

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Melrose Leadership Academy.

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Melrose Leadership Academy.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Melrose Leadership Academy

6118640

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

Oakland is a city rich with diversity. Many languages are spoken by its residents, yet, for most children, school is an English only experience. In schools where another language is employed, it is used as a bridge to English, not as something worth developing and sustaining. Many of Oakland's Latino students are segregated into transitional bilingual programs that provide limited support in Spanish for 3 years. As a result of this, we have seen a lack of integration between African American and Latino students, the two largest populations in Oakland. This segregation adds to the long-standing division between the African American and Latino communities. The language abilities students bring to school are not usually treated as assets. As a result, most Latino students in Oakland do not develop academic Spanish. In fact, they generally lose their ability to communicate effectively in Spanish by the time they enter middle school. African American students' language is frequently perceived as inferior to the academic English taught in school. This treatment of the students' home language can alienate the student from the school. Furthermore, English dominant students do not get the opportunity to acquire a second language. The dual immersion program allows for integration. Families that in the past have opted to send their children to private schools are also coming back to public education and enrolling their children at MLA. Having this diversity of families at Melrose Leadership Academy not only integrates the school ethnically, it also creates socio-economic integration. MLA families are a true representation of the ethnic and socio-economic diversity of Oakland. The four main goals of dual immersion programs are: All students will develop high levels of proficiency in their first language All students will develop high levels of proficiency in their second language All students will be demonstrate high levels of academic performance in English and Spanish All students will demonstrate positive cross-cultural attitudes and behaviors. By providing dual immersion, we have ethnically and socio-economically diverse classrooms. We have a balance of English dominant and Spanish dominant

students. All students will become bilingual and bi-literate and they will develop a respect for diversity of language and culture through the intentional inclusion of multi-cultural education. According to Dr. Katheryn Lindholm-Leary's research on dual immersion programs, by 6th grade, English Language learners in a dual immersion program outscore their counterparts in all other programs as measured by the California Standards Test. They score better than the state average. Dual immersion leads to full English proficiency and produces student graduates who are bilingual and bi-literate. In order to reap all of the academic and social benefits of dual immersion, we provide dual immersion instruction from K-8. We intend to create a bilingual, intellectual and social community where students' ideas, culture and language are valued, where understanding is collaboratively constructed and reconstructed through dialogue that involves multiple voices, including those of the teacher and the student. Students will be heard and respected. They will share responsibility for their learning. They will engage in on-going investigation designed through the structures of Expeditionary Learning. They will also pursue ways of making the world around them a better place and share responsibility to develop and sustain a positive learning environment.

VISION

The vision of Melrose Leadership Academy is to partner with families, community members and students to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

The Leadership Team will monitor academic achievement regularly during monthly Leadership Team meetings dedicated to analyzing students work including writing samples, EDL, SRI, MARS tasks and Expeditionary Learning Assessments. We will identify modifications as needed based on data. The Apoyo Team will monitor climate plan during a monthly Apoyo Team (Coordination of Services) meeting dedicated to analyzing referral, detention, suspension, student surveys, restorative practices implementation and other school-wide climate data. The SSC will engage our parent community through SSC meetings evaluate progress and identify modifications as needed. Teachers will engage in Collaborative Inquiry and collect data related to their inquiry. They will meet monthly to support the inquiry process and do a mid-year and end of year presentation to present their learning.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

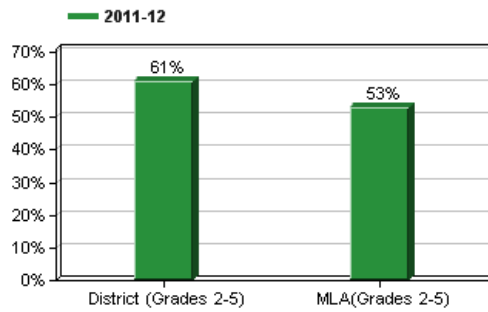
School Quality Standards relevant to this Strategic Priority

A quality school...

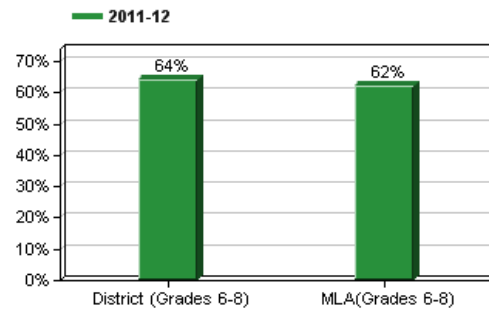
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

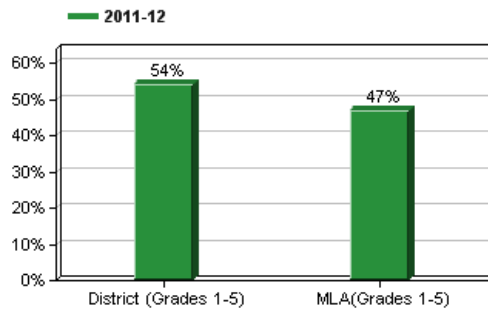


ELA MidYear % At/Above BMark in Reading Comprehension

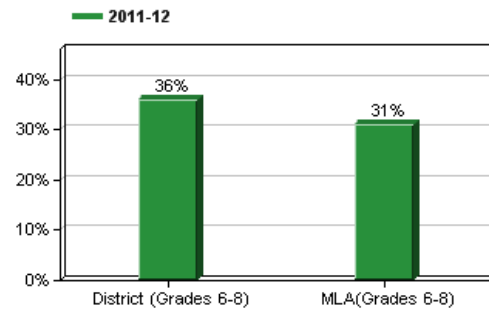


CELDT

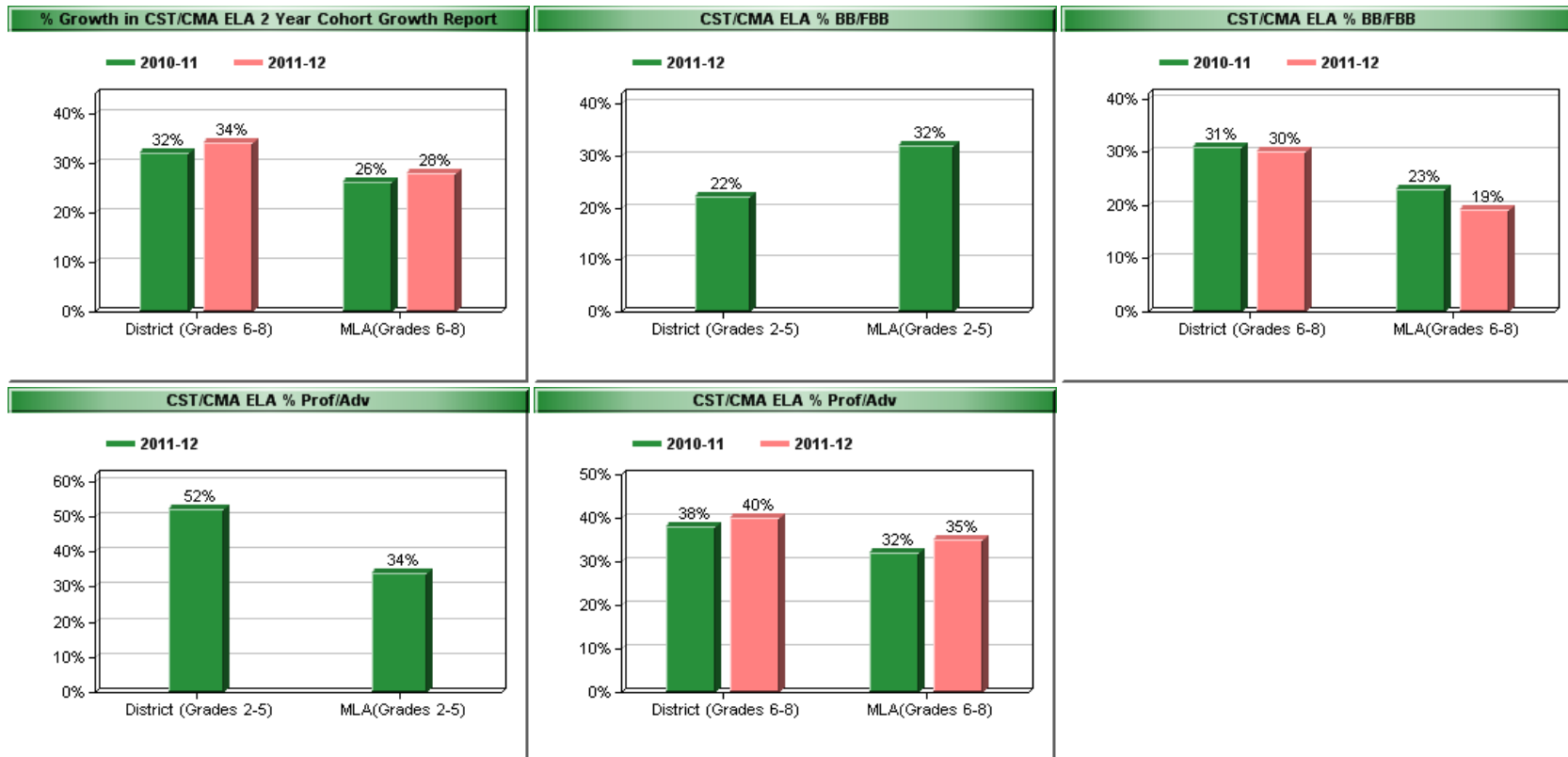
% Growth in CELDT 2 Year Cohort Growth Report



% Growth in CELDT 2 Year Cohort Growth Report



CST



Data Analysis

- MLA middle school students' growth in ELA was 6% lower than the district average.
- We had 8% fewer students at the lowest levels as compared to the district.
- We also had 6% fewer students at the highest levels as compared to the district results.

Theory of Action

- We need to strengthen Literacy Across the curriculum and focus on the development of academic language in order to improve our students' academic achievement.
- By providing teachers with support to develop Expeditions, they will provide students with experiences that develop their academic language through deep understanding of content aligned to Common Core Standards.
- Developing literacy in two languages allows students to develop academic skills at higher levels.
- By using EDL and SRI assessments, we will track progress and differentiate instruction to support students' instructional needs in English and Spanish. SRI assessments will also provide us lexile scores to use for independent reading pra

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop and implement Expeditions in all classrooms that are based in Common Core Standards, that include language, content and habits learning targets.		All Students			4/2/2013	235SQ11A4339	Teachers will develop curriculum based on common core standards with the support of Expeditionary Learning.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$3,000.00
Develop and implement Expeditions in all classrooms that are based in Common Core Standards, that include language, content and habits learning targets.		English Learners			4/2/2013	235SQ11A5195	Teachers will develop curriculum based on common core standards with the support of Expeditionary Learning.	N/A			0	\$0.00
Develop and implement Expeditions in all classrooms that are based in Common Core Standards, that include language, content and habits learning targets.		All Students			4/2/2013	235SQ11A5204	TSA will provide teachers support with curriculum development and coach implementation.	3010-Title I		C10TSA0014	0.2	\$13,140.04
Develop and implement Expeditions in all classrooms that are based in Common Core Standards, that include language, content and habits learning targets.		All Students			4/2/2013	235SQ11A5205	TSA will provide teachers support with curriculum development and coach implementation	3010-Title I		C10TSA0066	0.4	\$34,353.69
All teachers will participate in Collaborative Inquiry focused on improving their practice related to the school focus, develop a plan, collect data, and share results with peers.					4/2/2013	235SQ11A4338	Weekly collaborative meetings.	N/A			0	\$0.00
Teachers will provide students opportunities to use writing in all curricular areas.					5/8/2012	235SQ11A4337	Expand writing to all curricular areas.	N/A			0	\$0.00
All language classes will include a balanced approach to literacy; Word work, Reading Workshop and Writer's Workshop.	Local assessments (benchmarks, PWA)	All Students			4/2/2013	235SQ11A1302	Teacher on special assignment to coach teachers on developing writing skills for students.	7090-EIA - SCE		C10TSA0014	0.4	\$26,280.08
All language classes will include a balanced approach to literacy; Word work, Reading Workshop and Writer's					4/2/2013	235SQ11A1303	Expeditionary Learning coach to provide support for instruction in language arts.	N/A			0	\$0.00

Workshop.												
Professional Development and coaching in classrooms needed to support English Language Learners	CELDT	English Learners		4/15/2013	235SQ11A1306	Provide teachers with ELD coaching.	7091-EIA - LEP		C10TSA0066	0.3	\$25,765.27	
Professional Development and coaching in classrooms needed to support English Language Learners	CELDT			4/15/2013	235SQ11A5199		7091-EIA - LEP	4310-SUPPLIES		0	\$146.38	
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach	Other (OCR, etc)	All Students		5/17/2013	235SQ11A1309	Teachers collaborate to develop units and evaluate data.	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$2,200.00	
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach				5/17/2013	235SQ11A1310	Provide teachers with additional materials for collaboration.	N/A			0	\$0.00	
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach	Local assessments (benchmarks, PWA)	All Students		5/17/2013	235SQ11A1312	Provide teachers with additional materials for collaboration	3010-Title I	4310-SUPPLIES		0	\$3,634.59	
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach				5/17/2013	235SQ11A1314	Coaching on language acquisition.	N/A			0	\$0.00	
Contract with Expeditionary Learning to support engaging curriculum development for all classrooms	Other (OCR, etc)	All Students		4/15/2013	235SQ11A1323	Coach teachers to develop Common Core Standards based curriculum	7090-EIA - SCE	5825-CONSULTANTS		0	\$15,000.00	
Contract with Expeditionary Learning to support engaging curriculum development for all classrooms				4/15/2013	235SQ11A4345	Supplies for portfolio and expeditionary learning activities.	N/A			0	\$0.00	
Contract with Expeditionary Learning to support engaging curriculum development for all classrooms	CELDT	English Learners		4/15/2013	235SQ11A5206	Support teachers to develop Expeditions that support English Language Learners to improve language and content skills and knowledge	7091-EIA - LEP	5825-CONSULTANTS		0	\$9,000.00	

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

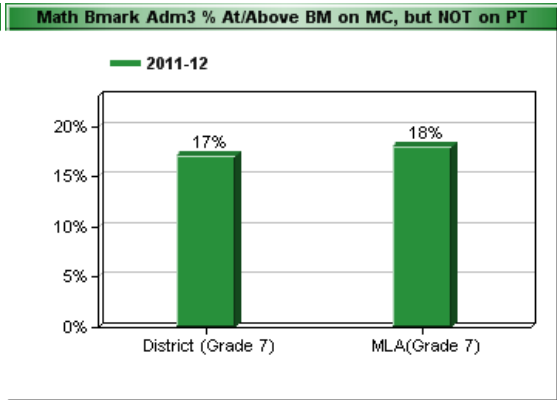
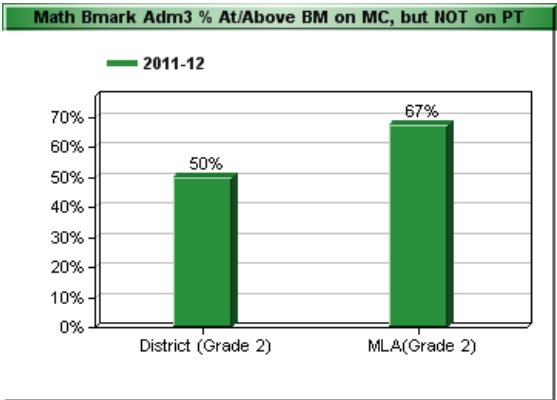
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

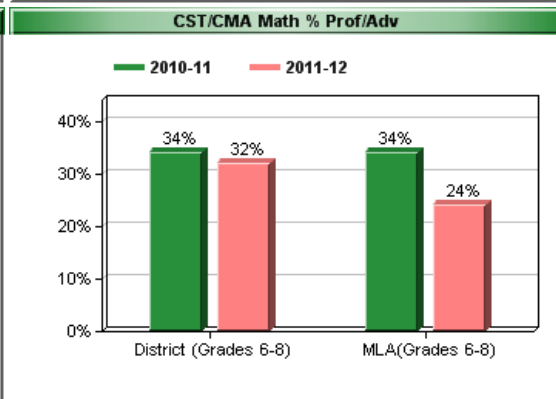
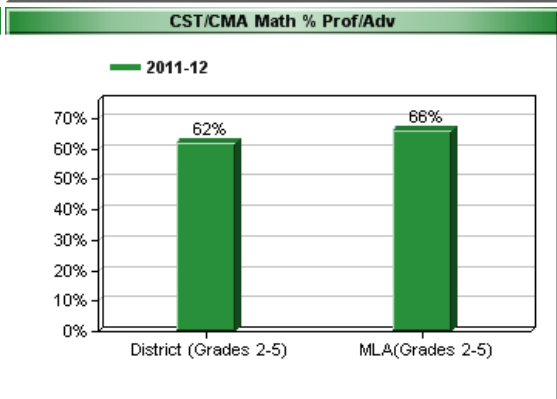
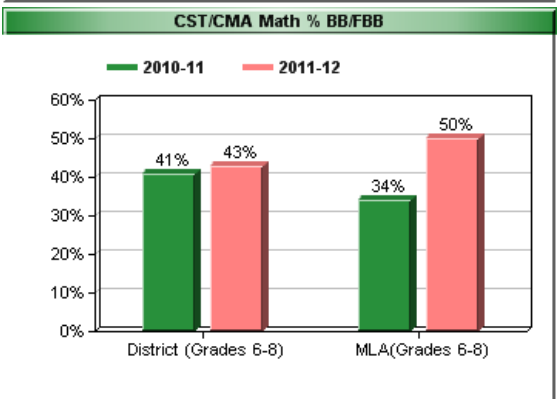
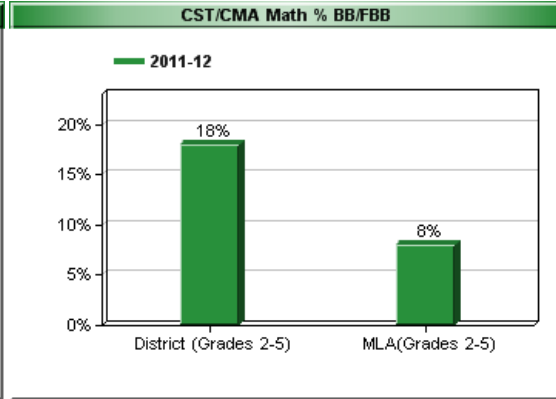
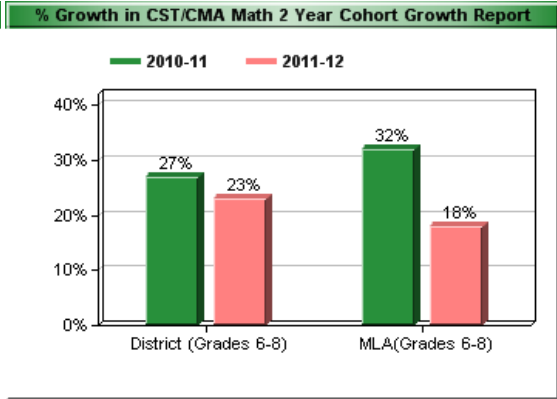
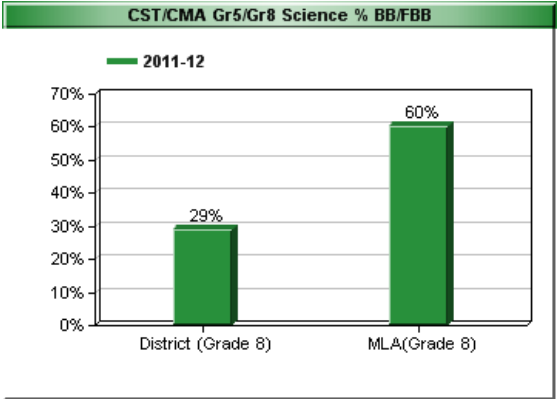
A quality school...

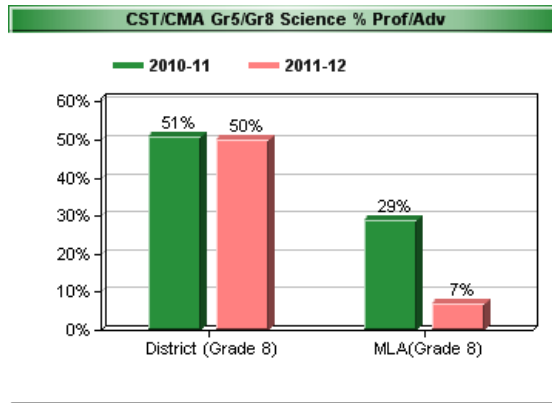
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





Data Analysis

- We have 17% more students on the math benchmark Admin #3 in our primary as compared to the district average and 66% (4% higher than the district average) at proficient/advanced on CST.
- Our 7th grade benchmark assessments are 1% higher as compared to district average
- Our middle school CST/CMA scores dropped by 5%
- Our middle school Science scores are significantly lower than the district average; 22% lower.
- Our 8th grade Science scores dropped by 22%.

Theory of Action

- Teachers need to plan and assess instruction using the vital behaviors.
- All teachers need to implement performance tasks in order to have better student conceptual understanding and align instruction to the Common Core Standards.
- We need to improve our Science instruction; focusing on Expeditionary Learning will allow students to deepen their Scientific understanding.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Principal to participate in PD and collaboration					5/11/2012	235SQ11B4395	Principal to develop improved mathematical understanding	N/A			0	\$0.00
* Teachers classroom observations using 5x8 card * Give feedback to ea other using 5x8 card * All math teachers can state 4 Math Claims and give examples of classroom practice * All middle school math tchrs collaborate with site & off site colleagues once a monthmonth and					5/11/2012	235SQ11B4396	Provide on-going feedback to teachers	N/A			0	\$0.00
* teachers use formative assessment lessons to develop pedagogy focused on conceptual understanding * All middle school math teachers participate in at least one summer or mid-year institute *All math teachers do peer observations on a regular basis using 5x8 card					5/11/2012	235SQ11B4397	All middle school math teachers participate in math PD	N/A			0	\$0.00
*All math teachers administer performance tasks on each benchmark assessment * Teachers use some performance tasks from pacing guide 3x month *Middle school math tchrs use CPM intervention materials *Every middle school student will complete a project-based math presentation, which will include an oral presentation, power point or Board document					4/15/2013	235SQ11B4398	Include performance tasks in regular assessment process	N/A			0	\$0.00
Develop and teach Science Expeditions based on Common Core Standards in every grade					5/17/2013	235SQ11B4364	Implement reading and writing in across the standards- based curriculum	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

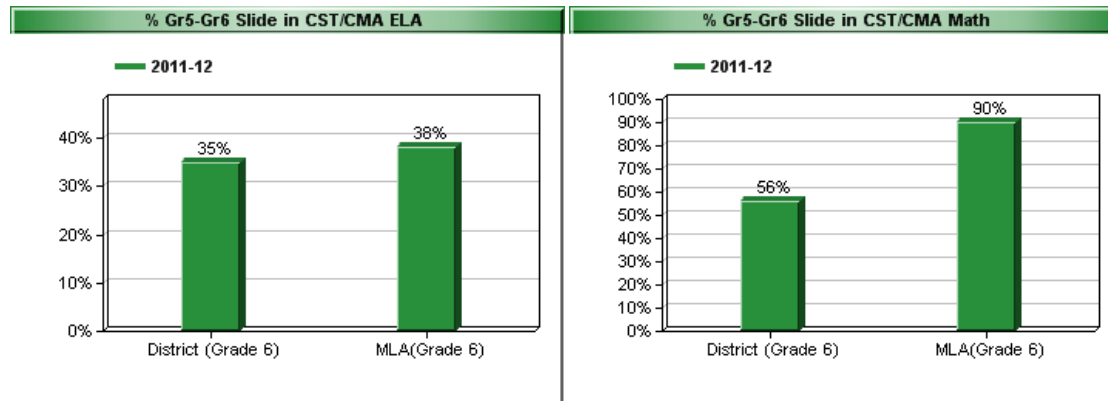
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

CST



Theory of Action

- Students must be engaged in authentic, meaningful work which includes evaluation of their own and peer's work
- Student work must include investigating, hypothesizing, analyzing and taking positions.
- Students must have an authentic audience for their work.
- Teachers will support students to prepare and conduct student-led conferences, self reflection and 8th grade portfolio community presentations.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue student-led conferences.					5/11/2012	235SQI1C4399	All students conduct student-led conferences with their family	N/A			0	\$0.00
Continue Academic Expo's that provide students with an authentic audience for their work.					5/11/2012	235SQI1C4400	Continue Academic EXPO presentations two times per year	N/A			0	\$0.00
Continue portfolio process, where students reflect on and evaluate their work					5/11/2012	235SQI1C4401	Continue Portfolio assessment process	N/A			0	\$0.00
Offer summer bridge program for incoming 6th graders and outgoing 8th graders					5/11/2012	235SQI1C4402	Continue bridge program for 6th and 8th graders	N/A			0	\$0.00
Provide summer program option for incoming Kinder students		Pre-Kindergarten			4/15/2013	235SQI1C4403	Continue Aspiranet summer program option	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

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

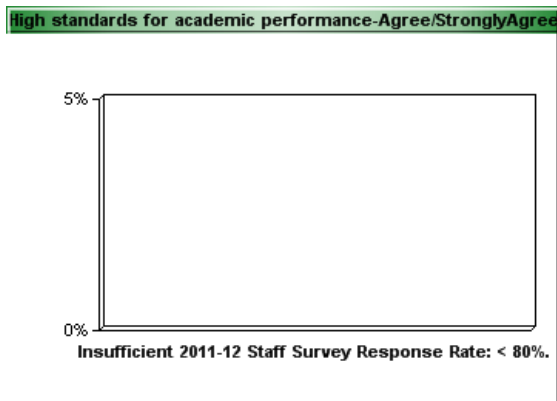
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

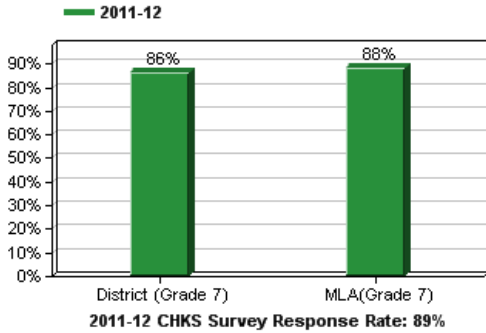
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

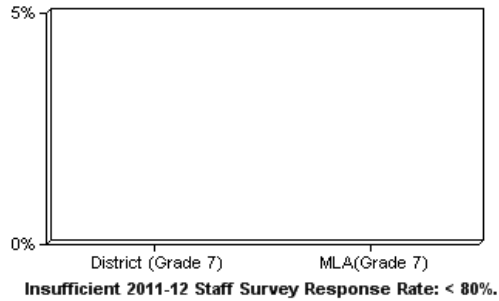


Survey - Success

Plan to go to college after high schools-Very/Pretty Much True



School promotes academic success. ___% Agree/Strongly Agree



Data Analysis

- 87% of 7th graders believe that their teachers believe that they can be successful.
- EXPO's, student-led conferences, portfolio presentations and Expeditionary Learning help students take responsibility for their own education and find meaning in their work.
- 88% of 7th graders plan on attending college.

Theory of Action

- Students need to know what they are learning and why.
- Students must be engaged in meaningful, authentic work, investigating, hypothesizing, evaluating and taking positions. This will happen through integrated Expeditions requiring metacognition.
- Students must share responsibility for their learning.
- Students must have opportunities to pursue ways to making the world around them a better place. They will practice this through Community Meetings and Restorative Justice Circles.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue Expeditionary Learning		GATE			4/15/2013	235SQ1D4405	Develop Integrated Expeditionary Learning units in all grade levels	N/A			0	\$0.00
Continue and expand portfolio process		GATE			4/15/2013	235SQ1D4404	Continue and expand portfolio process to K-4	N/A			0	\$0.00
Continue and expand portfolio process		All Students			4/15/2013	235SQ1D5811	Continue and expand portfolio process to K-4	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Data Analysis

- All MLA teachers participated in the Mills Scholars program during the 2012-2013 school year.
- Mills Scholars facilitated Collaborative Inquiry process during monthly PD at MLA. This process supported teachers in reflecting on their practice in order to improve it.
- All teachers report improvement in their practice as a result of collaborative inquiry process.

Theory of Action

- Spanish speaking English Language Learners benefit socially and academically from participation in a quality Spanish Dual Immersion Program.
- English speakers benefit socially and academically from participation in a quality Dual Immersion program.
- In order to meet the individual needs of our students, teachers must be involved in collaborative, critical analysis of their practice.
- Well written and implemented standards-based Expeditions accelerate student learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to develop Dual Immersion program, adding 4th grade in 2013-14 school year.		GATE			4/15/2013	235SQ1E4344	Expand dual-immersion program into 4th grade.	N/A			0	\$0.00
Continue to develop Dual Immersion program, adding 4th grade in 2013-14 school year.		All Students			4/15/2013	235SQ1E5812	Expand dual-immersion program into 4th grade	N/A			0	\$0.00
Continue partnership with Mills Scholars Collaborative Inquiry program					5/8/2012	235SQ1E4343	Provide teachers with professional development to implement cycle of inquiry based on their practice.	N/A			0	\$0.00
Continue development of Expeditions to create challenging, rigorous, integrated, language rich curriculum		GATE			4/15/2013	235SQ1E4342	Provide opportunities to produce research-based products on relevant community issues.	N/A			0	\$0.00
Continue development of Expeditions to create challenging, rigorous, integrated, language rich curriculum	Other (OCR, etc)	All Students			4/15/2013	235SQ1E5207	Provide teachers opportunities to attend Expeditionary Learning Conferences	7090-EIA - SCE	5200-TRAVEL AND CONFERENCES		0	\$4,532.47
Continue development of Expeditions to create challenging, rigorous, integrated, language rich curriculum	Other (OCR, etc)	All Students			4/15/2013	235SQ1E5208	Provide substitutes for teachers attending conferences	7090-EIA - SCE	1150-TEACHERS SUBSTITUTES		0	\$1,500.00
Hold special new family orientation meetings for in-coming Kinder students.		Pre-Kindergarten			4/15/2013	235SQ1E4341	Transition for pre-K to K.	N/A			0	\$0.00
Hold special orientation meetings for families of new 6th grade students.					5/8/2012	235SQ1E4340	Incoming middle schoolers attend a family orientation meeting.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

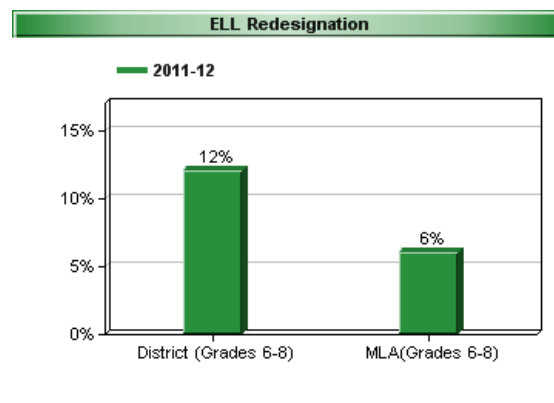
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

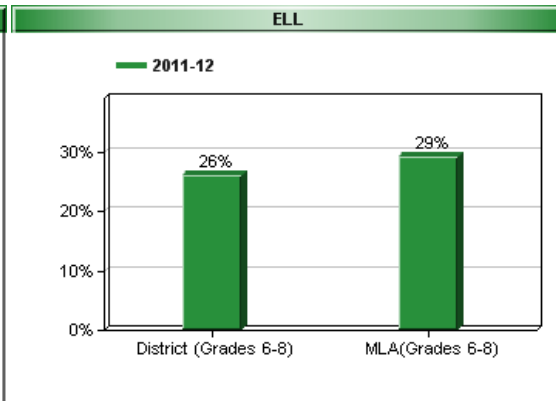
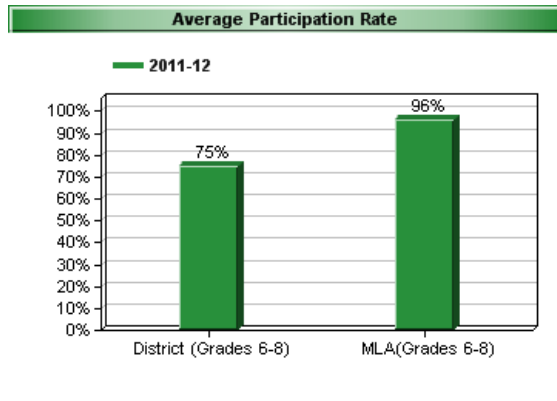
A quality school...

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

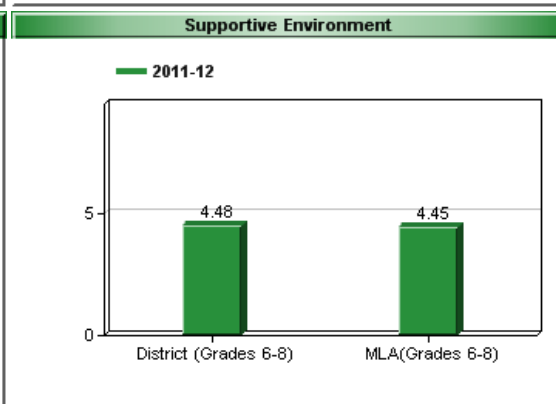
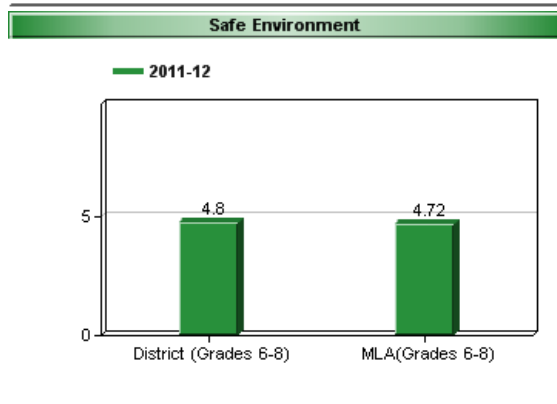
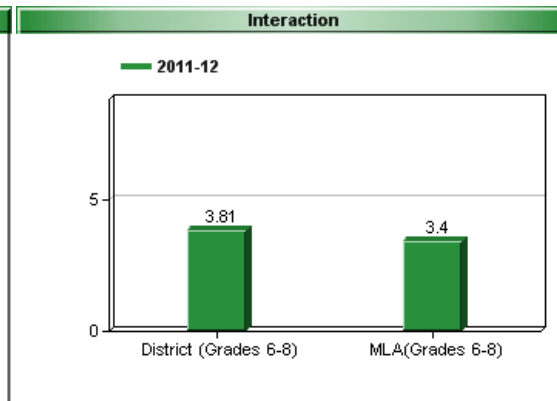
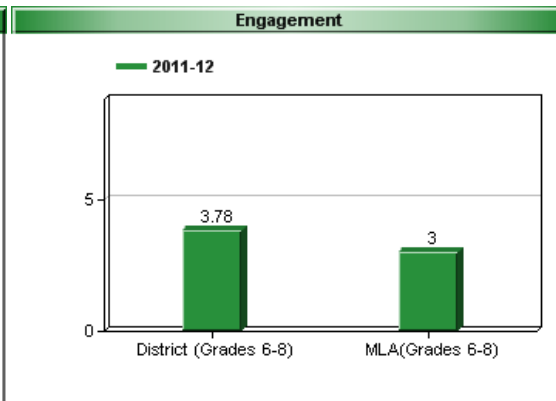
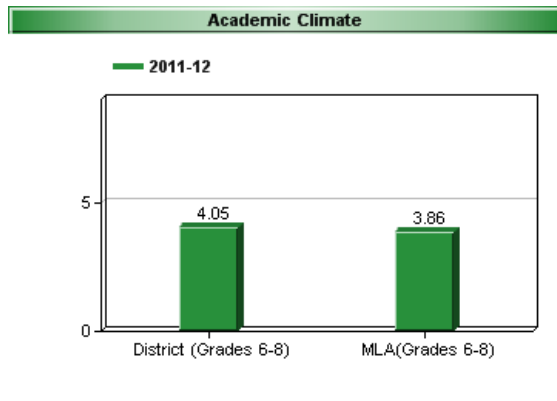
After School Program- Student Impact



After School Program- Participation



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



Data Analysis

- All of our middle school students participate in an extended day.
- Most primary students participate in our after school program.
- Extended learning time provide students opportunities for enrichment and intervention.

Theory of Action

- Extended learning time provides students opportunities for enrichment and intervention.
- Enrichment and interventions are required to educate the whole child.
- The development of creative and artistic expression is essential in a well rounded education.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue providing an extended day for all middle school students, including enrichment electives and interventions.					5/11/2012	235SQ1F4406	Continue extended day program 6-8	N/A			0	\$0.00
Analyze the effectiveness of our extended day program, including using student surveys.					5/11/2012	235SQ1F4407	Have student Council design and give student surveys to get student input on extended day program	N/A			0	\$0.00
Provide enrichment opportunities to all middle school students through extended day.					5/11/2012	235SQ1F4408	Continue to include enrichment opportunities in extended day program	N/A			0	\$0.00
Modify homework classes to support student learning based on evaluation of quality of homework and homework return rate.					5/11/2012	235SQ1F4409	Re-design homework classes	N/A			0	\$0.00
Meet with after school coordinator weekly through Leadership Team meeting					5/11/2012	235SQ1F4394	Weekly coordination between extended day and core program	N/A			0	\$0.00

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

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce office referrals by 15%

- Strategy 1.1: Engage community to develop PBIS plan.
- Strategy 1.2: Continue to implement Restorative practices in all classrooms and school including community Building circles.

Goal 2: Increase student engagement

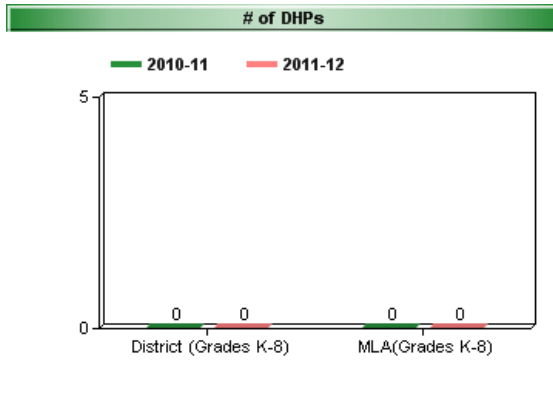
- Strategy 2.1: Create Student Council; have student council conduct student surveys regarding safety and engagement- include student voice in the creation of the PBIS Plan
- Strategy 2.2: Provide student leadership opportunities through Playworks Junior Coaches program

School Quality Standards relevant to this Strategic Priority

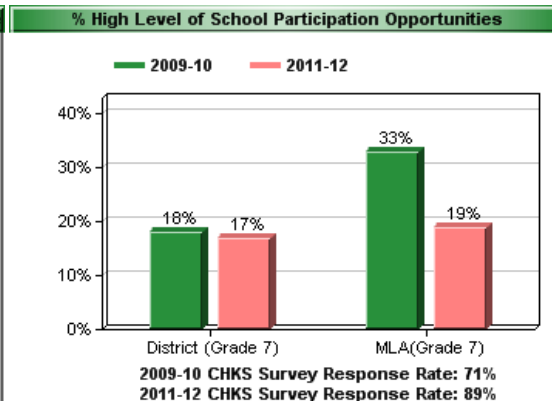
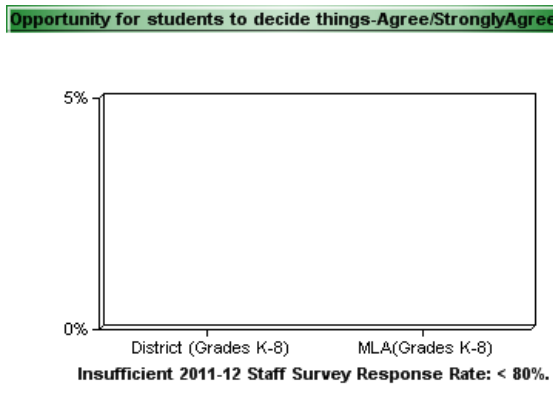
A quality school...

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

DHP



Survey - Engagement



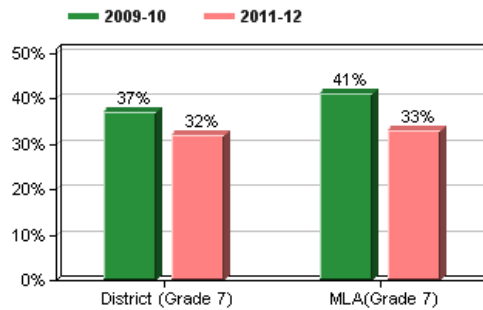
Survey - Relationships

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



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

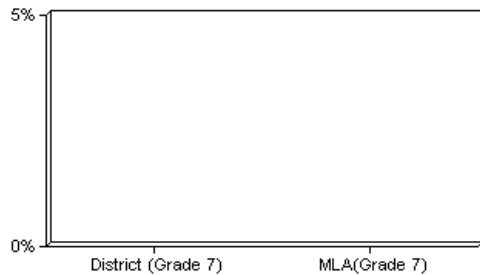
% High Level of Caring Relationships with Adults at School



2009-10 CHKS Survey Response Rate: 71%
2011-12 CHKS Survey Response Rate: 89%

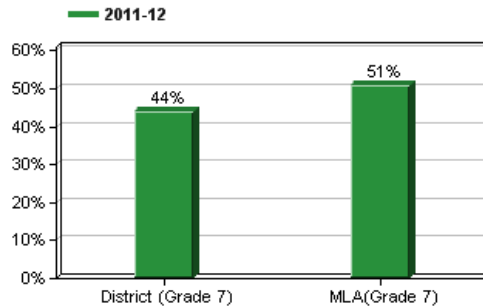
Survey - Safety

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



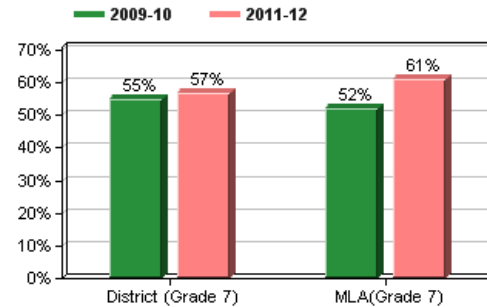
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Bullied for more than once on school property.



2011-12 CHKS Survey Response Rate: 89%

% Feeling Safe/Very Safe at School



2009-10 CHKS Survey Response Rate: 71%
2011-12 CHKS Survey Response Rate: 89%

Survey - Welcoming

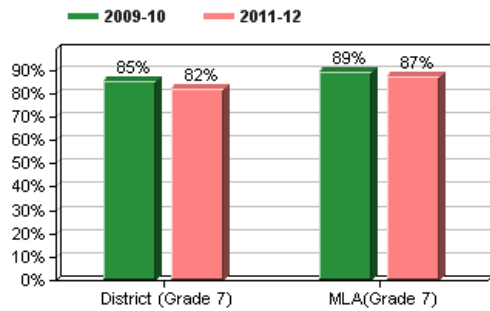
School is a supportive and inviting place. Agree/Strongly Agree



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

Survey- Beliefs

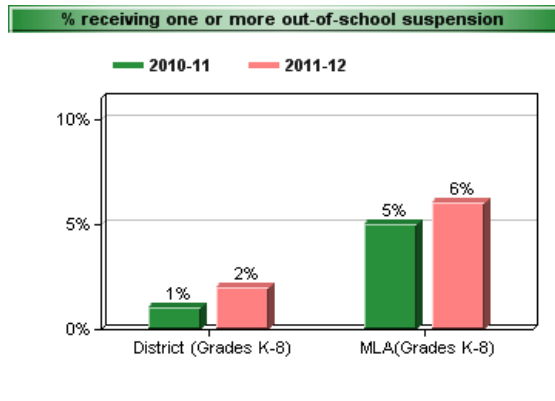
Teacher wants me to do my best. % Very/Pretty much true



2009-10 CHKS Survey Response Rate: 71%

2011-12 CHKS Survey Response Rate: 89%

Suspensions



Data Analysis

- MLA has a low % of student suspensions as compared to OUSD middle school average.
- MLA has a low % of DHP'd students as compared to OUSD middle school average.
- Although the % of 7th graders at MLA that report having caring adults at school is higher than the district average, it is less than 50%; we need to improve this.

Theory of Action

- Using Restorative Justice practices school wide reduces suspensions, improves relationships between students, staff and parents, and increases student engagement.
- Teaching the MLA Habits of Heart and Mind support students to develop habits of mind that result in academic success.
- Identifying students in crisis, creating and monitoring individualized support weekly through a coordination of services process (APOYO) improves student achievement.
- Requiring students to present their work to the community in a portfolio process promotes meaningful student engagement.
- Institutionalizing a Student Council that is responsible for voicing concerns and suggestions to school leadership will improve culture and student engagement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue using restorative justice practices at MLA; providing monthly PD for teachers.					5/11/2012	235SQI2A4410	Implement restorative practices in classrooms, staff and parent gatherings	N/A			0	\$0.00
Provide RJ training for parents.					5/11/2012	235SQI2A4411	Quarterly RJ trainings for parents	N/A			0	\$0.00
Implement Community Building Circles in all classrooms.					5/11/2012	235SQI2A4412	Include observation of Community Building Circles during observations	N/A			0	\$0.00
Continue to use Community Building Circles to develop strong relationships with parent community during regular meetings.					5/11/2012	235SQI2A4413	Use RJ in community gatherings	N/A			0	\$0.00
Continue weekly Coordination of Services meetings that include all teachers and support staff.					5/11/2012	235SQI2A4414	Continue to hold weekly coordination of services meetings	N/A			0	\$0.00
Continue to implement MLA Portfolio process that includes 8th grade Portfolio presentation, a promotion requirement.					5/11/2012	235SQI2A4415	Continue 8th grade portfolio presentation requirement for promotion.	N/A			0	\$0.00
Organize a Student council to meet weekly to represent students in school leadership, including in the PTSA.					5/11/2012	235SQI2A4346	Student council participation.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

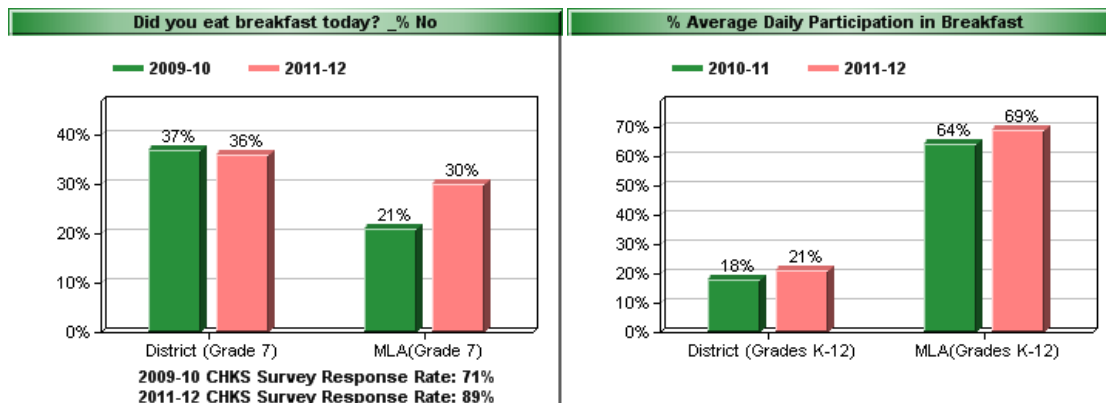
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

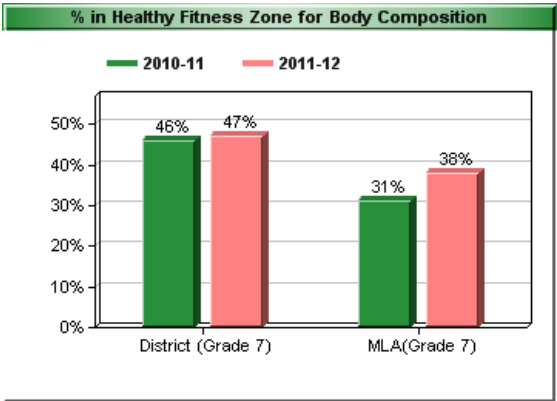
A quality school...

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

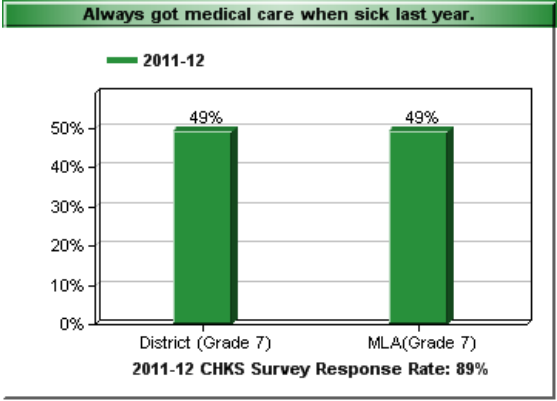
Breakfast



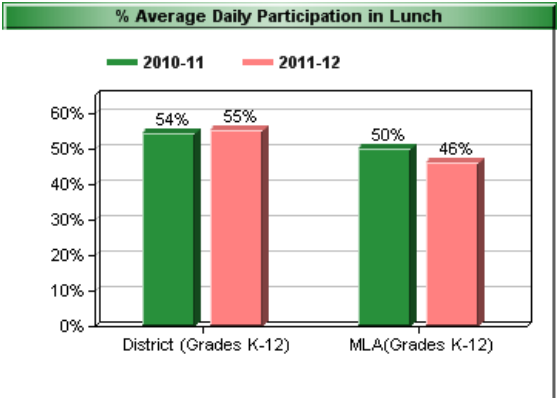
Fitness



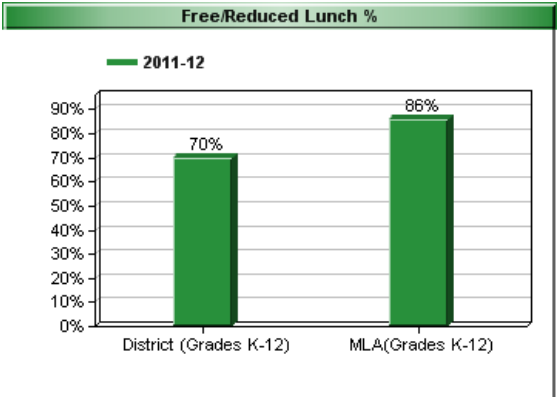
Health Access



Lunch

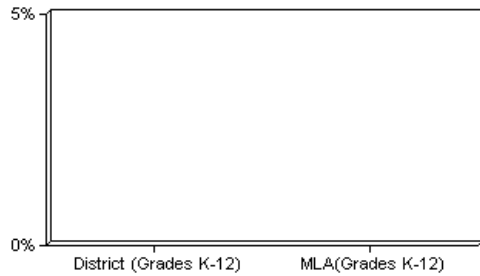


Socio Economics



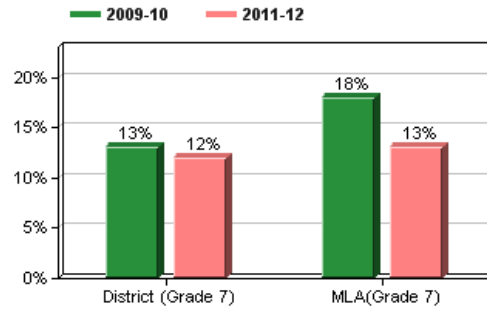
Survey - Drugs / Alcohol

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



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

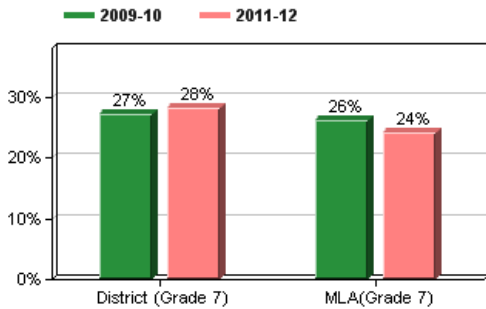
of days of alcohol use during past 30 days: one day or more



2009-10 CHKS Survey Response Rate: 71%
2011-12 CHKS Survey Response Rate: 89%

Survey - Mental Health

feeling sad or hopeless almost every day for 2 weeks or more



2009-10 CHKS Survey Response Rate: 71%
2011-12 CHKS Survey Response Rate: 89%

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

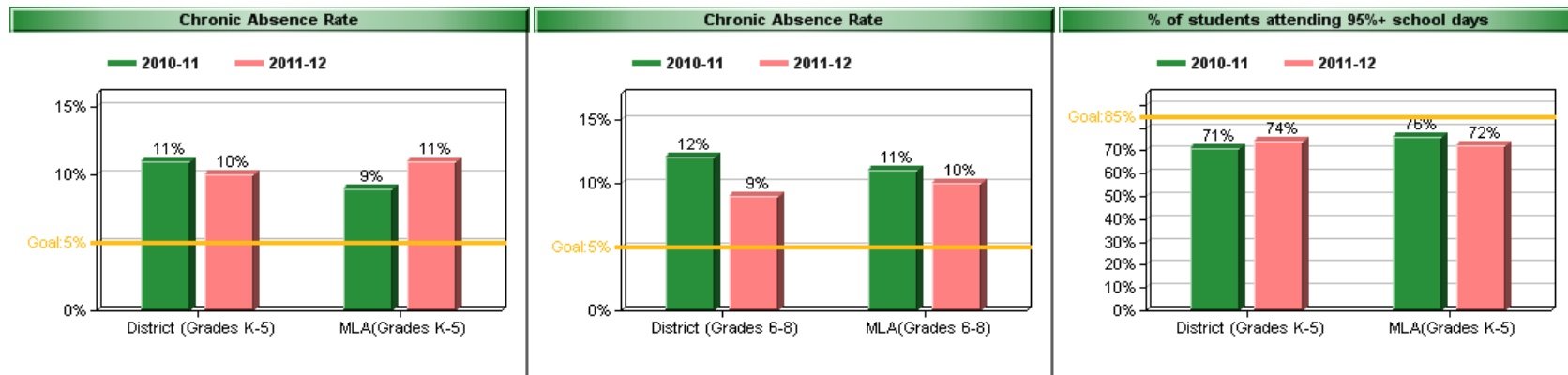
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

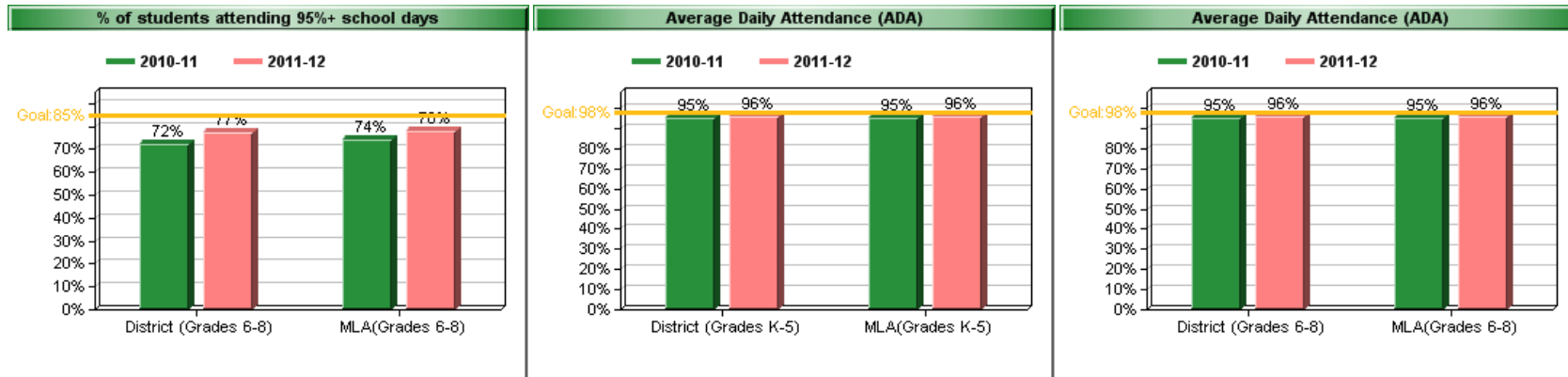
1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

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





Data Analysis

- 33% of chronic absences occur in Kindergarten (8 students)
- 3 students in 1st grade; all from the same classroom; 3 students in 2nd grade- all from same classroom
- 1 student in 6th grade, 5 students in 7th grade, 4 students in 8th grade (75% of 8th grade chronically truant students are new to M LA this year)
- Percentage of primary truant students is almost double the middle school percentage in middle school
-

Theory of Action

- Include education on attendance for incoming Kinder families as part of induction process
- Recognize attendance monthly, quarterly, at semester and end of year with attendance pencils, certificates and trophies
- Make attendance data visible on bulletin board
- Provide support for families of students with chronic absences by engaging partners in assisting families based on identified needs
- Develop parent-to-parent support

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Make calls home to absent students daily					5/11/2012	235SQI2C4416	Make calls home daily for absent students	N/A			0	\$0.00
Include attendance report at weekly coordination of services meetings					5/17/2013	235SQI2C337	Include attendance reports weekly at COS meeting	N/A			0	\$0.00
Display attendance information on bulletin board in hallway					5/11/2012	235SQI2C4418	Maintain accurate and up-to-date attendance info on bulletin board	N/A			0	\$0.00
Include information about the importance of good attendance to student achievement in Kinder orientation meetings and in regular communication with Kinder parents throughout the year.					5/11/2012	235SQI2C4419	Include attendance info in meetings with Kinder parents, newsletters and other documents	N/A			0	\$0.00
Hold SART meetings to develop support plan with families of students who have excessive absences or tardies					5/11/2012	235SQI2C4420	Hold regular SARTS for students with chronic absences	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

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

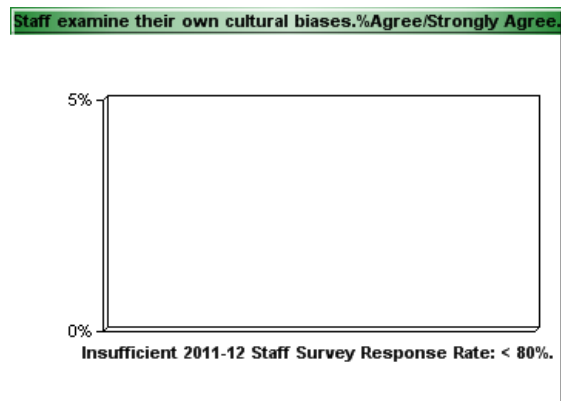
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



Data Analysis

- The majority of teachers at MLA (89%) believe that the professional development they receive improves student learning.
- Only 56% of the teachers believe they have enough collaboration time.

- All teachers are participating in Collaborative Inquiry in order to build capacity and professionalism; over 50% also participated in Mills Scholars Inquiry.

Theory of Action

- Teachers benefit from being involved in identifying their own learning goals.
- Supporting each other in the process of Collaborative Inquiry builds capacity, teacher leadership and promotes professionalism.
- Teacher practice improves with targeted peer observations and feedback.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue providing teacher PD time to participate in Collaborative Inquiry to improve practice.					5/11/2012	235SQI3A4421	Provide time for collaborative inquiry monthly during PD	N/A			0	\$0.00
Expand partnership with Mills Scholars program.					5/11/2012	235SQI3A4422	Continue partnership with Mills Scholars program	N/A			0	\$0.00
Provide opportunities for classroom teachers to facilitate the Collaborative Inquiry professional development sessions.					5/11/2012	235SQI3A4423	Support and encourage teachers to facilitate Inquiry Process during PD	N/A			0	\$0.00
Provide more collaboration time for teachers by re-organizing primary prep schedule and adding one optional hour of collaboration time per week for all teachers.					5/11/2012	235SQI3A4424	Re-do schedule to allow teachers to have common prep with their grade-level partner	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

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

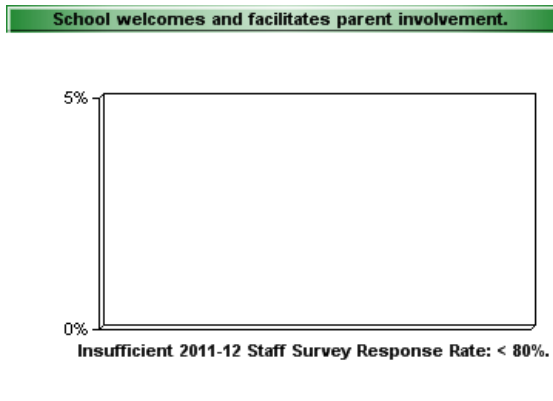
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- MLA has a PTSA that organizes parent participation at the school. MLA has been honored for the past 2 years for having more parent participation than any school in Oakland.
- The MLA PTSA holds monthly meetings, sponsors services to school, fundraising, communication and special events.

Data Analysis

- Many parents are involved regularly in school activities, events, fundraising and meetings.
- Given our diverse population, it will be important to continue to pay attention to diversity in parent participation.
- MLA cannot meet the needs of our students without the collaboration between the school staff and parents and community.

Theory of Action

- Parents must be invited to participate in a respectful manner, ensuring diversity in participation.
- Students must also be involved and responsible for their own education.
- Our Diversity Committee must monitor parent involvement and continue to develop strategies to ensure the equitable involvement of all members of our school community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage parents in assessing program, developing site plans and providing trainings. Provide childcare, snacks and materials for meetings	Other (OCR, etc)	FBB, BB			5/17/2013	235SQI4A1337	1Provide opportunity for participation of parent conference attendance for training	9901-Title I - Parent Participation	5200-TRAVEL AND CONFERENCES		0	\$600.00
Engage parents in assessing program, developing site plans and providing trainings. Provide childcare, snacks and materials for meetings	Other (OCR, etc)	FBB, BB			5/17/2013	235SQI4A1338	1Provide childcare for parent meetings	9901-Title I - Parent Participation	2220-CLASSSUPPT SALARIES STIPENDS		0	\$400.00
Engage parents in assessing program, developing site plans and providing trainings. Provide childcare, snacks and materials for meetings	Other (OCR, etc)	FBB, BB			5/17/2013	235SQI4A1339	1Provide snacks for meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$230.98
Support the expansion of a Parent/Teacher/Student Association to be reflective of parent community.					4/2/2013	235SQI4A4425	Support PTSA	N/A			0	\$0.00
Continue the work of the Diversity Committee that tracks and ensures that parent participation reflects the diversity of the parent community.					5/11/2012	235SQI4A4426	Support maintenance of Diversity Committee	N/A			0	\$0.00
Hold academic and performance EXPO's twice a year for the community					5/11/2012	235SQI4A4427	Work with core teachers, and after school program to coordinate EXPO's	N/A			0	\$0.00
Continue portfolio process					4/15/2013	235SQI4A4428	Provide teachers time to plan portfolio process during PD	N/A			0	\$0.00
Continue Student-led conferences		GATE			4/15/2013	235SQI4A4429	Provide teachers time during PD to plan student-led conference process	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

From OUSD Strategic Plan:

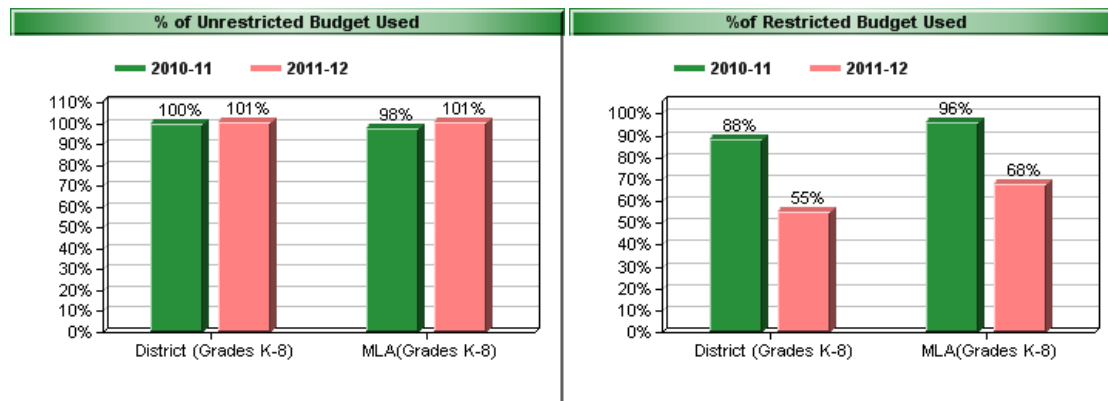
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

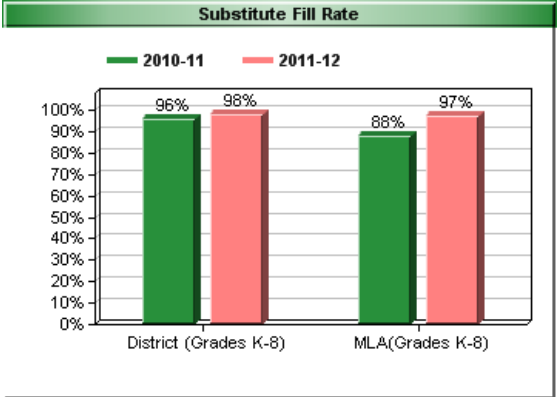
A quality school...

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

Budget



Sub Fill Rate







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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$50,126.64	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$34,911.65	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$85,038.29	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$54,626.23	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,297.37	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$55,923.60	

Appendices

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

**ASSURANCES
2013-2014**

**School Site: Melrose Leadership Academy
Site Number: 235**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on March 11, 2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on February 14, 2013, April 11, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

 _____ SSC Chairperson's Signature	Joshua Jackson SSC Chairperson's Name (printed)	5/1/13 _____ Date
 _____ ELAC Chairperson's Signature	Jose Esteve ELAC Chairperson's Name (printed)	5/7/13 _____ Date
 _____ Principal Signature	Moyra Contreras Principal's Name (printed)	5/1/13 _____ Date
 _____ Executive Officer's Signature	Janette Hernandez Executive Officer's Name (printed)	5/16/13 _____ Date
 _____ Director, State & Federal Compliance Signature	Susan Ramirez Director, State & Federal's Name (printed)	6/5/13 _____ Date

School Site Council Membership Roster – Elementary School

School Name: Melrose Leadership Academy

School Year 2012-2013

Chairperson: Joshua Jackson	Vice Chairperson: Jennifer Huggins
Secretary: Dag MacLeod	DAC Representative: <u>Joshua Jackson</u>

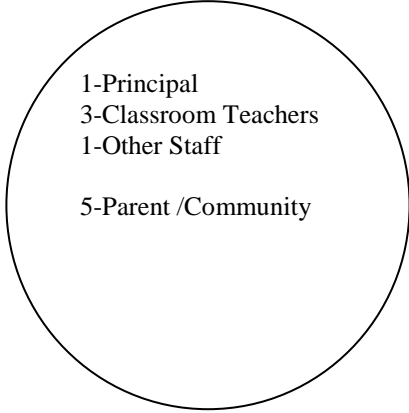
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Joshua Jackson	6831 Makelumne Ave. 94605				X
Jennifer Huggins	1524 ½ Mozart St. Alameda				X
Laura Tapia	2531 Damuth St. #4 64602				X
Dag MacLeod	4108 Maybelle Ave. 94619				X
Guillermo Durgin	3824 Enos Ave. 94619				X
Moyra Contreras	4730 Fleming Ave. 94619	X			
Luz Salazar-Jed	4730 Fleming Ave. 94619		X		
Emily Bean	4730 Fleming Ave. 94619		X		
Nessa Mahmoudi	4730 Fleming Ave. 94619		X		
Lubia Sanchez	4730 Fleming Ave. 94619			X	
DAC Representative	Joshua Jackson				
Home Ph.	Email:				

Meeting Schedule	The second Thursday of the month at 5:30
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2014

Melrose Leadership Academy has developed a written Title I parental involvement policy with input from Title I parents. The plan was developed during an SSC meeting. It has distributed the policy to parents of Title I students. The policy is available in the office and is distributed during registration.

The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Melrose Leadership Academy) agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan. The Annual Title 1 meeting occurs on the second Thursday in September yearly.
- Offer a flexible number of meetings for parents. We provide parents information during the yearly Title 1 meeting, at Back –to-School Night, during parent conferences, at Curriculum presentations and during SSC meetings.
- 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. This happens during SSC meetings during the year as well as during parent conferences.
- Provides parents of Title I students with timely information about Title I programs. We hold an annual Title 1 meeting during the second Thursday in September.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This happens during our monthly SSC meetings, and during parent conferences.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents can request a conference. Additionally, parent conferences are scheduled twice per year.

School-Parent Compact

Melrose Leadership 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

Melrose Leadership 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

Melrose Leadership Academy holds curriculum nights, a Back-to-School Night and regular opportunities for parent conferences. Additionally, many parents participate in regular SST meetings.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *This happens through Student Study Team meetings, SSC and during parent conferences.*
- 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 work regularly with the parent community to establish school goals, identify school needs and community needs.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Parents are in classes daily to support the school. We have room parents, parents involved as volunteers for extra curricular activities, supporting classrooms daily, participating in field trips as chaperones, raising funds for special activities, helping to design the gardens, and organizing special events for parents.
- 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. A parent bulletin goes out twice per month, in Spanish and English. Additionally, Robo-calls are made in Spanish and English regarding special events.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. All parent meetings are designed for all parents. Our school is a School-Wide Title 1 program school.

Accessibility

- 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. All activities, postings, events and communication are provided in Spanish and English.

Adoption

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

This policy was adopted by the Melrose Leadership Academy School Site Council on September 13, 2012 and will be in effect for the period of 2 years. The school will distribute this policy to all parents

of participating Title 1, Part A, children on or before October 1, 2012. It will be made available to the local community on or before October 1, 2012. The Melrose Leadership 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.

(principal's signature)

(date)

Melrose Leadership Academy Home-School-Community Pledge

<h2>MLA School Pledge</h2>	<h2>Family Pledge</h2>	<h2>Student Pledge</h2>
<p>We believe that all students are capable of achieving greatness in their learning. To support each student, we will:</p> <ul style="list-style-type: none"> ➤ hold students to high standards and support to achieve them ➤ appreciate school community for upholding MLA's Habits of Heart and Mind ➤ empower students and the community ➤ respect everyone's participation and remain inclusive ➤ promote social justice and a deep understanding of the world ➤ prepare individuals to make choices in their lives ➤ encourage the development of critical and compassionate thinking ➤ nurture limitless imagination and creativity ➤ build confidence and integrity ➤ maintain open communication regarding community events, school and classroom needs and school policies ➤ make classroom decisions based on the needs of children and take time to find out what the needs are ➤ create a collective, collaborative environment ➤ utilize restorative practices ➤ strive to be our best selves ➤ make decisions consistent with the realization of the MLA vision ➤ respectfully share ideas; listen and ask questions ➤ grow a strong, equitable, inclusive, vibrant community ➤ remember the remarkable work we do and the difference we make in the lives of our students 	<p>I believe that parents and family are the first and most important models and teachers. To support my child's learning and success in school, I will:</p> <ul style="list-style-type: none"> ➤ send my child to school every day on time ➤ make sure that my child gets adequate sleep and has a healthy diet ➤ make sure my child dresses in a manner consistent with the school and district dress code policies ➤ provide a quiet place and time for my child to do homework, and review their homework ➤ ensure that my child and I read at least 30 minutes per day ➤ reduce the time that our household watches television or plays video games ➤ attend Back to School Night, Parent-Teacher-Student conferences, SST's SARTS, Restorative Justice Circles, EXPO, and other school events ➤ learn about and uphold the school community's vision and core practices (Restorative Justice, Expeditionary Learning, Inquiry) ➤ sign in the office when visiting my child's school ➤ volunteer for a minimum of two hours per month ➤ respectfully share ideas; listen and ask questions ➤ grow a strong, equitable, inclusive, vibrant community ➤ remember the remarkable work I do and the difference I make in the lives of our students 	<p>I believe that I play a crucial role in my education. I will fully take charge of my school experience, and to show this I will:</p> <ul style="list-style-type: none"> ➤ fully engage myself in my education ➤ come to class on time every day ➤ learn, practice and live by the MLA Habits of Heart and Mind ➤ return my completed homework on time ➤ actively participate in community circles to create and support a safe community ➤ push myself to ask for help when I need it ➤ exchange information between school and home ➤ read or be read to in English or Spanish at home at least 30 minutes every day ➤ respectfully share ideas; listen and ask questions ➤ respect the school environment and work to keep it beautiful ➤ grow a strong, equitable, inclusive, vibrant community ➤ remember my goodness, brilliance, importance and ability to make great decisions
<hr/> <p style="text-align: center;">Principal</p> <hr/> <p style="text-align: center;">Teacher</p>	<hr/> <hr/> <p style="text-align: center;">Family Representatives</p>	<hr/> <p style="text-align: center;">Student</p>

California Department of Education
Academic Program Survey—Middle School Level
March 2013

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in reading/language arts (RLA)/English language development (ELD), including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided locally-adopted, standards-aligned basic core instructional program materials in RLA/ELD which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.</p> <p>number of Students: <u> X </u> All Students <u> </u> ELs <u> </u> SWDs</p> <p>Use Identify all that apply: <u> </u> Basic core and/or CCSS-aligned materials are used as designed <u> </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	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	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed	Full implementation means that ELs are provided locally-adopted, standards-aligned instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Appropriate Instructional Program Materials All EL students are appropriately X assessed, ___ placed, and _X_ provided appropriate locally-adopted, standards-aligned instructional program materials.				
			Appropriate Use _____ Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	English Language Acquisition needs are addressed providing differentiated instruction within the core classrooms.					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																											
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades six through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level in reading) in grades six through eight, including ELs and SWDs, are provided the intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. 	Objective	Fully	Substantially	Partially	Minimally																																							
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																							
			Key Components																																											
<p>Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate intervention program materials</p> <table border="1" style="width:100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th colspan="4" style="text-align: center;">number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th style="text-align: center;">Gr. 6</th> <th style="text-align: center;">Gr. 7</th> <th style="text-align: center;">Gr. 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width:100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th colspan="4" style="text-align: center;">number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use _____ Materials are used as designed</p>							number of Intensive Intervention Students					Gr. 6	Gr. 7	Gr. 8	All Intensive learners				All Intensive ELs				All Intensive SWDs				number/Percentage Provided Intensive Intervention					Grade 6	Grade 7	Grade 8	All Intensive learners				Intensive ELs				Intensive SWDs			
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California Department of Education
Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned or CCSS-aligned, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted, basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
1.4			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
Key Components <u>Instructional Program Materials</u> All students are <input checked="" type="checkbox"/> assessed, <input type="checkbox"/> placed, and <input type="checkbox"/> provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials. number of Students: <input checked="" type="checkbox"/> All Students <input type="checkbox"/> ELs <input type="checkbox"/> SWDs <u>Appropriate Use</u> Identify all that apply: <input checked="" type="checkbox"/> Basic core and/or CCSS-aligned materials are used as designed. <input type="checkbox"/> Ancillary materials are used as designed.							
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																			
1. Instructional Program	<p>1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades six and seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student</p> <p>Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all identified intensive intervention students (are two or more years below grade level in mathematics) in grades six and seven, including ELs and SWDs, are provided the locally-adopted, standards-aligned intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> For mathematics, grades six and seven, intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally															
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%															
<p style="text-align: center;">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials.</p> <table border="1" data-bbox="1402 683 2018 841"> <thead> <tr> <th colspan="3">number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use _____ Materials are used as designed.</p>								number of Intensive Intervention Students				Grade 6	Grade 7	All Intensive learners			All Intensive ELs			All Intensive SWDs		
number of Intensive Intervention Students																						
	Grade 6	Grade 7																				
All Intensive learners																						
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Documentation		Additional Comments																				
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District Purchase Date:																						
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Attach publisher PO documentation for sets of classroom basic core materials.																						

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.1 Through the school’s master schedule, the school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	<p>Full implementation means that the school’s master schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1388 743 2028 1024"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>70</td> <td>70</td> <td>70</td> </tr> <tr> <td>ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	70	70	70	ELs				SWDs			
Number of instructional minutes at each grade level																											
	Grade 6	Grade 7	Grade 8																								
All students	70	70	70																								
ELs																											
SWDs																											
Documentation		Additional Comments																									
		Reading/Language Arts/ELD																									
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	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 provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA	<p>Full implementation of strategic support means that the school's master schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally	
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
Key Components								
Allocation of Instructional Time								
_____ Time is given priority and protected from interruptions.								
Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students								
			Grade 6	Grade 7	Grade 8			
			Additional time provided identified Strategic students	60	60	60		
			Additional time provided identified Strategic ELs	60	60	60		
			Additional time provided identified Strategic SWDs	60	60	60		
Documentation			Additional Comments					
Reading/Language Arts/ELD								
District Instructional Regulations:								
School Instructional Procedures:								
Attach appropriate documents.								

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components													
			Objective	Fully	Substantially	Partially	Minimally									
2. Instructional Time	2.3 Through the school’s master schedule, the school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s master schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • ELs who are also identified as SWDs must receive daily ELD instruction. 	2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<p align="center">Key Components</p> <p>Allocation of Instructional Time Identify all that apply _____ Time is given priority and protected from interruptions. _____ ELD instruction is additional time in the schedule.</p> <p>Identify number of EL students by CELDT level and number of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Levels 4-5</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	Number of students				Number of instructional minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5													
Number of students																
Number of instructional minutes in ELD (beyond 2.1 and 2.2)																
Documentation		Additional Comments														
	Reading/Language Arts/ELD	We provide differentiated instruction within the core class to support English Language acquisition.														
District Instructional Regulations:																
School Instructional Procedures:																
Attach appropriate documents.																

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school’s master schedule provides adequate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The RLA/ELD intensive intervention reading program materials are utilized as designed to support the needs of all intensive intervention students.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The master schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The master schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time for ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally																				
2.4			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																					
Key Components																											
<p>Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.</p>																											
<p>Indicate total length (minutes) of blocked periods:</p>																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" data-bbox="1388 709 2032 769">Number of instructional minutes at each grade level</th> </tr> <tr> <th data-bbox="1388 769 1547 802"></th> <th data-bbox="1547 769 1707 802">Grade 6</th> <th data-bbox="1707 769 1866 802">Grade 7</th> <th data-bbox="1866 769 2032 802">Grade 8</th> </tr> </thead> <tbody> <tr> <td data-bbox="1388 802 1547 894">All Intensive learners</td> <td data-bbox="1547 802 1707 894"></td> <td data-bbox="1707 802 1866 894"></td> <td data-bbox="1866 802 2032 894"></td> </tr> <tr> <td data-bbox="1388 894 1547 954">Intensive ELs</td> <td data-bbox="1547 894 1707 954"></td> <td data-bbox="1707 894 1866 954"></td> <td data-bbox="1866 894 2032 954"></td> </tr> <tr> <td data-bbox="1388 954 1547 1015">Intensive SWDs</td> <td data-bbox="1547 954 1707 1015"></td> <td data-bbox="1707 954 1866 1015"></td> <td data-bbox="1866 954 2032 1015"></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All Intensive learners				Intensive ELs				Intensive SWDs			
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Intensive SWDs																											
Documentation		Additional Comments																									
	Reading/Language Arts/ELD																										
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	<p>Full implementation means that the school’s master schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																				
2.5				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p style="text-align: center;">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1388 743 2003 964"> <thead> <tr> <th colspan="4" style="text-align: center;">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">Algebra I</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">70</td> <td style="text-align: center;">70</td> <td style="text-align: center;">70</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">70</td> <td style="text-align: center;">70</td> <td style="text-align: center;">70</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">70</td> <td style="text-align: center;">70</td> <td style="text-align: center;">70</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Algebra I	All Students	70	70	70	ELs	70	70	70	SWDs	70	70	70
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ELs	70	70	70																								
SWDs	70	70	70																								
Documentation		Additional Comments																									
	Mathematics																										
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																	
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mat_hfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	<p>Full implementation means that the school’s master schedule allocates adequate 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.</p> <ul style="list-style-type: none"> For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. For grade eight, strategic students are defined as demonstrating proficiency at or above the grade seven mathematics standards but are unable to master Algebra I standards Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For grades six through eight, the basic core adopted materials and the basic core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
			<p align="center">Key Components</p> <p><u>Appropriate Allocation of Instructional Time</u> _____ Time is given priority and protected from interruptions.</p> <p>Identify number of strategic students served and the amount of additional strategic instructional time (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1402 841 1986 1466"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All strategic ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All strategic SWDs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to strategic students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified EL students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to identified SWD students</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic				All strategic ELs				All strategic SWDs				Additional time provided to strategic students				Additional time provided to identified EL students				Additional time provided to identified SWD students
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California Department of Education
Academic Program Survey—Middle School Level

Documentation		Additional Comments	
	Mathematics	Students with disabilities receive support based on his/her IEP.	
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school’s master schedule allocates adequate instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades six and seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards. For districts using the 2007 SBE adoptions: <ul style="list-style-type: none"> For grade four through seven intensive intervention materials are not designed as a curriculum to replace basic core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE adoptions: <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional instructional time and support using the ancillary materials from the adopted program. 	Objective	Fully	Substantially	Partially	Minimally																	
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Indicate total number of additional minutes:</p> <table border="1" data-bbox="1373 732 2022 1190"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level					Grade 6	Grade 7	Pre-algebra/Algebra Readiness	Intensive learners				Intensive ELs				Intensive SWDs
Number of instructional minutes at each grade level																								
	Grade 6	Grade 7	Pre-algebra/Algebra Readiness																					
Intensive learners																								
Intensive ELs																								
Intensive SWDs																								
Documentation		Additional Comments																						
Mathematics																								
District Instructional Regulations:																								
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Attach appropriate documents.																								

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (six through eight) for the RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD 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. 					
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Instructional/Assessment Pacing Guides</u>				
			_____ Distributed to each grade level.				
			_____ In use at every grade level.				
			<u>Pacing Guide Use Monitored</u>				
			_____ Principal monitors use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	We are implementing Expeditionary Learning, integrated curriculum developed at the site based on Common Core State Standards.					
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the mathematics programs (grades six through eight) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the mathematics programs by grade level (and by tracks if a year-round school schedule). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics course content being taught; 2) the use of the locally- adopted basic core program ancillary materials; 3) time for pre/re teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level.				
			<u>Pacing Guide Use Monitored</u> <input type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 100%	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted RLA/ELD basic core and intervention program materials, locally-adopted mathematics programs, and CCSS-aligned instructional materials in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted RLA/ELD basic core or intervention program materials, locally-adopted mathematics program materials, and CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> • The locally-adopted, RLA/ELD basic core or intensive reading intervention materials and mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-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; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	Objective	Fully 100%	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
		Principal <input checked="" type="checkbox"/> Training in RLA/ELD <input checked="" type="checkbox"/> Training in Mathematics <input checked="" type="checkbox"/> Coaching, as resources permit Vice Principal <input type="checkbox"/> Training in RLA/ELD <input type="checkbox"/> Training in Mathematics <input type="checkbox"/> Coaching, as resources permit					
Suggested Documentation		Additional Comments					

California Department of Education
Academic Program Survey—Middle School Level

RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.2 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular on-going targeted professional development to increase the instructional leadership skills of the principal and vice-principal(s) to support the full implementation of the EPCs. Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Identify type of professional development/support (refer to suggested targeted professional development and support list):</p> <p>Expeditionary Learning Language Acquisition Collaborative Inquiry</p>				

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		<p>intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners.</p> <ul style="list-style-type: none"> • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in EL professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
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California Department of Education
Academic Program Survey—Middle School Level

Suggested Documentation		Additional Comments	
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignment.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			___100%___ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials-based professional development focused on locally-adopted, standards-aligned RLA/ELD, and intensive intervention instructional programs, and/or CCSS-aligned instructional materials in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials-based professional development focused on the locally-adopted RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the Academic Content standards addressed in the materials; the use of a variety of assessments including placement and common standards-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 activities might include:</p> <ul style="list-style-type: none"> • 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 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Indicate the number of teachers at each grade level engaged in professional development:							
		Number of Teachers	Training	Classroom Support			
Grade 6		1					
Grade 7		1					
Grade 8		1					

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		<p>being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • 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 English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the 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 RtI² 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. 	
Suggested Documentation		Additional Comments	
	RLA/ELD		

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with instructional materials-based professional development focused on the locally-adopted mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics, Algebra I, and pre-algebra/Algebra Readiness are engaged in instructional materials-based professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-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.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of the locally-adopted grade four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: 	Objective	Fully	Substantially	Partially	Minimally																	
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			Key Components																					
			<p>Indicate the number of teachers at each grade level engaged in professional development:</p> <table border="1" data-bbox="1413 646 2043 1052"> <thead> <tr> <th></th> <th>Number of Teachers</th> <th>Training</th> <th>Classroom Practice</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td align="center">1</td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td align="center">1</td> <td></td> <td></td> </tr> <tr> <td>Algebra I</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre-algebra/Algebra Readiness</td> <td align="center">1</td> <td></td> <td></td> </tr> </tbody> </table>						Number of Teachers	Training	Classroom Practice	Grade 6	1			Grade 7	1			Algebra I				Pre-algebra/Algebra Readiness
	Number of Teachers	Training	Classroom Practice																					
Grade 6	1																							
Grade 7	1																							
Algebra I																								
Pre-algebra/Algebra Readiness	1																							

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		<p>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.</p> <ul style="list-style-type: none"> • 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 English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the 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 RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS-aligned instructional programs to improve student achievement. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and implementation of the CCSS and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Coaches/Content Experts/Specialists</u> _____ Type of instructional assistance _____ Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> ___X___ Principal structures/monitors instructional assistance services</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> _____ Provided with materials-based training</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
School Plan for Assistance and Support to Teachers:	Reading/Language Arts/ELD						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who need intervention, ELs, SWDs, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current, locally-adopted adopted program and/or CCSS-aligned programs and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Coaches/Content Experts/Specialists</u> _____ Type of instructional assistance _____ Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> ___X___ Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> _____ Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS-aligned programs used in the school district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, 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. <ul style="list-style-type: none"> 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 the effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District-supported electronic data management system</p> <p><input type="checkbox"/> District-wide reporting and analysis of</p> <p><input checked="" type="checkbox"/> assessment results.</p> <p><input type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p><input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p><u>Using Formative Assessment Results</u></p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed & used.</p> <p><input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>							
Documentation		Additional Comments					
RLA/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:							
School:							
District:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned basic core mathematics, intensive intervention, and/or CCSS-aligned programs used in the school district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments) are used to inform teachers and principals student placement/diagnoses, progress, and effectiveness of instruction.	<p>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 entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> 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. In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the locally-adopted intervention materials. For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p><input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p><u>Using Formative Assessments Results</u></p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				
Documentation		Additional Comments					
	Mathematics						
Example of Curriculum Embedded Assessments:							

California Department of Education
Academic Program Survey—Middle School Level

Sample report of assessment at the following levels		
Classroom:		
School:		
District:		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program 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 assessments of student progress in the RLA/ELD, intensive intervention, and/or CCSS-aligned instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Scheduled Structured Collaboration Meetings</u> ___ 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.</p> <p><u>Collaborative Meeting Discussion Content</u> ___ X ___ Using and analyzing timely student common assessment results from all students. ___ X ___ Strengthening program implementation. ___ X ___ Designing and improving lessons/instruction. ___ X ___ Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							

California Department of Education
Academic Program Survey—Middle School Level

School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans	
Attach appropriate documents.	

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics and/or CCSS-aligned instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	4	Substantially	Partially	Minimally
			8.2	100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings</u> ___ 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. ___ ___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.				
<u>Collaborative Meeting Discussion Content</u> ___ x ___ Using and analyzing timely student common assessment results from all students. ___ x ___ Strengthening program implementation. ___ x ___ Designing and improving lessons/ instruction. ___ x ___ Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					

California Department of Education
Academic Program Survey—Middle School Level

	Mathematics	
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	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 RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Allocation of Funds ___X___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___X___ The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
Plan uses all revenues appropriately	Reading/Language Arts/ELD	CSSSP, not SPSA					
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	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. <ul style="list-style-type: none"> 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
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Allocation of Funds _____ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___X___ The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
Plan uses all revenues appropriately	Mathematics	CSSSP					
Attach appropriate documents.							