

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 Edna Brewer Middle School.

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Edna Brewer Middle School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Edna M Brewer Middle School

6057061

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

Edna Brewer is an excellent school situated in the lower Glenview neighborhood, serving 800 students from a diversity of socio-economic and ethnic backgrounds. Overall, Edna Brewer has above average test scores (54% Prof/Adv Math, 61% Prof/Adv ELA) and an 817 API. What makes Edna Brewer unique is its extreme heterogeneity and diversity. Unlike many other OUSD schools, EBMS has a relatively even distribution of the prevalent Oakland ethnic groups: 36% African American, 31% Asian, 18% Latino and 13% White. Also distinctive of Edna Brewer is its achievement gap between White/Asian students and Black/Latino students in both Math and English. This achievement gap is generally a 40% gap, meaning that 40% more students in the former sub groups are proficient/advanced than the latter group in Math and English. Edna Brewer is also home to a discipline gap, in which African American students get sent out of class and out of school on suspensions at much higher incidences than their Asian, Latino and White peers. Our school culture is strong, with out-of-classroom referrals on the decline as well as declining suspension rates. We are working hard to create a strong community in which teachers and students feel as if they belong at Edna Brewer, and in turn, our school belongs to them. We are making progress in this area and a key indicator is turnover, which we are continuing to monitor.

VISION

Edna Brewer is a school where Panther PRIDE reigns supreme. PRIDE stands for our student-developed values, POSITIVITY, RESPECT, INDEPENDENCE, DETERMINATION and EMPOWERMENT. These values inform everything that we do in our school that is structured into seven small learning communities called 'families.' Edna Brewer's Vision has three focus areas: Academic Achievement, Community Building

and Total Health.

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 school's Leadership Team will monitor our progress toward the goals outlined in this plan. The SSC will also monitor and support our achievement of these goals. Specifically, we will monitor the implementation of a Restorative Justice model as our weekly Advisory class. We will monitor the discipline data as well as the achievement data, to monitor the achievement gaps as well as discipline disproportionality. Finally, the cumulative test scores will be a measure of our progress toward these goals.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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.

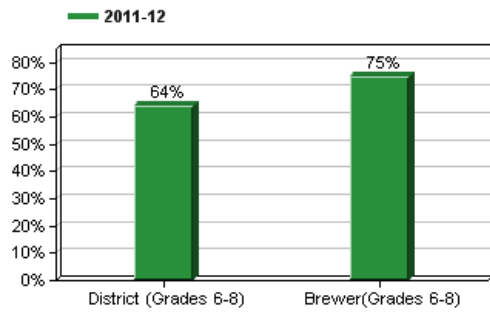
School Quality Standards relevant to this Strategic Priority

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

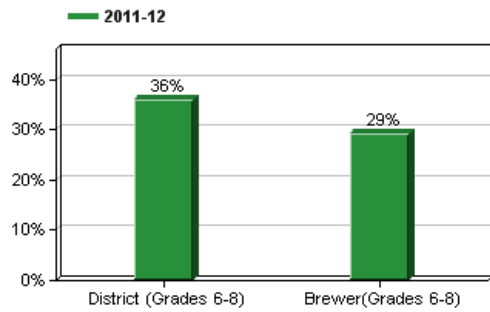
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

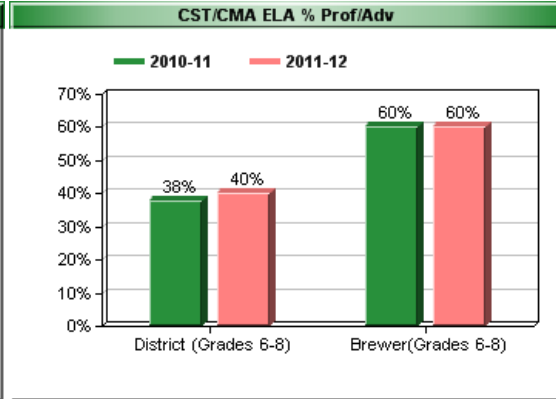
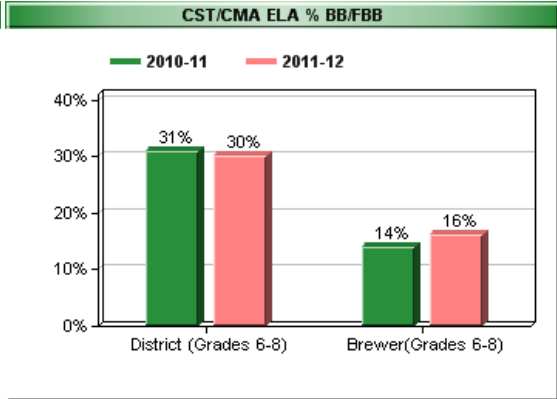
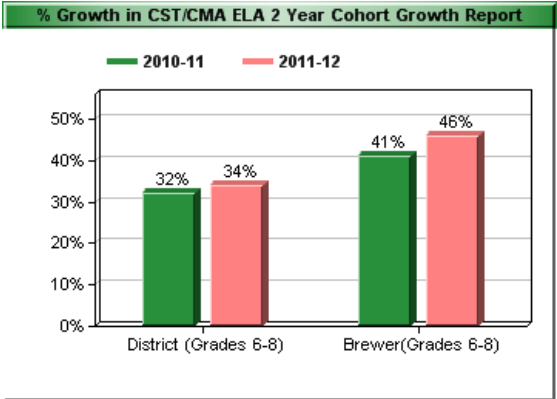


CELDT

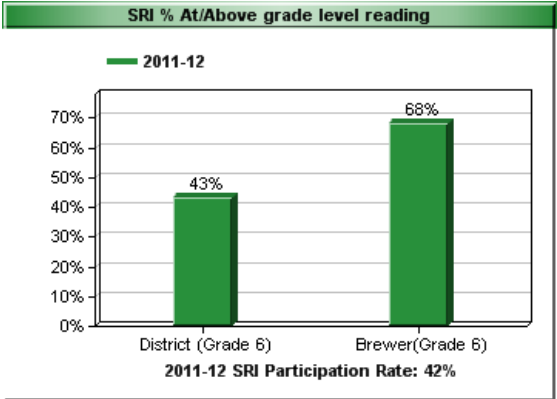
% Growth in CELDT 2 Year Cohort Growth Report



CST



SRI



School Data

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- The SRI Growth Data indicates that our Intervention Classes are leading to a significant lift in students who are 1 or more grade levels behind. Use of guided reading workshop as well as Achieve 3000 are high-leverage strategies that we will be continuing with.

Data Analysis

- Growth in ELA CST from 09-10 to 10-11 was relatively flat, with the school staying at 60% prof/adv.
- However, we did a good job moving students out of the lower bands FBB/BB. We attribute this to the allocation of resources to a TSA and a literacy PD coach.

Theory of Action

- Tier I: our literacy efforts are based on the theory that all teachers are literacy teachers, as we implement Common Core ELA in 2012-2013. We are embracing the cycle of complex texts, academic discourse and writing in CCSS implementation.
- Tier II: we have a strong intervention program in which students receive key relearning opportunities using a reading group model. As well, Blended Learning supports our ELA intervention program so that students can get remediation.
- There is also a strong ELA + Soc Sci Common Core implementation under way at Edna Brewer. We won a grant that will allow us to continue this important work.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Fund a TSA for Literacy Efforts and PD.	SRI	All Students	Monthly	Leadership Team	4/3/2013	210SQI1A280	ELA TSA	7090-EIA - SCE		C10TSA0061	0.45	\$50,943.94
Fund a TSA for Literacy Efforts and PD.	CELDT	English Learners	Every Marking Period	Leadership Team	4/3/2013	210SQI1A282	ELA TSA	7091-EIA - LEP		C10TSA0061	0.15	\$16,981.31
Fund Intervention Classes, 20% of 4.0 FTE = 0.8 FTE, one period for each of six core ELA teachers.	State tests (CST/STAR, PFT)	FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1A283	ELA Intervention	7090-EIA - SCE		K12TCH0725	0.2	\$12,761.15
Fund Intervention Classes, 20% of 4.0 FTE = 0.8 FTE, one period for each of six core ELA teachers.	State tests (CST/STAR, PFT)	FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1A1567	ELA Intervention	7090-EIA - SCE		K12TCH0731	0.2	\$11,845.40
Fund Intervention Classes, 20% of 4.0 FTE = 0.8 FTE, one period for each of six core ELA teachers.	State tests (CST/STAR, PFT)	FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1A1568	ELA Intervention	7090-EIA - SCE		K12TCH1153	0.2	\$12,370.11
Fund Intervention Classes, 20% of 4.0 FTE = 0.8 FTE, one period for each of six core ELA teachers.	State tests (CST/STAR, PFT)	FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1A1569	ELA Intervention	7090-EIA - SCE		K12TCH1439	0.2	\$12,728.45
School-Wide PD on cycles of COMPLEX TEXT / ACADEMIC DISCOURSE / WRITING WORKSHOP	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	3/22/2013	210SQI1A4443	School-Wide PD on cycles of COMPLEX TEXT / ACADEMIC DISCOURSE / WRITING WORKSHOP	N/A			0	\$0.00
Funds an intervention period in ELA	State tests (CST/STAR, PFT)	FBB, BB	Every Marking Period	Leadership Team	4/3/2013	210SQI1A5270	Funds an intervention period in ELA	3010-Title I		K12TCH1902	0.2	\$11,669.97

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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:

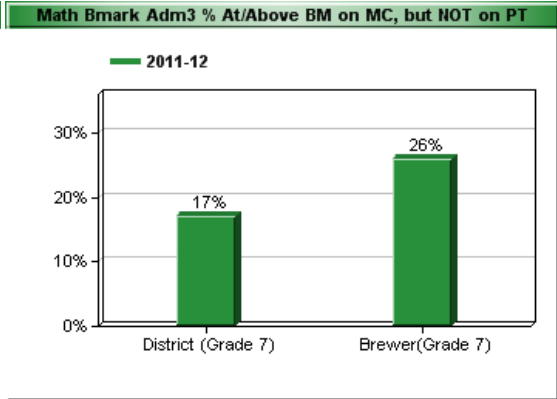
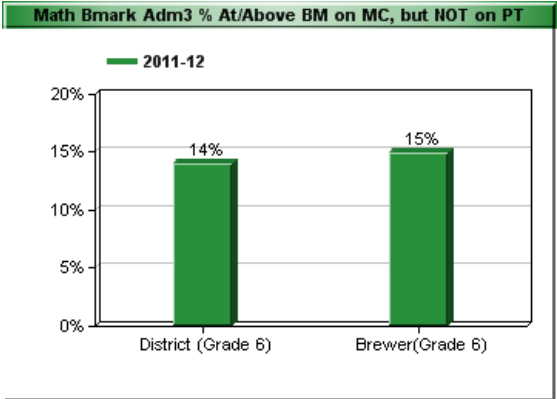
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

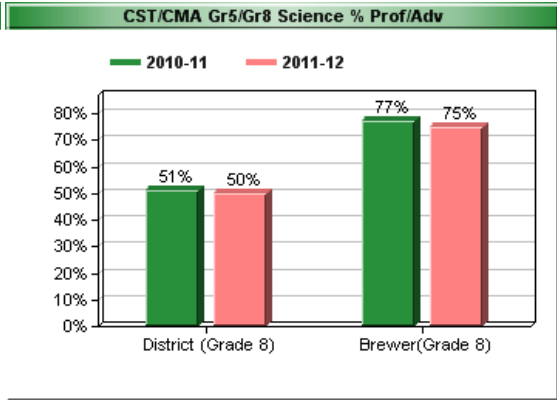
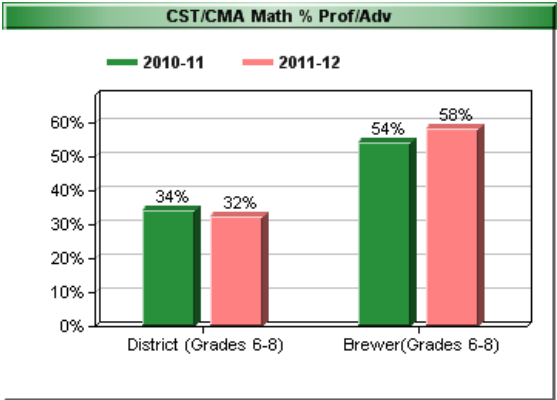
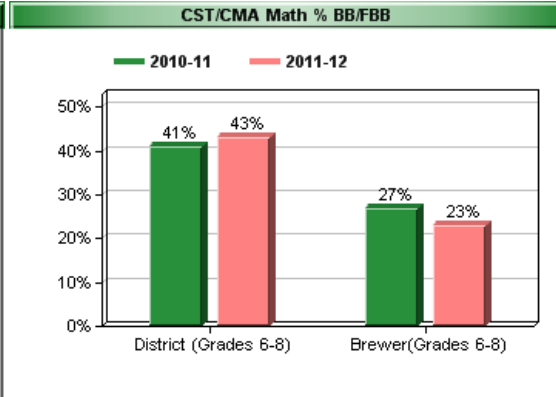
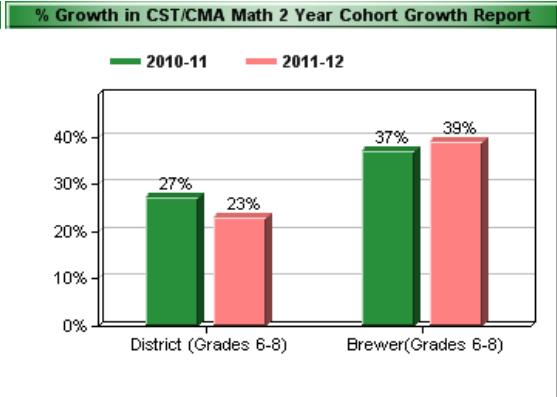
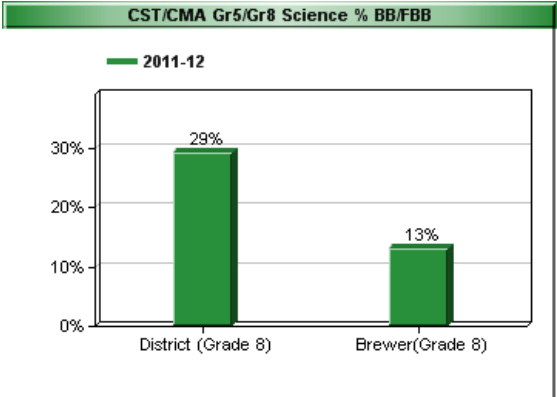
A quality school...

- 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



School Data

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- AS can be seen in the attached data, 8th grade performed very poorly. We are addressing this with the Common Core transition as well as personnel changes. These scores are far too low. On the positive end, Edna Brewer outperformed other schools in 6th and 7th grade Performance Task scores as well as the Benchmark Scores.
- We will continue with our Math Coaching model and our work in the OUSD Math Cohort.

Data Analysis

- From 10-11 to 11-12, we declined in math from 65% prof/adv to 54% schoolwide. This is attributable to two teachers turning over mid year.
- We made excellent gains in 7th grade Math due to effective teacher practice and a PLC that implemented a highly effective intervention class.

Theory of Action

- We have begun a school-wide implementation of the Common Core State Standards in Math. We have an effective Math Coach and we are in the OUSD Math Cohort. Our teachers regularly attend OUSD trainings and are involved in developing their crafts.
- Another key theory of action is to do intervention right--target intervention to students based on their specific level and learning diagnosis and build small class sizes so students can accelerate with the close attention of the teacher.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire a Math TSA to team-teach, coach, lead the Math DDI PLC, PD related to common core.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	3/22/2013	210SQI1B1572	Math TSA - to support Common Core Implementation in all math classrooms	7090-EIA - SCE		C10TSA0002	0.25	\$17,656.16
Hire a Math TSA to team-teach, coach, lead the Math DDI PLC, PD related to common core.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	3/22/2013	210SQI1B1573	Math TSA - to support Common Core Implementation in all math classrooms	3010-Title I		C10TSA0002	0.65	\$45,906.00
Fund 6 .2 FTE Math intervention classes.	Local assessments (benchmarks, PWA)	FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1B1702	Math Intervention	3010-Title I		K12TCH0522	0.2	\$11,319.51
Fund 6 .2 FTE Math intervention classes.	Local assessments (benchmarks, PWA)	FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1B1703	Math Intervention	3010-Title I		K12TCH0726	0.2	\$11,256.06
Fund 6 .2 FTE Math intervention classes.	Local assessments (benchmarks, PWA)	FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1B1704	Math Intervention	3010-Title I		K12TCH0730	0.2	\$11,689.91
Fund 6 .2 FTE Math intervention classes.		FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1B1705	Math Intervention	3010-Title I		K12TCH0985	0.2	\$10,999.59
Fund 6 .2 FTE Math intervention classes.		FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1B1706	Math Intervention	3010-Title I		K12TCH1323	0.2	\$15,867.91
Fund 6 .2 FTE Math intervention classes.		FBB, BB	Every Marking Period	Leadership Team	3/22/2013	210SQI1B1707	Math Intervention	3010-Title I		K12TCH1719	0.2	\$11,669.97
Early Adoption of Common Core in Mathematics					5/15/2012	210SQI1B4445	Early Adoption Common Core Math	N/A			0	\$0.00
Geometry Access to Advanced Students.		GATE			5/20/2013	210SQI1B4446	1 Section of Geometry	N/A			0	\$0.00
Math Navigator Curriculum for Tier I Intervention					5/15/2012	210SQI1B4447	Math Navigator Intervention	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

From OUSD Strategic Plan:

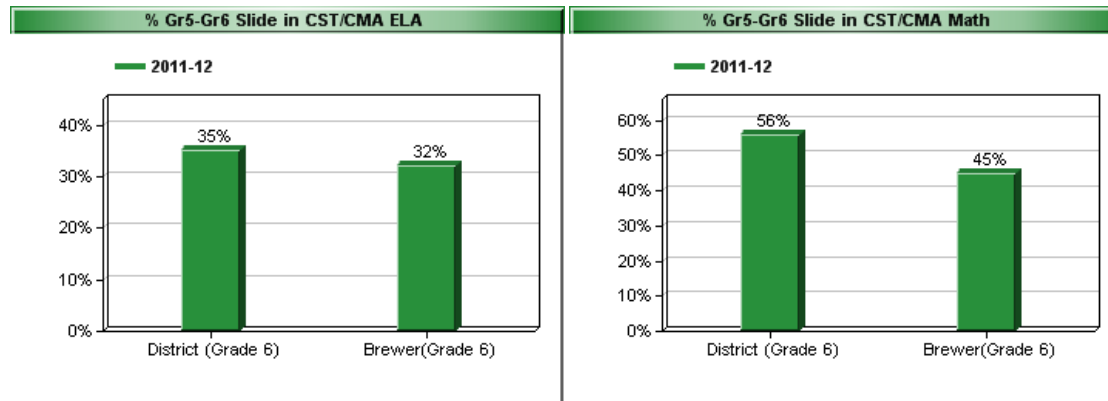
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the 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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Career Day for Whole School--Highly Successful					5/14/2012	210SQ11C4448	Community Engagement	N/A			0	\$0.00
5th Grade Tours and Elementary School Road Shows					5/14/2012	210SQ11C4449	Community Outreach	N/A			0	\$0.00
PACT Class--goal setting related to TeacherEASE					5/14/2012	210SQ11C4450	Social Emotional Advisory	N/A			0	\$0.00
Summer Bridge Programming					5/14/2012	210SQ11C4451	Summer Bridge	N/A			0	\$0.00
SPED Inclusion					5/14/2012	210SQ11C4452	Full Inclusion SPED	N/A			0	\$0.00
High School Options Fair					5/14/2012	210SQ11C4453	Exposing Students to High School Options	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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.

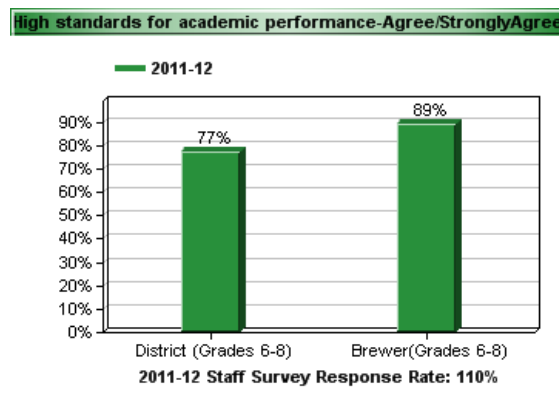
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

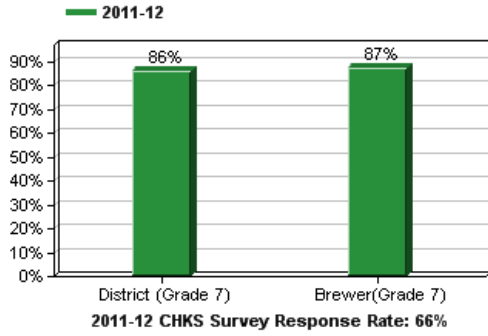
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

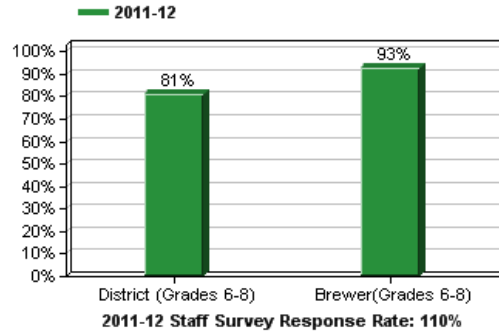


Survey - Success

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



School promotes academic success. ___% Agree/Strongly Agree



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
College Track					5/14/2012	210SQI1D4456	College Track	N/A			0	\$0.00
Career Fair					5/14/2012	210SQI1D4457	Career Fair	N/A			0	\$0.00
PACT Advisory Class - Social Emotional Curriculum					5/14/2012	210SQI1D4499	Advisory Class: Goal Setting and Social Emotional Education	N/A			0	\$0.00
Highland Hospital Internship Program					5/14/2012	210SQI1D4501	Internship Proqram	N/A			0	\$0.00
UC Berkeley Latino Science Conference					5/14/2012	210SQI1D4502	UC Science Latino Conference	N/A			0	\$0.00
UC Berkeley Mentoring Program					5/14/2012	210SQI1D4503	Mentoring Program	N/A			0	\$0.00
CCC Career & College Clubs in 7th/8th grade					5/14/2012	210SQI1D4504	College Clubs	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: Edna M Brewer Middle School

Principal: SAMSON PASAROW

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- Significant Achievement Gaps between AA students and White and Asian students. Latino student achievement also gapped.

Data Analysis

- There are also pervasive gaps in discipline. AA students are sent out of class at twice their representation in the student body.

Theory of Action

- We have begun a series of Culturally Responsive Classroom Management trainings in which we are trying to give teachers the skills to connect with AA students and create intentional classroom community.
- In the 2012-2013 School Year, we have continued with the AAMA Family Summits. We've hired a parent coordinator as well as an RJ coordinator. For 2013-2014, we plan on ending the AAMA partnership but do hope to have a Manhood Class.
- Related to EL's, our theory of action involves the same intervention model that we use for EO's. We do not have enough EL's to justify sections of ELD. Teachers will get stipends for working extra time with EL's after school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Summer Intervention & Bridge Programming					5/14/2012	210SQ1E4505	Summer Intervention	N/A			0	\$0.00
Teacher Tutoring and Extra Time in PD Training for ELD Teaching					5/14/2012	210SQ1E4433	Teacher Stipend	N/A			0	\$0.00
Teacher Tutoring and Extra Time in PD Training for ELD Teaching					5/14/2012	210SQ1E4434	ELD Materials	N/A			0	\$0.00
Teacher Tutoring and Extra Time in PD Training for ELD Teaching					5/14/2012	210SQ1E4437	PD Materials	N/A			0	\$0.00
Teacher Tutoring and Extra Time in PD Training for ELD Teaching					5/14/2012	210SQ1E4438	Surplus	N/A			0	\$0.00
Teacher Tutoring and Extra Time in PD Training for ELD Teaching					5/14/2012	210SQ1E4439	Materials	N/A			0	\$0.00
Teacher Tutoring and Extra Time in PD Training for ELD Teaching					5/14/2012	210SQ1E4440	Surplus	N/A			0	\$0.00
Reading Room for ELD pull out sessions	CELDT	English Learners	End of Year	Leadership Team	4/3/2013	210SQ1E5261	Materials for the Reading Room for ELD pull out sessions	7091-EIA - LEP	4310-SUPPLIES		0	\$5,176.33
Teacher Stipend for PD on accelerating EL growth	CELDT	English Learners	End of Year	Leadership Team	4/3/2013	210SQ1E5263	Teacher Stipend for PD on accelerating EL growth	7090-EIA - SCE			0	\$1,750.00
Teacher Stipend for Tutoring Struggling Students After School	Grades/GPA	FBB, BB	Every Semester	Leadership Team	4/3/2013	210SQ1E5267	Teacher Stipend for Tutoring Struggling Students After School	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$1,500.00
GATE-identified students are provided increased academic challenges commensurate with their advanced level of accomplishment.	State tests (CST/STAR, PFT)	GATE	Every Semester	Principal	5/20/2013	210SQ1E6148	All teachers will differentiate instruction for GATE students to increase their academic challenges	N/A			0	\$0.00
GATE-identified students are provided increased academic challenges commensurate with their advanced level of accomplishment.	State tests (CST/STAR, PFT)	GATE	Every Semester	Principal	5/20/2013	210SQ1E6149	"FLEX" Points in the 6th grade for advanced students.	N/A			0	\$0.00
GATE-identified students are provided increased academic challenges commensurate with their advanced level of accomplishment.	State tests (CST/STAR, PFT)	GATE	End of Year	Principal	5/20/2013	210SQ1E6150	Geometry class will be offered to students as an advanced math track.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

From OUSD Strategic Plan:

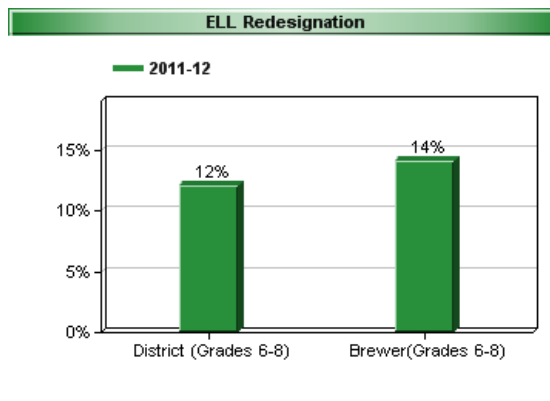
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together 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

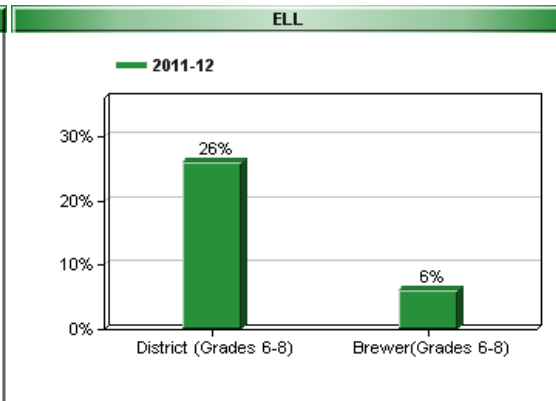
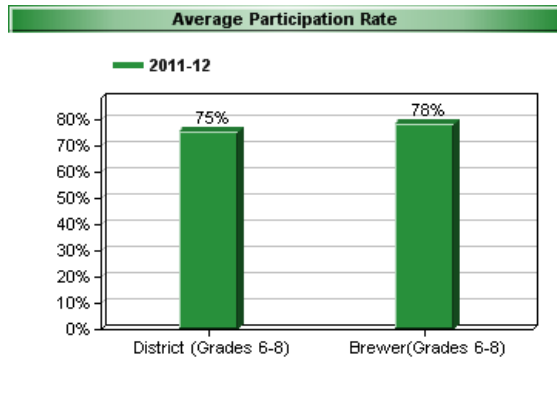
A quality school...

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

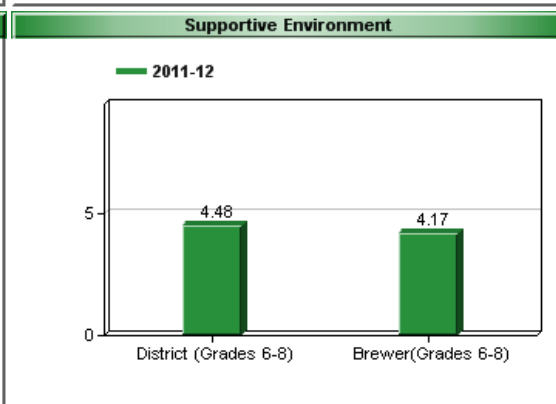
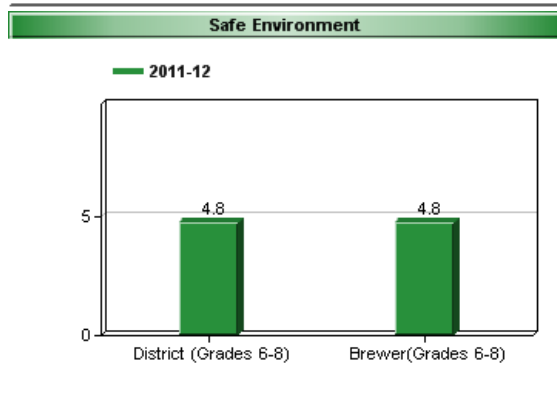
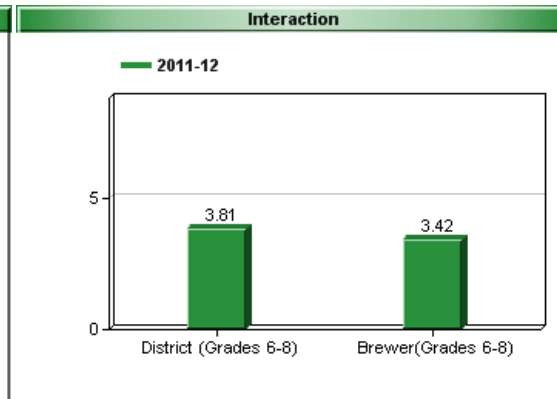
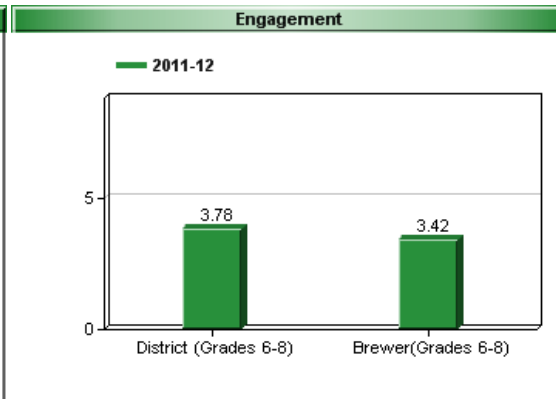
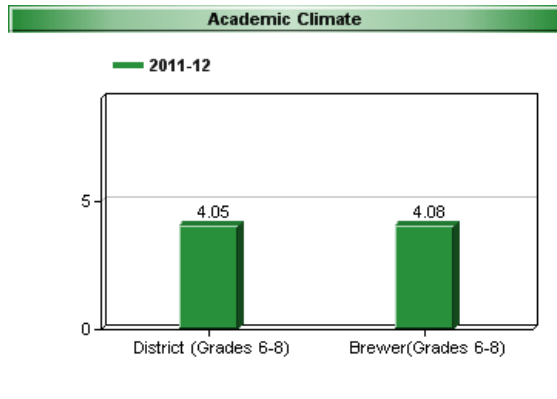
After School Program- Student Impact



After School Program- Participation



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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
After School Programming for 150 students, including music and sports classes taught by teachers					5/14/2012	210SQ11F4442	Homework Club and Enrichment	N/A			0	\$0.00

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

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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: TO REDUCE PHYSICAL ALTERCATIONS BY 10%

- Strategy 1.1: Implement Restorative Justice School Wide with Fidelity.
- Strategy 1.2: To train 15 Conflict Mediation Student Leads

Goal 2: To reduce disproportionality of classroom referrals by 15%

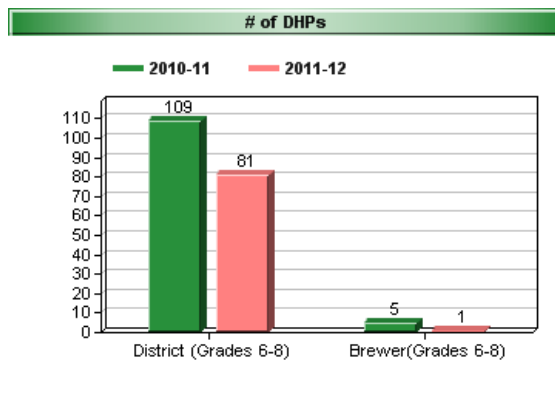
- Strategy 2.1: To implement restorative practices and mediation to prevent and stem classroom referrals.
- Strategy 2.2: To do staff circles monthly and have a number of on-site RJ trainings. To also use Restorative Practices and Circle Processes to build community in weekly advisory classes.

School Quality Standards relevant to this Strategic Priority

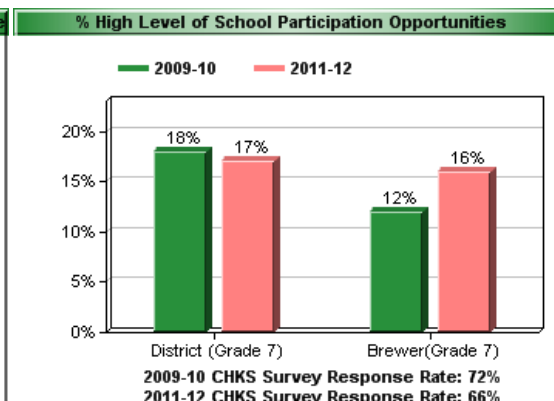
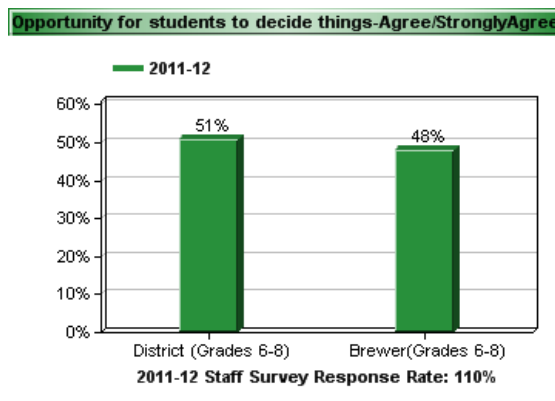
A quality school...

- 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

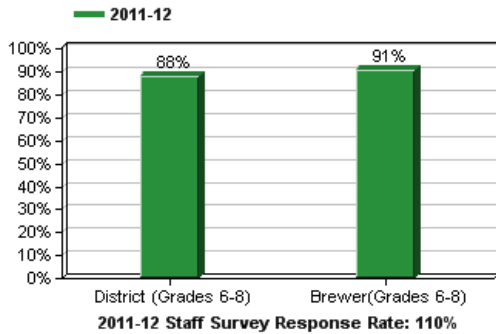


Survey - Engagement

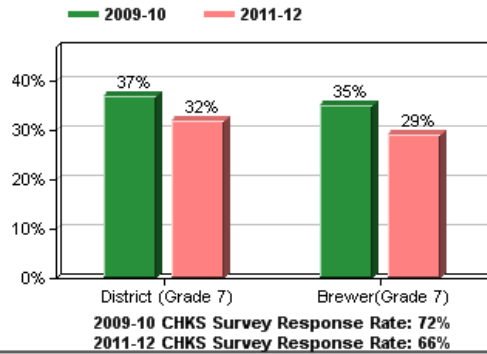


Survey - Relationships

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

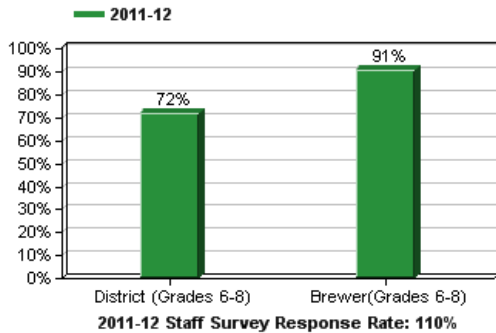


% High Level of Caring Relationships with Adults at School

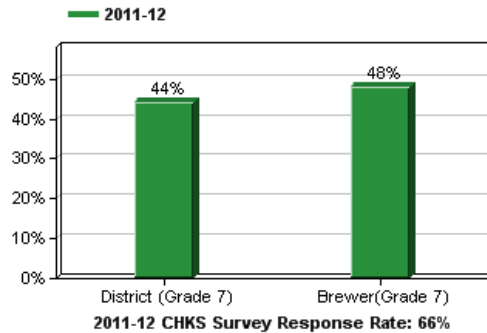


Survey - Safety

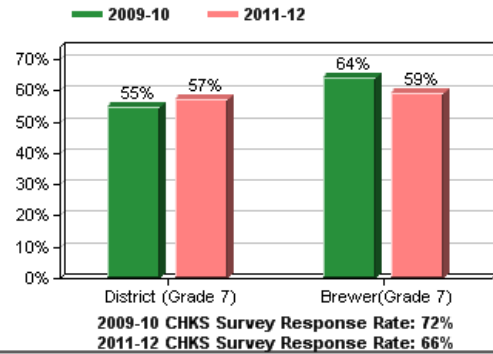
This school is a safe place for students.%Agree/Strongly Agree



Bullied for more than once on school property.

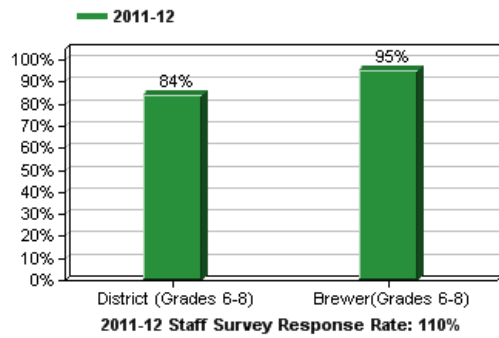


% Feeling Safe/Very Safe at School



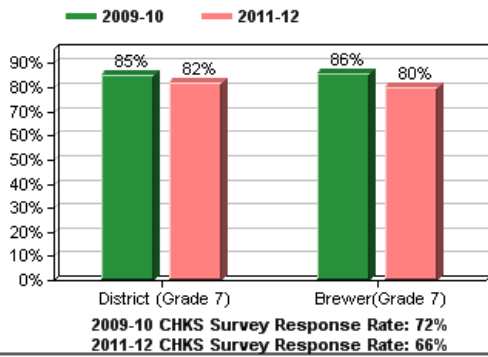
Survey - Welcoming

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

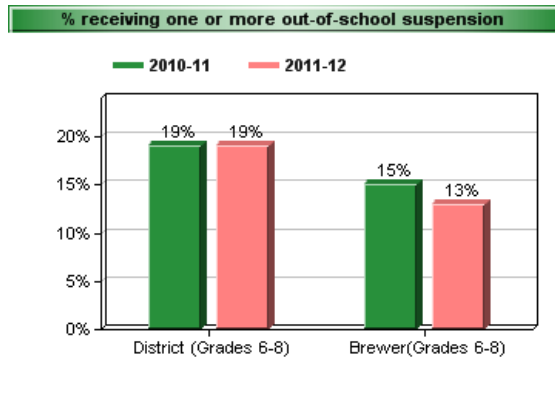


Survey- Beliefs

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



Suspensions



School Data

- There is a discipline disproportionality in Edna Brewer's Suspension numbers. After a fraught partnership with AAMA, we need to continue our Culturally Responsive Pedagogy Trainings and work on strengthening our Tier II supports where a majority of our suspensions and referrals are coming from.
-

Data Analysis

- More than half of our suspensions are coming from fighting between students. We are committed to using RJ as an alternative to suspension when it is appropriate and possible. We have funded an RJ Coordinator at 60% FTE this year.
- We received grant funding to expand the role of Restorative Justice practices in our school for 13-14 and we plan on doing a school-wide implementation of Restorative Justice to reduce disproportionality.

Theory of Action

- Edna Brewer is ceasing its PBIS work, as well as its 'partnership' with AAMA. We will continue being a positive reinforcement school, demonstrating in big and small ways that positive reinforcement works and builds good school culture.
- We will be embracing Restorative Justice school-wide in 2013-2014. We are likely implementing a block schedule with fewer transitions as well as supporting weekly circle time across the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
PRIDE - student-developed values that drive our pursuit of the school vision					5/15/2012	210SQI2A4516	Student Developed Shared Values	N/A			0	\$0.00
Teacher-Developed School Vision: "ACT" Academic Achievement, Community Building, Total Health					5/15/2012	210SQI2A4517	Staff Developed Vision	N/A			0	\$0.00
School-Wide Positive Reinforcement System: ACT Tickets					5/15/2012	210SQI2A4518	ACT Tickets	N/A			0	\$0.00
Student Celebrations: Student of the Month, ACT Assemblies, ACT Ticket Raffles					5/15/2012	210SQI2A4520	Celebrations & Rituals	N/A			0	\$0.00
Social Emotional / Advisory Goal Setting Class: PACT Class					5/15/2012	210SQI2A4521	PACT Class	N/A			0	\$0.00
Restorative Justice as an alternative to suspension					5/15/2012	210SQI2A4522	Restorative Justice	N/A			0	\$0.00
School Counselor					5/15/2012	210SQI2A4524	Excellent Counselor	N/A			0	\$0.00
Shared LEadership: Family Heads, PBIC Team Leads, Instructional Council					5/15/2012	210SQI2A4525	Shared Leadership Bodies	N/A			0	\$0.00
Gay Straight Alliance					5/15/2012	210SQI2A4526	Gay Straight Alliance	N/A			0	\$0.00
PBIS					5/15/2012	210SQI2A4527	Positive Behavior Intervention and Support	N/A			0	\$0.00
AAMAI Manhood Class					5/15/2012	210SQI2A4528	AAMAI MAnhood Class	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

From OUSD Strategic Plan:

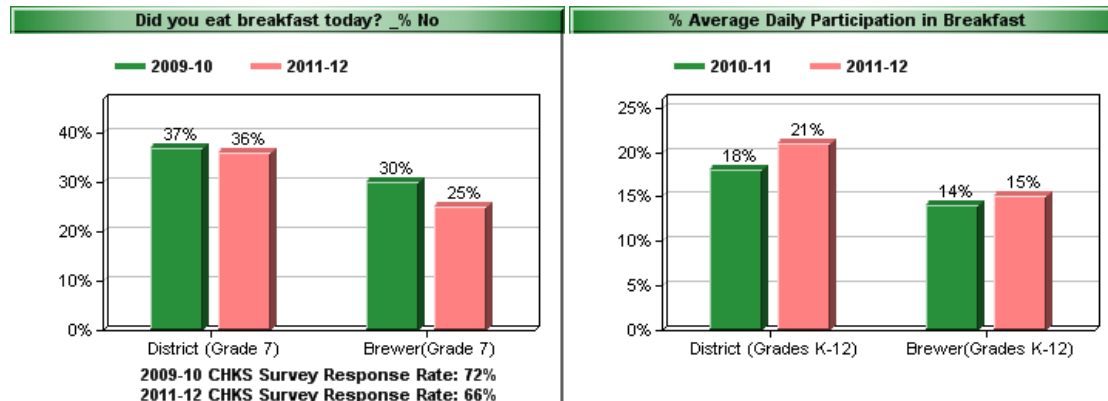
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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

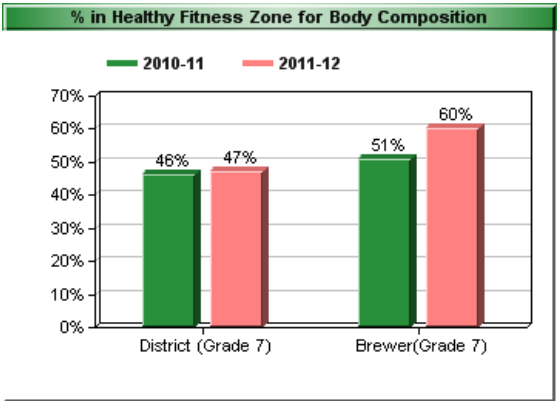
A quality school...

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

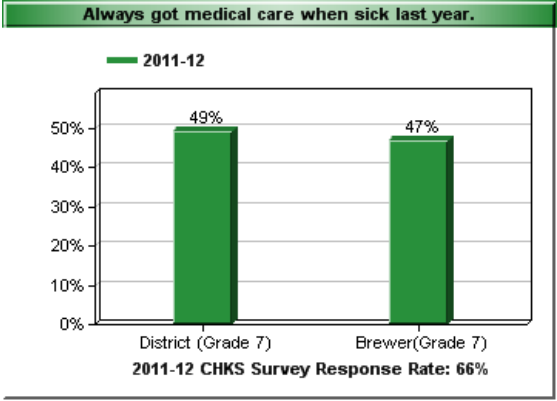
Breakfast



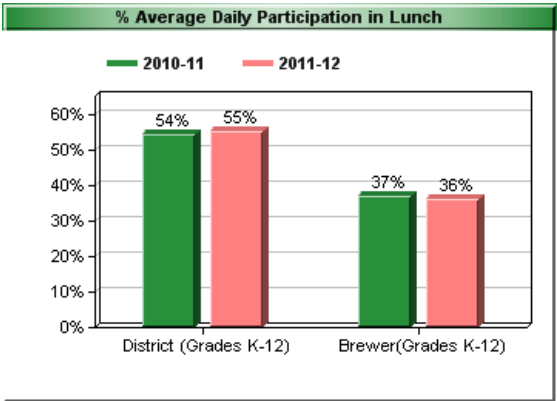
Fitness



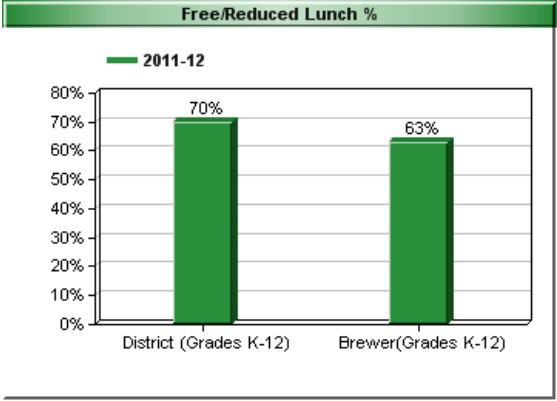
Health Access



Lunch

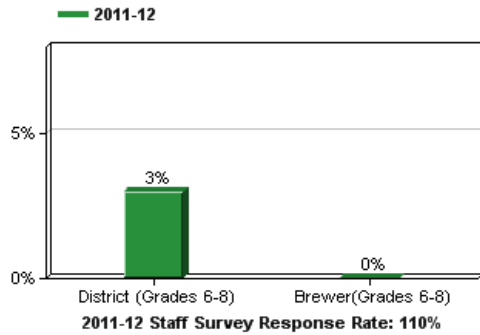


Socio Economics

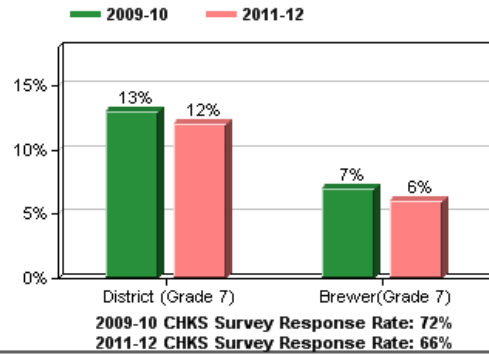


Survey - Drugs / Alcohol

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

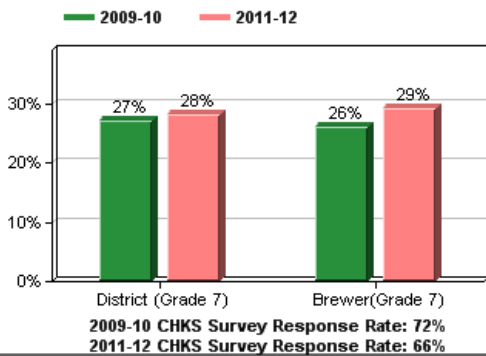


of days of alcohol use during past 30 days: one day or more



Survey - Mental Health

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



School Data

- A significant discipline gap between sub groups.
- In the 2012-2013 school year, suspensions are up for AA kids and in general. Classroom referrals are also up and disproportionate.

Data Analysis

- AA Suspensions are declining: at Jan 1 in 10-11, 54 unique suspensions had occurred, 34 of whom were AA boys and 18 were AA girls. Fast forward one year to Jan 1, 2012, total susp = 37 uniques, 17 AA males, and 8 AA Females.

Theory of Action

- Culture and Climate at Edna Brewer is largely about Positive Reinforcement. Examples include Panther PRIDE, PRIDE Tickets, public celebrations of students (Student of the Month, ACT Assemblies) and using alternatives to suspension when possible.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Total Health in School Vision					5/15/2012	210SQI2B4529	"Total Health" as a pillar of school vision	N/A			0	\$0.00
COST-7 Mental Health Workers to support student mental health					5/15/2012	210SQI2B4530	COS Team	N/A			0	\$0.00
PACT Class and the five marking period modules: Brewer Way, Identity, Conflict Resolution, Healthy Relationships, Total Health, Future Goals					5/15/2012	210SQI2B4531	Social Emotional Advisory Class	N/A			0	\$0.00
0.4 FTE School Nurse					5/15/2012	210SQI2B4532	School Nurse	N/A			0	\$0.00
Restorative Justice as an alternative to traditional, punitive consequence systems					5/15/2012	210SQI2B4533	Restorative Justice	N/A			0	\$0.00
Harvest of the Month					5/15/2012	210SQI2B4534	Harvest of the Month	N/A			0	\$0.00
Running Club					5/15/2012	210SQI2B4535	Running Club	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

From OUSD Strategic Plan:

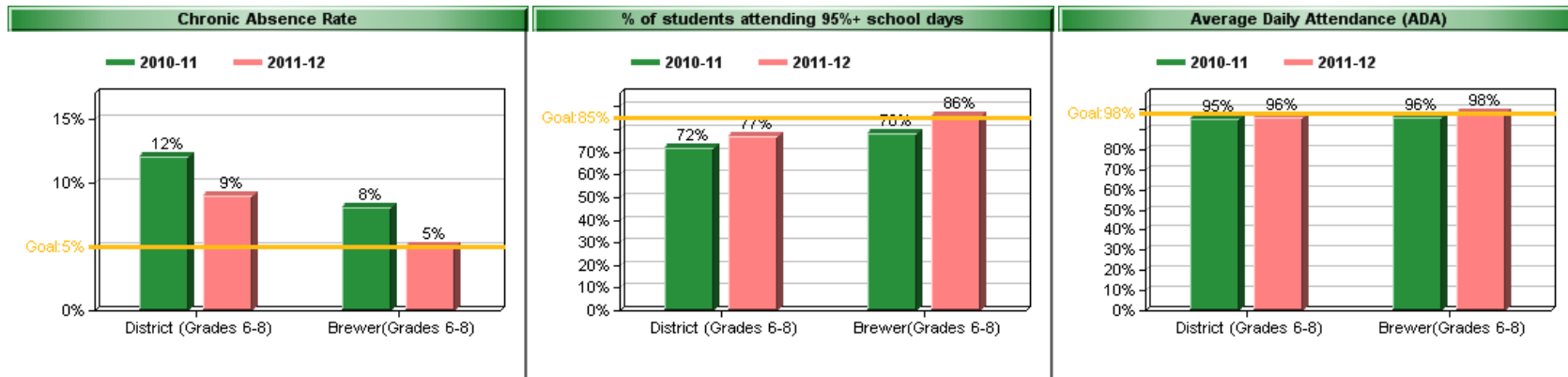
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
0.8 FTE Attendance Clerk					5/15/2012	210SQI2C4538	Attendance Clerk	N/A			0	\$0.00
SART Process					5/15/2012	210SQI2C4539	SART Process	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: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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.

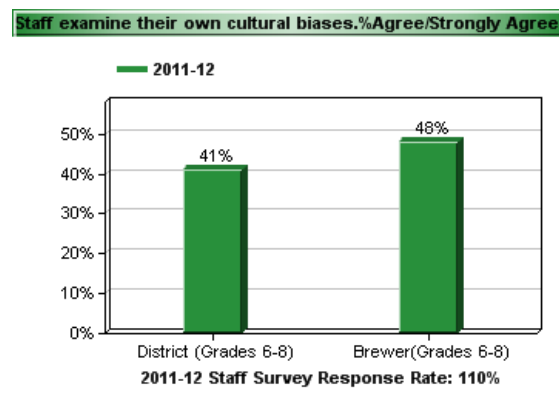
1. Improve the conditions in schools to retain 80% of effective teachers

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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
In-House coaching and BTSA coaching					5/15/2012	210SQI3A4540	In House Coaching	N/A			0	\$0.00
Partner Planning - Family Meetings - a high number of highly-effective PLC's					5/15/2012	210SQI3A4541	PLC Meetings	N/A			0	\$0.00
Many Leadership Roles here at Brewer: Family Head, Dept Head, PBIS Team Lead, Sports Coaches, Leadership Elective Teachers					5/15/2012	210SQI3A4542	Many Leadership Roles for Staff	N/A			0	\$0.00
Teacher-Led PD					5/15/2012	210SQI3A4543	Staff Led PD	N/A			0	\$0.00
Team Teaching in Advisory Class for Specific Teachers					5/15/2012	210SQI3A4545	Team Teaching in Advisory	N/A			0	\$0.00
Classroom Mgmt. Coaching and Support for teachers					5/15/2012	210SQI3A4546	Classroom Mgmt. Coaching	N/A			0	\$0.00
School-wide Family Structure - Small Learning Communities					5/15/2012	210SQI3A4547	EBMS Family Structure	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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.

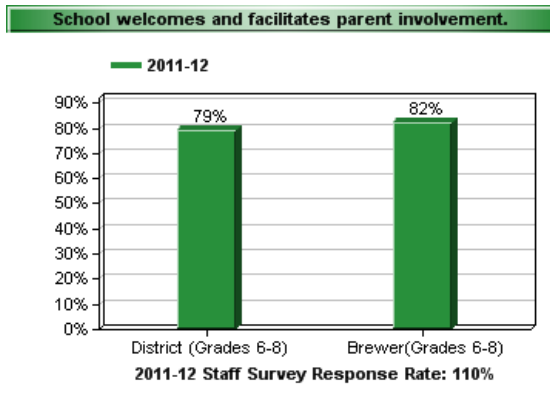
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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

- Community Meeting #1: subgroups were represented except for Cantonese-Speaking families.

Data Analysis

- We met our goal of ethnic representation at Community Meetings, except for Cantonese speakers.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student of the Month					5/15/2012	210SQI4A4435	Refreshments for Parents	N/A			0	\$0.00
6th Grade Orientation & BBQ					5/15/2012	210SQI4A4551	New Student Orientation	N/A			0	\$0.00
8th Grade HS Planning Sessions INFO NIGHT					5/15/2012	210SQI4A4552	High School Information Session	N/A			0	\$0.00
PTSA-Sponsored Burger n Bingo Community Events					5/15/2012	210SQI4A4553	Burger n Bingo Night!	N/A			0	\$0.00
After Hours Music Performances					5/15/2012	210SQI4A4554	Musical Performances	N/A			0	\$0.00
Parent Meeting Refreshments	Grades/GPA	All Students	End of Year	Principal	4/3/2013	210SQI4A5265	Parent Meeting Refreshments	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$3,138.47

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

From OUSD Strategic Plan:

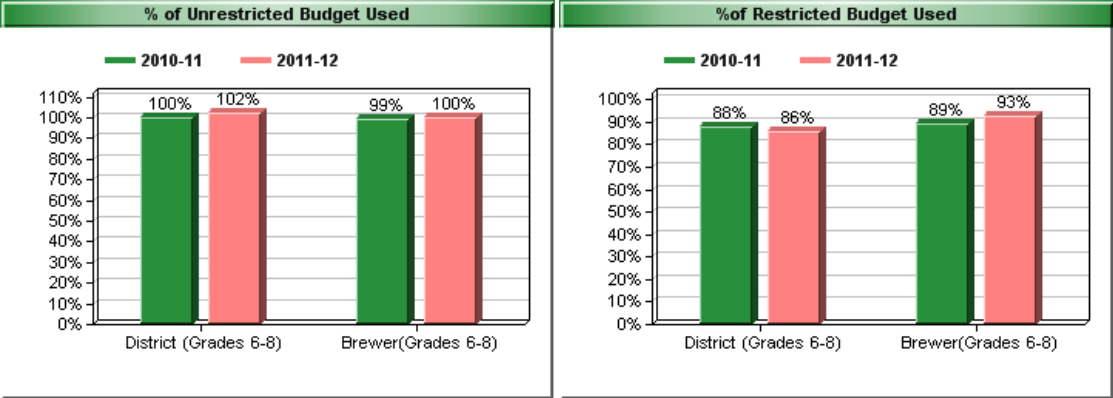
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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

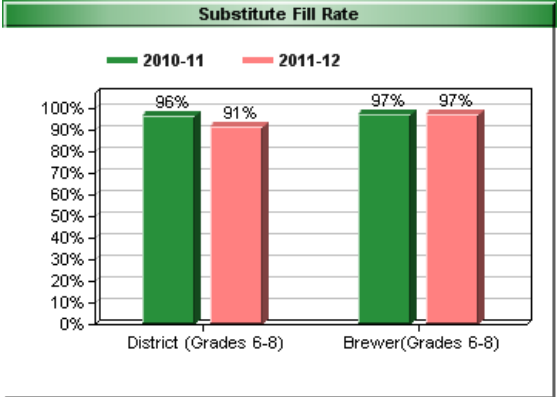
A quality school...

- 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







;

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	\$120,356.90	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$22,157.65	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$142,514.55	

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	\$132,146.02	
 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	\$3,138.47	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$135,284.49	

Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: *Edna Brewer*
Site Number: *210*

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
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *5/21/13*
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:

Elyata Davis

SSC Chairperson's Signature

Elyata Davis

SSC Chairperson's Name (printed)

5-21-2013

Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

Sam Pasarow

Principal Signature

Sam Pasarow

Principal's Name (printed)

5-21-13

Date

Janette Hernandez

Executive Officer's Signature

Janette Hernandez

Executive Officer's Name (printed)

5/23/13

Date

Suzanne Ramirez

Director, State & Federal Compliance Signature

Suzanne Ramirez

Director, State & Federal's Name (printed)

6/5/13

Date

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Sam Pasarow	X			
Nick Resnick		X		
Patrick Gray (Secretary)		X		
Ed Reed		X		
Nadia Lozhkina		X		
Charlene Johnson (DAC Rep)			X	
Veronica Carillo (DAC Rep)				X
Marie-Claude Provencher				X
Michelle Bunker-Alberts				X
Yata Davis (Vice-Chair)				X
Marie Roberts (Chair)				X
Marlina Davis				X
Numbers of members of each category	1	4	1	6

SSC Membership 2012-2013
04.23.2013

Title I School Parental Involvement Policy 2013 - 2014

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Edna Brewer Middle School 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.
- Offer a flexible number of meetings for parents. We meet monthly in School Site Council Meetings and discuss in detail the Title I program.
- 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.
- Provides parents of Title I students with timely information about Title I programs
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- 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 & The Common Core State 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
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Parent conferences happen six times a school year and a weekly progress report comes out of Advisory class and goes home for a parent signature.
 - Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Teachers and administrators regularly meet with families to discuss student progress and issues.
 - Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Provides support, during regularly meetings, for parental activities requested by Title I Program parents.


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.

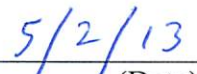
Adoption

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 (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Edna Brewer Middle School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Date)

Edna Brewer Middle School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.

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> 819 </u> All Students <u> 57 </u> ELs <u> 84 </u> SWDs</p> <p>Use Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed <u> X </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	Substantial y	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	Substantial y	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 <u>X</u> assessed, <u>X</u> placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials. Appropriate Use ___X___ Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—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																							
			Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">27</td> <td style="text-align: center;">38</td> <td style="text-align: center;">29</td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">6</td> <td style="text-align: center;">4</td> <td style="text-align: center;">6</td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">29</td> <td style="text-align: center;">32</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>							number of Intensive Intervention Students					Gr. 6	Gr. 7	Gr. 8	All Intensive learners	27	38	29	All Intensive ELs	6	4	6	All Intensive SWDs	29	32	20
number of Intensive Intervention Students																										
	Gr. 6	Gr. 7	Gr. 8																							
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	Grade 6	Grade 7	Grade 8																							
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Appropriate Use ___ Materials are used as designed																										
Documentation		Additional Comments																								
Reading/Language Arts/ELD																										
District Purchase Date:																										
School Distribution Date:																										
Classroom Distribution Date:																										
Attach publisher PO documentation for sets of classroom basic core materials.																										

California Department of Education
Academic Program Survey—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	1.4 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%
			<p align="center">Key Components</p> <p><u>Instructional Program Materials</u> 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> 819 </u> All Students <u> 57 </u> ELs <u> 84 </u> SWDs</p> <p><u>Appropriate Use</u> Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed. <u> X </u> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—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>27</td> <td>25</td> </tr> <tr> <td>All Intensive ELs</td> <td>6</td> <td>4</td> </tr> <tr> <td>All Intensive SWDs</td> <td>29</td> <td>32</td> </tr> </tbody> </table> <p>Appropriate Use ___X___ Materials are used as designed.</p>								number of Intensive Intervention Students				Grade 6	Grade 7	All Intensive learners	27	25	All Intensive ELs	6	4	All Intensive SWDs	29	32
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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.	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. <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>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> <tr> <td>ELs</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> <tr> <td>SWDs</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	55 mins	55 mins	55 mins	ELs	55 mins	55 mins	55 mins	SWDs	55 mins	55 mins	55 mins
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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%																				
<p align="center">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <table border="1" data-bbox="1388 683 2024 1187"> <thead> <tr> <th colspan="4" data-bbox="1388 683 2024 764">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th data-bbox="1388 764 1587 797"></th> <th data-bbox="1587 764 1734 797">Grade 6</th> <th data-bbox="1734 764 1873 797">Grade 7</th> <th data-bbox="1873 764 2024 797">Grade 8</th> </tr> </thead> <tbody> <tr> <td data-bbox="1388 797 1587 938">Additional time provided identified Strategic students</td> <td data-bbox="1587 797 1734 938">55 mins</td> <td data-bbox="1734 797 1873 938">55 mins</td> <td data-bbox="1873 797 2024 938">55 mins</td> </tr> <tr> <td data-bbox="1388 938 1587 1052">Additional time provided identified Strategic ELs</td> <td data-bbox="1587 938 1734 1052">55 mins</td> <td data-bbox="1734 938 1873 1052">55 mins</td> <td data-bbox="1873 938 2024 1052">55 mins</td> </tr> <tr> <td data-bbox="1388 1052 1587 1187">Additional time provided identified Strategic SWDs</td> <td data-bbox="1587 1052 1734 1187">55 mins</td> <td data-bbox="1734 1052 1873 1187">55 mins</td> <td data-bbox="1873 1052 2024 1187">55 mins</td> </tr> </tbody> </table>									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	55 mins	55 mins	55 mins	Additional time provided identified Strategic ELs	55 mins	55 mins	55 mins	Additional time provided identified Strategic SWDs	55 mins	55 mins	55 mins
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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	2.3 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. 	Objective	Fully	Substantially	Partially	Minimally									
			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" data-bbox="1388 862 2024 1143"> <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>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> <tr> <td>Number of instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	Number of students	55 mins	55 mins	55 mins	Number of instructional minutes in ELD (beyond 2.1 and 2.2)
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Documentation		Additional Comments														
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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%																				
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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																				
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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	Substantial y	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 846 1990 1463"> <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>28</td> <td>32</td> <td>29</td> </tr> <tr> <td>All strategic ELs</td> <td>2</td> <td>2</td> <td>1</td> </tr> <tr> <td>All strategic SWDs</td> <td>29</td> <td>32</td> <td>20</td> </tr> <tr> <td>Additional time provided to strategic students</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> <tr> <td>Additional time provided to identified EL students</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> <tr> <td>Additional time provided to identified SWD students</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> </tbody> </table>					Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	28	32	29	All strategic ELs	2	2	1	All strategic SWDs	29	32	20	Additional time provided to strategic students	55 mins	55 mins	55 mins	Additional time provided to identified EL students	55 mins	55 mins	55 mins	Additional time provided to identified SWD students
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Documentation		Additional Comments	
	Mathematics		
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

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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="1371 730 2020 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>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> <tr> <td>Intensive ELs</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> <tr> <td>Intensive SWDs</td> <td>55 mins</td> <td>55 mins</td> <td>55 mins</td> </tr> </tbody> </table>					Number of instructional minutes at each grade level					Grade 6	Grade 7	Pre-algebra/Algebra Readiness	Intensive learners	55 mins	55 mins	55 mins	Intensive ELs	55 mins	55 mins	55 mins	Intensive SWDs
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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	3.1 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. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> ___X___ Distributed to each grade level. ___X___ In use at every grade level. <u>Pacing Guide Use Monitored</u> ___X___ Principal monitors use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

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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 checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School/District Pacing Plan by Grade Level or Program Level							
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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 checked="" type="checkbox"/> Training in RLA/ELD <input checked="" type="checkbox"/> Training in Mathematics <input checked="" 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 intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. 	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> <ul style="list-style-type: none"> -intensive Math Common Core training -leadership training -instructional capacity-building training -school culture and climate training; 				

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		<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	2	1	1		
		Grade 7	2	2	0		
		Grade 8	2	2	0		

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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		

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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">2</td> <td align="center">1</td> <td align="center">1</td> </tr> <tr> <td>Grade 7</td> <td align="center">2</td> <td align="center">1</td> <td align="center">1</td> </tr> <tr> <td>Algebra I</td> <td align="center">2</td> <td align="center">0</td> <td align="center">2</td> </tr> <tr> <td>Pre-algebra/Algebra Readiness</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> </tbody> </table>						Number of Teachers	Training	Classroom Practice	Grade 6	2	1	1	Grade 7	2	1	1	Algebra I	2	0	2	Pre-algebra/Algebra Readiness
	Number of Teachers	Training	Classroom Practice																					
Grade 6	2	1	1																					
Grade 7	2	1	1																					
Algebra I	2	0	2																					
Pre-algebra/Algebra Readiness	0	0	0																					

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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		

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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	6.1 The school/district provides instructional assistance and ongoing support to all teachers of	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-	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

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Academic Program Survey—Middle School Level

<p>for Teachers</p>	<p>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.</p>	<p>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.</p> <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. 	<p align="center">Key Components</p> <p><u>Coaches/Content Experts/Specialists</u> ___x___ Type of instructional assistance _____ Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: ELA teacher coaching – lesson planning and delivery, & implementation of the Common Core State Standards.</p> <p>School Wide PD on CCSS, specifically Academic Discourse.</p> <p>Describe criteria used for identifying and providing coaching support: Common Core training is given to all Soc Sci and ELA teachers. Classroom management coaching is determined by need.</p> <p><u>Monitoring Coaching System</u> ___X___ Principal structures/monitors instructional assistance services</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> ___X___ Provided with materials-based training</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: district training</p>
<p align="center">Documentation</p>		<p align="center">Additional Comments</p>	
<p>School Plan for Assistance and Support to Teachers:</p>	<p align="center">Reading/Language Arts/ELD</p>		
<p>Attach appropriate documents.</p>			

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.	<p>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.</p> <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%
			Key Components				
			<p><u>Coaches/Content Experts/Specialists</u> <input checked="" type="checkbox"/> Type of instructional assistance <input type="checkbox"/> Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Math instructional coach works with the district and local teachers to implement CCSS Math standards.</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>All math teachers receive Common Core support and others receive classroom mgmt training as needed.</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> 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:							

California Department of Education
Academic Program Survey—Middle School Level

Attach appropriate documents.	
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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.				
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	Substantial y	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 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 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 checked="" 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 type="checkbox"/> School-wide assessment calendar developed & 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					
RLA/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:							
School:							
District:							
Attach appropriate documents.							

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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.				
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%
			<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 checked="" 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 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 checked="" 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 checked="" 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:							

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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	Substantial y	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Scheduled Structured Collaboration Meetings</u></p> <p><input type="checkbox"/> 1 Number per month.</p> <p><input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><input checked="" type="checkbox"/> Meetings are structured, protocols/tools are developed and used.</p> <p><input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p><input checked="" type="checkbox"/> 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></p> <p><input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students.</p> <p><input type="checkbox"/> Strengthening program implementation.</p> <p><input checked="" type="checkbox"/> Designing and improving lessons/instruction.</p> <p><input type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.</p>							
Documentation		Additional Comments					
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans	Reading/Language Arts/ELD						

California Department of Education
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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.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>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.</p> <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	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Documentation			Additional Comments				
	Mathematics						

Scheduled Structured Collaboration Meetings

1 number per month.

All teachers including strategic, intensive intervention, special education, and ELD teachers participate.

Meetings are structured, protocols/tools are developed and used.

Training for collaboration meeting protocols provided to teachers.

Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

Using and analyzing timely student common assessment results from all students.

Strengthening program implementation.

Designing and improving lessons/ instruction.

Identifying research-based strategies to support specific skill needs of all students.

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

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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%
			Key Components				
			<p><u>Allocation of Funds</u> ___x___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> ___x___ The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately							
Attach appropriate documents.							

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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 ___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					
	Mathematics						
Plan uses all revenues appropriately							
Attach appropriate documents.							