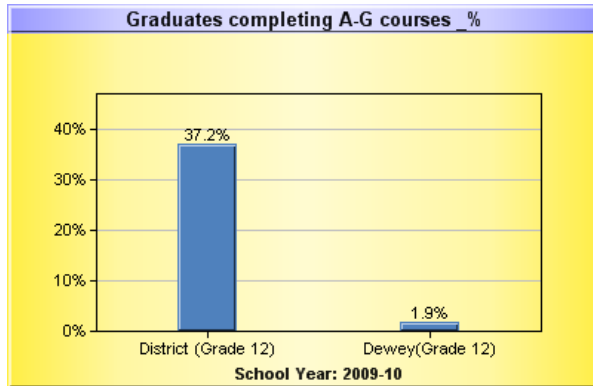
A quality school...

- 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 (non-traditional): 63%, Dewey(non-traditional): 74%. School Year: 2009-10

CAHSEE MATH & ELA Pass Rate — District (Grade 10): 55%, Dewey(Grade 10): 18.42%. School Year: 2010-11

Cohort Graduation Rates — District (Grades 9-12): 54.8%, Dewey(Grades 9-12): 45%. School Year: 2009-10

Graduates completing A-G courses _%

District (Grade 12)	37.2%
Dewey(Grade 12)	1.9%

School Year: 2009-10

Theory Action

- Reflection and Analysis of CAHSEE data has created CAHSEE prep classes during the instructional day and after school
- The Literacy Coach is being used for ELA CAHSEE prep and Reading Comprehension which is one of the areas of need
- Dewey has implemented a strong Internship program where students are linked with various sectors to begin giving students experience in the world of work

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: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

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%

Theory Action

- Special Ed students are targeted and work closely with the Resource Teacher who does pull outs and team teaches in the classrooms
- Teachers meet weekly and during common prep in PLCs to discuss school wide agreed upon strategies for both ELA and Math
- School works closely with support agencies to create student groups to meet weekly to discuss social and academic issues. Agencies work closely with teachers
- School continues to support the Focal 15 efforts and meets bi-monthly with students. Academic strategies are used with students and they are monitored though Advisory
- All calls and monthly meeting with parents to discuss student progress and develop strategies for students' academic success

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students	GPA, AP	GATE	2012-13	Principal	5/17/2012	310SQI1E4594	GATE PROGRAM SERVICES	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

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.
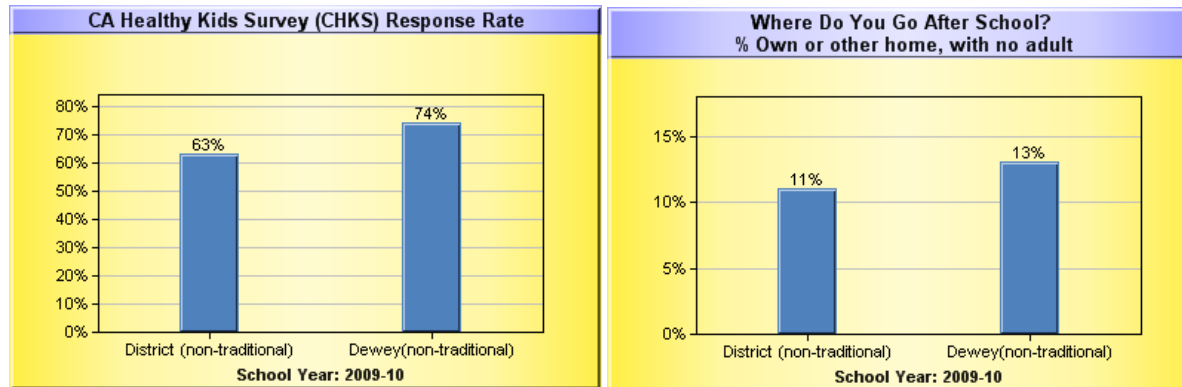
Theory Action

- Dewey has the before school Complementary Learning where students work on CAHSEE PREP on line CAHSEE 380 and Revolution Prep
- Students can access CAHSEE prep in the after school program
- Literacy Coach works with students in ELA after school
- Students' focus on reading in the Literacy Reading class after school
- Internships are created along with career centered classes; barber, culinary, leadership that concentrated on life skills.

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

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

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

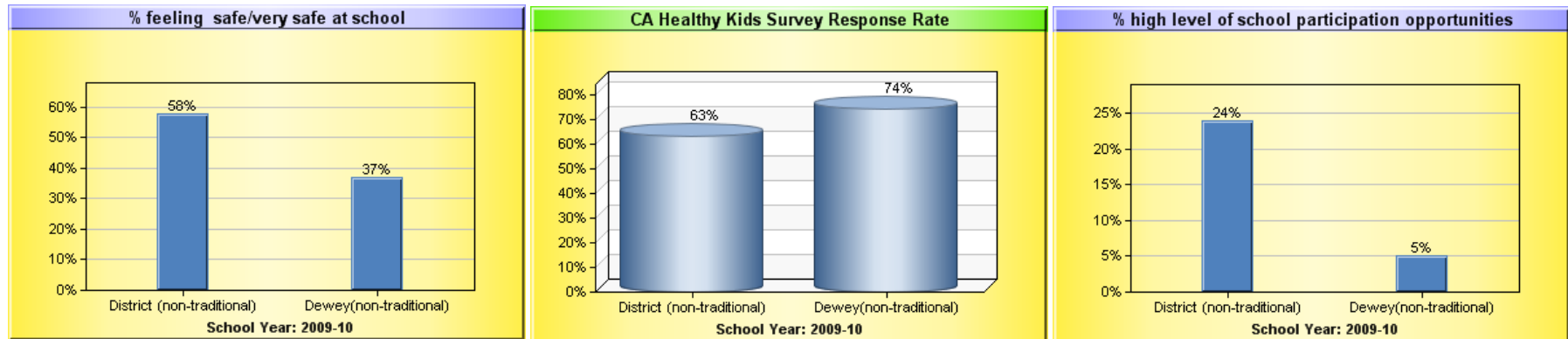**School Quality Standards relevant to this Strategic Priority**

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
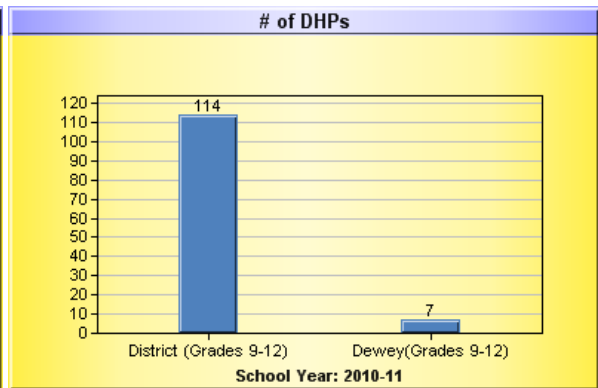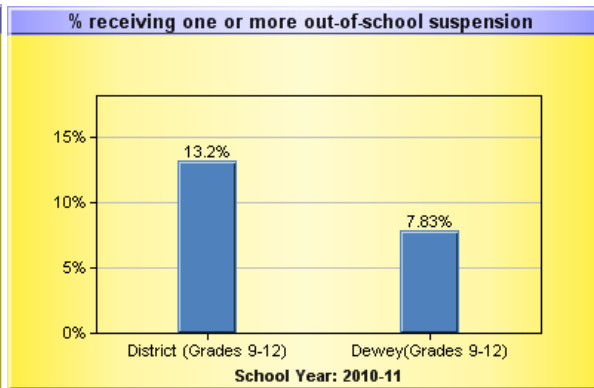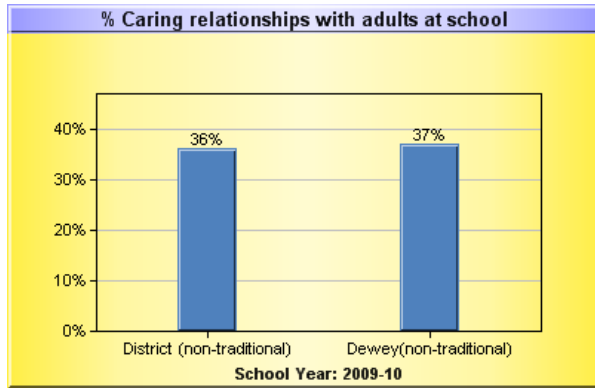
From OUSD Strategic Plan:

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%

% Caring relationships with adults at school	% receiving one or more out-of-school suspension	# of DHPs

% Caring relationships with adults at school

- District (non-traditional): 36%
- Dewey(non-traditional): 37%

School Year: 2009-10

% receiving one or more out-of-school suspension

- District (Grades 9-12): 13.2%
- Dewey(Grades 9-12): 7.83%

School Year: 2010-11

# of DHPs

- District (Grades 9-12): 114
- Dewey(Grades 9-12): 7

School Year: 2010-11

Theory Action

- Dewey works with outside agencies and counselor for early interventions in social and academic areas of need
- Dewey opens its door to several PDs and conferences that occur in the after school hours and on Saturdays
- Dewey has developed along with School to Career a Health and Fitness Pathway
- Dewey has incorporated a Fitness Trainer who trains students in the After School program
- Dewey students are very active in district leadership program. With the lead of students and after school coordinator this program is active in school SSC , school activities and student views and concerns

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

Strategic Priority B. Health & Wellness

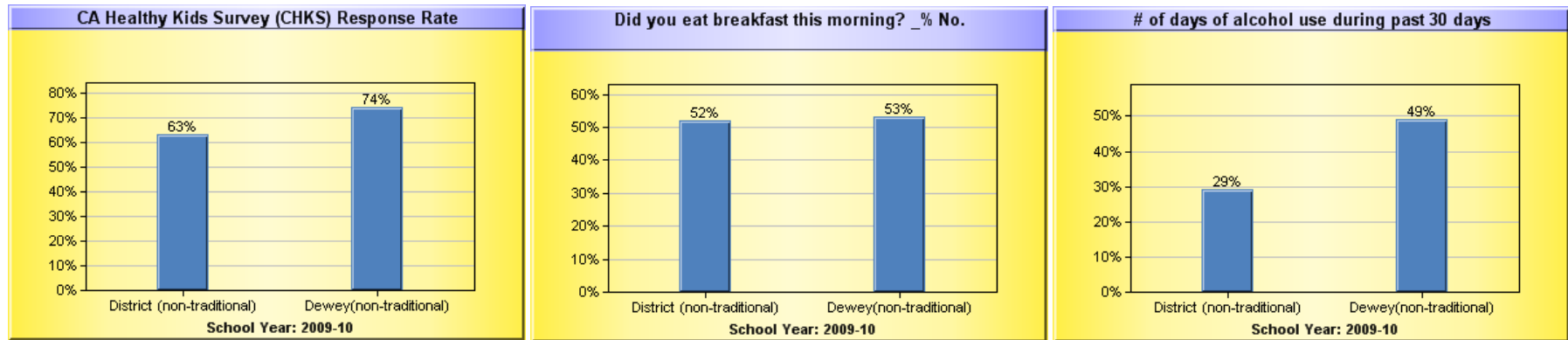**School:** Dewey High School   **Principal:** ROBIN BAILER-GLOVER

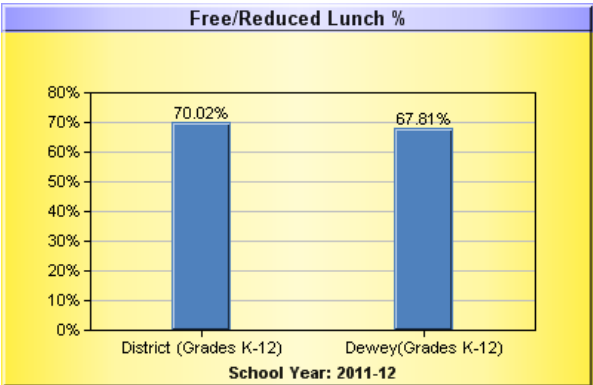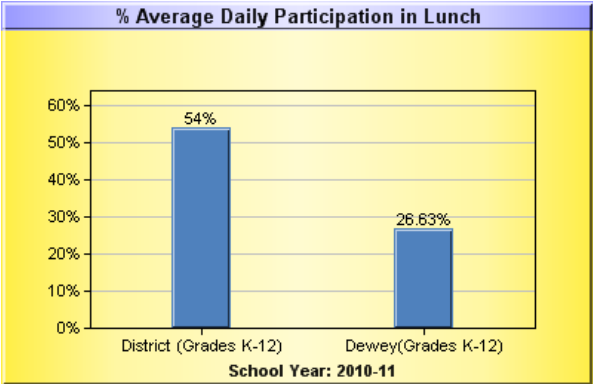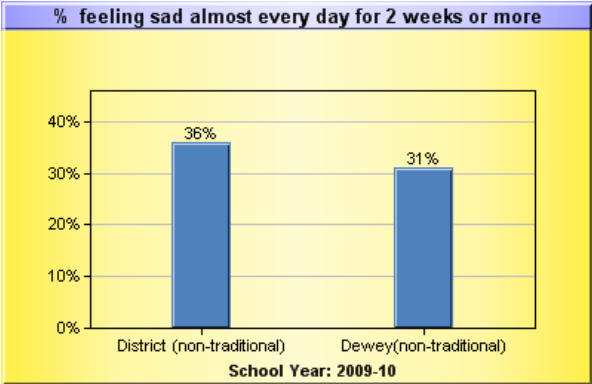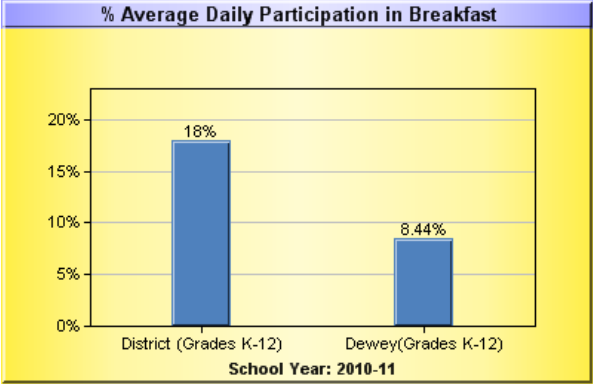**School Quality Standards relevant to this Strategic Priority**

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 (non-traditional)	Dewey (non-traditional)
	63%	74%

School Year: 2009-10

Did you eat breakfast this morning? _% No.

	District (non-traditional)	Dewey (non-traditional)
	52%	53%

School Year: 2009-10

# of days of alcohol use during past 30 days

	District (non-traditional)	Dewey (non-traditional)
	29%	49%

School Year: 2009-10

% Average Daily Participation in Breakfast

District (Grades K-12): 18%
Dewey(Grades K-12): 8.44%

School Year: 2010-11

% feeling sad almost every day for 2 weeks or more

District (non-traditional): 36%
Dewey(non-traditional): 31%

School Year: 2009-10

% Average Daily Participation in Lunch

District (Grades K-12): 54%
Dewey(Grades K-12): 26.63%

School Year: 2010-11

Free/Reduced Lunch %

District (Grades K-12): 70.02%
Dewey(Grades K-12): 67.81%

School Year: 2011-12

Theory Action

- Dewey students are very active in engaging with service providers who are present on a daily basis; East Bay Consortium, EBAC, EBAYC, Moving Forward
- The new pathway, Health and Fitness addresses nutrition, fitness and careers

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

**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)
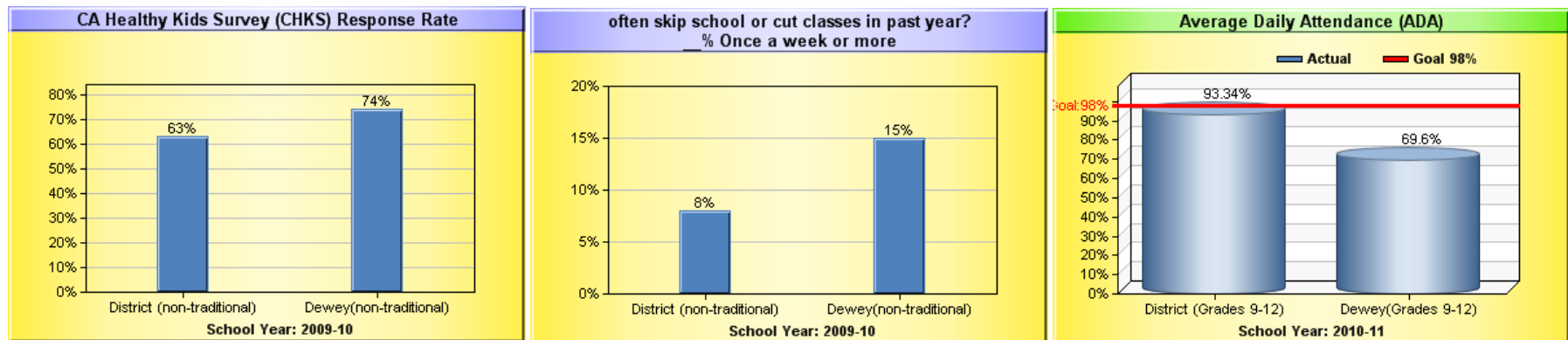
Theory Action

- Use of Restorative Justice to mediate most conflicts along with case managers and parent mtgs. to minimize suspensions
- Home calls on a daily basis to address chronic absences. Parent mtgs. are requested.
- Home visits are made by service providers, EBAYC, and EBAC to resolve issues that might be the cause of absences
- COST mtgs. around issues of chronic absences and strategies to address causes
- Student Groups created to discuss chronic absences

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

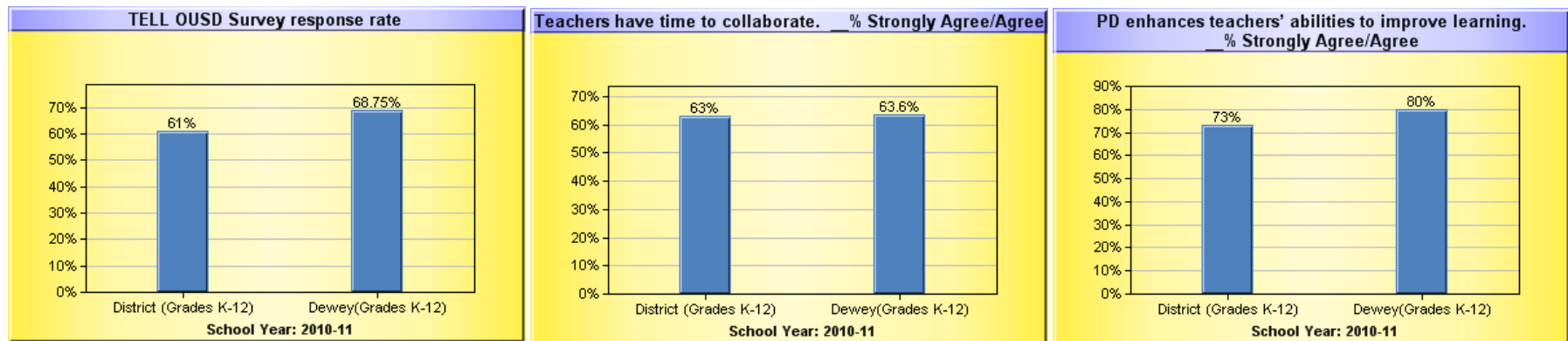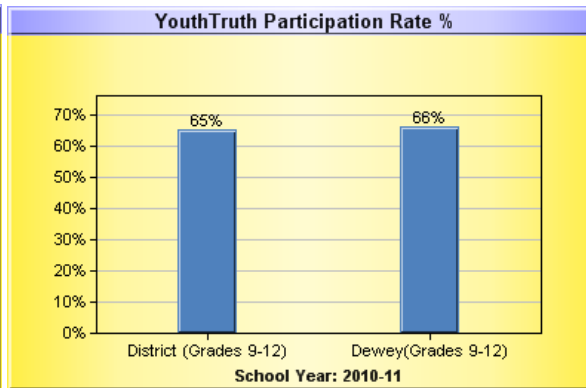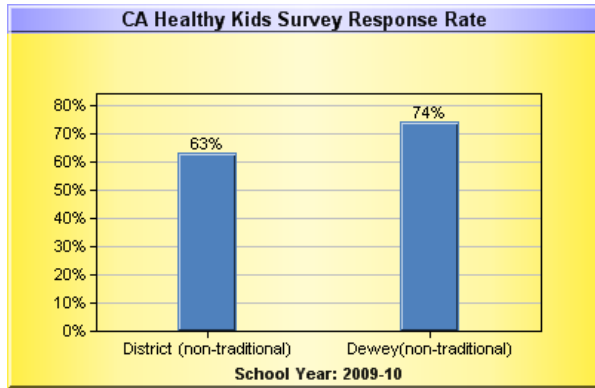**School Quality Standards relevant to this Strategic Priority**

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

CA Healthy Kids Survey Response Rate

District (non-traditional)	63%
Dewey(non-traditional)	74%

School Year: 2009-10

YouthTruth Participation Rate %

District (Grades 9-12)	65%
Dewey(Grades 9-12)	66%

School Year: 2010-11

Theory Action

- Dewey is divided into two small learning communities, ELA and Math
- The Dewey staff has continued the Focal 15 and uses them to look at data in the PLCs. Students are met with bi-monthly to discuss progress and emphasize sub skills and strategies.
- The Literacy Coach coaches staff on reading the SRI data and using it to create reading comprehension strategies that can be implemented in the classrooms
- Staff attends the district monthly core standards' PD

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

Strategic Priority A. Family & Community Engagement

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER

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).

Theory Action

- Educate parents on Dewey program. Get feedback and input on the CSSSP. Parents will participate in meeting and academic events along with school evaluations.
- Parents will participate in meetings outlining students' progress and strategies for improvement.
- Parents will attend meetings to focus on chronic truancy.
- Parents will attend SSC meetings to make decisions and give advice on Title One Budget.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To educate and get feedback from parents on school program, student progress and Title One budget at parent meetings	CST, CAHSEE, Students graduation	All Students	Sept. 2012-June 2012	Robin Glover	3/1/2012	310SQI4A713	Conduct parent meetings to educate parents and receive feedback, using data and student work	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,142.46

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Dewey High School   **Principal:** ROBIN BAILER-GLOVER
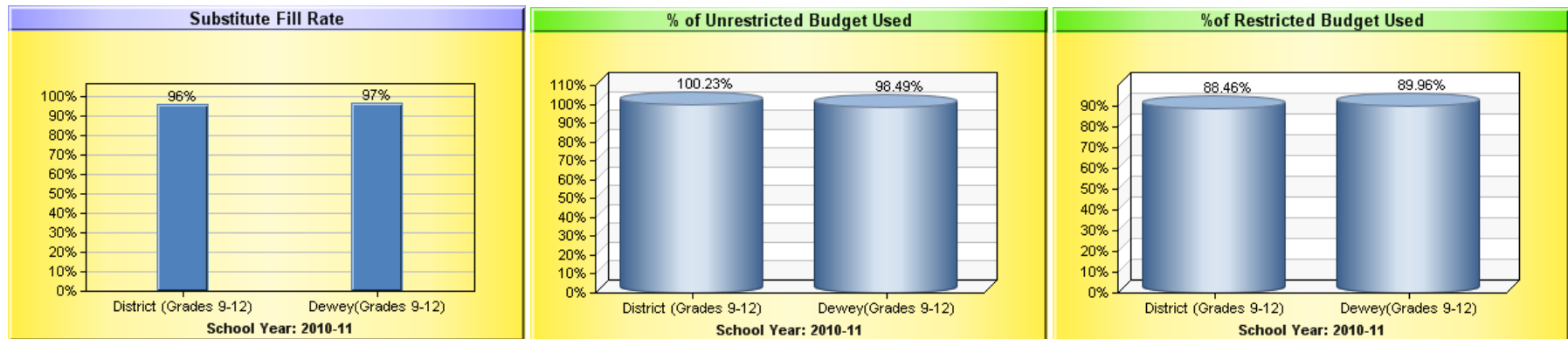
School Quality Standards relevant to this Strategic Priority

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	% of Unrestricted Budget Used	% of Restricted Budget Used
District (Grades 9-12): 96%	District (Grades 9-12): 100.23%	District (Grades 9-12): 88.46%
Dewey (Grades 9-12): 97%	Dewey (Grades 9-12): 98.49%	Dewey (Grades 9-12): 89.96%
School Year: 2010-11	School Year: 2010-11	School Year: 2010-11

Theory Action

- Dewey works collaboratively in PLCs and through professional development to focus on student attainment of key core concepts and skills
- Administrators do several walk throughs and observation to monitor curriculum
- Teachers work with Focal 15 to assess if they have learned key concepts and work together to develop strategies

Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: Dewey Academy
Site Number: 310

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   .

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

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:

_____	J. Wimberly ✓	04-05-2012
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
n-a		
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
_____	ROBIN GLOVER	4/5/2012
Principal Signature	Principal's Name (printed)	Date
_____	Alison McDonald	5-14-12
Executive Officer's Signature	Executive Officer's Name (printed)	Date
_____	Suzane Ramirez	6/8/12
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster
High School

School Name: Dewey Academy   **School Year 2011-12**

Chairperson : Johnetta Wimberly	Vice Chairperson:
Secretary: Ronald Lucas	**DAC Representative: Dawn Edwards**

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Robin Bailer-Glover	1111 2nd Ave. Oakland CA 94606	x				
Vicky Stoneham	1111 2nd Ave. Oakland CA 94606		x			
Tom Scott	1111 2nd Ave. Oakland CA 94606		x			
Ronald Lucas Jonetta Wimberly	1111 2nd Ave. Oakland CA 94606		x x			
Raul Castellanos	1111 2nd Ave. Oakland CA 94606					x
Troy Ellison	1111 2nd Ave. Oakland CA 94606			x		
Delores West	1111 2nd Ave. Oakland CA 94606				x	
Dawn Edwards	1111 2nd Ave. Oakland CA 94606				x	
Pedro Espinoza	1111 2nd Ave. Oakland CA 94606					x
Rudy Rodriguez-Diaz	1111 2nd Ave. Oakland CA 94606					x
Karen Hawkins	1111 2nd Ave. Oakland CA 94606				x	
DAC Representative	Dawn Edwards				x	
Home Ph.(510) 444-5776	Email:					
Alternates: Olga Ruis and Malinda Deal, (parents) Kim Shipp (community member)	1111 2nd Ave. Oakland CA 94606				x	
Michell McKnight	1111 2nd Ave. Oakland CA 94606			x		

Meeting Schedule	**09/29/2011, 10/24/11, 11/17/11, 12/15/11, 01/26/12, 02/23/12, 03/22/12, 04/24/12, 05/24/12, 06/07/12**

SSC Legal Requirements:
1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site.

Example High School Composition

1-Principal
4-Classroom Teachers
1-Other Staff

3-Parent /Community and **3** High School Students

OUSD – FINANCIAL SERVICES - State & Federal Compliance
Submit a copy of this Completed Form to State & Federal
Contact Sheroyne Capdeville, Compliance Coordinator if you have questions regarding a High School SSC Composition
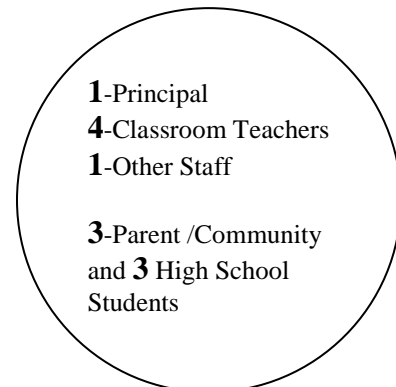
Title I School Parental Involvement Policy   2012 - 2013

Involvement of Parents in the Title I Program
Dewey Academy agrees to implement the following statutory requirements:

1. Will convene an annual Title I meeting to perform the following:

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

2. Offer a flexible number of meetings for parents.

   - We offer parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.

3. Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

   - We coordinate and integrate parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

4. Provides parents of Title I students with timely information about Title I programs

   - We distribute materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for
     - Discipline
     - Truancy
     - Graduation requirements and
     - General parent workshops throughout the school year.

5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

   - We help parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline,

for truancy, for graduation requirements and general parent workshops throughout the school year.

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

▪   We coordinate and integrate parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

School-Parent Compact

Dewey Academy 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.

Building Parent Capacity for Involvement

Dewey Academy 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:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress

    We help parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

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

- New student enrollment includes providing materials and training on improving academic achievement. The trainings continue through the Supplemental Educational Services presentations, parent conferences and Project Success Workshops.

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

- We educate staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

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.

- We coordinate and integrate parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- We distribute materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for
  - Discipline
  - Truancy
  - graduation requirements and
  - general parent workshops throughout the school year.

Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

- We meet regularly as an SSC and leadership team in order to implement support and activities school wide that are requested by parents.

Accessibility

7. Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- We encourage parent participation by phone and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title 1 meetings to get input from families on school outcomes and reforms. The administration and the support staff (agencies) will make home visits as needed.

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

This policy was adopted by Dewey Academy's School Site Council on (04/24/2012) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Dewey Academy'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.

_____   _____04/24/2012_____
        (Principal's Signature)   (Date)

School – Parent Compact

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

This School-Parent Compact is in effect during the 2011-2012 school year.

School Responsibilities - Dewey Academy will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

> *Using student performance data we will improve our teaching and learning through the implementation of our professional development plan*

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

> *The school will provide parents with opportunities to discuss our compact in new student orientations, Annual Title One Meetings, monthly SSC meetings, Back to School Nights, Report Card Pickup Nights, Parent Newsletters, periodic mailings, Aeries Browser Interface (online attendance and grade reporting system), district/site notices sent by students, and School Messenger for district/school wide announcements.*

3) Provide parents with frequent reports on their children's progress.

> *The school will provide parents with reports of progress in orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, progress reports, report card pickup nights, Parent Newsletters, periodic mailings, Aeries Browser Interface (online attendance and grade reporting system), parents' notices sent by students, and School Messenger for school wide announcements.*

4) Provide parents reasonable access to staff.

> *In agreement with teachers and parents we will conduct open appointments for parent conferences with students' teaching teams weekly. The teaching team will be available by appointment only. We will continue to offer conference times daily from 8:30 am to 9:00am and 2:30 to 3:30 pm. If parent work schedules do not align with these times, conferences will be scheduled as needed. We will continue mandatory parent conferences for discipline, chronic absence or truancy and failing academic performance. In addition, we will provide district email addresses for teachers, and Dewey teachers will participate in back to school nights and trimester progress and report card conferences.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

> *Parents will be invited to participate in back to school registration, sign up for volunteering for any and all school activities as needed.*

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

- *Ensuring that students arrive to school on time*
- *Participate in Dewey's Truancy Patrol at least 3 times during the school year*
- *Ensuring that monitoring and checks on attendance take place*
- *Ensuring that daily discussions about school day take place about specific subjects and/or coursework*
- *Ensuring homework and/or makeup work for absences is completed*
- *Providing a quiet place and time to complete homework and/or makeup work*
- *Ensuring a reduction in use of electronic devices and television*
- *Promoting positive use of student's time in family outings*
- *Promoting positive use of student's time in life enrichment activities*

Student Responsibilities –
    We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:
Align with ESLRS

- *Come to school every day on time for a minimum of three hours*
- *Make up attendance before school, after school or on the weekends for missed school days*
- *Fully engage in our own academic achievement*
- *Be disciplined in actions and attitudes towards fellow students and staff*
- *Be sensitive to other cultures and differing opinions*
- *Read for at least 30 minutes every day outside of school*

_____

Administrator/Teacher　　　　　　*Parent or Guardian*　　　　　　*Student*

Dewey Academy
Academic Program Survey—High School Level

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

			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides the current* district-adopted, standards-aligned English/Reading Language Arts (ERLA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ERLA courses. * As a result of ABX4 2, the State Board of Education (SBE) ERLA 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), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ERLA courses. These materials are implemented daily as designed to support the needs of all students. • Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. • At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. • The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. 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 and students with reading difficulties, 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 the core classroom.	1.1	**X4** 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:
____x_All Students.
_____ELs.
_____SWDs.

Appropriate Use
Identify all that apply:
___X__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.		

Dewey Academy
Academic Program Survey—High 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 the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. 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. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. • Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in a ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content.					

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

Key Components

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

Identify ELD Instructional Program/Materials Used: Checking for understanding Tutors

Appropriate Use
__X___Materials/ ELD components are used daily as designed.

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

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 ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. 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 ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all identified intensive intervention students (students achieving below grade six grade standards), including ELs and SWDs, are provided with either the current SBE-adopted grade four through eight ERLA intensive intervention programs (2008-SBE adoption Programs four and five or 2002 SBE-adoption program materials) or the articulated high school version of these grade four through eight intensive intervention programs. These materials are implemented daily as designed. • District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program. • The articulated high school intensive intervention materials address the needs of below grade six grade readers (intensive learners) and therefore address ERLA standards below the grade six. • Intensive programs are multi-period, stand-alone, intensive programs that are designed to accelerate students' successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support.	(see below)

Objective	Fully	Substantially	Partially	Minimally
1.3	X4 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 or articulated versions of instructional program materials.

Name(s) of Intensive Intervention Program Used:

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 9_0_ Gr.10_7_
All Intensive ELs: Gr. 9_0_ Gr.10 ___
All Intensive SWD's: Gr. 9_0_ Gr. 10__

Number/% Provided SBE or articulated version Intensive Intervention		
	Grade 9	Grade 10
Total Students	0	7
ELs		
SWDs		

Appropriate Use
__X___ Materials are used daily as designed.

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

Dewey Academy
Academic Program Survey—High 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	
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I. *As a result of ABX4 2, the SBE ERLA 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, and students with learning difficulties, enrolled in Algebra I have the current SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students. • Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed 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 core grade-level 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. • SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom.	(see ratings table below)

Objective	Fully	Substantially	Partially	Minimally
1.4	4 100%	X3 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:
___X__ All Students.
_____ ELs.
_____ SWDs.

Appropriate Use
Identify all that apply:
__**X**__ 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.		

Dewey Academy
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need 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 grades nine or ten, including 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. • 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.					

Implementation Status and Key Components table

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	**X**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. 9 _0__ Gr. 10__7_
All Intensive ELs: Gr. 9 ___ Gr. 10___
All Intensive SWDs: Gr. 9___ Gr. 10___

Number Provided SBE-Algebra Readiness		
	Grade 9	Grade 10
Total Students	0	7
ELs	0	7
SWDs	0	7

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.		

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
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ERLA instructional program. This time is given priority and protected from interruptions. • Grades nine and ten: One period.	Full implementation means that the school's master schedule allocates for all ERLA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ERLA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Exam (CAHSEE). • This time is given priority and protected from interruptions.	(see table below)

Objective	Fully	Substantially	Partially	Minimally
2.1	X4 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		
	Grade 9	Grade 10
All Students	0	55
ELs	0	
SWDs	0	

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

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

2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ERLA using the current district-adopted core ERLA instructional program and ancillary materials.
	
	• Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course.
		Full implementation means that the school's master schedule allocates sufficient additional time and periods 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 who demonstrate proficiency at or above the grade six ERLA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE.
		• Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards.
		  – For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses.
		  – Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms.
			(see tables below)

Objective	Fully	Substantially	Partially	Minimally
2.2	x4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

___X__ Time is given priority and protected from interruptions.

Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:

Number of Students at each grade level		
	Grade 9	Grade 10
All Strategic	0	7
All HP Strategic		
# of HP Strategic provided 1 additional period		

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students		
	Grade 9	Grade 10
Additional time provided all HP Strategic students	N/A	55
Additional time provided all HP Strategic ELs		
Additional time provided all HP Strategic SWDs		

		• The district-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.	**Describe assessment and placement criteria for high priority strategic students.** **SRI reading assessment** **CAHSEE** **Describe differentiated support for students not needing an additional strategic period:** Checking for understanding Talking to the text Marking the text Summarizing
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Master Schedule:			
Description of Course Content:			
Description of Intervention Programs:			

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

Component							
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. • Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level.	Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels. • This time is given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. • Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. Examples of designated ELD courses include: • A separate period of ELD. • ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ERLA intensive intervention program. • An ELD strategic support class. • College Preparation English with in-class ELD support.						

Objective	Fully	Substantially	Partially	Minimally
2.3	X4 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:
__N/A___Time is given priority and protected from interruptions.

_____ ELD instruction is additional time in schedule.

Name of Designated ELD Course(s) by level:

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

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students			**240**
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)			

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Master Schedule:		
Description of Course Content:		Dewey is a continuation school. Students enrolled are in mainstream classes.
Description of Intervention Programs:		

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 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions.
 • Two-hours (or two to three periods). | Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ERLA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002 SBE-adoption program materials are utilized on a daily basis to support the needs of all intensive reading intervention students.
 • This time is given priority and protected from interruptions.
 • Students in need of intensive intervention are defined as students demonstrating proficiency in ERLA below grade six standards.
 • The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule).
 • The intensive intervention programs in ERLA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the grade-level core program with the addition of a strategic support period.
 • ELs in the current SBE-adopted or articulated high school version of a Program five intensive intervention will receive embedded ELD instruction as per program design. For ELs, Program five meets the required 30-60 minutes of ELD daily instruction. | (see tables below) |

Objective	Fully	Substantially	Partially	Minimally
2.4	x4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Indicate total length (minutes) of blocked periods:

# of Instructional Minutes at each grade level		
	Grade 9	Grade 10
All intensive learners		**7**
Intensive ELs		
Intensive SWDs		

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

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	2.5 Through the school's	Full implementation means that the school's master schedule	Objective	Fully	Substantially	Partially	Minimally

Time	master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted Algebra I program. This time is given priority and protected from interruptions. • One period – Algebra I.	allocates for all Algebra I classrooms the appropriate daily instructional time in the current SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.

2.5	x4 100%	3 At least 75%	2 At last 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

___x__Time is given priority and protected from interruptions.

Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:

# of Instructional Minutes for Algebra I	
All Students	55
ELs	
SWDs	

Documentation		Additional Comments
	Mathematics	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

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 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted Algebra I core and ancillary materials
	 • One period – Additional strategic support linked to a grade-level Algebra I course.
		Full implementation means that the school's master schedule allocates sufficient additional time and periods 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.
		 • Time is given priority and protected from interruptions.
		 • Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE.
		 • Strategic learners are assessed and need additional instructional time:
		   − For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.
		   − Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms.					

Sub-table within Implementation Status column:

Objective	Fully	Substantially	Partially	Minimally
2.6	X4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Identify Number (#) of Strategic and High Priority (HP) strategic students served and amount of strategic instructional time offered for Algebra I.

# of grade **nine/ten** strategic students	
All Strategic	**7**
All HP Strategic	
All HP EL Strategic	
All HP SWD Strategic	

	Amount of Strategic Instructional Minutes (or length of period) __for grade nine/ten__ Algebra HP Strategic	
• The current SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so they can participate in and progress through the daily lessons in the core program with their peers.		**Algebra HP Inst'l Minutes**
	Additional time provided to all HP strategic students	**55**
	Additional time provided to HP EI strategic students	
	Additional time provided to all HP SWD strategic students	

Describe differentiated support for students not needing an additional strategic period: Checking for Understanding/Practice

Documentation		Additional Comments
	Mathematics	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

| Essential Program | Objective | Criteria and Clarifications | Implementation Status and Key Components
Review and identify which key components apply. |
|---|---|---|---|

Component			Circle the most appropriate rating.

			Objective	Fully	Substantially	Partially	Minimally

2. Instructional Time

2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for most recent SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards.

- Grade eight: One period of Algebra Readiness daily for identified intervention students.

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 the school's master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the 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 these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use.

- Time is given priority and protected from interruptions.
- Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards.
- District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria.
- The Algebra Readiness program is a one-period, stand-alone 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.

Objective	Fully	Substantially	Partially	Minimally
2.7	X4 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 Minutes for Algebra Readiness period:

# of Instructional Minutes	
	Algebra Readiness
All **Intensive** Algebra Readiness Learners	**55**
All **Intensive** Algebra Readiness ELs	
All **Intensive** Algebra Readiness SWDs	

Documentation	Additional Comments
	Mathematics	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

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

			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ERLA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ERLA programs by grade level (and by tracks if on a year-round school). All students in the ERLA grade nine and ten receive at least the minimum course of study as described by the publisher.	3.1	4 100%	X3 At least 75%	2 At least 50%	1 Less than 50%

Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ERLA list.

- Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and 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 ERLA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

Key Components

Instructional/Assessment Pacing Guides
_____ 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	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

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 for the current SBE-adopted ERLA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ERLA intensive intervention classrooms with the current SBE-adopted or articulated high school version intensive reading intervention program. Full implementation in state-monitored schools means that the school/district has adopted the current SBE-adopted grade four through eight ERLA intensive intervention programs or the articulated high school version of those intervention program materials. • Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.					

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
3.2	4 100%	X3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____X_ Distributed to each grade level.
_____Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms. • The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I 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 Algebra I course 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. • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.					

Objective	Fully	Substantially	Partially	Minimally
3.3	4 100%	X3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Pacing Guide Use Monitored
_____X_ Principal monitors daily use.

Documentation	Additional Comments

	Mathematics
School/District Pacing Plan by Grade Level	
Attach Appropriate Documentation.	

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

Objective 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 ERLA basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ERLA and mathematics 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 ERLA or intensive reading intervention program or mathematics program materials.

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

Criteria and Clarifications

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 ERLA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics 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:

- Current SBE-adopted ERLA core or intensive reading intervention or the current SBE-adopted mathematics Algebra I or Algebra Readiness 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;
- 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-

Implementation Status and Key Components

Objective	Fully	Substantially	Partially	Minimally
4.1	X4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Principal
_____X__ Training in ERLA.
_____X_ Training in Mathematics.
_____ Structured Practicum.*

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

* Refer to suggested practicum activities (See 4.2)

<table>
<tr><td>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.</td><td>based practices to plan and deliver instruction to meet varying student needs.</td><td></td></tr>
</table>

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

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

4. School Administrator Instructional Leadership Training	4.2 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 subject area/course level 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 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.
		• 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
			4.2	X4
				100%
					3
					At least 75%
						2
						At least 50%
							1
							Less than 50%

Key Components

Principal's Professional Development
____X_ Completed.

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

Data Team Protocol

Implementation of instructional materials

Training in effective communication with teachers and stakeholders.

| | | | 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 AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

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 Professional Development Opportunities	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 assignment(s).	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 X100%	3 XAt least 75%	2 At least 50%	1 Less than 50%

Key Components

____75%_ **Percentage of fully credentialed, highly-qualified teachers.**

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District SB 472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			

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
5. Credentialed Teachers Professional Development Opportunities	5.2 The school/district provides teachers of ERLA (in all 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 ERLA 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	Full implementation means that all teachers of ERLA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted ERLA 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 standards-based 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 subject area/course 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.	5.2	x4 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:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Grade 9			
Grade 10	1	x	x

* Refer to suggested practicum activities.

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
	Reading/Language Arts/ELD	
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

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
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all 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 Algebra I and Algebra Readiness 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 mathematics 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 adopted program and the goals of school/district professional development plan.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program materials 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 mathematics 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 subject area/course 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	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:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Algebra I	2	x	x
Algebra Readiness			

* Refer to suggested practicum activities.

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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.
- 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.

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

Documentation		Additional Comments	
	Mathematics		
District SB472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings :			

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	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ERLA 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 classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all grade nine and ten ERLA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ERLA 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 on-site 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 the coaching services on student achievement.					

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

Key Components

Coaches/Content Experts/Specialists
___x____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:
Literacy specialist instructs class and team teaches.

Describe criteria used for identifying and providing coaching support:
SRI testing

Monitoring Coaching System
____**x**__ Principal structures/monitors instructional
    assistance services.

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

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

Documentation	Additional Comments
Reading/Language Arts/ELD	

School Plan for Assistance and Support to Teachers:	
Attach Appropriate Documentation.	

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
6. Ongoing Instructional Assistance and Support	6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers 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 Algebra and Algebra Readiness 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 on-site 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 the coaching services on student achievement.	*(see ratings and key components below)*

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

Objective	Fully	Substantially	Partially	Minimally
6.2	4 x100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/ Content Experts/Specialists
_____x_ Type of instructional assistance.
_____ Works primarily in classrooms.

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

Describe criteria used for identifying and providing coaching support:
CST and CAHSEE

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

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

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

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

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ERLA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, 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 in grade nine and ten ERLA. ▪ 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. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. • 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	**Objective / Fully / Substantially / Partially / Minimally** — see table below

Objective	Fully	Substantially	Partially	Minimally
7.1	x4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

___x__ District supported electronic data management System.

___x__ District-wide reporting and analysis of assessment results.

___x__ School-wide reporting and analysis of assessment results.

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

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

Training on Accessing and Using Electronic Data System

_____x_ Staff trained on using and accessing data from

the electronic data system.

<table>
<tr><td colspan="2"></td><td>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.</td><td>**Using Formative Assessments Results**
_____ Common curriculum embedded/formative assessments administered frequently.
_____ School-wide assessment calendar developed and used.
___x___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, 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 in Algebra I and Algebra Readiness. • 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 practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria. • 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.					

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

Objective	Fully	Substantially	Partially	Minimally
7.2	x4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Training on Accessing and Using Electronic Data System:
___**x**___ Staff trained on using and accessing data from the electronic data system.

		• 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.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. __x___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	
	Mathematics		
Examples of Curriculum-Embedded Assessments			
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			

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

Component								

| 8. Monthly Collaboration by Grade Level of Program 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 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 ERLA 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 monthly) for all teachers of ERLA, 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.
 − 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 ERLA content standards for all students, including ELs and SWDs. | |

Objective	Fully	Substantially	Partially	Minimally
	x4	3	2	1
8.1	100%	At least 75%	At least 50%	Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
___**4**__ Number per month.
____x__ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____x_ Meetings are structured, protocols/tools are developed and used.
____x__ Training for collaboration meeting protocols provided to teachers.
_____x_ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
___x___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Frequency and average length of meetings:		
Average attendance:		
Dates of meetings :		
Attach Appropriate Documentation.		

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

8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (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 SBE-adopted Algebra Readiness and Algebra I 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 monthly) for all teachers of Algebra and Algebra Readiness, 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.
		  – 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 mathematics content standards for all students, including ELs and SWDs.
			8.2	x4
				100%
					3
					At least 75%
						2
						At least 50%
							1
							Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
____4__ Number per month.
_____x_ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____x_ Meeting protocols/tools are developed and used.
_____x_ Training for collaboration meeting protocols provided to teachers.
_____x Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____x_ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

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

Documentation		Additional Comments
	Mathematics	
Frequency and Average length of meetings:		
Average Attendance:		
Dates of Meetings :		
Attach Appropriate Documentation.		

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 general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ERLA 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 ERLA, 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 / x4 100% / 3 At least 75% / 2 At least 50% / 1 Less than 50% **Key Components** **Allocation of Funds** ___x___ District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** ___x___ The SPSA aligns to the goals and activities in the LEA Plan.				

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Plan Uses All Revenues Appropriately		
Attach Appropriate Documentation.		

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 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 table below)

Objective	Fully	Substantially	Partially	Minimally
9.2	x4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Documentation		Additional Comments
	Mathematics	
Plan Uses All Revenues Appropriately		
Attach Appropriate Documentation.		