

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2012

**To:** Board of Education

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

**Re:** 2012/2013 CSSSP – McClymonds High School

**Action Requested:**

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

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

**State Programs**

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

**Federal Programs**

- Title I, Part A

**Recommendation:**

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



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: McClymonds High School**

**0110189**

**School Year: 2012-2013**

# **COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)**

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

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

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

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

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

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

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

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

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

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

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

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

McClymonds High School is located in West Oakland, an area growing in diversity and experiencing mass gentrification. The outlying area is a mix of residential with small and large businesses including the Port of Oakland. Over 80% of our students, who come from almost exclusively West Oakland, receive free and reduced lunch. Many of our families are challenged by these difficult economic times and require more wrap around services than ever before. McClymonds High's population for special needs students is 6%. Our students range from Resource Specialist Program (RSP) to multiple-handicapped. Many of our special needs students are able to take some or all of their classes in the regular program.

##### VISION

McClymonds High School is committed to building a network of empowered graduates that affect positive change through success in college, career, and community involvement. Students can graduate in four years with solid a-g course work fully qualified for the college of their choice. In addition, staff is also focused on providing focused interventions, an engaging community, relevant professional development that continues to focus on rigor and scaffolding. Staff is also committed to examining ways to transition toward common core standards in all subject areas and strengthening academies and pathways for multiple career options. McClymonds staff is determined to ensure that all students are college ready and prepared for the work place. McClymonds Students will be: 1. Effective Communicators a. Molding a presentation to fit their audience b. Code-switching in speech and writing c. Being self-assured and effective in oral communication 2. Academic Achievers a. Succeeding in rigorous college-prep courses b. Thinking critically in all subject areas c. Developing computer expertise through coursework d. Improving and showing proficiency on standardized tests e. Master assignments and revise work when needed 3. Active Learners a. Connecting class-work to real world experience b. Identifying and pursuing topics of interest independently c. Recognizing personal experience as a resource 4. College Ready a. Being ready to perform academically in college b. Matching a college to his/her needs or interests c. Independently finding college and scholarship

information d. Knowing and completing A-G requirements e. Reading and reacting to his/her transcript 5. Empowered Leaders in the Community a. Striving to give back to the community b. Working to build a positive school environment c. Improving their community d. Identifying and using their power as civic participants e. Overcoming impediments in order to wield their power

## **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 Instructional leadership team comprised of the principal, after-school director, and representatives from each of the A-G subject areas, will regularly gather and analyze achievement data to strategically plan programming. In addition, in 2012-2013, McClymonds will create a full service advisory committee that will assist in monitoring and designing our next steps as a full service community school.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: McClymonds High School

Principal: KEVIN TAYLOR

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

A quality school...

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

#### From OUSD Strategic Plan:

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

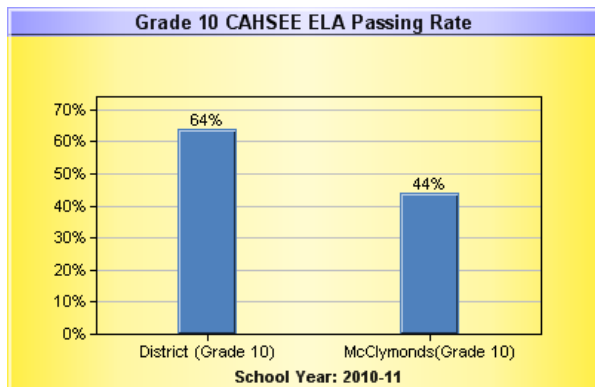
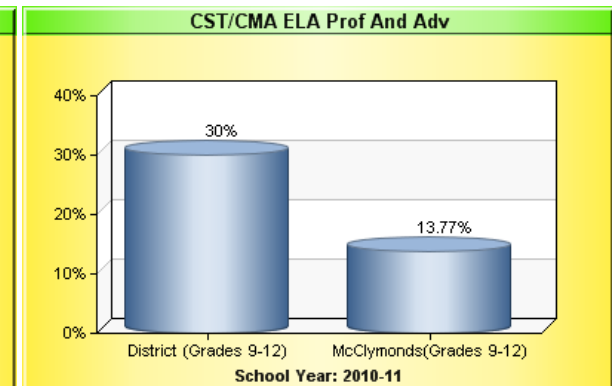
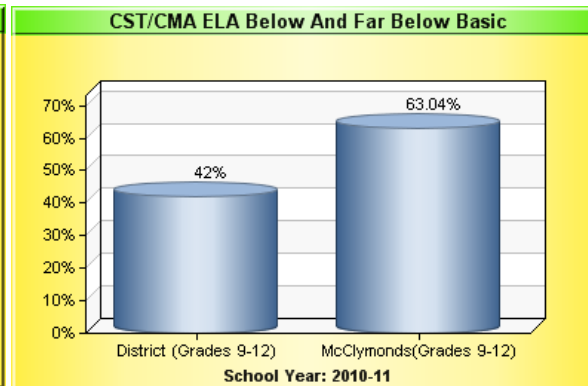
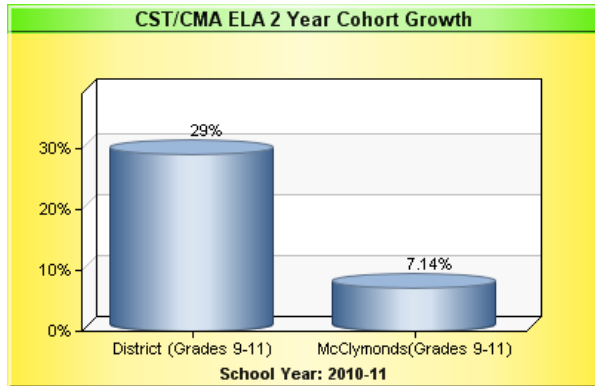
#### District-level Goals

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

- ELA passing rates for the 2010-2011 school year do not meet the standard established by the District nor the goals set forth by McClymonds.

**Data Analysis**

- McClymonds serves students with a wide array of abilities; students who are taking AP English 4 and students who are several years below grade level. All need to attain mastery level in English Language Arts.
- We must create a plan to address and support the extreme diversity in student ability and skill level in ELA.

**Theory Action**

- School Target: at least 50% of 10th graders will pass ELA CAHSEE, 75% of 11th graders, 100% of 12th graders
- To accomplish these goals, McClymonds will implement : intervention ELA courses that include and utilize our ELA intervention specialist support, summer school, and tutoring by stipened teachers and volunteers.
- To accomplish these goals the staff will engage in rigorous professional development in the form of retreats, extended planning hours, conferences, and intense coaching.



## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: McClymonds High School

Principal: KEVIN TAYLOR

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

A quality school...

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

#### From OUSD Strategic Plan:

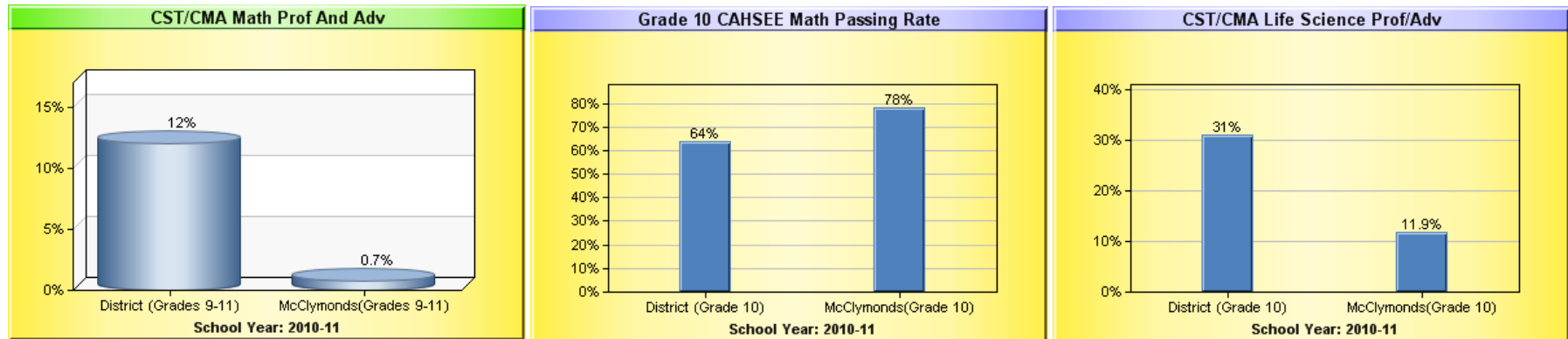
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

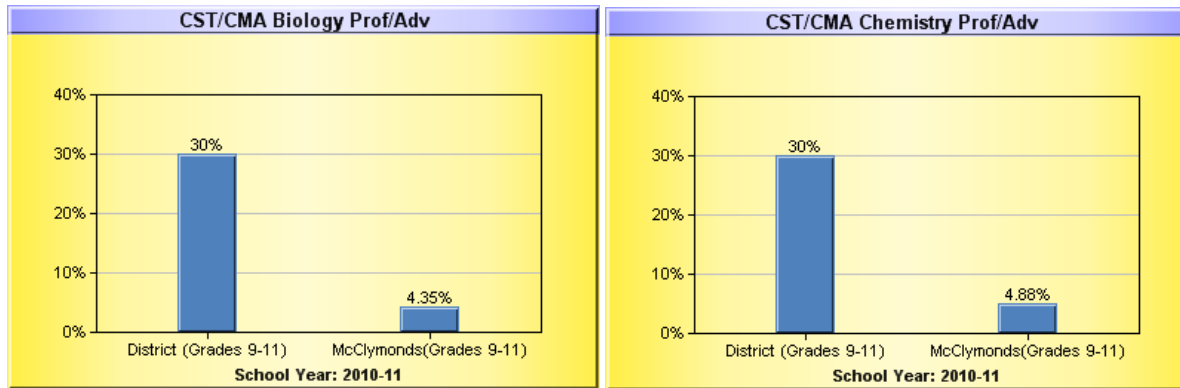
#### District-level Goals

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

#### School Federal and State Academic Achievement Goals:

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





**School Data**

- 93% of our students scored far below and below basic in Math
- over 60% of our students scored far below and below basic in English

**Data Analysis**

- Students are enrolling 3-4 years below grade level
- Our science scores are extremely low for a school focusing on science, technology and math?
- Our before and after school rap around services compliment support in place to improve student outcomes

**Theory Action**

- Interventions are necessary in both Math & English in order to support student achievement
- We need to address other areas that impede student outcomes in health and social emotional wellness that prevent students from performing at their peak level
- Teacher professional development related to stem is critical for successful implementation
- Continued relationship building with McClymonds parents, alumni association, the NEW McClymonds committee and other community based organizations are critical for significant progress in the area of community relations

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide foundational support for students (in addition to the core) to help ramp up their math & science skill set.	CST, CAHSEE & BENCHMARKS	FBB, BB	2012-2013	MATH DEPARTMENT HEAD	2/22/2012	351SQI1B813	Pull out focused instruction to support student deficiencies in the area of Math.	3010-Title I		K12TCH1040	0.4	\$32,904.11
Provide foundational support for students (in addition to the core) to help ramp up their math & science skill set.	CST, CAHSEE & BENCHMARKS	FBB, BB	2012-2013	MATH DEPARTMENT HEAD	2/22/2012	351SQI1B814	Pull out focused instruction to support student deficiencies in the area of Science	3010-Title I		K12TCH1998	0.2	\$10,516.42
STEM site visitations, technology use							Locate and attend		1120-TEACHERS			

trainings, and teaching best practice STEM trainings.	CST, CAHSEE & BENCHMARKS	All Students	2012-2013	Principal	2/22/2012	351SQ1B815	STEM trainings and STEM sites	3010-Title I	SALARIES STIPENDS		0	\$2,210.00
STEM site visitations, technology use trainings, and teaching best practice STEM trainings.	CST, CAHSEE & BENCHMARKS	All Students	2012-2013	Principal	2/22/2012	351SQ1B816	Locate and attend STEM trainings and STEM sites	3010-Title I	5220-CONFERENCE EXPENSE		0	\$2,500.00
STEM site visitations, technology use trainings, and teaching best practice STEM trainings.	CST, CAHSEE & BENCHMARKS	All Students	2012-2013	Principal	2/22/2012	351SQ1B819	Purchase supplemental books other than textbooks to enhance the core instructional program for all students	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$700.00
STEM site visitations, technology use trainings, and teaching best practice STEM trainings.	CST, CAHSEE & BENCHMARKS	All Students	2012-2013	Principal	2/22/2012	351SQ1B820	Purchase supplemental supplies to enhance the core instructional program	3010-Title I	4310-SUPPLIES		0	\$446.65
Facilitate meetings for parents on how to become more effective advocates for their students	Student & Parent Attendance	All Students	2012-2013	Principal	2/22/2012	351SQ1B821	Purchase meeting refreshments for parents participating in SSC, open-house, "back to school-night", etc. (excludes social events)	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,117.72
Provide foundational support (in addition to the core) for 9th grade students to help ramp up their English skill set.	CST, CAHSEE & BENCHMARKS	FBB, BB	2012-2013	ENGLISH DEPARTMENT HEAD	2/22/2012	351SQ1B822	Provide an additional English class (intervention in addition to the core) for under-performing night-grade students	7090-EIA - SCE		K12TCH9999	0.15	\$11,340.00
Provide foundational support (in addition to the core) for 9th grade students to help ramp up their English skill set.	CST, CAHSEE & BENCHMARKS	FBB, BB	2012-2013	ENGLISH DEPARTMENT HEAD	2/22/2012	351SQ1B825	additional 5% salary related health & welfare benefits expense for supplemental reading intervention teacher	7090-EIA - SCE	4399-SURPLUS		0	\$566.99
Provide foundational support (in addition to the core) for students to assist in improving their CAHSEE scores	CAHSEE	FBB, BB	2012-2013	Principal	2/22/2012	351SQ1B823	Provide an additional English class (intervention in addition to the core) for students who have not passes the English component of the CAHSEE	7090-EIA - SCE		K12TCH0542	0.2	\$18,356.29
Provide foundational support (in addition to the core) for students to assist in improving their CAHSEE scores	CAHSEE	FBB, BB	2012-2013	Principal	2/22/2012	351SQ1B824	Purchase supplemental supplies to enhance the core instructional program	7090-EIA - SCE	4310-SUPPLIES		0	\$25.25
Provide foundational support (in addition to the core) for							additional 5% salary related health & welfare benefits	7090-EIA -				

students to assist in improving their CAHSEE scores	CAHSEE	FBB, BB	2012-2013	Principal	2/22/2012	351SQ11B826	expense for supplemental reading intervention teacher	SCE	4399-SURPLUS		0	\$917.81
Support English learners to become more proficient readers of the English language	CST, CAHSEE, BENCHMARKS & CELDT	English Learners	2012-2013	Principal	2/22/2012	351SQ11B827	Purchase supplemental books other than textbooks for ELLs	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,376.70
Support English learners to become more proficient readers of the English language	CST, CAHSEE, BENCHMARKS & CELDT	English Learners	2012-2013	Principal	2/22/2012	351SQ11B828	Purchase supplemental books other than textbooks for ELLs	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,376.70

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: McClymonds High School

Principal: KEVIN TAYLOR

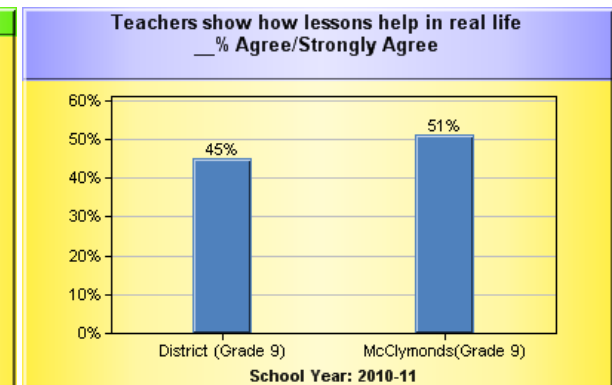
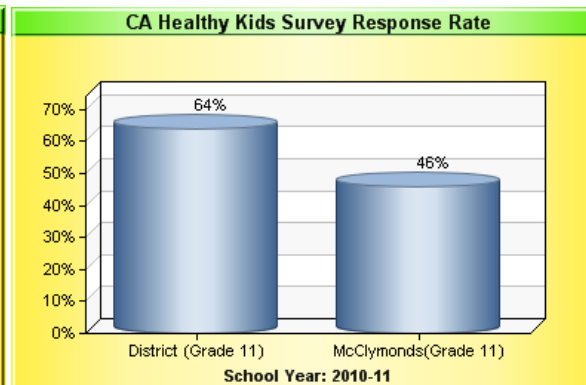
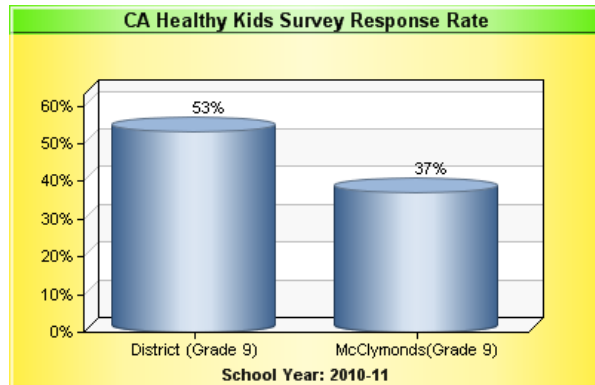
#### School Quality Standards relevant to this Strategic Priority

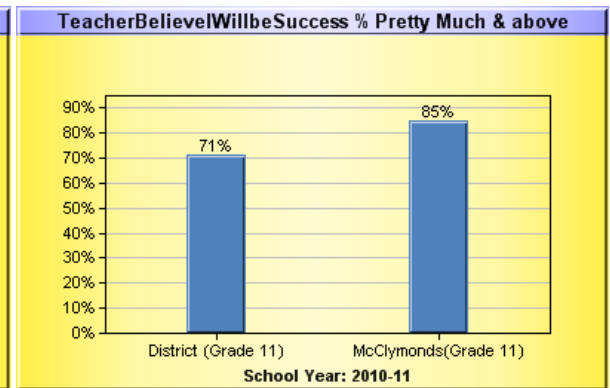
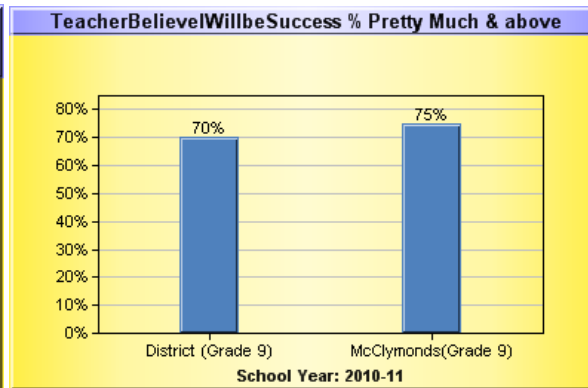
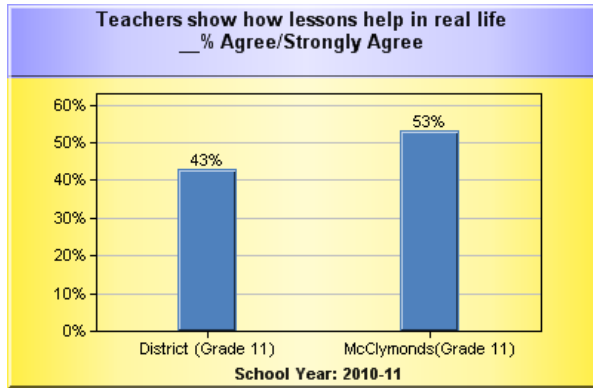
A quality school...

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

#### From OUSD Strategic Plan:

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





**Theory Action**

- All students will participate in at least two college trips each year. 11/12th graders will attend UC, CSU and community college trips prior to their college application process.
- All students will participate in some type of internship in preparation for career exploration.



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: McClymonds High School

Principal: KEVIN TAYLOR

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

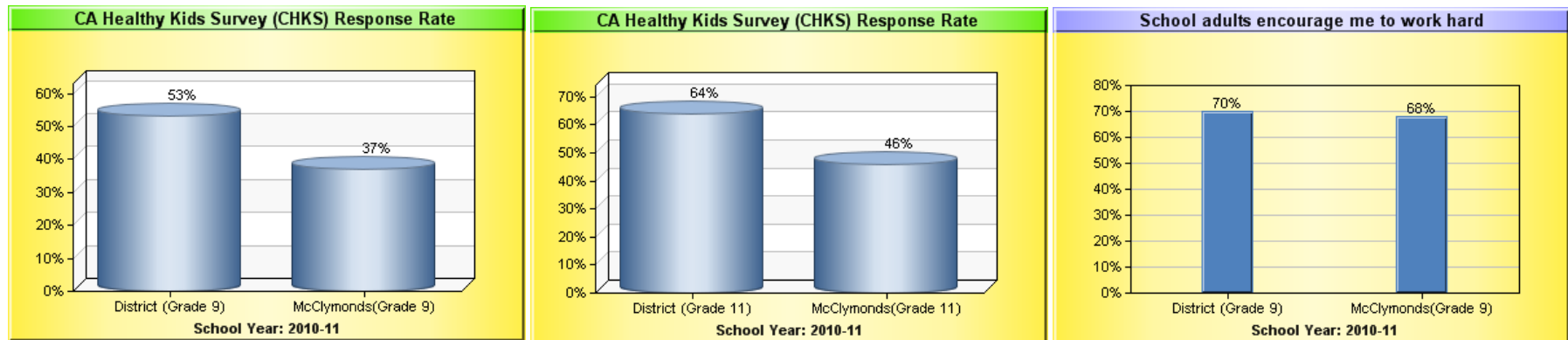
A quality school...

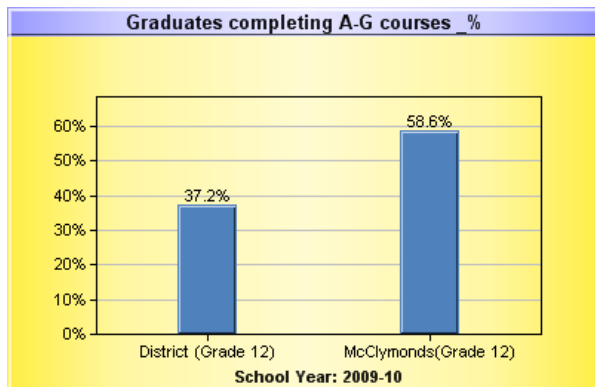
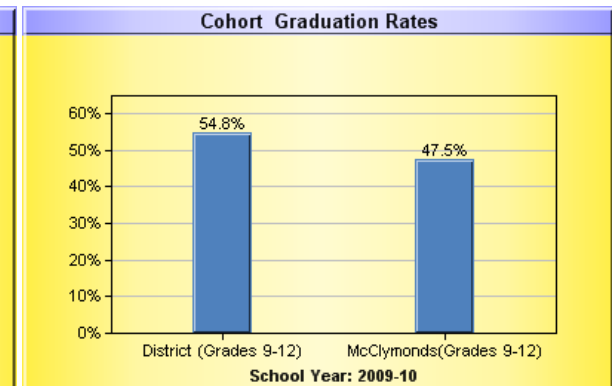
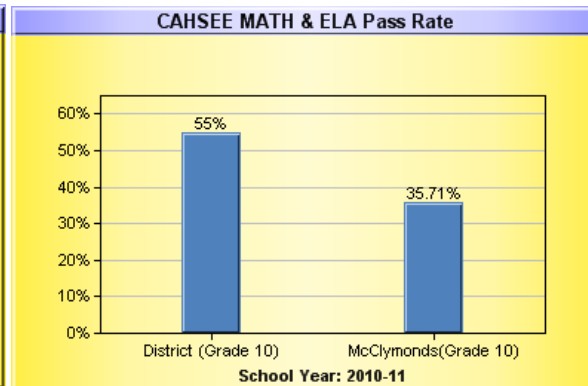
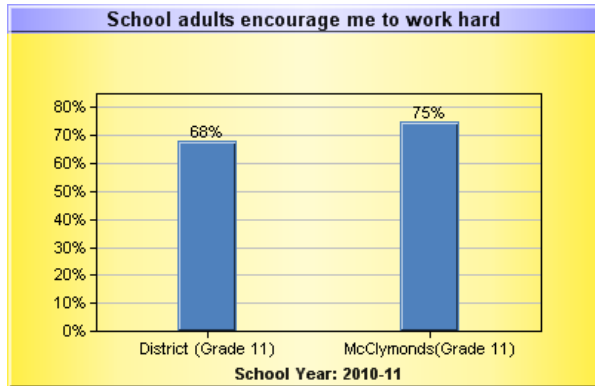
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities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

#### From OUSD Strategic Plan:

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

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





**School Data**

- McClymonds data displays that 47.5% of the students in the 2009-2010 graduation cohort were able to matriculate.

**Data Analysis**

- Obtaining proficiency in English is a 5-7 year proces according to research. In order for students to display improved results McClymonds staff must adhere to a strict and robest intervention program that includes but is not limited to: tutoring, in

**Theory Action**

- By 11th grade, all students will have recieved 1:1 college counseling, and transcript analysis. (!2th grade they will be reviewed again)
- By 12th grade all students will have visited a minimum of 6 college campuses.
- By 12th grade, all students will have participated in some sort of internship.

## 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: McClymonds High School

Principal: KEVIN TAYLOR

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

A quality school...

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

**From OUSD Strategic Plan:**

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

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

**School Data**

- Over 90% of the population at McClymonds is African-American with the slight majority of that population being African-American males.

**Theory Action**

- McClymonds will increase the size of our Manhood development class and increase access to the class to include students from multiple grade levels.
- African-American male students will participate in intervention courses, as well as, summer school in order to address any issue which may impede their successful academic progress.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students	GPA, A/P	GATE	2012-2013	Principal	5/17/2012	351SQ11E4599	GATE PROGRAM SERVICES	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: McClymonds High School

Principal: KEVIN TAYLOR

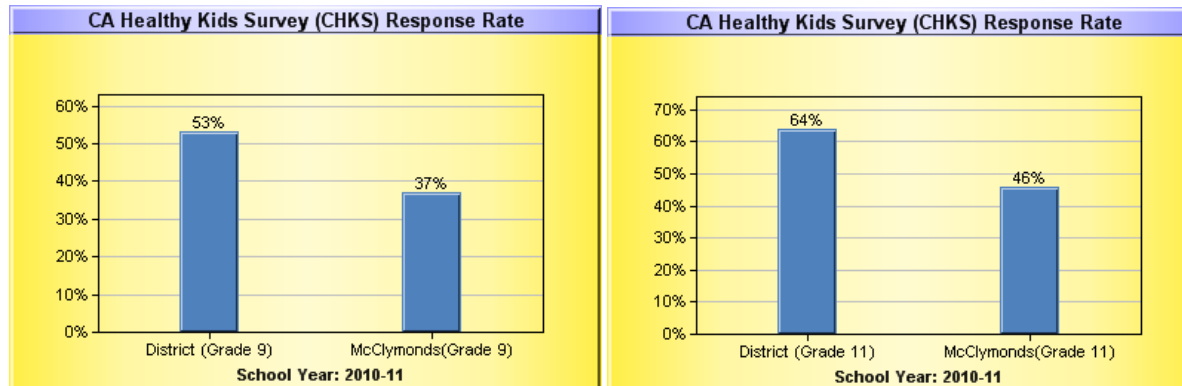
#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### From OUSD Strategic Plan:

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



#### School Data

- Afterschool programming includes: Tutoring, Homework club, SPAAT, STEM activities, and youth leadership in the McClymonds Youth and Family Center.
- McClymonds hosted a 6 week summer program that included: Step Up- for incoming 9th grade students, academic and organization support courses, and after-program enrichment courses in the summer of 2011 for students which were already enrolled.

#### Data Analysis

- Summer school is critical in order to address areas in which students are entering academically deficient
- Student request additional investment in elective and enrichment courses.
- Additional after-school classes in Revolution Prep algebra and literacy support are needed.

#### Theory Action

- Arrange after-school programming to address areas of academic need while making engaging enrichment activities available.

- Host summer school in the summer of 2012.

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

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

School: McClymonds High School

Principal: KEVIN TAYLOR

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

A quality school...

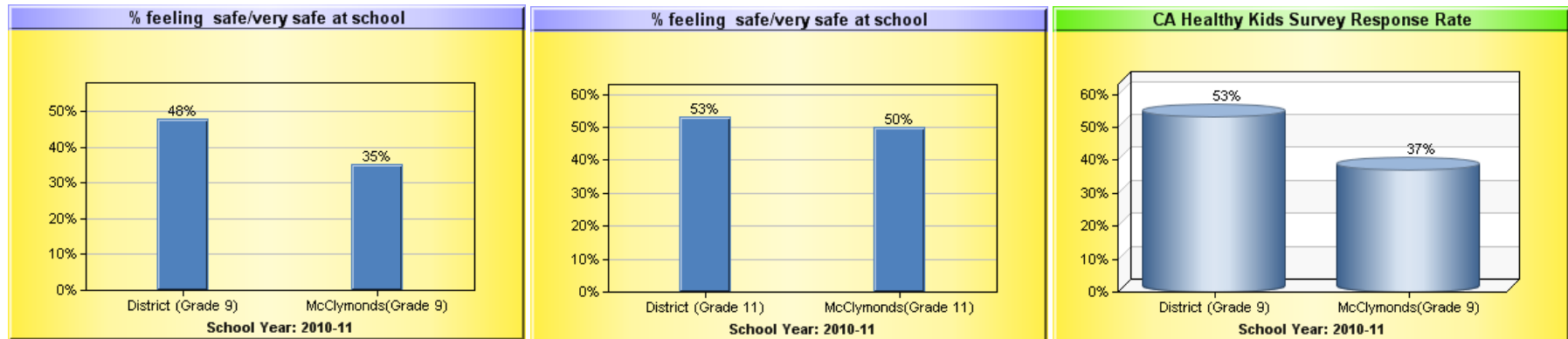
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

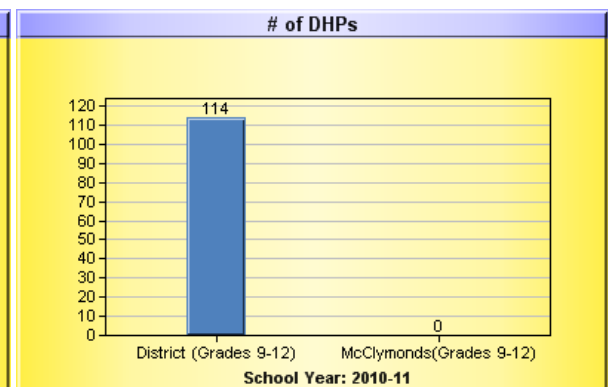
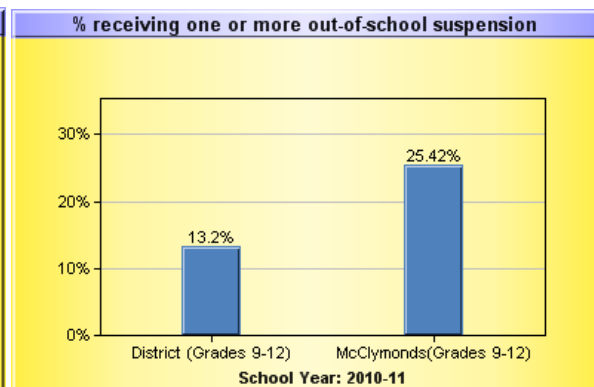
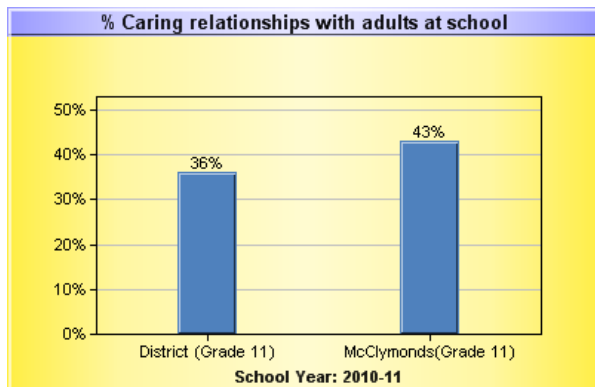
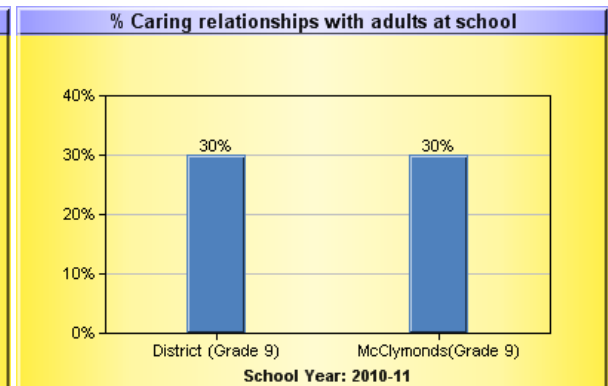
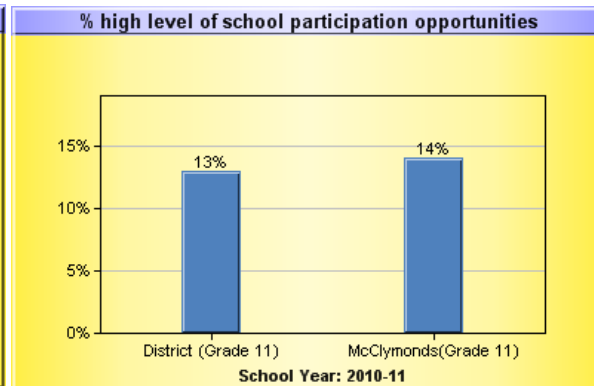
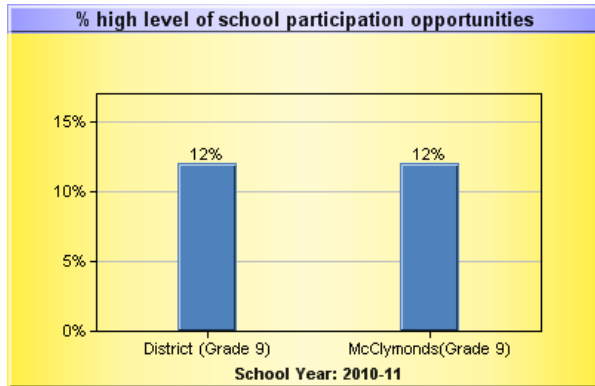
#### From OUSD Strategic Plan:

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

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





**Data Analysis**

- There were no DHP's for the 2011-2012 school year.
- Male students are more likely to be suspended than female students.

**Theory Action**

- Implement 180 mentor program to support male and female students.
- Expand Manhood Academy classes for male students to incorporate 9-11 grade levels.
- Evaluate student progress with on-site case manager and Instructional Leadership Team.

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

### Strategic Priority B. Health & Wellness

School: McClymonds High School

Principal: KEVIN TAYLOR

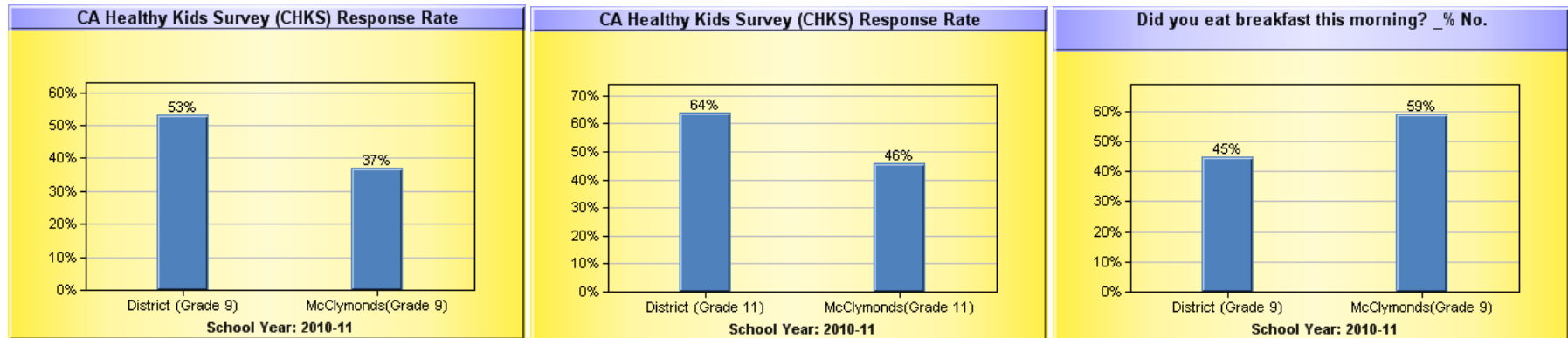
#### School Quality Standards relevant to this Strategic Priority

A quality school...

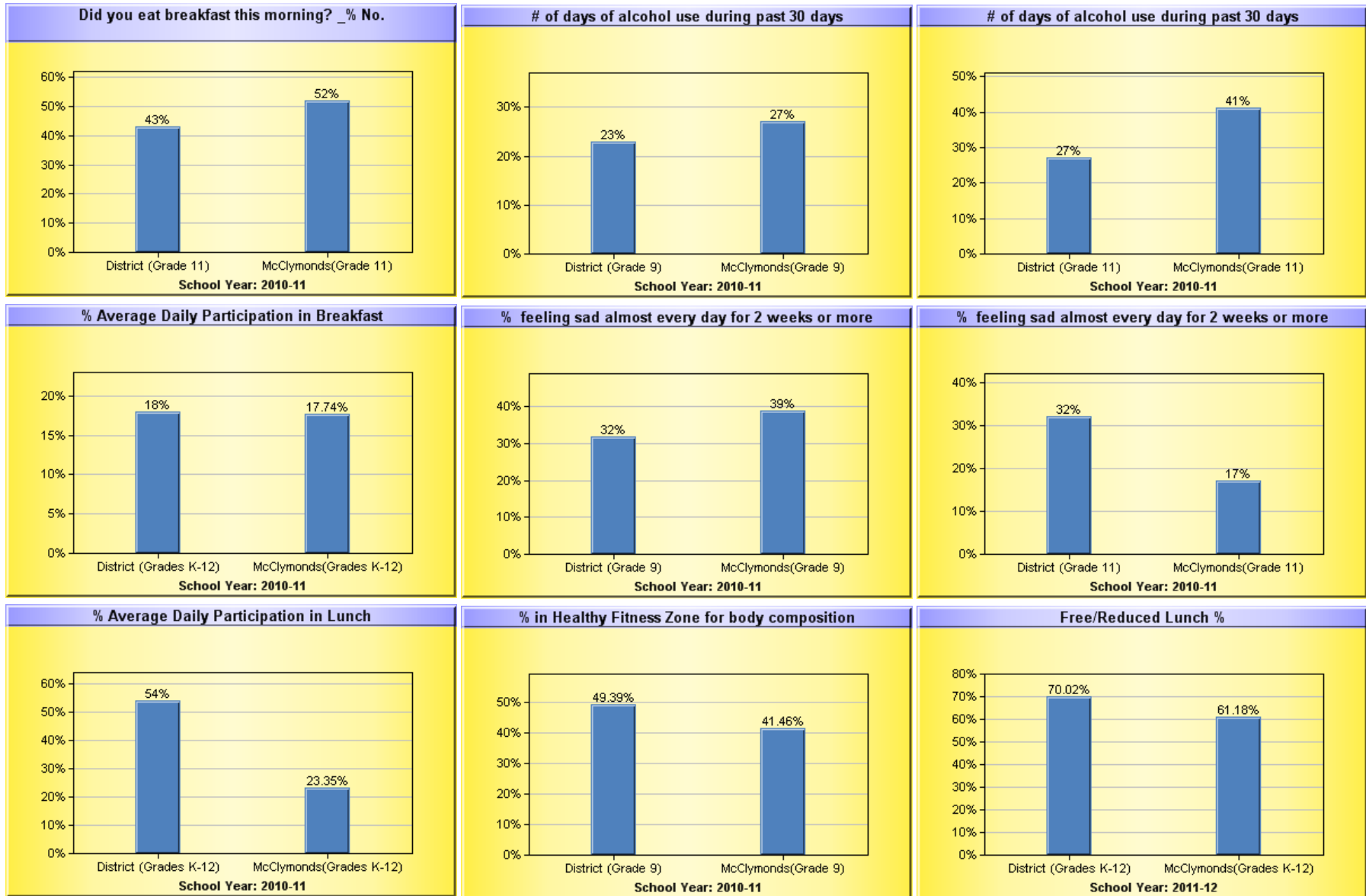
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

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







**Data Analysis**

- Poverty is a chronic problem at McClymonds. Finding healthy meals and ways to exercise for our non-athletes is needed in our community.
- Our community needs a tremendous amount of general health and mental health services. Even with the accessibility provided on campus many students

require much more.

**Theory Action**

- After school programming.
- Intergrating wellness and health in the STEM initiative.
- Expanding the use of the McClymonds Youth and Family Center.

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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: McClymonds High School

Principal: KEVIN TAYLOR

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

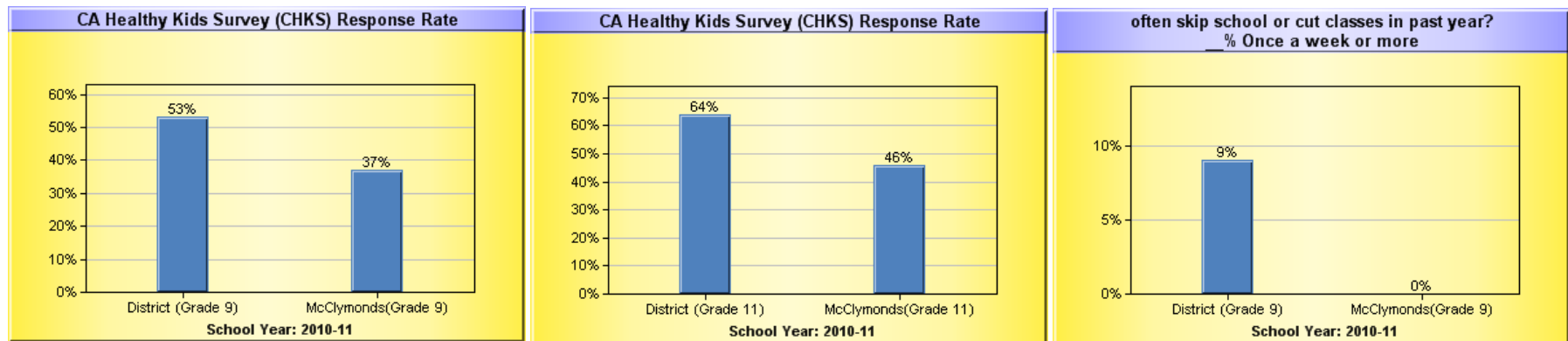
A quality school...

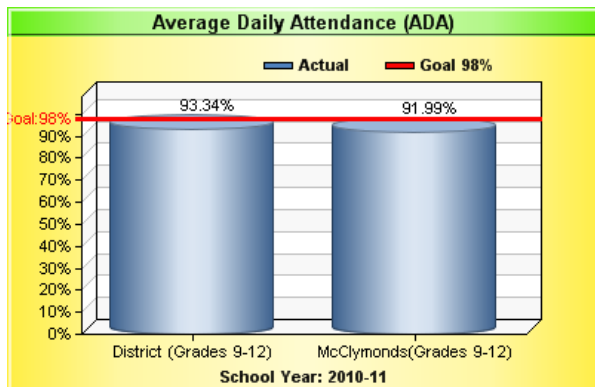
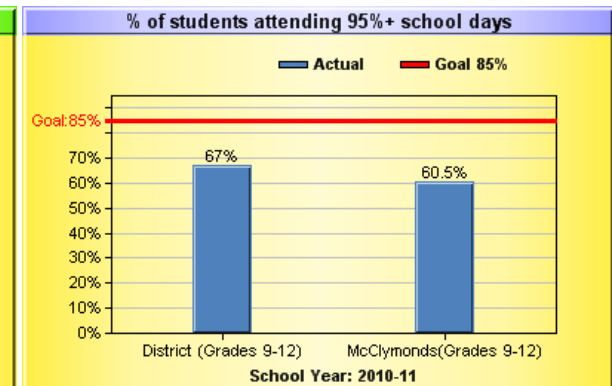
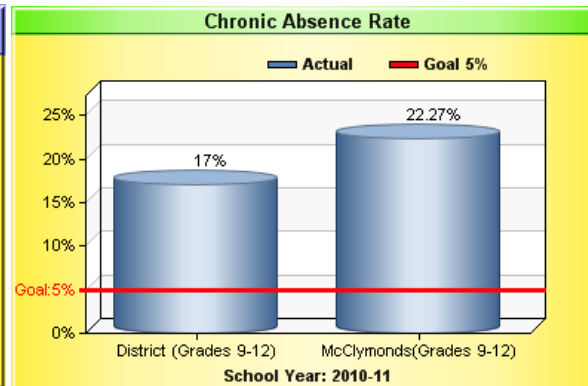
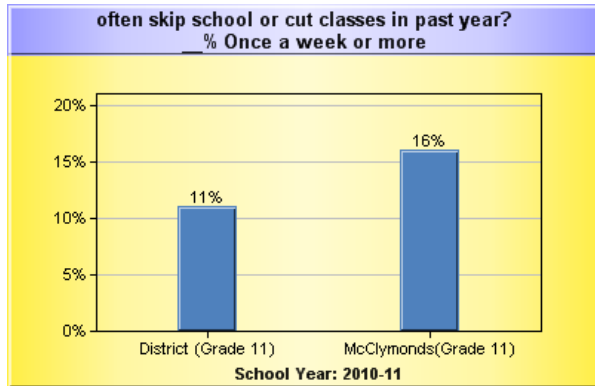
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

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

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





**Theory Action**

- Issue 2 monthly attendance reports that list action items for advisors.
- Advisors can refer students for additional attendance interventions.
- Expand input to address student attendance to the students leadership accompanied with the ILT in order to better address the issue.

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: McClymonds High School

Principal: KEVIN TAYLOR

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

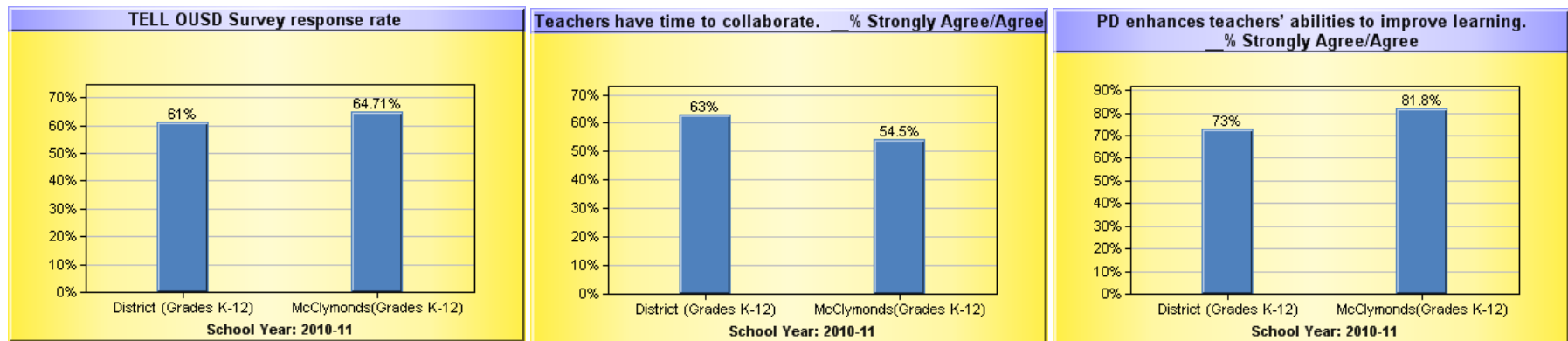
A quality school...

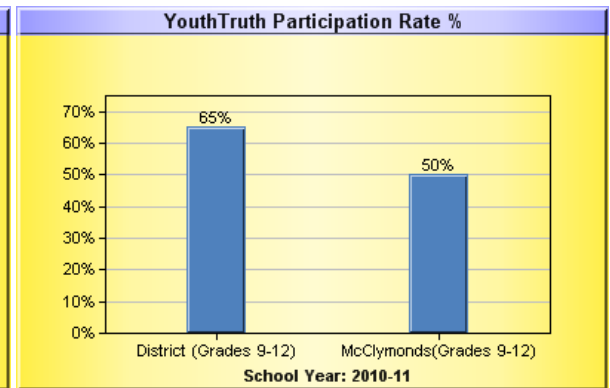
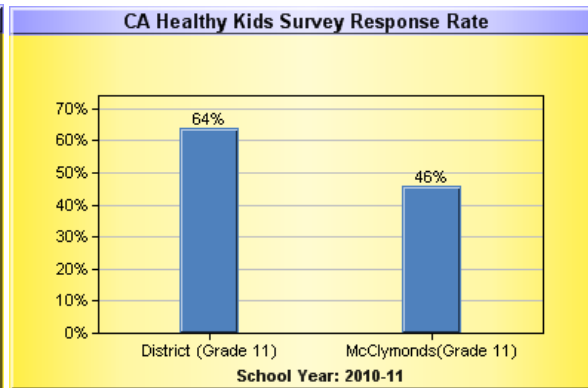
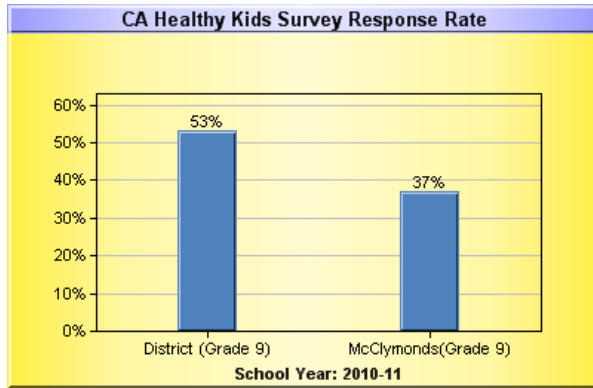
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

#### From OUSD Strategic Plan:

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

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





**School Data**

- All staff participated in additional days of PD, during and after the school year.
- Staff meet regularly to collaborate, create curriculum, evaluate lessons, and develop and assess "cycles of inquiry".

**Data Analysis**

- 2012 WASC visit showed weakness in the area of PD translating to higher CST scores.
- McClymonds staff must focus on literacy and address failure rate in mathematics.

**Theory Action**

- ILT is set up with a representative from each A-G subject area in order to ensure that every segment of the McClymonds voice is heard.
- All staff participate in additional PD

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

### Strategic Priority A. Family & Community Engagement

School: McClymonds High School

Principal: KEVIN TAYLOR

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

A quality school...

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

#### From OUSD Strategic Plan:

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

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

#### School Data

- Regular parent meeting are held in which teachers are able to speak specifically about individual students to their parents/guardians.
- Monthly community/parent meetings are held with the principal to address current and future plans, and community concerns.

#### Data Analysis

- Working with focus groups of the community and parents, we have established priorities for family engagement.
- Regular communication in the form of standing meetings outside of ptsa and s.s.c., parenting groups every other monday, conferences, progress reports
- Classes for parents via the McClymonds Youth and Family Center

#### Theory Action

- Thoroughly question new hire applicants to determine competency in working with our community.
- Continue to expand teacher's cultural competency by engaging in home visits, neighborhood walks, and other forms of PD.
- Expand relationship with after-school coordinator in lieu of full service community school coordinator

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: McClymonds High School

Principal: KEVIN TAYLOR

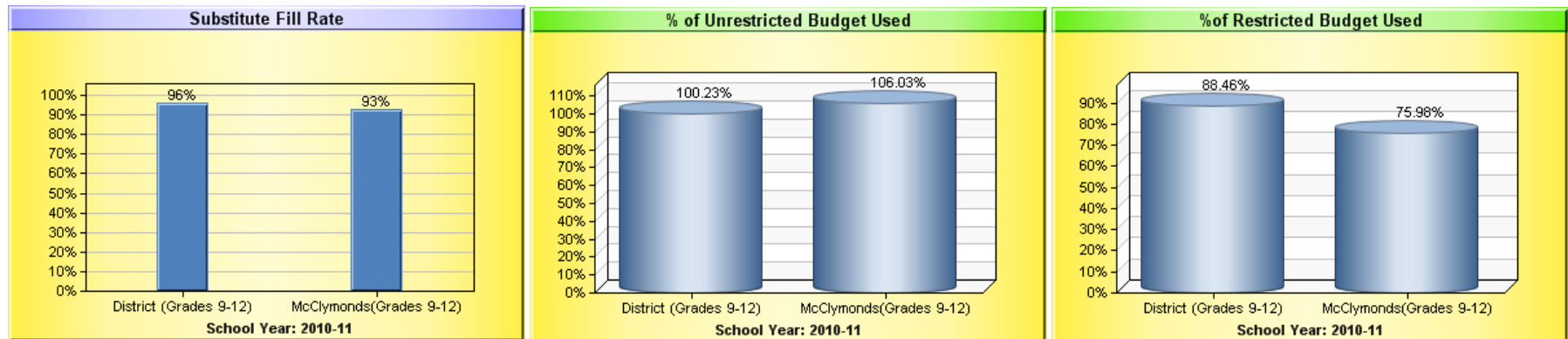
#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### From OUSD Strategic Plan:

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



#### Theory Action

- Allocate staff time to write large and small grants.
- Partner with CBOs to provide free on-site services.
- Identify additional funders and organizations and cultivate relationships.



Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

School Site: 351  
Site Number: Mcclymonds

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
\_\_\_\_\_  
SSC Chairperson's Signature

Cheri Waterman  
\_\_\_\_\_  
SSC Chairperson's Name (printed)

3/29/12  
\_\_\_\_\_  
Date

A-A  
\_\_\_\_\_  
ELAC Chairperson's Signature

\_\_\_\_\_  
ELAC Chairperson's Name (printed)

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal Signature

Kevin Taylor  
\_\_\_\_\_  
Principal's Name (printed)

3/29/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Executive Officer's Signature

Alison McDonald  
\_\_\_\_\_  
Executive Officer's Name (printed)

5-14-12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

Suzanne Ramirez  
\_\_\_\_\_  
Director, State & Federal's Name (printed)

6/8/12  
\_\_\_\_\_  
Date

## School Site Council Membership Roster – High School

School Name: McClymonds

School Year 2011 - 2012

<b>Chairperson :</b> Cheri Waterman	<b>Vice Chairperson:</b> Anthony McNeal
<b>Secretary:</b> Rachael Hereford	<b><u>DAC Representative:</u></b>

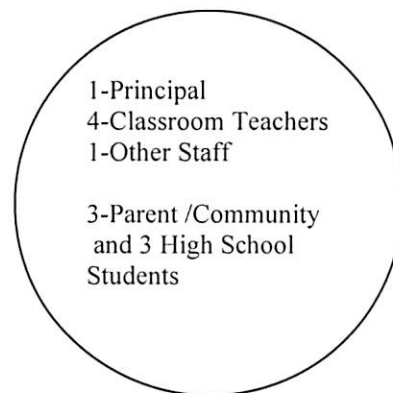
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Kevin Taylor	2607 Myrtle Ave, Oakland, 94607	X				
Roger Yiquin Xu	2607 Myrtle Ave., Oakland 94607		X			
Jeremy Namkung	2607 Myrtle Ave., Oakland 94607		X			
Rachael Hereford	2607 Myrtle Ave., Oakland 94607		X			
LuPaulette Taylor	2607 Myrtle Ave., Oakland 94607		X			
Anthony McNeal	1540 Adeline, Oakland 94608			X		
Cheri Waterman	1519 Myrtle Ave., Oakland 94607				X	
LaNeisha Halcomb	316 Chester St, Oakland 94607				X	
Shaheda Wright	846 Aileen St. Apt A, Oakland 94608				X	
Therica McCord	1519 Myrtle Ave., Oakland 94607					X
Michael Carraway	846 Aileen St. Apt A, Oakland 94608					X
Harold Holcomb	316 Chester St., Oakland 94607					X
<b>DAC Representative</b>						
Home Ph.	Email:					

<b>Meeting Schedule</b>	
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**SSC Legal Requirements:**

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



# **Title I School Parental Involvement Policy: 2012 – 2013**

**McClymonds High School  
2607 Myrtle Ave  
Oakland, CA 94607  
(510) 879-3036**

## **Part 1. General Expectations: Involvement of Parents in the Title I Program**

*McClymonds High School* agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

## **Part 2. Description of how the School will implement required School Parental Involvement Policy components: Building Parent Capacity for Involvement**

- 1) *McClymonds High School* will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - PTSA (Parent Teacher Student Association) announcement and invitation
  - Regular Announcements to students over the school intercom
  - School Bulletin
  - OUSD Parent Signature of Parent Guide Book
  - McClymonds High School Handbook
  - The student newsletter
- 2) *McClymonds High School* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Posting in the school offices, classrooms, library, and McClymonds Youth and Family Center
  - School website
  - Weekly Warrior (School Newsletter)
  - PTSA (Parent Teacher Student Association)

- Fliers
  - School Mailings
- 3) **McClymonds High School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates:
- ELAC (English Language Advisory Committee) agenda every year for review
  - PTSA (Parent Teacher Student Association)
  - Student Council
  - Faculty Council
- 4) **Annual Title I Meeting. McClymonds High School** will convene an annual meeting to inform parents of the following:
- That the school participates in the Title 1 Program
  - How the school implements the Title I Program
  - The requirements of the Title 1 Program
  - The parents' right to be involved
  - The parents' right to participate in the development of the District's Title 1 Plan
- 5) **McClymonds High School** will provide information about Title 1 programs to parents of participating children in a timely manner:
- The information will be provided using the procedures described in Part 2, #2, above.
  - Information about the Annual Title I Meeting will be provided at fall registration.
  - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
    - Annual Title I Meeting
    - Community meetings
- 6) **McClymonds High School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
- High School Course Descriptions
  - Back to School Night
  - Grade Nights
- 7) **McClymonds High School** provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Opportunity to request items in advance to include on meeting agenda
- 8) **McClymonds High School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Back to School Night
  - Teacher Conferences
  - Teacher Syllabi
  - McClymonds High School Handbook
  - School Announcements
- 9) **McClymonds High School** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
- Office of the Ombudsperson
  - Contact: Mr. Gabriel Valenzuela, Ombudsperson
  - Address: Paul Robeson Administration Building, Room 316, 1025 Second Avenue,

- Oakland, CA 94606
- Email: Gabriel.Valenzuela@ousd.k12.ca.us

### **Part 3. Shared Responsibilities for High Student Academic Achievement**

- 1) **McClymonds High School** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - PTSA (Parent Teacher Student Association)
  - ELAC (English Learners Advisory Council)
  - The school district's Parent Options Program
  - Parent Patrol
  - Fliers
  - The school's website
  - McClymonds Youth and Family Center
  - The School Site Principal will be responsible for the overall program of parental involvement.

**School-Home Compact.** McClymonds High School has jointly developed with and distributed to parents of Title I students a School-Home 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.

- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
  - The requirements of Title 1
  - How to monitor their child's progress
  - How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
  - Report Cards
  - Information Nights
  - Progress Reports (distributed every six weeks)
  - Annual Title 1 Meeting
  - McClymonds Youth and Family Center
- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
    - Providing information to parents on District trainings and information student improvements
    - College Nights
  - 4) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
    - Staff Retreats
    - Staff Professional Developments

- 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
  - College Nights
  - Back to School Nights
  - Information Nights
  - PTSA (Parent Teacher Student Association) to organize and facilitate activities
- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
  - Sending vital information home in Spanish and English

### **Adoption**

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

This policy was adopted by the McClymonds School Site Council on April 24<sup>th</sup>, 2012 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The McClymonds High 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.

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(Principal's Signature)

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(Date)

## OAKLAND TECHNICAL HIGH SCHOOL SCHOOL-HOME COMPACT

*Oakland Technical High School and the parents of its students agree to share the responsibility for improved student academic achievement. This compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect during the 2010-2011 school year.*

### **We, the teachers, support staff, and administration of Oakland Technical High School:**

- Agree to provide a safe, supportive, and effective learning environment for all students.
- We will do this by making clear our expectations for student performance both in and outside the classroom, and reviewing these expectations on a regular basis.
- We agree to provide curriculum and instruction that is of high quality and is designed to enable all students to meet the state's academic achievement standards.
- We agree to continually work on our teaching strategies so that we can successfully teach all students.
- We agree to hold a meeting with parents at least once each year (for example, on Back to School Night or at Registration or Parent Workshops) during which this compact will be discussed in relation to their students' achievement.
- We agree to notify parents or guardians promptly when attendance or academic problems arise for their students.
- We agree to provide reports on student progress no less than three times each semester.
- We agree to provide appropriate orientation and opportunities for parents who wish to volunteer or observe in their students' classrooms.
- We agree to follow school policies and show respect for every person at the school.

### **We, the parents and guardians of students at Oakland Technical High School:**

- Accept responsibility for supporting our students' learning.
- We agree to monitor our students' attendance and assure attendance is maximized.
- We agree to monitor the study environment at home and assure that our students have at least 3 hours in a quiet environment to do homework each day.
- We agree to monitor the time our students spend with television or other electronic entertainment.
- We agree to encourage our students to make positive use of their extracurricular time.
- We agree to respond promptly to messages from the school.
- We agree to attend Back-to-School Night and other conferences that are arranged with our students' teachers or administrators.
- We agree to follow school policies and show respect for every person at the school.

### **We, the students of Oakland Technical High School:**

- Agree to be on time for each of our classes every day.
- We agree to come to each class with completed homework and the required materials.
- We agree to write down each homework assignment and to set aside at least 3 hours each day to complete homework assignments.
- We agree to let our teachers, parents, or guardians know if we are having difficulty in a class and to ask for help if we need it.
- We agree to carry information between the school and our homes.
- We agree to follow school policies and show respect for every person at the school.

Signed: \_\_\_\_\_

## McClymonds 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.

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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.

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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\_\_.

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides the current* district-adopted, standards-aligned English/Reading Language Arts (ERLA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ERLA courses.  * As a result of ABX4 2, the State Board of Education (SBE) ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ERLA courses. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> <li>• Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list.</li> <li>• At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students.</li> <li>• The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners.</li> <li>• Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in the core classroom.</li> </ul>	Objective	Fully*	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b>Appropriate Instructional Program Materials</b> All students are <u>  4  </u> assessed, <u>  4  </u> placed, and <u>  4  </u> provided appropriate SBE-adopted instructional program materials.  <b>Number of Students:</b> 22 All Students. <u>      </u> ELs. 22 SWDs.  <b>Appropriate Use</b> Identify all that apply: 4 Core materials are used daily as designed. 4 Ancillary materials are used daily as Designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	<p>Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> <li>• Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.</li> <li>• Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills.</li> <li>• Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in a ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards.</li> <li>• The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content.</li> </ul>	Objective	Fully*	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Appropriate Instructional Program Materials</u></b> All EL students are appropriately ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p><b>Identify ELD Instructional Program/Materials Used:</b>  <b>N/A/</b></p> <p><b><u>Appropriate Use</u></b> ___Materials/ ELD components are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																		
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.  *As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	<p>Full implementation means that all identified intensive intervention students (students achieving below grade six grade standards), including ELs and SWDs, are provided with either the current SBE-adopted grade four through eight ERLA intensive intervention programs (2008-SBE adoption Programs four and five or 2002 SBE-adoption program materials) or the articulated high school version of these grade four through eight intensive intervention programs. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> <li>• District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program.</li> <li>• The articulated high school intensive intervention materials address the needs of below grade six grade readers (intensive learners) and therefore address ERLA standards below the grade six.</li> <li>• Intensive programs are multi-period, stand-alone, intensive programs that are designed to accelerate students' successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support.</li> </ul>	Objective	Fully*	Substantially	Partially	Minimally														
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%														
			<b>Key Components</b>																		
<p><b><u>Appropriate Instructional Program Materials</u></b> All students are ___ assessed, ___* placed, and ___* provided appropriate SBE-adopted or articulated versions of instructional program materials.</p> <p><b>Name(s) of Intensive Intervention Program Used:</b></p> <p><b>Number of Intensive Intervention Students:</b> All Intensive Learners: Gr. 9__ Gr.10__ All Intensive ELs: Gr. 9__ Gr.10__ All Intensive SWD's: Gr. 9 <u>8</u> Gr. 10 <u>7</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number/% Provided SBE or articulated version Intensive Intervention</th> </tr> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Grade 9</th> <th style="width: 15%;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> </tr> </tbody> </table> <p><b><u>Appropriate Use</u></b> ___4___ Materials are used daily as designed.</p>							Number/% Provided SBE or articulated version Intensive Intervention				Grade 9	Grade 10	Total Students			ELs			SWDs	8	7
Number/% Provided SBE or articulated version Intensive Intervention																					
	Grade 9	Grade 10																			
Total Students																					
ELs																					
SWDs	8	7																			
Documentation		Additional Comments																			
Reading/Language Arts/ELD																					
District Purchase Date:																					
School Distribution Date:																					
Classroom Distribution Date:																					
Attach publisher PO documentation for sets of classroom core materials.																					

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I.  *As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current”.	Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the current SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students. <ul style="list-style-type: none"> <li>• Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners.</li> <li>• All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners.</li> <li>• SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom.</li> </ul>	Objective	Fully*	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b>Appropriate Instructional Program Materials</b> All students are __4__ assessed, __4__ placed, and __4__ provided appropriate SBE-adopted instructional program materials.  <b>Number of Students:</b> __ _ All Students. ____ ELs. 4 SWDs.  <b>Appropriate Use</b> Identify all that apply: __ * Core materials are used daily as designed. 4 Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																			
<b>1. Instructional Program</b>	<p>1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>Districts using the 2001 SBE-adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> <li>The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.</li> <li>SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally															
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%															
			<b>Key Components</b> <u>Appropriate Instructional Program Materials</u> All students are <u>  4  </u> assessed, <u>  4  </u> placed, and <u>  4  </u> provided appropriate SBE-adopted instructional program materials.  <b>Number of Intensive Intervention Students:</b> All Intensive Learners: Gr. 9 <u>  5  </u> Gr. 10 <u>  3  </u> All Intensive ELs: Gr. 9 <u>  0  </u> Gr. 10 <u>  0  </u> All Intensive SWDs: Gr. 9 <u>  3  </u> Gr. 10 <u>  5  </u>																			
			<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="3">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>					Number Provided SBE-Algebra Readiness				Grade 9	Grade 10	Total Students	8	7	ELs	0	0	SWDs	8	7
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McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ERLA instructional program. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>• Grades nine and ten: One period.</li> </ul>	<p>Full implementation means that the school's master schedule allocates for all ERLA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ERLA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Exam (CAHSEE).</p> <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally												
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			<b>Key Components</b>																
			<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>  <u>3</u> Time is given priority and protected from interruptions.</p> <p><b>Identify the number (#) of instructional minutes (length of periods) offered at each grade level:</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 9</th> <th style="text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level				Grade 9	Grade 10	All Students			ELs		
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Documentation		Additional Comments																	
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Master Schedule:																			
Description of Course Content:																			
Description of Intervention Programs:																			

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																														
<b>2. Instructional Time</b>	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ERLA using the current district-adopted core ERLA instructional program and ancillary materials. <ul style="list-style-type: none"> <li>• Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course.</li> </ul>	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions.</li> <li>• Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ERLA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE.</li> <li>• Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards.               <ul style="list-style-type: none"> <li>– For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses.</li> <li>– Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms.</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally																										
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																										
			<b>Key Components</b>																														
<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>  <u>3</u> Time is given priority and protected from interruptions.</p> <p><b>Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number of Students at each grade level</th> </tr> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Grade 9</th> <th style="width: 20%; text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td># of HP Strategic provided 1 additional period</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p><b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Grade 9</th> <th style="width: 20%; text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>Additional time provided all HP Strategic students</td> <td style="text-align: center;">180</td> <td style="text-align: center;">180</td> </tr> <tr> <td>Additional time provided all HP Strategic ELs</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Additional time provided all HP Strategic SWDs</td> <td></td> <td></td> </tr> </tbody> </table>							Number of Students at each grade level				Grade 9	Grade 10	All Strategic			All HP Strategic	3	3	# of HP Strategic provided 1 additional period	3	0		Grade 9	Grade 10	Additional time provided all HP Strategic students	180	180	Additional time provided all HP Strategic ELs	N/A	N/A	Additional time provided all HP Strategic SWDs		
Number of Students at each grade level																																	
	Grade 9	Grade 10																															
All Strategic																																	
All HP Strategic	3	3																															
# of HP Strategic provided 1 additional period	3	0																															
	Grade 9	Grade 10																															
Additional time provided all HP Strategic students	180	180																															
Additional time provided all HP Strategic ELs	N/A	N/A																															
Additional time provided all HP Strategic SWDs																																	



McClymonds High School  
**Academic Program Survey—High School Level**

		<ul style="list-style-type: none"> <li>The district-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</li> </ul>	<p><b>Describe assessment and placement criteria for high priority strategic students.</b></p> <p><b>IEP testing using Woodcock Johnson III and wide range achievement test 4- WRATH 4</b></p> <p><b>Describe differentiated support for students not needing an additional strategic period:</b></p> <p><b>Voyager curriculum core literacy and math programs i.e.- Journeys English Language Arts and Transmath mathematics program</b></p>
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Master Schedule:			
Description of Course Content:			
Description of Intervention Programs:			

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

Component																
<b>2. Instructional Time</b>	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>• Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level.</li> </ul>	Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions.</li> <li>• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures.</li> <li>• The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content.</li> <li>• Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials.</li> <li>• Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards.</li> </ul> Examples of designated ELD courses include: <ul style="list-style-type: none"> <li>• A separate period of ELD.</li> <li>• ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ERLA intensive intervention program.</li> <li>• An ELD strategic support class.</li> <li>• College Preparation English with in-class ELD support.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<b>Key Components</b>													
			<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b> Identify all that apply:</p> <p>_NA___ Time is given priority and protected from interruptions.</p> <p>_NA___ ELD instruction is additional time in schedule.</p> <p><b>Name of Designated ELD Course(s) by level:</b></p> <p><b>Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Proficiency Levels</th> <th style="width: 15%;">Levels 1-2</th> <th style="width: 15%;">Level 3</th> <th style="width: 15%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students				# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students																
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	N/A	N/A	N/A													
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
Master Schedule:																
Description of Course Content:																
Description of Intervention Programs:																
<b>Essential Program Component</b>	<b>Objective</b>	<b>Criteria and Clarifications</b>	<b>Implementation Status and Key Components</b> Review and identify which key components apply. Circle the most appropriate rating.													

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<b>2. Instructional Time</b>	<p>2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> <li>Two-hours (or two to three periods).</li> </ul>	<p>Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ERLA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002 SBE-adoption program materials are utilized on a daily basis to support the needs of all intensive reading intervention students.</p> <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> <li>Students in need of intensive intervention are defined as students demonstrating proficiency in ERLA below grade six standards.</li> <li>The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule).</li> <li>The intensive intervention programs in ERLA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the-grade-level core program with the addition of a strategic support period.</li> <li>ELs in the current SBE-adopted or articulated high school version of a Program five intensive intervention will receive embedded ELD instruction as per program design. For ELs, Program five meets the required 30-60 minutes of ELD daily instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b>							
<b><u>Appropriate Allocation of Daily Instructional Time</u></b>							
<p>__4__ Time is given priority and protected from interruptions.</p>							
<b>Indicate total length (minutes) of blocked periods:</b>							
<b># of Instructional Minutes at each grade level</b>							
				<b>Grade 9</b>	<b>Grade 10</b>		
				<b>120</b>	<b>120-RSP</b>		
				<b>0</b>	<b>0</b>		
				<b>180</b>	<b>180-SDC</b>		
Documentation			Additional Comments				
	Reading/Language Arts/ELD						
Master Schedule:							
Description of Course Content:							
Description of Intervention Programs:							

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>2. Instructional</b>	2.5 Through the school's	Full implementation means that the school's master schedule	Objective	Fully	Substantially	Partially	Minimally

McClymonds High School  
**Academic Program Survey—High School Level**

<b>Time</b>	<p>master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted Algebra I program. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> <li>One period – Algebra I.</li> </ul>	<p>allocates for all Algebra I classrooms the appropriate daily instructional time in the current SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> </ul>	2.5	4 100%	3 At least 75%	2 At last 50%	1 Less than 50%								
<b>Key Components</b>															
<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>          ___3___ Time is given priority and protected from interruptions.</p> <p><b>Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;"># of Instructional Minutes for Algebra I</th> </tr> <tr> <td style="width: 50%;">All Students</td> <td>60-120</td> </tr> <tr> <td>ELs</td> <td>N/A</td> </tr> <tr> <td>SWDs</td> <td>60-120</td> </tr> </table>								# of Instructional Minutes for Algebra I		All Students	60-120	ELs	N/A	SWDs	60-120
# of Instructional Minutes for Algebra I															
All Students	60-120														
ELs	N/A														
SWDs	60-120														
Documentation			Additional Comments												
Mathematics															
Master Schedule:															
Description of Course Content:															
Description of Intervention Programs:															

McClymonds High School  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
<b>2. Instructional Time</b>	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted Algebra I core and ancillary materials <ul style="list-style-type: none"> <li>• One period – Additional strategic support linked to a grade-level Algebra I course.</li> </ul>	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> <li>• Time is given priority and protected from interruptions.</li> <li>• Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE.</li> <li>• Strategic learners are assessed and need additional instructional time:               <ul style="list-style-type: none"> <li>– For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.</li> <li>– Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms.</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<b>Key Components</b>													
<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>  <u>  3  </u> Time is given priority and protected from interruptions.</p> <p><b>Identify Number (#) of Strategic and High Priority (HP) strategic students served and amount of strategic instructional time offered for Algebra I.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: left;"># of grade <u>nine/ten</u> strategic students</th> </tr> </thead> <tbody> <tr> <td style="width: 80%;">All Strategic</td> <td style="width: 20%; text-align: center;"> </td> </tr> <tr> <td>All HP Strategic</td> <td style="text-align: center;"><b>22</b></td> </tr> <tr> <td>All HP EL Strategic</td> <td style="text-align: center;"><b>0</b></td> </tr> <tr> <td>All HP SWD Strategic</td> <td style="text-align: center;"><b>22</b></td> </tr> </tbody> </table>							# of grade <u>nine/ten</u> strategic students		All Strategic		All HP Strategic	<b>22</b>	All HP EL Strategic	<b>0</b>	All HP SWD Strategic	<b>22</b>
# of grade <u>nine/ten</u> strategic students																
All Strategic																
All HP Strategic	<b>22</b>															
All HP EL Strategic	<b>0</b>															
All HP SWD Strategic	<b>22</b>															

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**Academic Program Survey—High School Level**

		<ul style="list-style-type: none"> <li>The current SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so they can participate in and progress through the daily lessons in the core program with their peers.</li> </ul>	<p><b>Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;"><b>Algebra HP Inst'l Minutes</b></td> </tr> <tr> <td>Additional time provided to all HP strategic students</td> <td style="text-align: center;"><b>60-120</b></td> </tr> <tr> <td>Additional time provided to HP EI strategic students</td> <td style="text-align: center;"><b>N/A</b></td> </tr> <tr> <td>Additional time provided to all HP SWD strategic students</td> <td style="text-align: center;"><b>60-120</b></td> </tr> </table> <p><b>Describe differentiated support for students not needing an additional strategic period:</b></p>		<b>Algebra HP Inst'l Minutes</b>	Additional time provided to all HP strategic students	<b>60-120</b>	Additional time provided to HP EI strategic students	<b>N/A</b>	Additional time provided to all HP SWD strategic students	<b>60-120</b>
	<b>Algebra HP Inst'l Minutes</b>										
Additional time provided to all HP strategic students	<b>60-120</b>										
Additional time provided to HP EI strategic students	<b>N/A</b>										
Additional time provided to all HP SWD strategic students	<b>60-120</b>										
Documentation		Additional Comments									
	Mathematics										
Master Schedule:											
Description of Course Content:											
Description of Intervention Programs:											

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply.
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McClymonds High School  
Academic Program Survey—High School Level

Component			Circle the most appropriate rating.									
<b>2. Instructional Time</b>	<p>2.7 Through the school’s master schedule, the school/district complies with and monitors implementation of instructional time for most recent SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards.</p> <ul style="list-style-type: none"> <li>Grade eight: One period of Algebra Readiness daily for identified intervention students.</li> </ul> <p>Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that the school’s master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use.</p> <ul style="list-style-type: none"> <li>Time is given priority and protected from interruptions.</li> <li>Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards.</li> <li>District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria.</li> <li>The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally					
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%					
			<p><b>Key Components</b></p> <p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>  <u>3</u> Time is given priority and protected from interruptions.</p> <p><b>Indicate total number (#) of Minutes for Algebra Readiness period:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"># of Instructional Minutes</th> <th style="width: 50%;">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All <b>Intensive</b> Algebra Readiness Learners</td> <td style="text-align: center;"><b>60-120</b></td> </tr> <tr> <td>All <b>Intensive</b> Algebra Readiness ELs</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>All <b>Intensive</b> Algebra Readiness SWDs</td> <td style="text-align: center;"><b>60-120</b></td> </tr> </tbody> </table>					# of Instructional Minutes	Algebra Readiness	All <b>Intensive</b> Algebra Readiness Learners	<b>60-120</b>	All <b>Intensive</b> Algebra Readiness ELs
# of Instructional Minutes	Algebra Readiness											
All <b>Intensive</b> Algebra Readiness Learners	<b>60-120</b>											
All <b>Intensive</b> Algebra Readiness ELs	N/A											
All <b>Intensive</b> Algebra Readiness SWDs	<b>60-120</b>											
Documentation		Additional Comments										
	Mathematics											
Master Schedule:												
Description of Course Content:												
Description of Intervention Programs:												

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ERLA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ERLA programs by grade level (and by tracks if on a year-round school). All students in the ERLA grade nine and ten receive at least the minimum course of study as described by the publisher.</p> <p>Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ERLA list.</p> <ul style="list-style-type: none"> <li>• Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> <li>• The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ERLA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p><b>Key Components</b></p> <p><b><u>Instructional/Assessment Pacing Guides</u></b>            ___ 4 ___ Distributed to each grade level.            ___ 4 ___ Used daily at every grade level.</p> <p><b><u>Pacing Guide Use Monitored</u></b>            ___ 4 ___ Principal monitors daily use.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							



McClymonds High School  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted ERLA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ERLA intensive intervention classrooms with the current SBE-adopted or articulated high school version intensive reading intervention program.</p> <p>Full implementation in state-monitored schools means that the school/district has adopted the current SBE-adopted grade four through eight ERLA intensive intervention programs or the articulated high school version of those intervention program materials.</p> <ul style="list-style-type: none"> <li>Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Instructional/Assessment Pacing Guides</b></u> ___4___ Distributed to each grade level. ___4___ Used daily at every grade level.  <u><b>Pacing Guide Use Monitored</b></u> ___4___ Principal monitors daily use.				
Documentation		Additional Comments					
Mathematics							
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	<p>Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms.</p> <ul style="list-style-type: none"> <li>The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</li> <li>Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Instructional/Assessment Pacing Guides</b></u> ___4___ Distributed to each grade level. ___4___ Used daily at every grade level.  <u><b>Pacing Guide Use Monitored</b></u> ___4___ Principal monitors daily use.				
Documentation		Additional Comments					
	Mathematics						
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.							
			Objective	Fully	Substantially	Partially	Minimally			
<b>4. School Administrator Instructional Leadership Training</b>	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted ERLA basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ERLA and mathematics instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ERLA or intensive reading intervention program or mathematics program materials.</p> <p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE-approved Administrator Training Program (ATP) Provider and complete the SBE-approved Leadership and Support of</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted ERLA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> <li>• Current SBE-adopted ERLA core or intensive reading intervention or the current SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school;</li> <li>• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;</li> <li>• Curriculum Framework language and the academic content standards addressed in the materials; and</li> <li>• The use of the instructional/assessment pacing guide.</li> </ul> <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;</li> <li>• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-</li> </ul>	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%			
			<b>Key Components</b>							
			<p><b><u>Training and Practicum Completed</u></b></p> <p>Principal            ___4___ Training in ERLA.            ___4___ Training in Mathematics.            _____ Structured Practicum.*</p> <p>Vice Principal            ___N/A___ Training in ERLA.            ___N/A___ Training in Mathematics.            ___N/A___ Structured Practicum.*</p> <p><b>* Refer to suggested practicum activities (See 4.2)</b></p>							

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	<p>Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<p>based practices to plan and deliver instruction to meet varying student needs.</p>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> <li>– Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.</li> <li>– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</li> </ul> </li> <li>• Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.</li> <li>• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Training on Response to Instruction and Intervention (RtI<sup>2</sup>) including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.</li> <li>• Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to</li> </ul>	4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Principal's Professional Development</u></b> _4_ Completed.</p> <p><b>Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):</b></p> <p><b>District PD Bi-monthly</b></p> <p><b>District supported life-long learner support</b></p>				

McClymonds High School  
**Academic Program Survey—High School Level**

		<p>collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</p> <ul style="list-style-type: none"> <li>• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.</li> </ul>	
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Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<u>3</u> Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District SB 472 Completion Records:							
Contracted Authorized Provider:							
Date of Offerings:							

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
5. Credentialed Teachers Professional Development Opportunities	5.2 The school/district provides teachers of ERLA (in all programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted ERLA and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.  This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the	<p>Full implementation means that all teachers of ERLA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted ERLA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include:</p> <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<b>Key Components</b>													
			<p><b><u>Training and Practicum Completed</u></b></p> <p><b>Indicate number of teachers at each grade level and number completing training and practicum:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Teacher #</th> <th style="width: 15%;">40-hour Training</th> <th style="width: 15%;">80-hour Structured Practicum*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 9</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">Grade 10</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>						Teacher #	40-hour Training	80-hour Structured Practicum*	Grade 9	2	4	4	Grade 10
	Teacher #	40-hour Training	80-hour Structured Practicum*													
Grade 9	2	4	4													
Grade 10	2	4	4													
* Refer to suggested practicum activities.																



McClymonds High School  
**Academic Program Survey—High School Level**

	<p>goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Algebra I and Algebra Readiness mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the mathematics instructional materials and the EPCs.  This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider.  The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.  Some practicum activities might include: <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b><u>Training and Practicum Completed</u></b>  <b>Indicate number of teachers at each grade level and number completing training and practicum:</b>				
			<b>Teacher #</b>	<b>40-hour Training</b>	<b>80-hour Structured Practicum*</b>		
		Algebra I	1	4	4		
		Algebra Readiness	2	4	4		
* Refer to suggested practicum activities.							

**McClymonds High School  
Academic Program Survey—High School Level**

		<p>effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led demonstration lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-embedded technology support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District SB472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings :			

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ERLA and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all grade nine and ten ERLA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ERLA instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> <li>The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps.</li> <li>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.</li> <li>The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of the coaching services on student achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Coaches/Content Experts/Specialists</u></b>  <u>  1  </u> Type of instructional assistance.  <u>  N/A  </u> Works primarily in classrooms.  <b>Describe type of classroom/teacher assistance regularly provided to teachers:</b>   <b>Coaching monthly</b>   <b>Evaluation reviews 3 times per year.</b>   <b>Describe criteria used for identifying and providing coaching support:</b>   <b>Teacher approved rubric based upon District evaluation process</b>   <b><u>Monitoring Coaching System</u></b>  <u>  4  </u> Principal structures/monitors instructional assistance services.   <b><u>Trained Coaches/ Content Experts/Specialists</u></b>  <u>  N/A  </u> Completed SBE-adopted materials-based training (identify which program[s]).  <u>  N/A  </u> Completed English learner Professional Development (ELPD).   <b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b></p>				

McClymonds High School  
**Academic Program Survey—High School Level**

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

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> <li>• The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps.</li> <li>• 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.</li> <li>• The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>• The principal structures and monitors the use and impact of the coaching services on student achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Coaches/ Content Experts/Specialists</u></b>            ___1___ Type of instructional assistance.            ___N/A___ Works primarily in classrooms.</p> <p><b>Describe type of classroom/teacher assistance regularly provided to teachers:</b></p> <p><b>Describe criteria used for identifying and providing coaching support:</b></p> <p><b><u>Monitoring Coaching System</u></b>            ___4___ Principal structures/monitors instructional assistance services.</p> <p><b><u>Trained Coaches/ Content Experts/Specialists</u></b>            ___N/A___ Completed SBE-adopted materials-based training (identify which program[s]).            ___N/A___ Completed ELPD.</p> <p><b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b></p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach Appropriate Documentation.							

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ERLA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and-diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<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 student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ERLA.</p> <ul style="list-style-type: none"> <li>▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs.</li> <li>• District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria.</li> <li>• 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.</li> </ul> <p>• Common formative assessments are given at least</p>	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Ongoing Assessment and Monitoring System</u></b></p> <p><u>2</u> District supported electronic data management System.</p> <p><u>2</u> District-wide reporting and analysis of assessment results.</p> <p><u>3</u> School-wide reporting and analysis of assessment results.</p> <p><u>2</u> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><u>4</u> Common curriculum embedded/formative assessments in use school-wide.</p> <p><b><u>Training on Accessing and Using Electronic Data System</u></b></p> <p><u>2</u> Staff trained on using and accessing data from the electronic data system.</p>				

McClymonds High School  
**Academic Program Survey—High School Level**

		<p>every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</p>	<p><b>Using Formative Assessments Results</b>          ___4___ Common curriculum embedded/formative assessments administered frequently.          ___4___ School-wide assessment calendar developed and used.          ___4___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Examples of Curriculum-Embedded Assessments			
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			



McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<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 student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria.</li> <li>• 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p><b>Key Components</b></p> <p><b><u>Ongoing Assessment and Monitoring System</u></b></p> <p><u>4</u> District supported electronic data management system.</p> <p><u>4</u> District-wide reporting and analysis of assessment results.</p> <p><u>4</u> School-wide reporting and analysis of assessment results.</p> <p><u>3</u> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><u>4</u> Common curriculum embedded/formative assessments in use school-wide.</p> <p><b><u>Training on Accessing and Using Electronic Data System:</u></b></p> <p><u>4</u> Staff trained on using and accessing data from the electronic data system.</p>				

McClymonds High School  
**Academic Program Survey—High School Level**

		<ul style="list-style-type: none"> <li>Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</li> </ul>	<p><b>Using Formative Assessments Results</b></p> <p>___4___ Common curriculum embedded/formative assessments administered frequently.</p> <p>___4___ School-wide assessment calendar developed and used.</p> <p>___3___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Mathematics		
Examples of Curriculum-Embedded Assessments			
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			

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

Component							
<b>8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal</b>	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ERLA programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ERLA, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:               <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic.</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded.</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ERLA content standards for all students, including ELs and SWDs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b><u>Scheduled Structured Collaboration Meetings</u></b> ___6___ Number per month. ___4___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___4___ Meetings are structured, protocols/tools are developed and used. ___4___ Training for collaboration meeting protocols provided to teachers. ___4___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___4___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.  <b><u>Collaborative Meeting Discussion Content</u></b> ___4___ Using and analyzing timely student common assessment results from all students. ___4___ Strengthening program implementation. ___4___ Designing and improving lessons and instruction. ___4___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Frequency and average length of meetings:							
Average attendance:							
Dates of meetings :							
Attach Appropriate Documentation.							

McClymonds High School  
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal</b>	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted Algebra Readiness and Algebra I programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:               <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic.</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded.</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b> <b><u>Scheduled Structured Collaboration Meetings</u></b> ___6___ Number per month. ___4___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___4___ Meeting protocols/tools are developed and used. ___4___ Training for collaboration meeting protocols provided to teachers. ___4___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___4___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.  <b><u>Collaborative Meeting Discussion Content</u></b> ___4___ Using and analyzing timely student common assessment results from all students. ___4___ Strengthening program implementation. ___4___ Designing and improving lessons and instruction. ___4___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
Frequency and Average length of meetings:							
Average Attendance:							
Dates of Meetings :							
Attach Appropriate Documentation.							

McClymonds High School  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>9. Fiscal Support</b>	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ERLA and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ERLA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> <li>• The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>• 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.</li> <li>• The district requires that SPSA expenditures detail EPC alignment.</li> <li>• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Allocation of Funds</u></b>            ___4___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b><u>Coordination of Funds</u></b>            ___4___ The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan Uses All Revenues Appropriately							
Attach Appropriate Documentation.							

McClymonds High School  
**Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>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.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Allocation of Funds</b></u> ___4___ District and site categorical and general funding are aligned to support EPC implementation.  <u><b>Coordination of Funds</b></u> ___4___ The SPSA aligns to the goals and activities in the LEA Plan.				
Documentation		Additional Comments					
	Mathematics						
Plan Uses All Revenues Appropriately							
Attach Appropriate Documentation.							